

- școala trebuie să fie importantă din perspective economică și socio-culturală a zonei;
- părinții trebuie să se implice și să li se acorde asistență;
- școala trebuie să prezinte interes pentru comunitatea locală;

### C. Managementul calității

Acesta trebuie să fie centrat pe acele strategii, structuri, tehnici și operații prin care instituția demonstrează că își evaluează performanțele de asigurare și îmbunătățire a calității educației și dispune de sisteme de informații care demonstrează rezultatele obținute în învățare. Importanța acestui domeniu constă, pe de o parte, în concentrarea asupra modului în care instituția gestionează asigurarea calității tuturor activităților sale, iar pe de alta, de a face publice informațiile și datele care probează un anumit nivel al calității.

Cele trei domenii sunt complementare, iar utilizarea lor este obligatorie, în conformitate cu prevederile legale. În acest sens, orice instituție de învățământ preuniversitar este invitată să ajungă la stadiul în care dispune de mijloacele și informațiile care sunt structurate pe cele trei domenii, ținând cont de profilul său specific și de misiunea și obiectivele pentru care a optat.

Conducătorul instituției, prin Comisia pentru evaluarea și asigurarea calității din instituție este responsabil de elaborarea și realizarea strategiilor privind calitatea, structurate pe cele trei domenii.

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## INTERCULTURAL EDUCATION IN SOUTHERN EUROPE. THE EXAMPLE OF GREECE AND ITALY

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***Rezumat.** Imigrația este acum o realitate globală. Mișcările populațiilor dintr-o țară în alta afectează compoziția demografică a țărilor gazdă și formează societăți cu caracter multicultural. Această neomogenitate a fost extinsă la școala modernă greacă și italiană, care a fost chemată să gestioneze cursurile cu o populație eterogenă de studenți. Acest lucru a creat necesitatea redefinirii politicii educaționale pentru a face față noilor provocări de învățare.*

**Cuvinte-cheie:** *Imigrația, societate multiculturală, redefinirea politicii educaționale*

**Abstract.** *Immigration is now a global reality. The movements of populations from one country to another affect the demographic composition of the host countries and form societies with a multicultural character. This inhomogeneity was extended to the modern Greek and Italian school which was called to manage classes with a heterogeneous student population. This created the need to redefine educational policy in order to meet the new learning challenges.*

**Keywords:** *Immigration, societies with a multicultural character, redefining educational policy*

**Introduction.** For this purpose, both states took measures and established intercultural schools that respect the social, cultural and educational needs of all students (Christidou-Lionaraki, 2001, p. 60). The role of the teacher was crucial, as it is called upon to adopt methods and practices that will promote a democratic and cooperative climate, respect and equal provision of learning opportunities for all. However, despite the measures taken by the Greek state and the innovations it implemented with intercultural education, the difficulties and problems remain. Cultural inhomogeneity has increased even more in recent years after the new influx of immigrants and refugees from countries such as Syria and Iraq.

### **The intercultural dimension in Greek education**

Until the 1980s, Greek education was monopolistic in nature and supported the doctrine of "one nation, one language, one religion". The public school educated the children through textbooks on topics that mainly concerned the Greek language, Greek history and the Christian Orthodox religion (Christidou-Lionaraki, 2001, p. 49). The main goal of the curriculum was the possible national and cultural homogenization, a fact that until then had been successfully implemented, since Greece was one of the most homogeneous countries in Europe. Foreign language education existed only in the private sector with the establishment of Greek-English, Greek-French, Greek-German and Greek-Italian schools, thus creating the only form of intercultural education in Greece (Christidou-Lionaraki, 2001, p. 49).

After the 1980s, however, the mass movements of populations and the repatriation of expatriate Greeks made Greece a host country of civilizations. This multiculturalism, as it extended to the field of education, now forced Greek education to find modern ways to meet the educational needs of children with different cultural and linguistic backgrounds (Ch.-Lionaraki, 2001, p. 50).

The educational system had to put a final end to the monocultural character of education as an ideal situation and to proceed to its institutional and methodological renewal with the implementation of an intercultural teaching. (Karountzou, 2020, p. 54).

It is pointed out that the intercultural dimension promotes in education "universal" values such as interaction, interdependence, mutual acceptance, reciprocity and equality between all of children. It is also stressed the importance of intercultural policy as a tool aimed at developing the

skills and attitudes that are necessary for effective interaction within in a multicultural class. Finally, interculturalism in education as a means of mitigating social injustices, ensuring universal access to the goods of knowledge and social inclusion, guaranteeing their emotional security, and will respect their personalities and particularities.

### **The legal framework of intercultural education in Greece**

The Greek Ministry of Education established reception classes for the first time with the ministerial decision, in primary and secondary schools of Thessaloniki in thw 80's. The reception classes were addressed to Greek returning students from Germany in order to help them integrate into the Greek school and the Greek society in general. The classes were quite similar to the German model of education and were part of the regular school, but operated independently with a separate and insufficient syllabus, resulting in rapid school failure (Christidou-Lionaraki, 2001, p. 50).

Two years later, the Ministry of Education decided to establish tutoring departments addressed again to returning students of the country. The enrollment of the children this time was done in the regular classes of the schools with the difference that they had to attend six hours of teaching per week outside the regular hours. However, the lack of qualified teaching staff in the teaching of the second language and the absence of appropriate textbooks and curricula soon led students to school failure (Christidou-Lionaraki, 2001, pp. 50-51).

The failure of the Greek system in managing the education of returnees is due to the fact that it never took into account the cultural capital of the children, did not upgrade the educational material, did not train the teachers with training seminars and did not mainly implement an assimilative educational policy.

Immigrant inflows to Greece have been increasing over the years with the result that the Ministry of Education has again taken decisive measures for education. With the enactment of Law 2413 in 1996 "Greek education abroad, intercultural education and other provisions", the Ministry of Education officially established intercultural education (Christidou-Lionaraki, 2001, p. 60).

Intercultural education was initially aimed at expatriate students, but there were still unclear gaps in its content and objectives. Four science programs were designed in the spring of 1997 around intercultural education aimed at groups of children with cultural backgrounds. The programs concerned the education of repatriated and foreign students, the education of gypsy children, the education of Muslim children and the education of expatriates.

The Ministry of Education took care of the training of teachers and the writing of new school textbooks. New intercultural schools were established that respected the social, cultural and educational needs of all children and the Schools for Repatriates were renamed intercultural schools. Attendance at these schools was a prerequisite for the existence of a large number of foreign language children with the consent of the teachers' association, the principal and the principal. The educational

future of Greece seemed better with the introduction of intercultural education, while its monocultural character gradually began to be limited (Christidou-Lionaraki, 2001, p. 61).

Recently, the Greek school was called upon to re-manage the educational and social needs of children who arrived in Greece from the influx of refugees. To this end, the Ministry of Education has developed an educational program for refugees living in shelters. The goal of the Ministry was to alleviate social stereotypes and to learn the Greek language, so that refugee students can gradually integrate into organized classrooms and Greek society. The Ministry established the first Refugee Reception and Education Structures (DYEP). The DYEP follow open type study programs, while the refugee children are enrolled either in the school units in which the DYEP operates or in the branches located near accommodation centers. Finally, the establishment, organization, operation, coordination and training program are supervised by the management, coordination and monitoring team of refugee education, while in each, a teacher has been appointed as Refugee Coordinator (Karountzou, 2020, p. 343 -344).

### **Intercultural Education in Italy**

The Italian education system has been characterized by a monocultural tradition and until recently fundamental centralization. Despite the large variety of history languages and cultures within the peninsula tendency has been to assimilation and culture and language of the dominant group and, therefore towards cultural unification.

It is estimated that there are 12 linguistic minorities in Italy (Greek, Albanian, Croatian, Slovenian, Catalan, etc) . All these languages have the right to be protected although the strongest, in terms of Status with the mainstream curriculum, are German and French. It is worth mentioning here a significant example of ways in which the Italian education system has dealt with minorities. with the experience of Gypsy children, In the sixties, when there were between 60.000 and 70000 special educational programs were employed for those children. These classes were meant to help those children who were disadvantaged because of the loss of years of schooling, to catch up with children of the same age group. In fact, they separated them from the others, emphasizing the ghettoization that already suffered in society (Campani, 2014).

Italian legislation concerning the education of immigrants children on intercultural education are numerous and quite advanced. In 1982 Italian government established schools attended by children of migrants workers from EEC countries. They adapted the teaching of Italian language and other subjects to the needs of those children and promoted the teaching of the language and culture of the country of origin. Laws such as "sanatoria" law and "Martelli law" assured a fair inclusion of foreigners. However, in practice, children who have not enough knowledge of Italian language are sent back to a lower class.

Undoubtedly, each experience mentioned is praiseworthy and should be regarded as a good point for the implementation of intercultural education. Nevertheless, they look more like the outcome of external events rather than initiatives taken to promote positive changes in education.

Individual schools are undoubtedly making efforts to face complex and new situations which the migration phenomenon and the flow of refugees are bringing about. The issues they confront are different and range from peace education to bilingualism to racism and, in general, to problems of cultural identity.

It is also argued that to allow more radical changes in education, it is essential to stimulate a mentality change among teachers, to make them ready of intercultural exchanges and to promote a critical attitude that can counterbalance many inherited stereotypes and prejudices (Traversi, 2006).

Teacher training which is a key issue in intercultural education in every educational system, should be regarded, as in Greece, as a priority since Italy is the only country that does not provide professional and educational preparation for teachers and their service in schools.

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## COMPETENȚA DE ANTICIPARE A RISCULUI ÎN CONTEXTUL SCHIMBĂRILOR SOCIALE

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**Rezumat.** *Unul din scopul de baza al învățământului universitar este pregătirea specialiștilor pentru viitor, care în ritmul accelerat al schimbărilor și problematica lumii contemporane are necesitatea de a pregăti generații în vederea anticipării riscului. Atunci, când nu este cunoscută esența riscului, beneficiarul educațional, ca viitoare resursă umană, nu participă la acțiuni de decizie sau de a se adapta la schimbările produse în societatea din care face parte. Din contra poate face erori sau bloca activitatea.*