

Curing  
the  
limbo

# Designing curricula for adult refugees and migrants: A multilingual, critical literacy perspective

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Linguistic and Cultural (Super)Diversity at Work:  
From theory and policy to action and (digital) practices

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# Curing the Limbo

- A three year pilot project (2018-2021) for the city of Athens
- Funded by: Urban Innovative Actions (UIA), an initiative of the EU aiming to provide urban European areas with resources to test new and unproven solutions addressing urban challenges
- Budget: 5 M €



<https://curingthelimbo.gr>

# CTL – A project overview

**The innovative idea** – the city and the refugees come together exiting the state of ‘limbo’, collaborate and co-exist

**The challenge** – to create a holistic and innovative model for integration through **education, affordable housing, job counselling and collaborative actions** in the neighborhoods of Athens

**The strategy** – activation, participation, becoming part of the city

**The methodology** – the action research methodology, each step is planned, implemented, discussed and re-designed based on real time results. The process is dynamic and flexible – Plan – Act – Observe \_Reflect

Project partners:



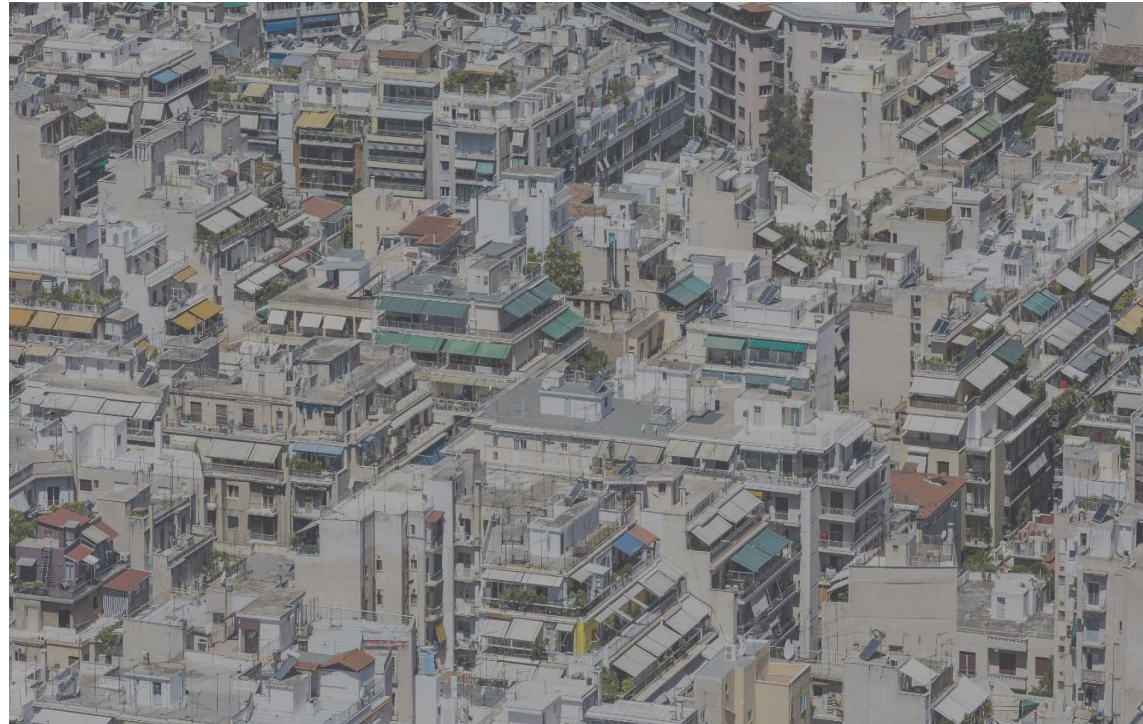
# Project description

- “At the core of the project lies the recognition that **integration** is inseparable from **education, employment, housing, community and active citizenship** – these are all elements that *Curing the Limbo* brings together in order to develop mechanisms that help refugees leave their limbo status and gain autonomy in their everyday life” (Polyak, 2018, *Project Journal No 1*)

Integration: a two-way process involving mutual accommodation and change on the part of both the migrant and host society.

It addresses:

- Adult migrants who have been granted refugee status (18+)
- Asylees in Athens
- Arabic, Farsi, French speakers



# Project aims

## To develop:

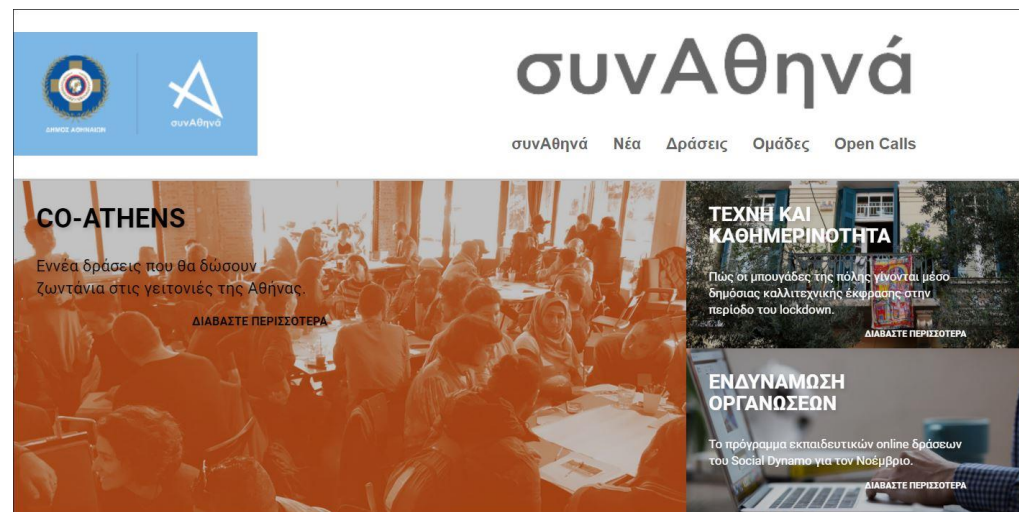
- refugee's soft skills through
  - language courses-Greek and English
  - creative expression and ICT seminars
  - professional counselling services tailored to their needs

## To offer:

- employment services (job counselling and job search assistance)
- incentives and tools for the acquisition of affordable housing

- **To bring together** refugees and active citizen groups through mutually beneficial joint activities, encouraging a meaningful relationship between new and existing residents. Synergy with ***synAthina***, an initiative hosted by the Municipality of Athens which facilitates the work of local citizen groups to improve the quality of life in the city.

The neighbourhoods of Athens are at the centre of refugee integration. *SynAthina* explores opportunities for connecting *Curing the Limbo* and the communities at the local level.



# Learning Greek and English

## Why Greek?

- The language of the host country

## Why English?

- To enhance refugees' communication opportunities with speakers of other languages (English as a contact language)
- To increase refugees' employment opportunities
- To bring together learners from different cultural backgrounds providing a shared experience (learning a language)
- To enable refugees to understand part of the linguistic landscape of Athens

Even basic knowledge of both languages would help learners build linguistic bridges and help reduce prejudices and promote positive coexistence within the community (Gruenewald, 2003).

# Experience with adult refugee language programmes



**Olympia**  
18-28/08/2016

Summer Academy  
“Beyond the  
Refugee Crisis-  
Studying in  
Europe”



**Flears**  
06/2017-02/2018

Foreign Language  
Education  
for Adult Refugee  
Education



**Curing the  
Limbo**  
01/2019-6/2021

Curing  
the  
limbo



**Eleonas**  
08/2016-03/2017

Reinforcing  
Third Country  
Adult Nationals  
with basic  
communication  
skills in Greek  
and English



**Tamam**  
01/2018-06/2019

Mothers’  
Language  
Courses



# CTL - Language Programme ID

- 3 academic coordinators
- 2 on-site coordinators
- 5 highly qualified Greek language teachers with experience in adult second language education and refugee education
- 5 highly qualified English language teachers with experience in adult foreign language education and refugee education
- 2 photography instructors with experience in migrant education





# General features of the curriculum

- Adopts CEFR's levels of proficiency
- Organizes courses in consequent cycles of 60 hours of instruction
- Sets up the parameters and leaves it up to the teachers to build their syllabus for each one of their classes
- Is task and project based, organized in terms of broad themes and functional genres (selection of two to three themes per cycle and classwork organized around a project related to themes)

**Themes:** myself and others; daily and social life; my home and neighbourhood; environment; nutrition and market; health, fitness and sports; means of transport and travelling; work and employment, arts and culture; digital world

# Designing a curriculum for language courses

Given the diversity of learners' group (age, country of origins, schooling experiences, cultural experiences, language background), we decided to develop a flexible **common** curriculum for both languages.

## Why common for both languages?

- To approach languages as components of an individual's plurilingual repertoire (not as compartmentalized separate languages).
- To ensure that the teaching of both languages is permeated by the same view of language, language learning theories, and language teaching methods and techniques.
- To enhance cohesion within the same project (common understanding of the aims and objectives of language learning).

# Development of curriculum

## A multilingual project

- Two languages are taught (Greek and English), learners' languages (French, Farsi and Arabic) have been used in class in the context of 'functional multilingual learning' (Sierens & van Avermaet, 2014)
- Foregrounding the development of plurilingual competence (draw on the knowledge of a number of languages to make sense of a text or produce one, use mediation skills among individuals with no common language)

## A critical literacies project

- Reading the word and the world (Freire)
- A critical account of **resilience** is adopted which defines it as a contextual and social construct, multidimensional and unique in each context (Price et al, 2012)
- Based on three interrelated theoretical approaches and pedagogies (multiliteracies, intercultural and place-based)

# Underlying pedagogies

## (a) A multiliteracies pedagogy

Expanding the agenda of multiliteracies project (New London Group, 1996), Kalantzis & Cope (2015, p. 3) added two new ‘multis’

- the first ‘multi-’: *social diversity*, the variability of conventions of meaning in different cultural, social or domain-specific situations
- The second ‘multi-’: *multimodality*, as a result of the new information and communication media.



A multiliteracies pedagogy for refugees and migrants aims at making language teaching and learning inclusive of cultural, linguistic, communicative and technological diversity towards active citizenship in a globalised world.

# Multiliteracies in practice

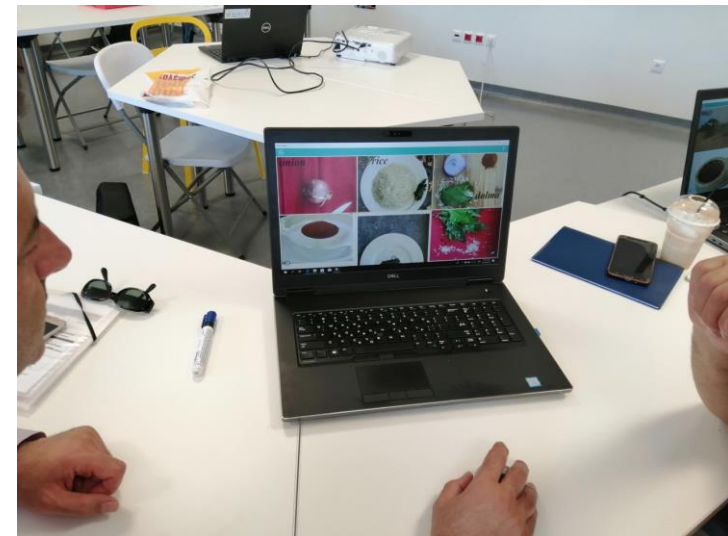
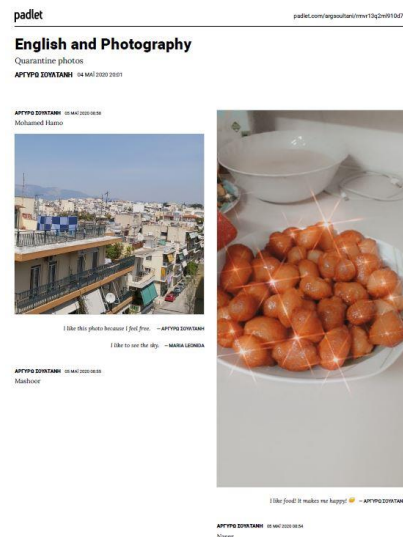
**Teachers as designers**, design syllabi for each one of their classes, using available designs, design their learning resources and materials (no textbooks) – (a lot of training involved here)

**Learners as designers**: involved in authentic tasks connected to real life situations, exploring different genres and themes, raising not only critical language but semiotic awareness as well (learning how to mean through visual and other modes, learning what meanings are construed in another culture).

- Creation of a digital collage about learners' lives using family photos, photos of their hobbies, favourite pastimes, their professions, etc. with captions.
- Design of a digital cookbook with the recipes of their favourite dishes on one page and a photo of the dish on the other.
- A leaflet for newcomers in the city with important places to see (in both their language and English) accompanied by photos they have taken.
- The *Refugees' Voice*: A newspaper organized by English language learners reporting their news and articles on topics of their interest.

# Multi- for social diversity and for multimodality

- A variety of language courses: General and specialized language courses covering diverse social needs and contexts (e.g. certification courses)
- Greek and English classes in collaboration with IRC – a project partner – employment specialists talking about how to prepare for an interview, write a cv...
- **English and Photography:** Learning how to convey meaning through photos (enhancing multimodal understanding) – collaboration with audiovisual – development of a common a posteriori syllabus for both subjects.



# Underlying pedagogies

## (b) Intercultural pedagogy

Beyond passive co-existence, the development of intercultural competence in our classes involved:

- *knowledge* of different world cultures
- *understanding* the impact of culture on one's own and other people's world views and behaviour
- *attitudes* valuing cultural diversity, cultural otherness and openness
- *skills* to discover and interpret information about other cultures, flexibility and adaptability

# Conditions for intercultural dialogue

*Can we teach empathy?*



- a) **tolerance to diversity** from all sides concerned, recognition and respect for the diversity of cultural traditions, ethnic identities and religious beliefs
- b) **creation of appropriate opportunities** for learners to engage in intercultural encounters and contexts promoting intercultural contact between refugees and local groups.

*Empathy as a lived experience*



# Creating Identity texts

Activities aiming to enable refugees tell their stories and be heard (Cummins, 2006). Even at the level of the basic user (A1), bilingual and multimodal identity texts helped learners to talk about their experiences



Μένω στη Αθήνα και είναι είναι Μαγκρί στα ζαφικά είναι αφία αλλά είναι μικρο είναι να μεγαλοσι και έχω δύο πιζα είναι κωφισε και είναι αφαρι η ζωη μου είναι αφια για αφια θελω να Πλω Παρισι κι τα πιζα μου για δύο Μερικ και όταν κηθα απο την φακια θελω να αγγιφωζω ένα σπιτι και κωαρισι ζω στην ελλαδα και η ζωη μου είναι ομοφι στην αθηνα και πρβαπω αν μπορω Πλω αφανισταν για δύο Μινες και η γυμνασμο λει Μεν Φελις αφανισταν υπ επι Πυρολι.

**ΤΟ ΡΑΜΑΖΑΝΙ**  
 Το Ραμαζανι φέτος είναι στις 6 Μαΐου. Το Ραμαζάνι είναι 30 μέρες.  
 Δεν τρώμε φαγητό και δεν πίνουμε νερό από τις 4 το πρωί μέχρι τις 9 παρά 10 το βράδυ. Μετά τρώμε το πάντα Χουρκά σουπα, ρύζι με κοτόπουλο τυρί με ψωκι Τσάι με τσάι Πυγίνουμε στο τζακι και κάνουμε προσευχή.  
 Όταν το Ραμαζάνι τελειώνει η οικογένεια και οι φίλοι φοράνε καλά ρούχα. Χορεύουν, πάνε βόλτα στο Πάρκο, Καθιερώνουν πολλά Φαδισιά και δλικά και διασκεάζουν.



Ομάδα Ομάδα + 6 + 25 μέρες  
**Η ιστορία της ζωής μου**  
 Γράφω και μιλάω για την ιστορία της ζωής μου.

Μαμαντού	Μασούμα	Ραζία	Ρασούλ	Φατίμα
<p><b>Η ιστορία της ζωής μου</b>                      Είμαι SIDI MAMAMDU BAH. Γεννήθηκα το 1991 σε μια πόλη της Γουινέας που ονομάζεται Πίτα. Μεγάλωσα και πήγα σχολείο εκεί. Δεν αποδούσα στο πανεπιστήμιο, έκανα επαγγελματική σχολείο. Σπούδασα μαγειρική στο πολη μου. Να, είχα δουλειά στην χωρα μου στο ξενοδοχείο ως βοηθός του μάγειρα. Όχι είμαι παντρεμένος. Εργα από τη χώρα μου το 2015, ήρθα στην Ελλάδα το 2016. Το ταξίδι ήταν δύσκολο, φτασαν Τουρκια εκεί μενα οκτώ μινες μετά μπήκα σε μια βάρκα και φτάσα στη Λέσος. Στην Λέσοσ μείνα ένα</p>	<p><b>Η ιστορία της ζωής μου</b>                      Γεννήθηκα το 1992 στο Νταϊκούντι που Αφγανιστάν. Το Νταϊκούντι βρίσκεται πολύ μακριά από την Καμπούλ. Όταν ήμισταν εγώ και η αβερη και ο αδελφός μου ήταν μικρα, η οικογένεια μου αποφάσισε να μεταναστεύσει στο Ιράν από το Αφγανιστάν λόγω της ανασφάλειας και πολλών προβλημάτων και ήρθαμε στο Ιράν και ζήσαμε σε μία από τις πόλεις της Τεχεράνης που ονομάζεται Shahrivar. Πήγαμε εκεί σχολείο και μελώσα εκεί. Γνώρισα τον άντρα μου το 2013 και παντρευτήκαμε το 2014. Ένα χρόνο μετά το γάμο μας, λόγω των</p>	<p><b>Η ιστορία της ζωής μου</b>                      Γεννήθηκα το 1991 στο Αφγανιστάν που πήγα σχολείο εκεί μελώσα. Πήγα σχολείο αλλά δεν το τελειώσα. Το σχολείο μου πήγα σχολείο στο Αφγανιστάν. Όχι, δεν δουλερα στη χωρα μου. Να, είμαι παντρεμένη. Γνώρισα τον άντρα μου το 2011 και παντρευτήκαμε το 2013. Κάναμε ένα παιδί, αγόρι. Εργια από την χώρα μου το 2017. Μετα Σε ένα μήνα ήρθα στην Ελλάδα. Ήταν δύσκολο το ταξίδι μου μέχρι την Ελλάδα.</p>	<p><b>Η ιστορία της ζωής μου</b>                      Είμαι ο Rasul Wahidi. Γεννήθηκα το 1990 στο Αφγανιστάν σε μια πόλη που ονομάζεται Σαρπούλ. Μεγάλωσα σε μια μεγάλη πόλη που ονομάζεται Μαζάρ Σαρίφ. Πήγα σχολείο μόνο πέντε χρόνια. Επειδή ήταν πόλεμο δεν μπόρεσα να συνεχίσω. Επίσης, Εκίνηρα δουλειά σε μία τσάβερνα και δουλερα περίπου πέντε χρόνια. Είδα ότι η κατάσταση δεν είναι καλή. Υστερα αποφάσισα να φύγω και έφυγα σε μια άλλη πόλη που λέγεται Χεράτ. Εκεί έκανα προετοιμασία για τις εισαγωγικές εξετάσεις. Αυτό</p>	<p><b>Ιστορία της ζωής μου</b>                      Γεννήθηκα το 1995 στο Αφγανιστάν σε μια μικρή πολύ που λέγεται Γκαζί. Εκεί μεγάλωσα και πήγα σχολείο μέχρι το 2015. Στην πόλη που ζούσα ήταν δύσκολο, ήταν πολέμος ήρθαν οι Ταλιμπάν μας απαγόρευσαν ότι οι γυναίκες δεν έχει δικαίωμα να πάει σχολείο. Ήταν πόλεμος ήρθαν οι Ταλιμπάν μας απαγόρευσαν ότι οι γυναίκες δεν έχει δικαίωμα να πάει σχολείο. Αποφάσισα να φύγω και έφυγα σε μια άλλη πόλη που λέγεται Χεράτ. Εκεί έκανα προετοιμασία για τις εισαγωγικές εξετάσεις. Αυτό</p>

# Exploring art at the Museum of Islamic Art

Understanding each other through art

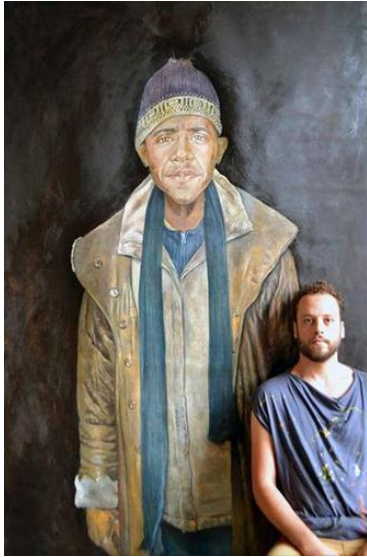


The Benaki Museum collection of Islamic art, which includes examples of all its local variations from as far as India, Persia, Mesopotamia, Asia Minor, the Middle East, Arabia, Egypt, North Africa, Sicily and Spain, ranks among the most important in the world.



# Developing alternative perspectives through art

## The example of the vulnerability project



In the Vulnerability Project, Syrian Artist Abdalla Al Omari reimagines world leaders as refugees and portrays them as vulnerable and outside their positions of power.

<http://www.abdallaomari.com/thevulnerabilityseries>

Using these paintings as a starting point, learners discuss the effects of this alternative perspective.



# Underlying pedagogies

## (c) Place-based pedagogy

**Features:** inspired by critical pedagogy, experiential, contextual and problem-based learning, connecting place with self and community, civic engagement, developing stronger ties with the community by engaging in worthwhile language learning experiences

Principles of place-based education helped connecting the language curriculum with the project's aim of inclusive social integration: to encourage learners to support the needs of the local community and participate in citizen led activities

- Lessons outside the classroom (teachers' initiatives)
- Connecting refugees with local groups of active citizens (in collaboration with synAthina)



# Examples of place based learning: Visiting Evangelismos Hospital



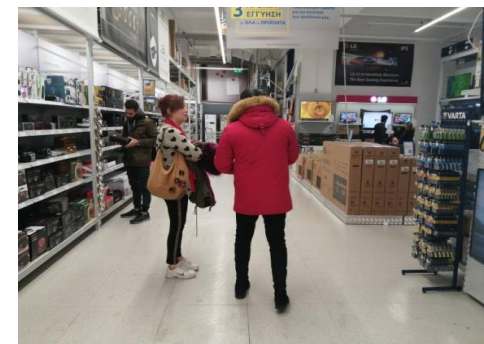
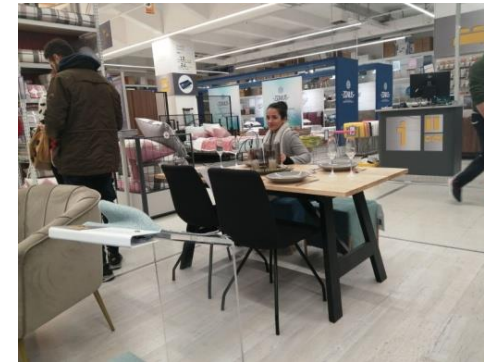
A visit to Evangelismos, the biggest and busiest hospital in Athens (walking through the corridors of the hospital, going to the emergency room and outpatient clinics, reading the labels, etc.), understanding the process to be followed in case of illness.



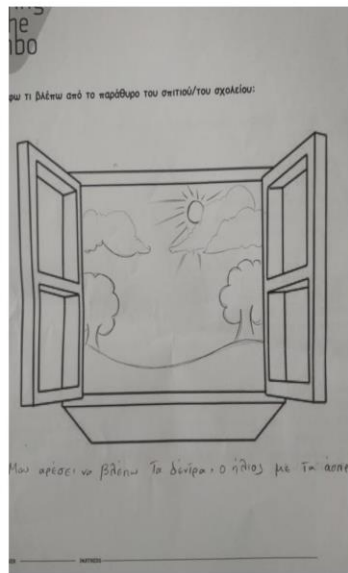
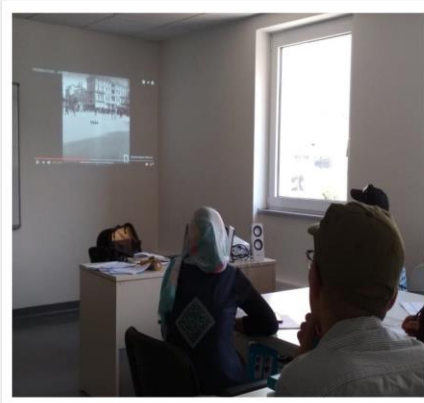
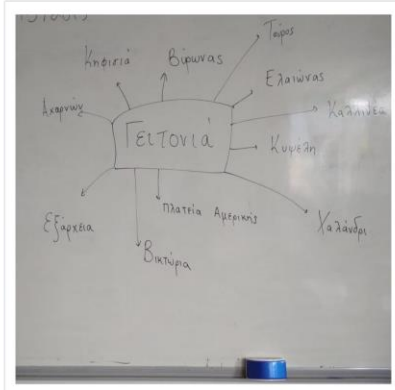
A medical guide in three  
languages  
Greek – Farsi – Arabic

# Visiting a DIY department store (Praktiker)

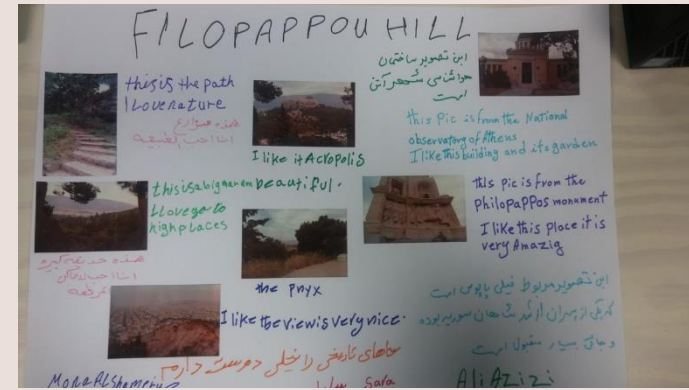
When covering the home thematic unit, learners visited a DIY store where they participated in a number of activities (e.g. identified the names of different household objects, treasure hunt games, etc) and took pictures which they presented in class in the next lesson.



# Exploring Athenian neighbourhoods



Mapping the various Athenian neighbourhoods and specific landmarks (in the thematic unit “My neighbourhood”).



Greek, A2 level

Students were shown audiovisual material of old Athens and identified important landmarks and compared changes. A student from Iraq was glad to see what the center of Athens looked like at the time her grandfather had visited Athens for a holiday (1930s).

# Connecting language classes with active citizen groups

## Helping each other and helping others

During a visit at the Queen's Tower Estate cooking at the outdoors kitchen of Environmental Park "Centre of the Earth" for people in need.

Participating in the activities of a Greek NGO (Οργάνωση Γη, Κ44) which hosts programs for the integration of vulnerable social groups through sports and connection with nature, our learners practiced talking about food and cooking in Greek and cooked for 100 homeless in Athens.





# Conducting a food project at Kypseli Market

A municipal social agora (<https://agorakypselis.gr>)

Food project at Kypseli social market which houses social economy initiatives, educational and cultural activities. Our learners created labels for the products in Greek or English and offered them to the stall owner.



# Going to guided tours in Athenian neighborhoods with photo shoots

- **Urban layers:** Guided tours for people of all ages to get in touch with the social side of street art and redefine their relationship with the urban web and with people who work and live there.



# CTL - Language Programme



## Face-to-face learning

<p><b>CYCLE 1</b>  <b>Feb-May 2019</b>            5 Greek classes (A0, A0+, A0+, A1, A2)            4 English classes (A0, A1, A1+, A2)</p>	<p><b>CYCLE 2</b>  <b>May-Aug. 2019</b>            6 Greek classes (A0, A0+, A0+, A1, A1, A2)            5 English classes (A0, A1, A1+, A2, B1)</p>	<p><b>CYCLE 3</b>  <b>Sep-Nov. 2019</b>            6 Greek classes (A0, A0+, A1, A1, A1+, A2)            5 English classes (A0+, A1, A1+, A2, B1)</p>	<p><b>CYCLE 4</b>  <b>Nov2019-Feb 2020</b>            5 Greek classes (A0, A0+, A1, A2-, A2+)            5 English classes (A0, A0+, A1, A2-, B1)</p>
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## Emergency Remote Teaching

<p><b>CYCLE 5</b>  <b>Mar-May 2020</b>            5 Greek classes (A0, A0+, A1-, A1, A2)            5 English classes (A0, A1-, A1, A2, B1+) English and Photography Course</p>
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## Blended learning (what we planned)

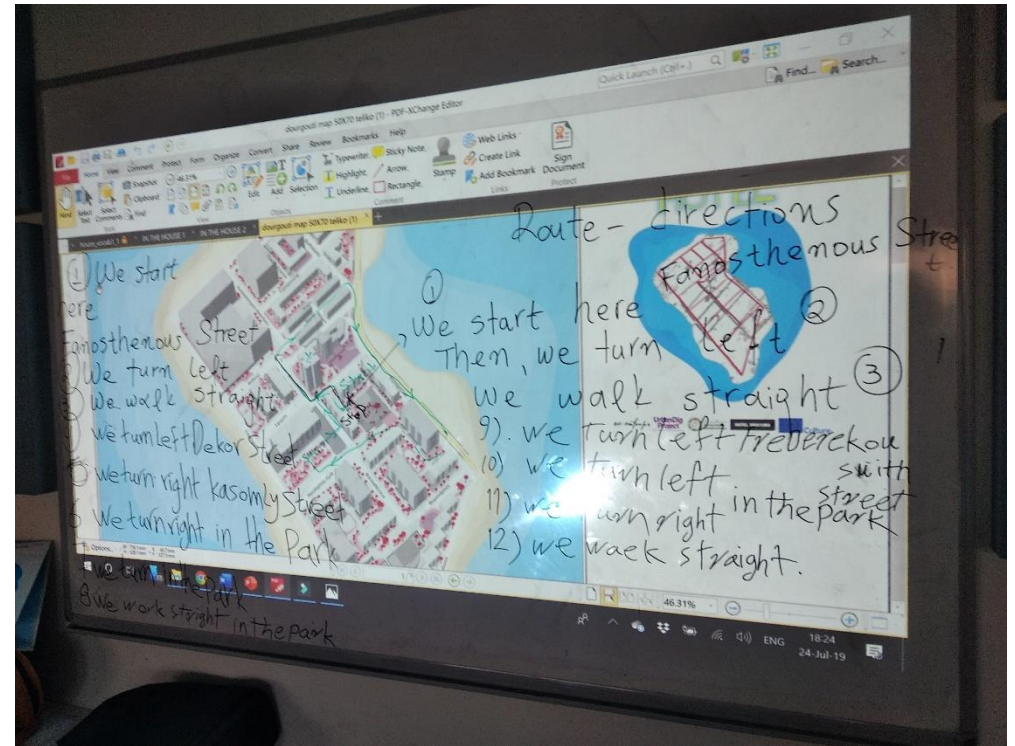
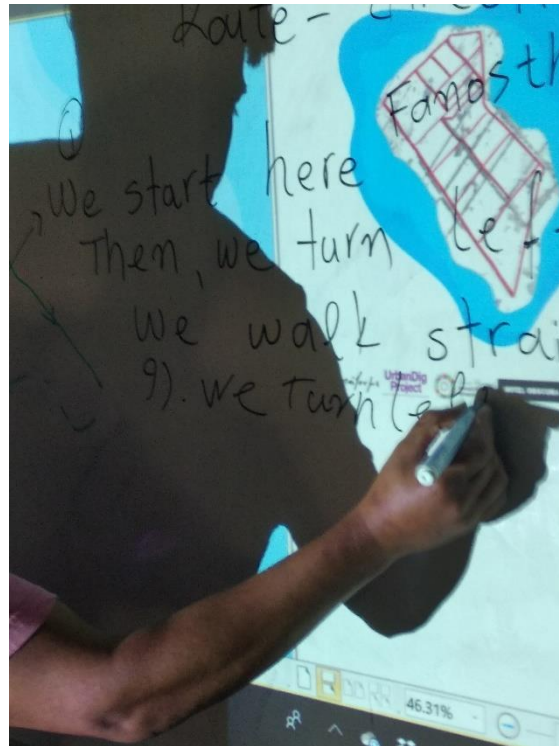
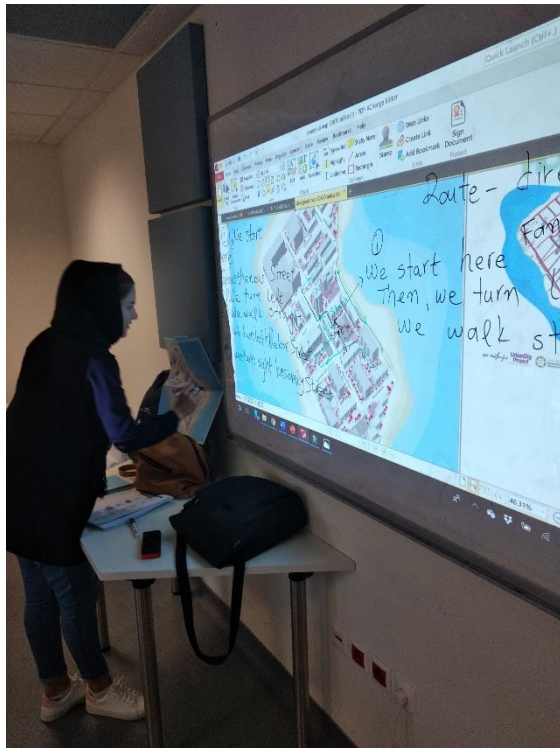
<p><b>CYCLE 6</b>  <b>June-Aug. 2020</b>            5 Greek classes (A0, A0+, A1-, A1, A2)            5 English classes (A0, A1-, A1, A2, B1+)</p>	<p><b>CYCLE 7</b>  <b>Sept-Dec. 2020</b>            4 Greek classes (A0+, A1-, A1+, A2+)            5 English classes (A1-, A1-, A1+, A2+, B2+)</p>	<p><b>CYCLE 8</b>  <b>Dec. 2020- Mar 2021</b></p>
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Blended learning

Fully online

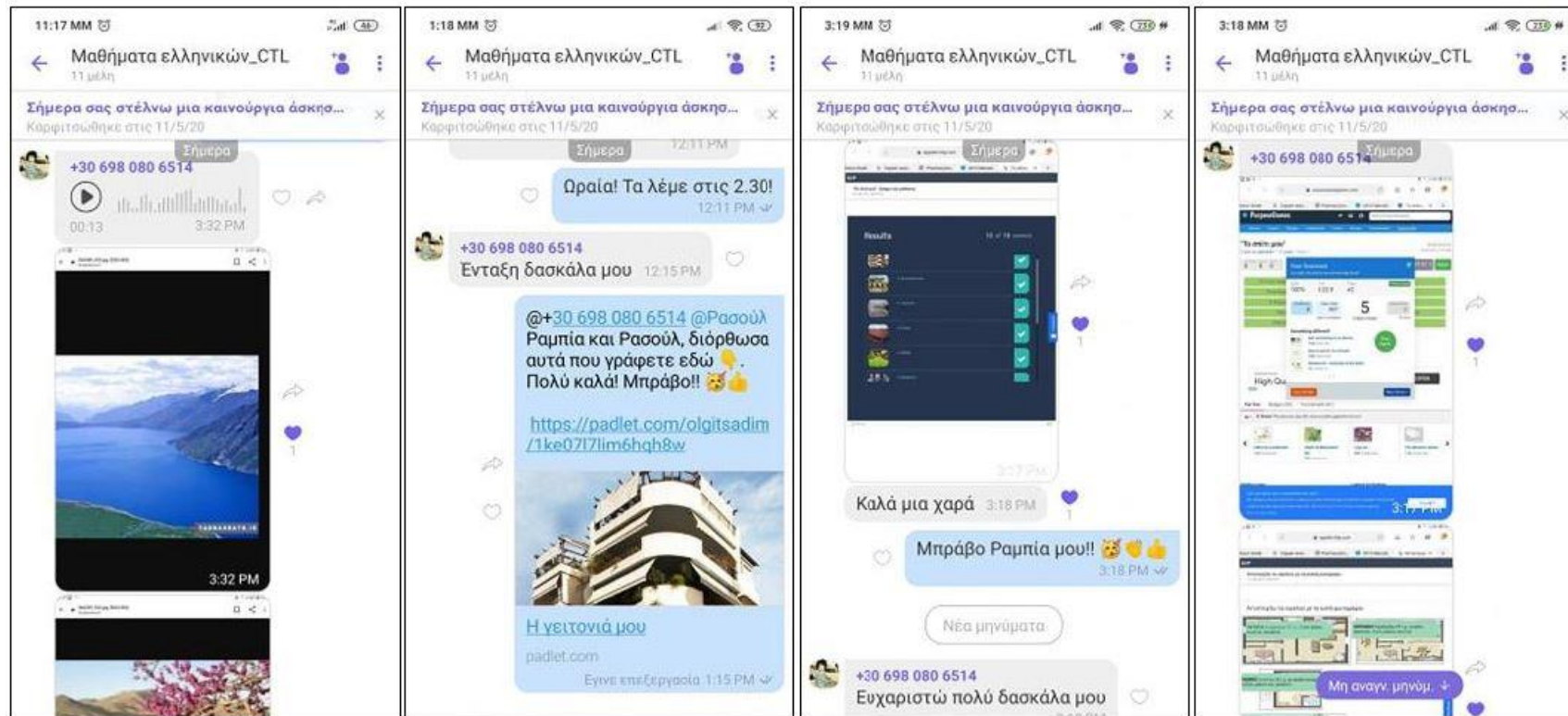
(what happened)

# Digital practices in face-to-face learning



# Digital practices in ERT

## Mobile-Assisted Language Learning (Viber, WhatUp groups)



# Using an online bulletin board (collaborate, reflect, share links and pictures)

padlet padlet.com/olgitsadim/1ke071im6hgh8w

## Η γειτονιά μου

Διαβάζω 📖, ακούω 🎧, γράφω 🖋️ και μιλάω 🗣️ για την γειτονιά μου και για τις γειτονιές στην Αθήνα 🇬🇷.

OLGA DIMA APR 24, 2020 01:50PM

### Διαβάζω 📖 και μαθαίνω: "Τι υπάρχει στην γειτονιά μου"

η πολυκατοικία 🏢  
οι πολυκατοικίες



η μονοκατοικία 🏠  
οι μονοκατοικίες



το σχολείο 🏫  
τα σχολεία



το πανεπιστήμιο 🎓  
τα πανεπιστήμια

padlet padlet.com/etsapaki/v42tjr3j799eawb2

## MATERIALS AND MORE

BI ENGLISH CLASS

ETSAPAKI APR 27, 2020 08:08PM

ETSAPAKI MAY 14, 2020 09:09PM

14.05.20, BI English Class

### Be a Volunteer!

1. Complete the gaps with the words in the box.

be suitable after before when in

1. I usually get my schoolbag in the UK, which is very big. The organizers called the campaign "The Big Hunt". The children found and raised awareness items to be used for the event. The clothes didn't open. They were working in class. They were also there. They were playing in the playground. The user who contacted the owner that their friends and families had abandoned. They donated the money. Spending in it is not cheap. Perhaps, they had engaged in various kinds of projects - various ways to work.

2. Take Henry's point. Complete the new text using Past Simple or Past Continuous form of the verbs.

be\_a\_volunteer\_14\_05\_Copy.pdf  
PDF document  
PADLET DRIVE

ETSAPAKI MAY 14, 2020 09:02PM

14.05.2020

Listening Practice...interactive

### Working in a charity shop: what's involved?

1. Shashwati I'm a volunteer here at Oxfam, and I think the first thing that comes to my mind is sorting out donations, and even sending stuff that is not suitable for selling to the recycling places and cleaning the products and putting out on shelves and the basic cashing up and working at the till.

BRITISHCOUNCIL

ETSAPAKI MAY 13, 2020 09:01PM

VOLUNTEERING 13.05.20, BI English Class

Label the pictures. Then answer the questions that follow.

help repair buildings / organize extra for charity / raise food in a business setting / organize a food drive / beautify a school or other buildings / plant trees or flowers in your community / help the elderly / clean up a park.

1. Look at the pictures. What do you notice?

volunteering.13.05  
PDF document  
PADLET DRIVE

if you download "pdf element", then you can type your answers ON the file! - ETSAPAKI

ANONYMOUS MAY 07, 2020 10:23PM

07.05.20

### Mixed letters - Interactive worksheet

Word scramble interactive and downloadable worksheet. You can do the exercises online or download the worksheet as pdf.

LIVEWORKSHEETS

<https://www.liveworksheets.com/01435371xh> - SOURENA DINASHI



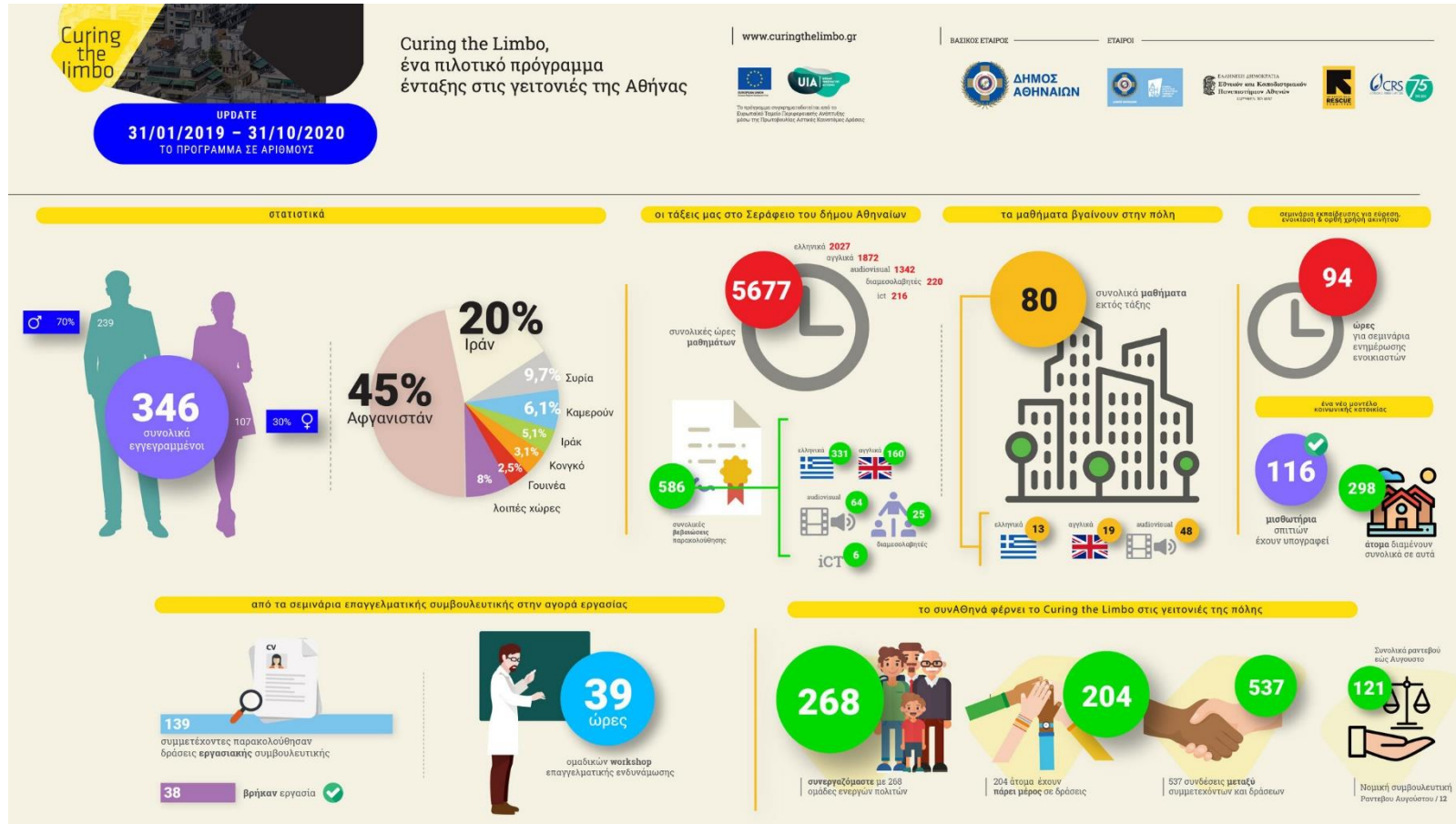
# Reflections and lessons learned

- The common curriculum set the general guidelines enabling teachers to design and redesign syllabi for their classes.
- Systematic evaluation at the end of each 60-hour cycle involving all participants (learners, teachers, course coordinators and academic coordinators) with different evaluation tools: critical reflections, narratives, teacher journals, questionnaires and descriptions of important moments.
- Action research methodology (on-going process with changes being made in each new cycle)
- Systematic training of trainers (pre-planned and weekly during the lockdown)
- Collaborative actions – an integral part of the language programme
- Integration is a ‘shared process’ (van Avermaet, 2019)



# So far...

1835 hours of instruction in Greek, 1683 hours of instruction in English  
 331 certificates of attendance (Greek), 160 certificates of attendance (English)



Source: <https://curingthelimbo.gr/the-program-numbers>

# Related Publications

- Dragona, T., Iakovou, M., Karava, E. & Mitsikopoulou, B. (2020). “You have been like family to us”: Non-formal language education addressing adult refugees during the Covid19 lockdown. In A. Taysum, S. Bakhtiar, Moralisjvili, S. & A. Ecirli (Eds.) *23<sup>rd</sup> International Conference on Multidisciplinary Studies (ICMS XXIII): “Resilience for Survival”*. Conference Proceedings (Volume 1) (pp. 50-55). Cambridge: EUSER.
- Karavas, E., Mitsikopoulou, B. & Iakovou, M. (forthcoming). Place-based pedagogy for social integration: A critical account of an adult refugee language programme in the city of Athens. Paper to be presented in the *6th International Conference ‘Crossroads of Languages and Cultures’ (CLC6) Plurilingualism, Variation, Spaces of Literacy’*. (Cyprus, 2-5 September 2021). Conference website: <http://cyprusconferences.org/clc6/>
- Mitsikopoulou, B & Karavas, E. (2021) A multilingual and multiliteracies place-based curriculum for adult refugees). In A. Chatzidaki & R. Tsokalidou (Eds.), *Challenges and initiatives in refugee education: The case of Greece* (pp. 81-108). Newcastle, UK: Cambridge Scholars.
- Μητσικοπούλου, Β., Καραβά, Ε. & Ιακώβου, Μ.(2020) Σχεδιασμός του ενιαίου πλαισίου προγράμματος σπουδών για εκμάθηση γλωσσών από ενήλικες πρόσφυγες Στο Β. Μητσικοπούλου & Ε. Καραβά (Επιμ.), *Ο πολιτικός και παιδαγωγικός λόγος για την ξενόγλωσση εκπαίδευση* (σελ. 167-193). Αθήνα: Πεδίο.

## **A Resource Book for Teachers (forthcoming)**

- Ιακώβου, Μ., Καραβά, Ε. & Μητσικοπούλου, Β. μαζί με Βασιλειάδη-Λιναρδάκη, Η., Δήμα, Ο., Κατσίνα, Τ., Κουτσογιάννη, Σ., Κουτσουμπού, Μ., Λίζα, Ο., Μακρόπουλος, Π., Μπακαλού, Χ., Σουλτάνη, Α., Τομάζος, Σ., Τσαπάκη, Ε. (υπό έκδοση). *Διδάσκοντας Ελληνικά και Αγγλικά σε Ενήλικες Πρόσφυγες: Δραστηριότητες από δράσεις στην πόλη της Αθήνας*. Αθήνα: ΕΚΠΑ & Curing the Limbo Project.