

TEMPLATE FOR THE DESIGN OF A SERVICE-LEARNING PROJECT*

1.- PROJECT TITLE	
Solidarity Tamam (Greek equivalent to Mothers' classes with an existent meaning in the Greek language. It means "to the point, exactly")	
2. PROJECT SUMMARY <i>(brief description 300 to 500 words)</i>	
<p>Students from the Department of Linguistics, Faculty of Philology of the National and Kapodistrian University of Athens will support the services and interventions of various language programmes offered by the NGO SolidarityNow. Specifically, they will provide language courses to mothers whose kids participate in ACE (All Children in Education), programme, a <u>UNICEF</u> initiative, co-funded by the European Union and implemented by a number of partners, including SolidarityNow, which aims to support refugee/migrant children on their integration in formal education.</p> <p>The students will be supervised and supported by experienced educational staff of the organization as well as the academic responsible of the module at the University and will undertake the roles of teacher or teaching assistant, along with the organization's staff, according to the needs and their level of experience.</p>	
3.- TECHNICAL DATA	
Higher Education Institution or responsible entity:	NKUA
Person in charge of the project in the HE Institution:	Maria Iakovou
Number of students participating in the project:	10-15
Course/age/gender of the participating students:	8 th semester of undergraduate studies, 22-year-old male and female students
Number of final beneficiaries of the service:	15-20
Project type: (face-to-face, virtual, mixed and/or international):	Face-to-face implementation with virtual reflection
Do the students work with social entities or with final beneficiaries of the service?	YES
4.- BACKGROUND <i>(context in which it arises, if it has been carried out previously, if it is part of a project that already exists or the previous experience from the people involved)</i>	
<p>Since the beginning of the refugee influx of 2015 in Greece, the country has hosted over a million asylum seekers. Currently, 13,385 refugees reside in Greece according to <u>MoMA's data of March 2023</u> and according to <u>OECD</u>, the foreign-born population consists of 1.4 million, with 54% out of them being women.</p> <p>Prior collaborations between NKUA and SolidarityNow has ensured the existence of common ground, where the practice can learn from theory and vice versa; the submission of common project proposal for funding, the participation of NKUA's professors on trainings for SN's teachers, and the most important one, a pilot Service Learning project with NKUA's</p>	

BA students of Philology teaching Greek as a L2 to migrant mothers whose children are supported by SN under the ACE program. This female population is officially excluded by any teaching intervention, as they are not eligible for the majority of educational programmes due to their status (women in charge of other family members, sometimes low literate in their mother tongues, without any professional role in the job market, isolated from the social environment where they live)

Under this situation, the language learning service is considered as a prerequisite for women's social integration and their children's schooling support. The final aim of this project is to reduce children's dropouts from the formal educational system, as long as their mothers realise the importance of language learning for themselves as well as for their children's lives.

5.- GENERAL SOCIAL NEED FOR THE PROJECT (S-L addresses real needs in the community, it is significant and relevant for both students and community partners. Relevant topics related to civic, cultural, economic and political society are explored through the project.)

A common element on the lives of migrant and refugee women in the host countries, including Greece, is their limited integration into the mainstream social fabric, and their socioeconomic marginalization pushes them to the sidelines of the local community. Women are especially impacted, facing gender inequality and the uneven distribution of family responsibilities, as well as the increased risk of gender-based violence and insufficient recovery from the past traumas related to the displacement. Especially mothers are usually the less integrated family members in the society as fathers/men get into the labour market and children into school. At the same time, the overall exclusion and isolation, linked to the language barrier, discourage mothers to be active on their children's education, a fundamental dimension of parenthood. It is reported regularly that this last factor increases the feeling of disappointment across the refugee/migrant female population. Thus, this impacts children's integration in the education system as the parental involvement is considered vital for the retention academic progress, especially for the vulnerable populations.

6.- SERVICE OBJECTIVES (what is the purpose of the project, what service will be provided to address the social need)

The project assists final beneficiaries, i.e. mothers with migrant or refugee background

- (a) By learning some elements of the receiving community language
- (b) By being part of the educational system that supports their children in terms of the ACE project
- (c) By feeling part of a group of women with the same interests and needs
- (d) By learning the language by doing different tasks, such as visiting different spots in the city, cooking, buying things etc.

7.- LEARNING OBJECTIVES (Specific contents and competences of academic subjects or academic degree, and/or transversal (generic) competences.

During their undergraduate studies at the Faculty of Greek Philology of the NKUA, BA students of the 5th semester have to attend a course entitled as "Introduction in the learning and teaching of a Second Language". The course aims at raising their awareness of key terms of Second Language Acquisition research as well as its pedagogic implications in second language classrooms where Greek is taught as a

Second/ Additional Language. The relationship between SLA findings and language pedagogy in terms of different learning environments in Greece and abroad and in consideration with different learners' profiles, teaching methodologies, learning outcomes syllabi design and pedagogical material development are broadly discussed. This framework provides the basis for the implementation of the SL project that can be undertaken in the last semester of their studies.

The project assists students to realise:

- (a) The reality they face in different learning environments
- (b) The importance of language learning for vulnerable populations
- (c) The empowerment they may provide for women excluded from any other educational intervention
- (d) The development of various teaching interventions in relation to various beneficiaries.

Students become aware of the following objectives:

- (a) The meaning of terms, such as "Greek as an Additional Language", "first" vs "second" language learning
- (b) Similarities and differences btw children and adults for the language learning
- (c) The role of first language literacy in the learning of a new one
- (d) The implementation of various teaching methodologies in relation to a specific population
- (e) The design and the implementation of various pedagogic material
- (f) The reflection on their own teaching process

8.- SUBJECTS/CURRICULAR AREAS INVOLVED (curricular subjects/courses?, a specific S-L course?, program?, etc.)

As it has already cited, there is an undergraduate course , the "**Introduction in the learning and teaching of a Second Language**" which leads to this SL project and students attending the course may be eligible for the SL.

9.- ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES (both inside and outside the classroom. Activities that deal with the preparation, implementation, closing and evaluation of the project.)

Preparation phase

1. Attendance of the undergraduate course
2. Selection of the SL project during the last year of their studies
3. Attendance of an initial training organized by SolidarityNow at which they will be informed about the context, code of ethics of the organization, other policies related to child protection and another one on specific educational issues/approaches etc. Students will be invited to attend any future training or capacity-building sessions organized by the organization for staff.

Implementation phase

1. Lessons delivery at the pre-arranged time and place given by SolidarityNow (a 2 hour course twice a week for 10 weeks)
2. Design of their own pedagogical material under the academic supervision of the course responsible

3. Evaluation of each teaching intervention with student-teachers' journals and free discussions with the person in charge with the SL project

Evaluation phase

1. Language assessment for the course beneficiaries
2. Satisfaction questionnaire delivered to final beneficiaries
3. Reflection on the project as a whole

10.- LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS (Go to: <http://sdg.humanrights.dk/es/goals-and-targets>)

SDG	TARGETS
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situations
	4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
5. Achieve gender equality and empower all women and girls	5a. Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
10. Reduce inequality within and among countries	10.2. By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

11.- HOW IS THE GENDER PERSPECTIVE INCORPORATED INTO THIS SERVICE-LEARNING EXPERIENCE (Equitable distribution of tasks among man and women; use of non-sexist language and images; recognizing and value the existence of multiple gender identities)

The gender perspective is incorporated across all the aspects of this SL experience. Firstly, the intervention aims to empower specifically women from marginalized groups (refugee, migrant), understanding their needs and addressing them. Also, student-teachers are using exclusively non-sexist language and images, e.g. gender neutral occupations, greetings etc and promote multiple gender identities representation throughout their educational materials.

12.- ENTITIES PARTICIPATING IN THE PROJECT (social entities, Public Administrations, educational centers, etc.)	
Department of Linguistics, Faculty of Philology of the National and Kapodistrian University of Athens SolidarityNow	
13.- REFLECTION ACTIVITIES (Outline how reflection will be carried out with S-L participants: Reflection about what; when and through what means the reflection will take place. Analysis of different perspectives related to the problem that is being faced, and link of the S-L experiences to the theoretical and methodological framework of the academic subject/curriculum)	
On a weekly basis: Teachers' journals: student-teachers will reflect on their lessons/challenges/ideas/mothers' reaction after each session, but also during the preparation phase Focus group of student-teachers with their academic supervisor for guidance on methodology, materials, approach used Field notes On a monthly basis: Meeting among student-teachers with the organization's representative to reflect on the implementation, logistics, management of the service to adjust and accommodate needs accordingly.	
14.- EVALUATION (who evaluates, what is to be evaluated, when will the evaluation take place, and through what means will the evaluation be conducted)	
Who: both organisations (provider and receiver of language courses) What: lessons' appropriateness and mothers' reactions When: at the end of the service provision How: Questionnaires for mothers' reactions/ student-teachers' reports/ focus groups	
Indicators of impact on learning	Indicators of social impact
Student – Teachers' final essay	Mothers' attendance Language assessment Number of external visits
15.- CELEBRATION OF THE PROJECT AND ITS RESULTS (diploma award ceremony, party, meetings, etc.)	
Diploma award ceremony and party to mark the completion of the learning cycle.	
16.- COMMUNICATION AND DISSEMINATION ACTIVITIES (use of social media, internet, YouTube, publications, conference presentation, etc.)	
Communication through social media (both NKUA and SolidarityNow) after both parts' consent (newsletter, social media post, article). All beneficiaries and student-teachers will complete an audiovisual consent form.	

Research article publication focusing on the SL, with the evaluated results, both in terms of learning and service outcomes.

17.- CALENDAR (timeline of the project activities)

October 2023-March 2024

18.- HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (teachers, students, administrative staff; teaching resources, furniture, etc.)

Human resources:

Student –Teachers

Mothers

Academic supervisor

Supervisor from the organisation for the outreach, administrative tasks, communications with the mothers

Material resources:

Teaching resources

A typical classroom (furniture, laptop, white board, other materials)

19.- BUDGET (income, expenses and co-financing)

No budget

*Designed by Pilar Aramburuzabala and Rosario Cerrillo. Autonomous University of Madrid.

*Reviewed by the Subcommittee of the Technical Commission of S-L in the Public Universities and the City Council of Madrid.