DEMOCRATIC CITIZENSHIP EDUCATION

Teacher Academy Project

School name: 132th Primary School of Athens

Initiative title: «Creating an Inclusive School Community»

Participating teachers: Ioanna Chalvatzi

Needs – Inquiry

→ smooth integration of migrant and refugee children and parents into the school setting

→ development of a shared pedagogical culture

→ community building

Aims

✓ active participation of parents in their children's education

✓a culture of cooperation and acceptance

✓creation of a community of practice and learning

✓ empowerment of teachers, students, and parents

Implementation stages - Organization of Actions

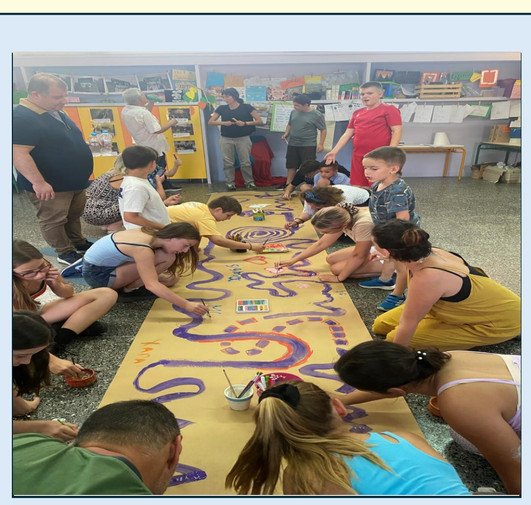
regular pedagogical meetings as the core mechanism for decision-making and collective reflection, teacher–parent assemblies, Greek-language instruction for migrant and refugee parents, mother-tongue instruction for their children, broadening the content of national days to reflect cultural diversity and human rights, multilingual announcements, drawing on students' cultures within the school program, systematic presence of all languages within the school, development of partnerships with agencies, organizations, and universities in Greece and abroad, emotional and material support for students and their families, free exchange bazaars, community kitchens, afternoon activities for parents and children, seminars for parents with topics of interest to them (e.g., boundaries, screen time, consent), invitations to parents to take part in the school's morning program (presentations of personal stories and cultural heritage, folktales in their mother tongues, games and songs from their countries of origin).

Outcomes

- sustained parental participation,
- a sense of “belonging,”
- development of relationship and trust,
- building of community,
- multimodal and participatory learning,
- creation of educational materials (films, multilingual books and dictionaries, radio broadcasts)

Democratic citizenship dimension

- The active participation of teachers, students, parents is a foundational component of a broadened pedagogical approach that perceives the school as an open social institution. This shapes a democratic framework of equal participation and recognition of all cultural backgrounds through reciprocal relationships.
- Making all languages visible and present is an act of democratic recognition and dignity.
- Emotional and material support make participation possible. Democratic participation and learning can only take place if basic needs are covered. Solidarity structures are the precondition of genuine inclusion.
- Parents are equipped with the tools to act as informed civic agents in their own right, not only as supporters of their children's schooling.
- School openness allow all cultures to be transmitted horizontally, among families and the wider school community, turning parents into co-educators.
- Traditional power relations that typically exist between school and family are being challenged.



Through the voices of the school’s mothers:

There are a lot of people who don’t care about you, who don’t care to learn you. You want to learn, but you don’t know how to learn. But here at the school they help so, so much. It’s good.”

“*I did it with parents, with the teacher, the mothers had a meeting… we talk about the children, how we’re going to handle things. It was really good, to know things, what your child is doing. Um, of course, because you need to know, right? Or to get someone else’s idea about what we’ll do with our children… like that…”*