



1 year

Community engagement and accountability in **GREEK LANGUAGE LESSONS**

A case study from the Hellenic Red Cross



The Hellenic Red Cross (HRC) was founded on June 10, 1877 and subsequently recognized as part of the family of the International Red Cross and Red Crescent Movement. The largest humanitarian organization in Greece, HRC is committed to international humanitarian principles, providing humanitarian aid with impartiality regardless of gender, nationality, race, political opinions or religious beliefs.



Social Welfare Division

Greece, Athens
Lykavittou 1,
10672
Telephone: +30 210 3629 842
Email: swd@redcross.gr

| Multi
| Functional
| Centre of
| Thessaloniki



| Greece, Thessaloniki
| Ionos Dragoumi & Vamvaka 1,
| 54631
| Telephone: +30 2310 270 914
| Email: mfc-thes@redcross.gr



designed by MFC information officer

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INTERNATIONAL



FEDERATION

MFC

Multi
Functional
Center



Since May 2015 during the first wave of the migration, Hellenic Red Cross (HRC) along with the support of the International Federation of Red Cross and Red Crescent Societies (IFRC) and in cooperation with the migration and refugee societies, planned and implemented humanitarian actions in the following areas: a)the provision of primary health care and the promotion of individual and public hygiene, b)the distribution of food and relief items, c)the provision of first aid, d)the provision of psychosocial support, e)the provision of Restoring Family Links services and f)the implementation of cash assistance program (CTP).

The urbanization procedure (migrants and refugees moving from camps to cities) led to the set up of the Multifunctional Center for Refugees in Thessaloniki (MFC) with the support of IFRC and British Red Cross. The MFC in Thessaloniki through a variety of services was targeting in covering the needs of the refugees that were residing in the urban environment.

The Multifunctional Centre in Thessaloniki started its operation from November 2017 as a social center which was targeting to provide timely and accurate information in the refugee population and to facilitate the integration in the wider social context, by accommodating an holistic range of services. More specifically, the actions and the programs that contributed to the support of the refugees were the lessons of the Greek language, the service of Consulting and Support, the sessions for Job Orientation, the service of Restoring Family Links, and the service of Cash Assistance.

More particular, the main goal of the MFC in Thessaloniki is to minimize the refugee's population vulnerability by: a) enhancing the capacity towards self-sustainability, b) providing access to reliable and targeted information regarding the available public services and the local actors, c) meeting the basic needs with the program of the Cash Assistance (CTP), and d) achieving social integration with the community through the active participation in the educational and social support programs.

It is also worth mentioning that the Hellenic Red Cross, is operating from 1997 the Multifunctional Centre of Refugees in Athens, which its services and programs coincide in their majority with the services provided in the Multifunctional Center in Thessaloniki.

In the MFC Thessaloniki are implemented by a teacher on an everyday basis, Greek language classes at 3 different levels: a) the classes of "Practice Greek" that address to the refugees with little or zero competence in the Greek language and desire to obtain basic knowledge in Greek, b) the level of A1, and c) the level of A2 (levels that follow the Common European Framework of Reference for Languages/CEFR).

The Greek language classes are taking place twice a week, while the lesson lasts 90 minutes per class. The participants are selected from the registration list, by giving priority at the oldest registrations to the newest ones. The students come from different countries of origin and diverse backgrounds. At the end of the lessons, there is the possibility of receiving a Certification of Attendance (CoA) which proves that the program has been completed successfully. The necessary condition in order to receive the AoC is to have fulfill the Greek language classes with no more absences than 3 times, without prior notice.

Taking under consideration the fact that the Greek language lessons address to adult migrants and refugees with none or very little knowledge of Greek, it is crucial to keep the standards of the Intercultural Education and Greek Teaching as a foreign/second language. The Greek language courses aim to improve the communication skills and built on additional competences, like text reading and writing comprehension. In order to achieve the above, innovative methods and approaches are used by meeting at the same time the special needs of the students. The most common of these approaches are: a) the communicative approach, b) discovery learning, c) experience learning, d) collaborative learning and e) role play. Furthermore, it's worth mentioning that the active dialogue and communication between students and teacher, facilitate even the teaching of grammatical structures, for example: "Where do you live?", "I live in Thessaloniki" and this is how the change of the verb's form is coming naturally without difficult grammatical explanations.

The dialogues that the students practice contain: acquaintance, shopping in a supermarket and grocery store, shopping in a clothes store, asking for directions, searching for a house, buying a ticket for the bus/train etc, asking about the time, ordering food in a restaurant, booking a room in a hotel, jobs, and shops of the neighborhood,

the weather, the family, describing symptoms and going to the hospital.

Apart from the classes, the students participate in outdoor activities to practice the Greek language by communicating with native speakers and be in an authentic environment outside the classroom. In that way, they learn Greek through their experience, which is a very helpful and successful method of teaching. Moreover, they get more familiar with the Greek population and their cultural backgrounds. These activities include shopping in a supermarket, where they ask the shop owners to buy fruits and vegetables in various quantities and ordering coffee in a cafeteria.

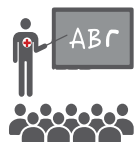
Regarding the classes of A1 and A2 level, are held twice a week with a total of 180 minutes for 3 months. The student's enrollment process is the same as mentioned before for the Practice Greek source and there is also available a CoA, unless the participant hasn't miss the class for more than 5 times without prior notice.

Even though the classes of A1 and A2 level develop the teaching material through the Common European Framework of Reference for Languages (CEFR), that does not mean that the teaching methods and approaches are different from the ones of Practice Greek. Once again, innovative methods of teaching are applied, such as communicative approach and experiential learning, in combination with more structured teaching of grammar and writing. At the end of the program, the students have progressed equally the reading, writing, and speaking skills. As in Practice Greek, the classes of A1 also have outdoor activities in cafeterias and shops, in order to practice their communicative skills.

Furthermore, apart from the learning of the Greek language, the classes that are being delivered at the MFC have all as a goal the integration of the refugees in the civil society. To achieve this goal, the MFC every Friday from 13:00 until 15:00 organizes a Multicultural Group. This group is consisted of the students of A1 and A2 level and aims at the practice of the Greek language, the integration of the students in the Greek society, and the communication of people from different backgrounds by using as a bridge the Greek language. Every Friday there is a new topic for discussion, such as costumes of marriage, celebrations, cuisine, and body language in the different countries that the participants come from. Moreover,

apart from the meetings at the MFC, the Multicultural Group is carrying out outdoor activities such as visits to important museums in Thessaloniki (White Tower, Archaeological museum) and walks in points of interest in the city, with the targeting at the integration of the refugees, their familiarization with Thessaloniki and the learning of the history of the city.

Last but not least, every day from 16:15 until 17:00 the MFC offers Greek lessons of level A1, A2, and B1 to the staff and the volunteers of the MFC. All the rules and obligations that were described above apply in these classes as well.



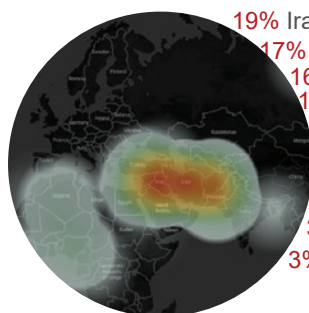
286

total students in Greek language lessons, from June 2019 to May 2020



24% women

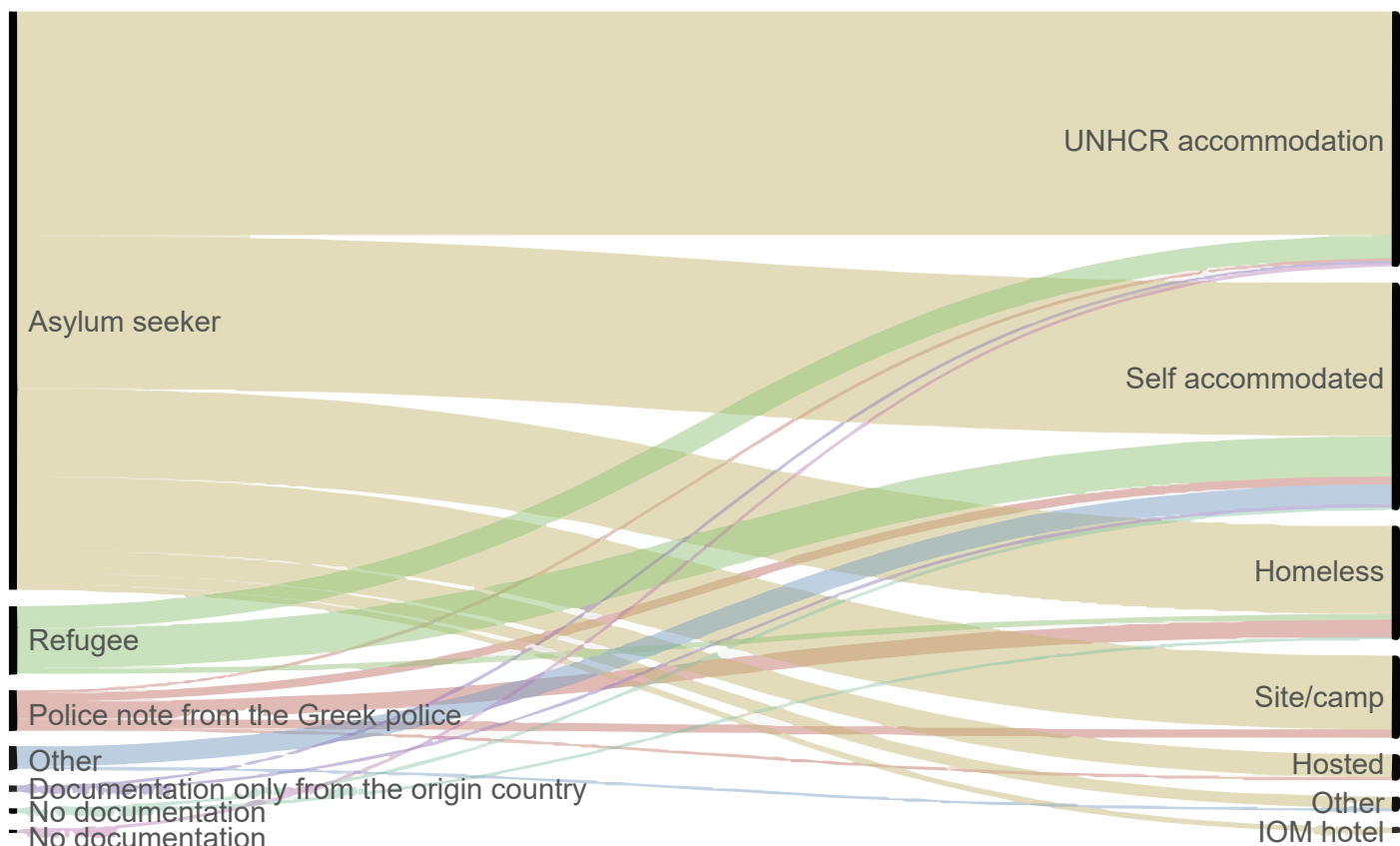
76% men



- 19% Iraq
- 17% Afghanistan
- 16% Iran
- 11% Pakistan
- 10% Syria
- 4% Nigeria
- 4% Algeria
- 3% Palestine
- 3% Turkey



Alluvial diagram that represents flows and correlations between the accommodation and legal status of the students



The MFC has established a system to listen, collect, analyse, respond to and act on feedback to understand better the aspect of the challenges that the migrants and refugees face in their daily life in Thessaloniki. This is designed with input from the community and staff and volunteers properly trained to manage it.

To achieve the above mentioned, the MFC is supported by a set of Community Engagement and Accountability (CEA) activities (suggestion box, focus group discussions, assessment survey etc) that help put communities at the centre of what MFC does, by integrating communication and participation.

CEA is the process of and commitment to providing timely, relevant and actionable life-saving and life-enhancing information to communities. It is about using the most appropriate communication approaches to listen to communities' needs, feedback and complaints, ensuring they can actively participate and guide Red Cross Red Crescent actions. CEA supports those involved in programmes and operations to adopt innovative approaches to better understand and engage with people and communities and help them address unhealthy and unsafe practices. It maximizes the Red Cross Red Crescent's unique relationship with the community to help them speak out about the issues that affect them and influence decision and policy-makers to implement positive changes.¹

For the Greek language lessons, there are three different channels of gathering feedback: the suggestion box, the questionnaires, and the focus group discussions. All three of them have the same goal: to improve the quality of the given classes, gather information for the opinion of the participants, understand better the educational needs of the students and collect suggestions from the students. Ultimately, CEA contributes to improved accountability to students, which builds acceptance and trust and supports more sustainable programme outcomes.

1 A Red Cross Red Crescent Guide to community Engagement and Accountability (CEA). Improving communication, engagement and Accountability in all we do. ICRC and IFRC, 2016



Participation and feedback

Communicate clearly to communities about who we are and what we are doing. Provide opportunities for participation and listen, respond and act on feedback, questions and complaints. For example, who is entitled to receive cash grants and how people can provide feedback about it.

.....



Information as aid

Share timely, actionable and potentially life saving information with communities quickly, efficiently and at scale. For example, where and how people affected by emergencies can access services.

.....



Behaviour and social change communication

Understand people's behaviours and use innovative and participatory communication approaches to support communities adopt safer and healthier practices. For example, using mobile cinemas to help prevent cholera.

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Evidence-based advocacy

Support communities to speak out about the issues that affect them - or speak up on their behalf if that's not possible - to influence decision-makers to take action. For example, organize community meetings to bring communities and government together.

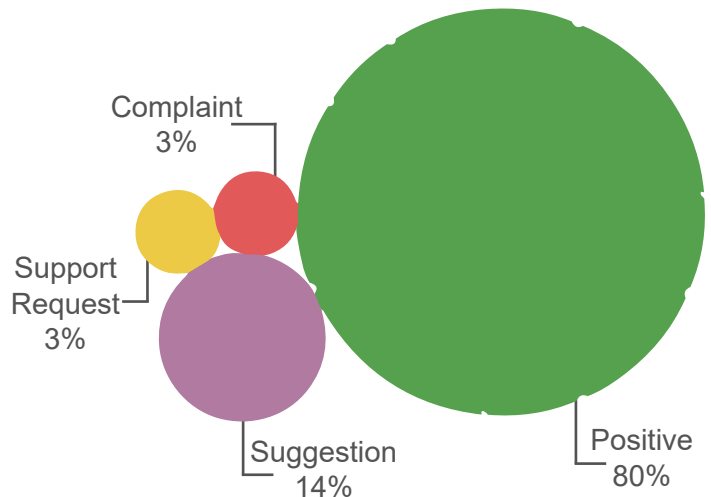
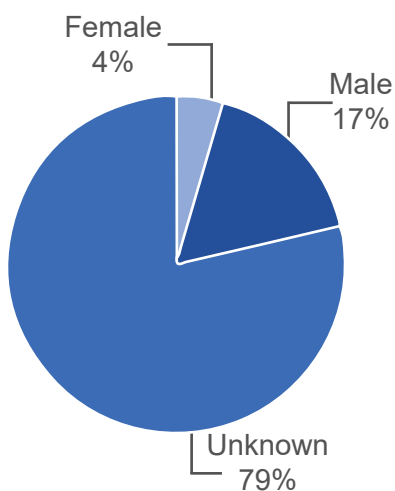
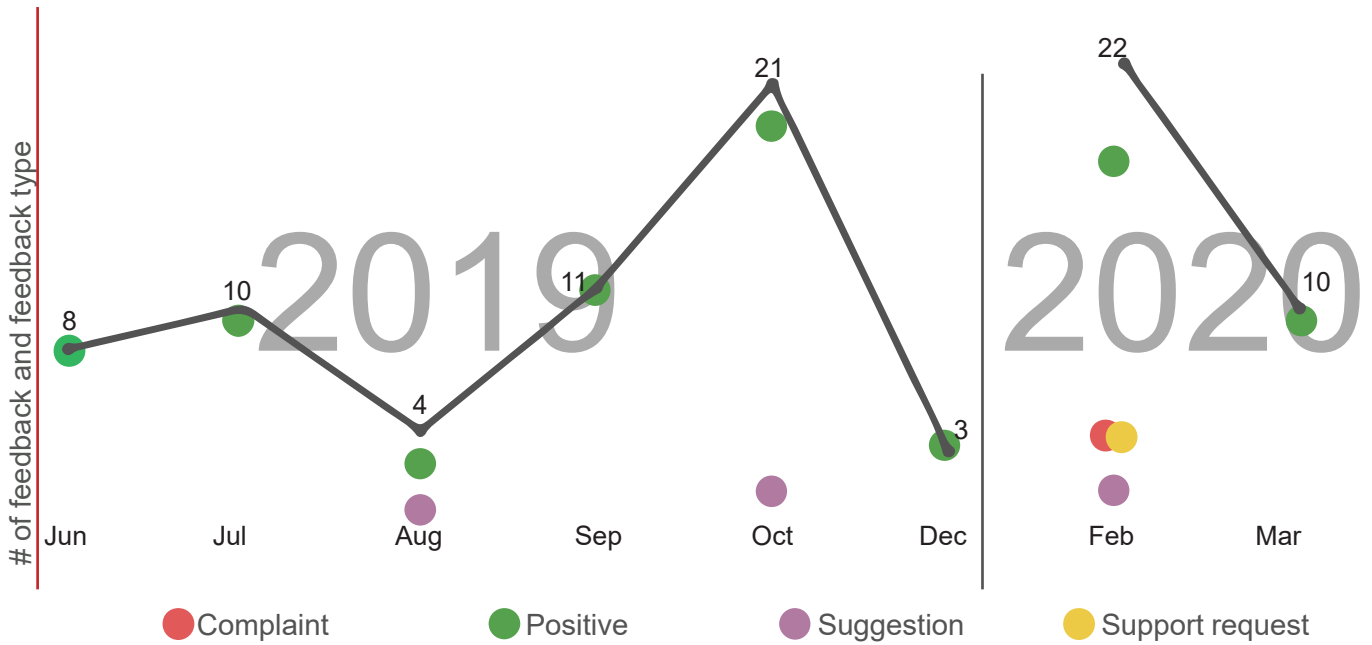
Suggestion Box

In the suggestion box for the Greek language lessons, the students leave their comments and feedback for the quality of the lessons, for the outdoor activities and the visits to the museums. The students have the opportunity to write their comments anytime they wish, in their first language and place it inside the box. However, when one class finishes, the teacher reminds the students the importance of leaving their constructive comments and feedback in the suggestion box and encourages them to provide information for the quality of the class that just concluded. Their feedback is anonymous so that they can speak freely and express their opinion. At the end of each month, the MFC Information Officer gathers the papers and with the coordination of the cultural mediators and volunteers translate the feedback and visualise them at the MFC Dashboard where they are visible for every MFC staff member. Suggestion Box is one way of communication but when there is a need, the teacher provides clarifications and answers to the students, based on the feedback and she also tries to manage their expectations.



89

total feedback through suggestion forms



I am satisfied of you because you are teaching us very well. I have one request of Red Cross. Everyday I am coming from Diavata site and I do not have free ticket card for the bus. That's why I spend 4 Euros daily. Can you provide me with a free bus ticket?

It wasn't good for me, because I wanted to go inside the monuments.

I wish to practice more in speaking Greek in the course and please extend the time for this course to 3 or 4 days per week

Today we went outside with our teacher and I enjoyed it a lot. And I liked this. She showed to us famous historical places of Thessaloniki and this was helpful for me. I like her teaching method which is very helpful for what I want to do. I believe one day I will become what I want to become through this organisation. For this organization what they are doing for us I am very grateful. Red Cross cares and respects us.

I want 5 days per week lessons. If you give us more notes for practice so that we can learn easily. These could be a book where we can read and write.

Thank you so much. Today was a good day and a happy one. I got a lot of information. Thank you for teacher Christina, she is so good. Thank you for everything.

First of all thank you Red Cross because you are giving too many things to refugees and I am satisfied to my teacher and how she teaches us.

I am studing 6 months here greek lessons and I learned too many things. Thank you for my teacher Christina. She tought me too many things.

Today is Friday and it was very nice day. We visited the White Tower and we enjoyed it a lot and received a lot of information about the city. I thank Christina, she is our teacher and she puts a lot of effort.



When one class is completed the teacher with the co-operation of the volunteers is holding two questionnaires: the drop out questionnaire and the post-evaluation questionnaire. The volunteers call the participants anonymously and asking them to provide feedback for the quality of the lessons. The feedback is recorded through a mobile data collection tool (Kobo). Both questionnaires are held to evaluate and improve the service of the Greek classes. The post-evaluation questionnaire is being held to the students that successfully completed the class.

More specifically, the questionnaires were consisted to:

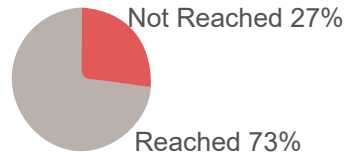
- Discover, understand and record the reasons for the dropouts of the students
- Evaluate the Greek language courses in all its context (classroom space, teacher, provided materials, teaching material and level of progress)
- Understand the gaps and the improvements that need to be done in the class
- Identify the educational needs of the students
- Check for any changes and improvements that the students would like to see happening in the class
- Gather ideas and opinions from the student's perspective for the lessons as well as for educational activities

The questions were decided to be in the English language, with simple phrases and words and after volunteers with a high level of competence in the English language would interpret the questionnaire and ask the beneficiaries in their first language. This decision was taken based on the following reasons: a) The majority of the beneficiaries was able to communicate efficiently only in their native language, b) one of the objectives was through the questionnaire to gather ideas from the students and that would happen more clearly and precisely if the students had the opportunity to be asked in their first language and c) it was vital that the meaning of the questions would be easily comprehensible from the participants and there would be less risk of changing the meaning of the questions during the interpretation.

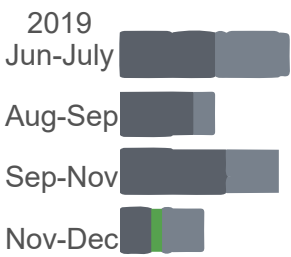
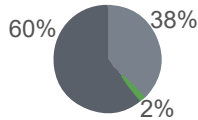
When the questionnaire was completed, it was explained in detailed to the volunteers by the teacher so as to be able to conduct the questionnaire correctly and successfully to the participants. More specifically, the volunteer's training was aiming to prepare and familiarize the volunteers with the methodology that was needed in order to apply the questions to the participants with confidence and without difficulties. After the training's completion, the volunteers started to conduct the questionnaire: The list of the participants was created by the teacher and it was anonymous, containing only the phone numbers and the category of the questionnaire (post - evaluation or drop out questionnaire). The anonymous character of the questionnaires enabled the participants to feel safe and give honest and objective answers. The volunteers were introducing themselves, informing the participants for the procedure of the questionnaire, reassuring that their names will remain unrevealed, and asking their consent to begin the questionnaire. When they started asking the questions, they were interpreting the answers to the teacher, and she was recording them in the online form. When both questionnaires were conducted, the information officer gathered the registered data and presented them at the MFC Dashboard.

The main challenges were:

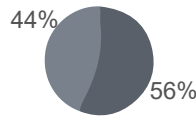
- The variety of spoken languages of the participants as it was needed to train and engage many volunteers.
- During the conduction of the Drop Out questionnaire, many of the participants were unavailable to their personal mobile phones (switched off or changed numbers) having as a result of not being able to be reached. However, their unavailability was an indicator, that many of them had change city or left from Greece.
- Special arrangements needed to be made in order to coordinate the cultural mediators and the volunteers, without creating difficulties in the everyday MFC's delivering services and programs.
- The selection of volunteers with a high level of competency in English, as well as with the ability to speak efficiently in the first languages of the participants.



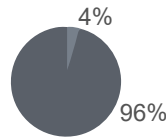
How would you rate your progress in the Greek language?



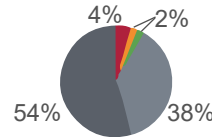
Was the teaching material focused on everyday life?



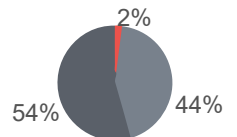
How was the overall performance of the teacher?



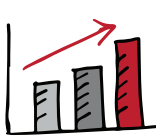
Were the distributed materials helpful for the learning procedure?



Was the classroom space helpful for the learning procedure?



from 1 negative to 5 positive
1 2 3 4 5



60% rated their progress "Good" and 38% "Very Good" and 2% "Moderate"



96% think that the overall performance of the teacher was "Excellent" and 4% "Above Average"



54% totally agreed and 38% agreed that the distributed materials were helpful

Where did you use the teaching material?



58% use the greek language "Every Day", "Often" 29% and "Sometimes" 10%, at hospitals, markets, shop, restaurants etc



Please share with us any comment or suggestion that will make us improve the lesson/session.

Christina makes us understand everything she teaches. When i started i could just say hello, and now i can speak very good.

More outdoor activities, longer time of the lessons

I want to continue learning Greek so i can speak for myself without the need of intepreteurs

I like the lesson and Christina very much but the classroom is small.

One of the most common questions for all the NGO's implementing Greek language courses is why students quit the lessons.

The results of the drop out questionnaire were very enlightening regarding the above question: First of all, none of the students claimed that had left the class because he wasn't satisfied with the lesson. In fact, the reasons for quitting the class were external, such as personal health problems, difficulties in finding work, moving to another city, long distance from their residence to the MFC.

Secondly, when they were asked for their motivation to continue the class and if they wanted to change anything in the class the answers were variant: A big majority stated that they didn't want anything to change, some of them said an important factor would be to find a job/house, others suggested to have afternoon classes, while some others stated that it would be convenient the teacher to speak their native language.

Why did you stop attending Greek classes?

What would motivate you to continue attending the classes?



Nothing, Christina is the best teacher I am grateful I can't come because of my son, if you have new class in the future please call me.

If the teacher could speak Arabic.

Being closer to the MFC.

To have classes in the afternoon.

Nothing, Christina was very helpful, if I have not found the job I would have continued.

The FGDs took place in the last lesson of the class and targeting to discuss with the students the quality of the class and the improvements that needed to be done. It is important to be noted that the FGDs did not start from the beginning. After the positive feedback from the suggestion box and the questionnaires, a gap of information was discovered concerning the suggestions from the students. It was then proposed to start the FGD's in order to receive this kind of suggestion from the students while having a conversation with all of them. Until now, 2 FGDs have taken place in the MFC for the Greek language classes one in February and one in March 2020. Both of them were facilitated by the Information Officer and the volunteers who were interpreting the discussion. In the first FGD, the teacher was also present in the discussion and was keeping notes. The results of the first one showed a lot of positive feedback as before and a variety of suggestions as well: providing books, using more videos in the class, extending the program with more hours, using colored photocopies, and practice more in writing. The teacher and the Information Officer noticed that some students were a little bit hesitant to give suggestions and as soon as they

did, they had also the need to say something positive as well. Because of that, it was decided that the teacher should not be present in the second FGD, in case the students felt more comfortable like that to provide suggestions. However, there was a lot of positive impact and the only suggestion was for more outdoor activities. As a result, it was decided that during the next FGD the teacher would be better to be absent from the classroom, in order the students to feel more comfortable in providing ideas and suggestions.

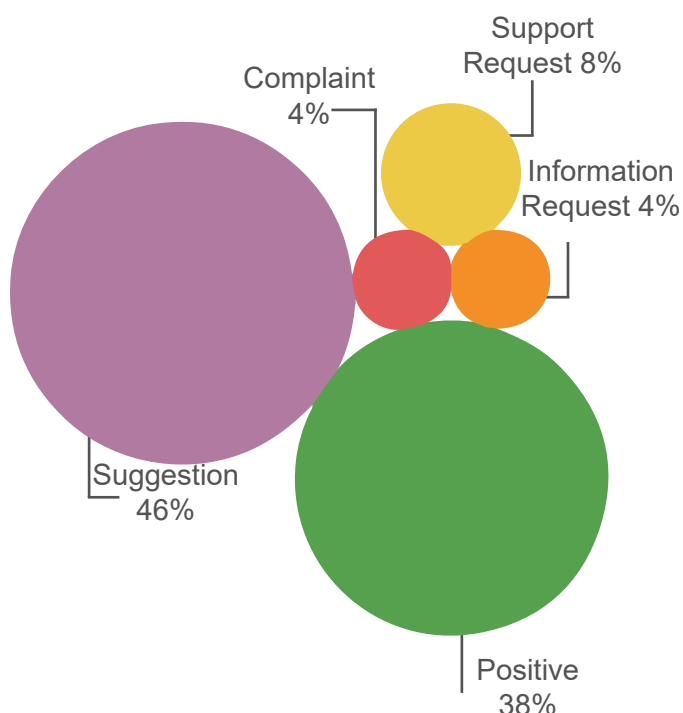
The challenges were:

- The hesitance of the students to express orally their opinion
- The presence of the teacher and the impact at the students
- The reduced number of the participants in the second FGD



26

total feedback through FGDs



I want to thank the Red Cross for creating this class about us. Christina is teaching very well, she is not tiring to explain.

We are satisfied. Christina explains very clear everything.

I would like more outdoor activities. I remember a lot of stories of Greece's history before and now I have the chance to learn about it.

I want to ask if we are learning the official language or the language that we speak in the street.

I am afraid and shy to speak Greek outside.

More time for the lessons in the week, just 2 times are not enough and more listening and audio.

One recommendation would be if we finish the intermediate level to sponsor some of us if we can continue to the university.

We are very grateful that we have the photocopies and we can study at home and revise, but it would be better for us to have a textbook and prepare ourselves before the upcoming class.

The outbreak of Covid-19 in March and April 2020, affected importantly the delivery of the Greek courses. More specifically, on the second week of March, the classes were suspended, as the Multifunctional Centre of Thessaloniki followed the national legislation for the prevention of the virus. However, after the suspension of the classes, the Educational Service began to plan the implementation of online classes.

Furthermore, with the initiative and the contribution of the MFC's teacher, the educational material that was needed for the on-line teaching was collected and created, while taking into consideration all the feedback that was collected from the previous research. Afterwards, a research was conducted, which targeted the assessment of the most appropriate educational platform for the online teaching. The processing of the results of the research, indicated the need to combine the synchronous with the asynchronous education: Two (2) educational platforms were chosen, one for the uploading of the educational material that was taught in the classes, and the uploading of briefings relevant to the classes, and one platform where the online classes would take place.

The next step included the communication of the changes to the students, a quite challenging and time consuming process. The whole process required the support of the other MFC's services (Cultural Mediators, Caseworkers, Information Officer). The first step in the communication was to call the students to examine how many of them had smartphones with internet connection and WhatsApp or Viber in order to send them the link for the platform there. These phone calls happened with the support of the Cultural Mediators to the students who did not have high level of competence in the Greek language. Unfortunately, a lot of students had their phones switched off or did not reply to the calls. However, from the students that replied to the phone calls, the majority of them had smartphone with internet connection.

The second step in the communication was to send them a message in WhatsApp from the phone of the MFC, with the link of the platform to enroll themselves in the e-class. This step was challenging and required the cooperation of all the services:

Challenges:

1. The language barrier: The students could not understand the message in Greek.
2. The MFC phone was held by a caseworker in her house.
3. The students were facing technical problems to log in to the platform.
4. Some students did not respond to the calls or messages.

Solutions:

1. The Cultural Mediators supported the teacher and translated the message in the languages needed.
2. The Casework Service supported the teacher by sending messages until the teacher could manage to send the messages herself by having the Whats App in her laptop.
3. The Information Management Service created images that showed step by step how to log in the platform.
4. Search for these students with the support of the Casework Service and CTP in Progress database.

When the communication process was completed, 34 students enrolled themselves at the platform. On the 13th of April, the classes began again online. In total, there were 20 active students at the Greek language lessons for the month of April and there was no drop out throughout the month.

Until now, the classes continue to be implementing online, and the education service is getting prepared to start new classes of Practice Greek. In order to achieve this, the teacher with the support of the Cultural Mediators, conducted a survey on how many of the enrolled students had a smartphone and internet access, so they can be able to receive the link to the Greek lessons.

In conclusion, the outbreak of the Covid-19 had a lot of challenges, but also a lot of chances for improvement, modification, cooperation, and lessons learned.

- Firstly, the suspension of the classes led the teacher to create one Greek book for the classes of the level of Practice Greek that can now be used in online and in face to face classes.
- Secondly, the challenges proved that

anything can be succeeded as long as there is cooperation and support through the team. Also, the asynchronous platform is a lesson learned that can be continued even when the classes become in person again, so the teacher can communicate with the students directly and inform them for any changes in the program without calling each student separately, as she was doing before.

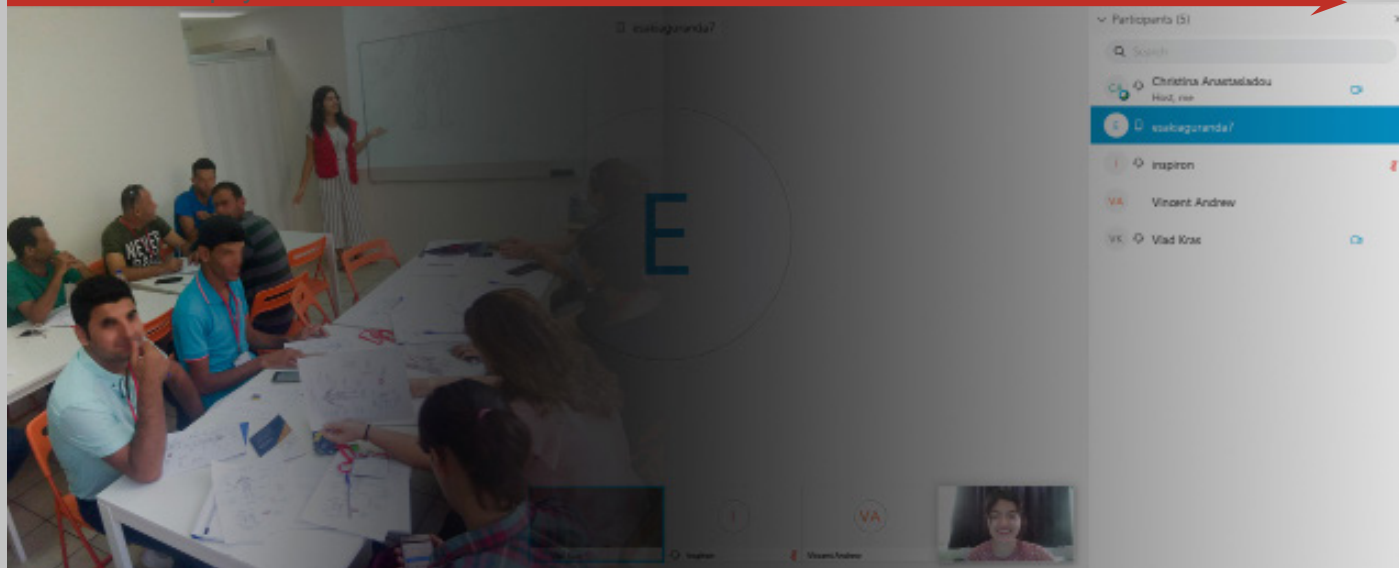
The new procedures of Greek classes, with the online teaching, led to the need of receiving feedback from the students about this service. To cover this need a questionnaire was created and conducted after the completion of one month of online classes.

The goals of the questionnaire were the following:

- To examine the quality of the service provided
- To understand and record any changes that need to be done, in order to meliorate the service
- To give the chance to the students to speak about the online classes, the advantages, and disadvantages of it
- To record suggestions from the students about the teaching methods in online classes

The questionnaire was decided to be conducted through phone call, where the Cultural Mediators would call the students and interpret the questions in their native language. In that way, the questions would be clear to the students, and they could also express their opinion without any language barriers.

Transition from physical class to e-class

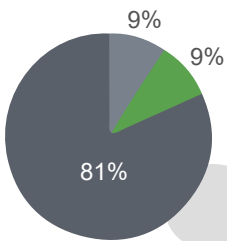




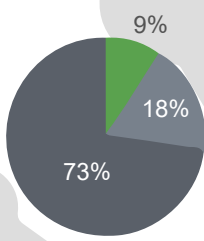
11

students reached

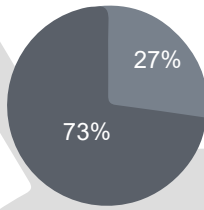
How easy was to log in in the online platform?



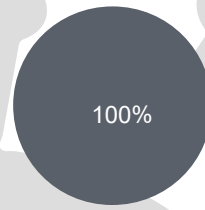
How was the quality of the sound?



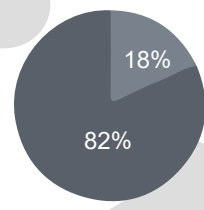
How was the quality of the video?



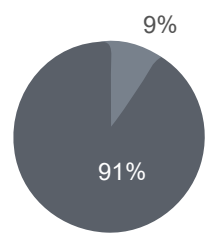
Could you easily ask a question?



Could you easily engage with your co-students?



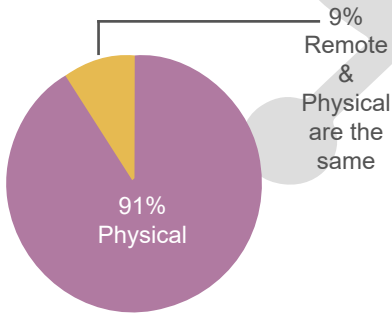
How satisfied are you with the teaching techniques and methods that the teacher use in the e-class?



from 1 negative to 5 positive



In a normal situation without COVID19 what do you prefer, physical or remote attendance?



Did you face any problems at the e-class (technical problems, did not understand the teaching materials, etc.).

At first to log in, but they called me and helped me.

No I didn't have any problem.

Everything was fine

How much are you afraid to be in a classroom with physical presence this period?

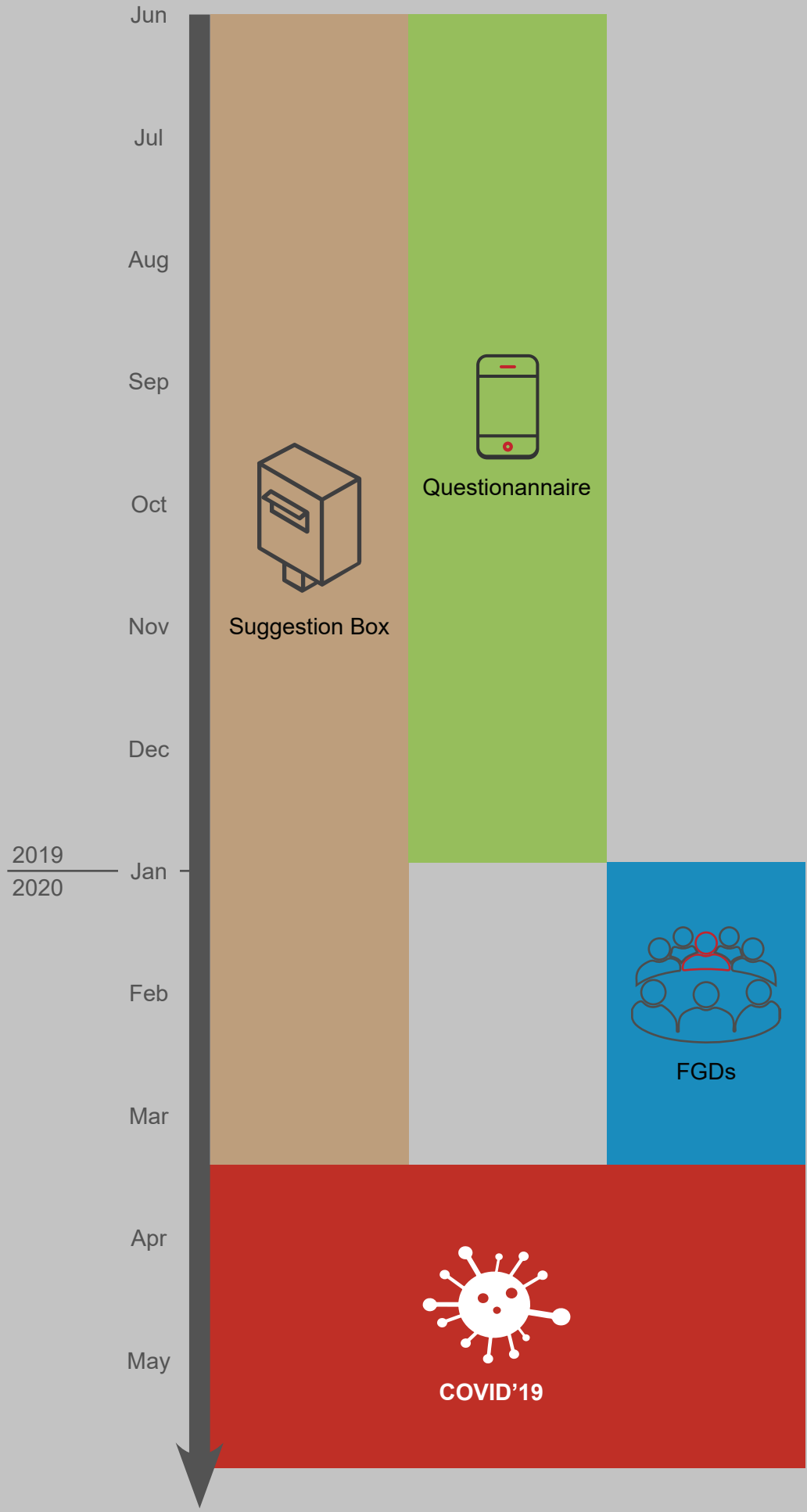
I am afraid but I want to return to class.

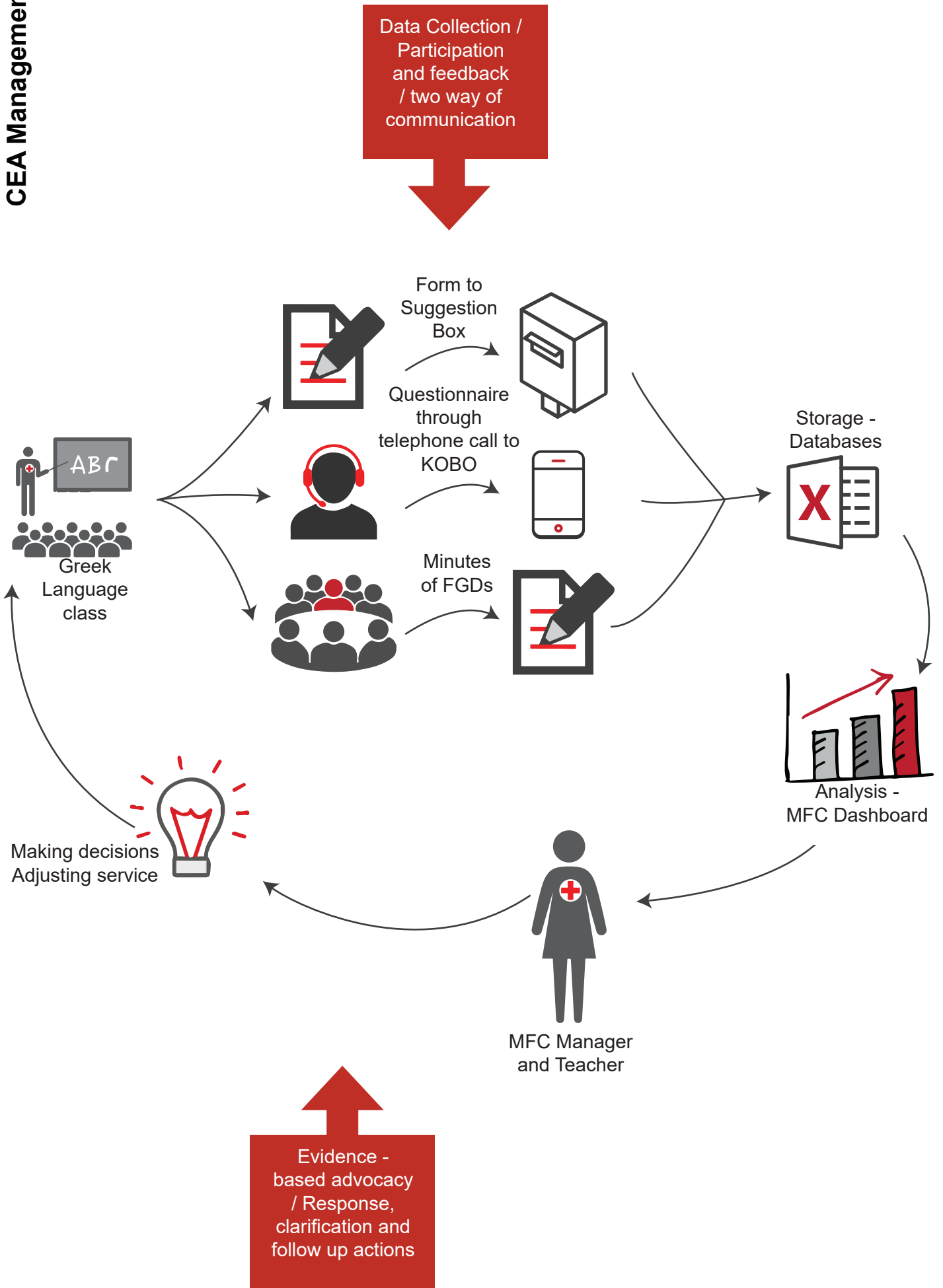
I have no problem to come back. I know how to take preventive measures for the virus.

I am afraid now to come to the class maybe after one month it will be ok to come to the MFC.

Online is better

CEA Timeline





All the different methods that were used to collect feedback regarding the Greek lesson's quality, facilitated the teacher to improve the lessons by incorporating more videos, colored photocopies and courses repetition, in the class.

Furthermore, the need of the students for a book led the teacher to create one book for learning the Greek language for the level of Practice Greek. This book contains all the dialogues that were mentioned before, in a version of a comic, with also images for vocabulary, writing exercises, and matching exercises online that the students find them by scanning a Qr Code. The book is expected to be published at the end of May 2020.

To conclude, using the suggestion box, the questionnaires and the FGDs help meliorate the quality of the classes, understand the advantages and disadvantages of some practices, make improvements and changes in the teaching methods that help students learn faster and allow the students to express freely their opinion about the Greek lessons. It is vital that the CEA continues in that way, with the lessons learned so far, to achieve the best possible quality of this service, and keep the students satisfied and willing to learn.

The most important CEA builds acceptance and trust among students and supports more sustainable greek language lesson outcomes.

Key Points

The Community, Engagement and Accountability (CEA) approach gave the opportunity to set up feedback mechanisms and communication channels with the students that participated in the Greek language lessons, in order to track their opinions, concepts and ideas, regarding the way the Greek courses are being delivered. More particularly:

-The diversity and the combination of more than one feedback mechanisms (Suggestion Box, Questionnaires, Focus Group Discussions) were seen as a positive way to help the participants to express their personal views and help identify areas and points, where additional improvement was needed.

-All the steps and stages of feedback collecting methodology were taken under consideration: Which kind of feedback mechanisms will be chosen and why? How will be introduced to the participants? Who will be responsible of the overall management? Who will be involved in the whole study? How often the feedback will be collected and elaborated by the staff? How will feedback be responded and how quick the recommended changes and improvements by the participants will take place?

-The Suggestion Box (SB) as a feedback tool gave the opportunity to the participants to submit anonymously their written notes and express and speak freely of their opinion regarding a) the quality of the lessons, b) the outdoor activities and c) the visits to the museums. In total, 80% of the received feedback was positive, 14% was suggestions and requests and 3% was complaints. In the cases that it was needed, the staff was coming back to the participants in order to provide them with answers and clarifications to their requests or complaints.

-Two types of questionnaires were used (Drop-Out and Post Evaluation Questionnaire), in order to give the chance to the students to provide feedback on the Greek lesson's quality. The feedback was recorded through a mobile feedback collection tool (KOBO Tool) and in total of the 66 enrolled students, the 73% of them participated in the survey. The Drop-Out Questionnaire showed that the reasons which led the students to drop out from the classes were external, such as health problems or search for job/house, where as the Post Evaluation Questionnaire showed that 60% of the students rated their progress in Greek language as "Good", 38% as "Very good" and 2% as "Medium".

-The Focus Group Discussions (FGD) were decided to be implemented as an additional feedback method, during the last of the Greek lessons and in order to manage to track the information gap that came from the use of the other two (2) feedback tools, the Suggestion Box and the questionnaires. Through the FGD, the participants were able to express their opinion and ideas via the oral interaction: A lot of positive feedback and a variety of suggestions were collected, while at the same time it was observed that some the participants felt comfortable with the presence of the teacher while some others did not.

-The Covid-19 pandemic had as a result to push for changes on the way the Greek lessons were delivered until that then. The need to swift from physical to online courses was essential and in order to achieve this many arrangements and preparations had to take place in advance: How many students had smartphones? How many of the students preferred the online to the physical lessons? The staff set up a communication plan, regarding the changes and the new status that the Greek lessons would follow and was communicated with all the students.

-After one month of the online lessons were introduced and implemented to the MFC, the need for evaluating the new way of teaching came as a necessity. For that reason, a questionnaire that was conducted through telephone calls was built and the students were asked about the advantages and disadvantages of the online teaching system, allowing the staff to obtain useful information, feedback and recommendations. The 91% of the students were totally satisfied with the educational methods which were used during the online lessons and 9% were very satisfied.

-The MFC Thessaloniki's Educational Service managed to follow the CEA standards and more particularly to recognize the need of the feedback collection from the Greek courses recipients, not only for once and in one way, but through the use of multiple feedback tools in a continuous way. The main goal was to evaluate the delivering service (Greek courses) and measure what is working well, what are the gaps and how to improve, by asking the students for their opinions, suggestions and complaints.



