



FOR IMMEDIATE RELEASE:

Support for Children of Migrant Families

PUMO Training Programmes in Greece

A consortium of educationalists from six EU states have collaborated to produce a series of teacher training courses, enabling participants to offer much needed educational support to pupils temporarily away from their home countries. Typically such pupils need continuous help to develop their knowledge and understanding of the language and cultural background of their homelands.

The consortium developed four training modules which are designed to assist teachers to understand the special requirements of the migrant children and to learn the necessary skills to deliver the materials. They have adopted the name PUMO (PUpils on the MOve) to describe this project.

Pilot Activities Demonstrate Usefulness of PUMO Training

The four PUMO modules were initially available in English, and it was thus necessary to translate all of the materials into Greek. Once translated, the modules were examined in terms of their suitability for use with Greek teachers. Additional material was developed where needed.

Training programmes at the Ellinogermaniki Agogi School were held on the March 11 and 19, 2014. These included a presentation on the theoretical background and the implementation of the teaching of intercultural competencies. There was an exercise based on the practical aspects of this teaching within a classroom context. This was followed by discussions around the problems of teaching the Greek language to children of migrant Greek families whilst integrating this into their studies in their host countries.

These seminars were attended by a wide range of teachers from schools in Athens.

PUMO Training Seminars Well Received

Further training sessions were held involving face-to-face contact and hands-on activities for all participants. After familiarising them with the training framework, the theoretical background and the PUMO approach, they were introduced to the range of ICT tools that could be used to implement e-learning. Materials that could be used in this e-learning were presented.

Following the training sessions, a feedback phase was undertaken and follow-up steps were discussed and agreed. In doing so a community of interest was launched which has subsequently enjoyed extensive communication. It is felt that the enthusiastic response was



generated because these thematic areas are not normally covered in teacher training programmes, being restricted to postgraduate classes. Thus there was an opportunity for the professional development of the participants as well as the fostering of a useful community based on the PUMO principles.

Follow-up Reveals Positive and Constructive Feedback

The Ellinogermaniki Agogi Research and Development Department then publicised the availability of seminars to the wider Athenian teaching community. They used direct contact with schools as well as announcements on educational portals.

Almost forty teachers and students showed initial interest in the seminars and more than twenty were able to attend. These involved presentations on the theoretical academic background to the PUMO project and hands-on sessions with ICT tools. There was some drop-out at the hands-on sessions and the presenters have made some changes to their programme to mitigate this.

Conclusions in Greece Support PUMO Objectives

Maria Arvanitaki and Anna Zoakou, the Greek PUMO project leaders, conducted feedback questionnaires with seminar participants and have made an assessment of the impact of the PUMO modules.

They concluded that they provided effective multicultural education. They offered teachers with little relevant experience, a set of techniques and materials to enable them to provide support for Greek pupils temporarily resident in other countries. It covered practical skills and knowledge in the creation and use of e-learning materials in the teaching of the Greek language and culture. Most importantly it provides a means by which children living away from their home countries can remain up to speed on their language development and cultural understanding of their home countries.



About the European project

PUMO:



PUMO is the European COMENIUS project for the development of a course for teachers to equip them to support, using e-learning, pupils who have temporarily left their school to be with their parents in other countries. It will focus on fostering their knowledge of their mother tongue and “homeland specific” subjects.

The aim of the project is to create a system to enable pupils away from their home country to maintain their progress in subject areas specific to their countries of origin, as well as to monitor their progress in other subjects, to ensure that they can re-integrate with their original cohort when they return home. As part of the system, PUMO will provide a unique teacher training programme to help teachers to support pupils who have left their classes and are living and studying in a different culture and language.

The PUMO course will equip teachers with the necessary skills, attitudes and knowledge to assist students develop their knowledge of the culture and language of their ‘home’ countries alongside the education that they are receiving abroad. This will assist the pupils to develop into active citizens both at home and abroad.

More information about PUMO is available online at www.pumo.info

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