

**INTERCULTURAL EDUCATION: PEDAGOGICAL ACTIONS
AND SOCIAL INTERACTION OF CHILDREN WITH REFUGEE BIOGRAPHY**

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Rezumat. *Fluxul de refugiați din ultimii ani și invazia pandemiei COVID 19 în țara noastră identifică și modelează societățile moderne, care este compusă din grupuri cu elemente culturale diferențiate sau diverse. Structurile sistemului educațional din țara noastră (Minister - Regiuni - Direcții - Unități școlare) sunt reamenajate, deoarece sunt obligate să inventeze acțiuni și acțiuni pedagogice - coeducarea elevilor-refugiați în școli și nu numai. Acest articol rezumă următoarele subiecte, precum conceptul de refugiați și copii refugiați, educația interculturală și formarea studenților refugiați aflați în criză.*

Cuvinte-cheie: *copii refugiați - elevi, educație, educație interculturală, acțiuni în educația refugiaților și școli.*

Summary. *The influx of refugees in recent years and the invasion of the pandemic of COVID 19 in our country identify and shape modern societies, which is composed of groups with differentiated or diverse cultural elements. The structures of the educational system of our country (Ministry - Regions - Directorates - School units) are rearranged, because they are obliged to invent pedagogical actions and actions - co-education of students-refugees in schools and beyond. This article summarizes the following topics, as the concept of refugee and refugee children, intercultural education and training of refugee students in crisis.*

Keywords: *refugee children - students, education, intercultural education, actions in refugee education and schools.*

The concept of refugees and children-students refugees

The word refugee means a person who has left his country of origin, at the threat of his life, and cannot return to it. "According to the official Greek translation, a refugee is a person who" as a result of events that took place before January 1, 1951 and a justified fear of persecution due to race, religion, nationality, social class or political beliefs, is outside the country of which he is a citizen and has no citizenship, because of this fear, does not wish to enjoy the protection of that country, or if he has no nationality and is a consequence of such events outside the country of his former habitual residence, he cannot or, because of this fear, does not wish to return to it» (UNICEF, 2016).

The refugee is contrasted with the economic immigrant who leaves his country voluntarily in order to find a better life, continuing to enjoy the protection of his country" (Guide to IEP, 2019). A refugee is generally a displaced person who has been forced to cross national borders and cannot return home safely. Such person may be granted asylum until he or she has been granted refugee

status by the Contracting State or by the United Nations High Commissioner for Refugees (UNHCR) if they have formally applied for asylum-It is one of the major issues facing our society today.

Almost half of all refugees are children and almost one in three children living outside their country of birth is a refugee. Worldwide, nearly 50 million children have migrated across borders or been forcibly displaced (UNESCO, 2018).

The refugee children, especially those who do not have papers and those travelling alone in host countries face a variety of problems. Although many communities around the world have welcomed them, displaced children and their families often face discrimination, poverty and social marginalization in their countries of origin, transit and destination (Garin and et. al., 2016). Language barriers and legal barriers in countries of transit and destination often deny refugee children and their families access to education, health care, social protection and other services. Many destination countries also lack intercultural support and social inclusion policies (Crock, 2006).

Intercultural education and education of refugee students in pandemic crisis.

In Greece, the UNHCR strengthens its support to the authorities in areas related to the improvement of water supply and sanitation facilities, the distribution of basic personal hygiene items and the creation and provision of equipment for medical units and areas of medical examination, isolation and quarantine. The UNHCR also facilitates asylum seekers' access to valid information through helplines and interpretation services, and through the mobilization of refugee volunteers (UNHCR, 2020).

Education and training for refugees, migrants and internally displaced persons is the process of teaching and providing knowledge and skills to refugees, migrants and internally displaced persons so that they can participate fully in society. In our country, the Hellenic Refugee Council-ESP, within the holistic approach it adopts, includes the effort to facilitate our clients to adapt in their new life that begins in a new country (Sgoura & Mitropoulou, 2018).

The activities, the courses, but also the guidance for finding work addressed to recognized refugees, including families, teenagers and children, are intended to help them take the important step that will lead them to an optimistic future. The Hellenic Council for Refugees (2004), defines that intercultural education contains three concepts as general pedagogical principles: intercultural interaction, intercultural communication and intercultural understanding.

In conclusion, it appears that the education and training of refugee student children is an inalienable and guaranteed human right, which Greece as a member of the EU. and as a host country for many refugees it cannot ignore it. The Hellenic Refugee Council-ESP, in the context of its holistic approach, has included in programs the effort for the smooth integration of refugee children in Greek schools, according to the pedagogical principles of intercultural education.

Actions at the level of the Hellenic Ministry of education

The Hellenic Ministry of Education, regarding the education of refugee children and students and in its effort to effectively address their special educational and social needs, has formulated the main guidelines for the management of issues related to Intercultural Education and Training. On the other hand, the issues regarding the protection of cultural diversity in the field of Primary and Secondary Education had occupied the Greek state years before and before the refugee crisis.

The Ministry of Foreign Affairs, with decision number (YANG1 / 47079 / Ministry of Foreign Affairs / 18.03.16), established on March 18, 2016 three committees for the support of refugee children: the Committee for the Support of Refugee Children (ES) headed by Secretary General of the Ministry of Education and Science and 14 staff of the Ministry of Education, the Scientific Committee (EU) consisting of 26 professors and research associates of Greek universities, working closely with the Secretary General of the Ministry of Education and the Artistic Committee (JC), which consists of 9 members, artists and professors related to art Departments of Greek universities (Ministry of Education-Scientific Committee, 2017).

It is a fact that education in Greece and in the world is going through a period of unprecedented demographic, cultural, socio-economic changes, which require their direct and organized handling by the education system. The mass influx of immigrants and refugees determined and shaped the modern Greek reality, which is composed of groups with special national, religious and cultural characteristics. For this reason, the need for the development of strategic action plans by the school leadership is now imperative. The strategic plan for an organization is its "natural document", which integrates its orientation and mission within a local and national development perspective (Rentzi, 2017).

According to recent data from the Ministry of Education, at the end of October 2017, about 5,300 children were in the process of joining the school (Statistics, 2021), while registrations are expected to take place with the start of operation of new reception classes (Kolimbari, 2017). For the implementation of the Educational Plan, Refugee Education Reception Structures were established, forming a flexible institutional teaching regime for intervention in the Greek educational system. The Refugee Education Reception Structures operate in school areas, which have Refugee Accommodation Centers and concern: Primary schools for children aged 6 to 12, High Schools for children aged 13 to 15 (Aroni, 2020).

Actions And Interaction In The Other Learning Environments Of Children Refugees.

Primary and primary action in the case of refugee-student education is the creation of a community in the classroom, but also the creation of virtual school classrooms, in modern learning environments, since nowadays the newest teaching methods can include television, radio, internet, multimedia and other modern devices, such as the mobile phone (m-learning). It is a fact that teaching is a very complex activity. This is partly because teaching is a social practice that takes place in a specific context and is therefore shaped by the values of that particular context (Clark, 2017). Factors

that influence teachers' expectations include history and tradition, views on the microscopes and macroscopes of education, accepted theories for learning, and in the case of refugee students in particular the various challenges they face in the new social and learning environment. The creation of the community in the classroom is the sole responsibility of the teacher in the classroom, but also in other learning environments outside the classroom in structures for hosting appeals. The institution of Refugee Reception and Education Structures (Refugee Education) is one of the most basic refugee education structures in Greece by the Greek state.

It is important for teachers to devise ways and practices in order to be able to help refugee students create a sense of community for themselves in the local communities, in the classroom and also in the wider communities in which they live. Teachers in this way, utilizing participatory techniques in classroom organization (Maligoudi & Tsaousidi, 2020), develop empathetic relationships about the personal history and experiences of each refugee child, ensuring a safe learning environment, positive school climate (Hatzikonstantinou, 2020), to meet the needs of all students, as the social reality that is created in a school class often affects them for life / students from minorities. After all, the important task of schools is to create communities for students and to provide stability, security and a sense of belonging (Actions and Reforms of the Ministry of Education, Research & Religions 2015-2019).

CONCLUSIONS. Internationally, educational data are changing rapidly. Therefore, the educational world must keep up with them and adapt to these new data. In recent years, around the world, we have experienced intense population movements due to wars and unemployment (Motso, 2020). The goal of immigrants is to find better living conditions. One of the parameters related to the best quality of life is the education sector. Undoubtedly, the educational policy of each state must adapt to the new data and implement the idea of providing equal educational opportunities to all students, including students with immigrant backgrounds (Save the Children, 2012).

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ASCULTAREA ACTIVĂ PREMIZĂ ÎN FORMAREA COMPETENȚEI DE ÎNVĂȚARE ACTIVĂ

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Rezumat. Acest articol abordează problema procesului de ascultare activă ca premiză în formarea competenței de învățare activă. În acest context sunt evidențiate principiile, condițiile, formele care sporesc procesul de ascultare activă a elevilor în mediul educational. Articolul vine în ajutorul cadrelor didactice, părinților, persoanelor interesate cu un set de sugestii, recomandări care vizează formarea calităților unui bun ascultător precum și blocajele, formele unei false ascultări. Respectarea celor trei principii care stau la baza comunicării eficiente vor contribui nemijlocit și la formarea competenței de învățare a elevilor.

Cuvinte-cheie: Auz, ascultare activă, falsă ascultare, ascultător, competență de învățare activă,

Abstract. This article addresses the issue of the process of active listening as a premise in the formation of active learning competence. In this context, the principles, conditions, forms that increase the process of active listening of students in the educational environment are highlighted. , forms of false listening. Observance of the three principles underlying effective communication will also directly contribute to the formation of students' learning competence.

Keywords: Hearing, active listening, false listening, listener, active learning competence.

„Numai o limbă și două urechi ți-a dat natura, pentru ca să asculți de două ori mai mult decât vorbești.” Epictet

Deseori în comunicare folosim formulări de genul „am auzit că”, „mă auzi”, „nu aude” sau „am ascultat cu atenție ce a spus”, „ascultă-mă o clipă” „nu vrea să asculte”. Apare întrebarea sunt sinonime sau nu cuvintele „a auzi”, „a asculta”, dacă nu, care sunt diferențele dintre ele. Făcând trimitere la *Dexonline* sau *Mic Dicționar al limbii române*, distingem că „a auzi” înseamnă a percepe sunetele cu ajutorul auzului sau a distinge și înțelege sensul sunetelor vorbirii, a asculta pe cineva vorbind. Această semnificație denotă că *a auzi* nu este perfect sinonim cu *a asculta*. Termenul *a asculta* include ceva mai mult „a-ți încorda auzul pentru..”, „a urmări atent vorbele cuiva” a fi atent la ceea ce se spune”. *A auzi* nu înseamnă și *a asculta*, pe când *a asculta* presupune cu necesitate să