



Passage

Pedagogies of Passing
from Reception to Education

symplexis

National State of the Art and Gap Analysis - Data Collection and Analysis in Greece

Output 1.2. National PASSAGE
Ecosystem of Needs, Practices Target
Groups, Stakeholders and Mode of
Work Report



Co-funded by the
Erasmus+ Programme
of the European Union

Agreement number:
621412-EPP-1-2020-1-SI-EPPKA3-IPI-SOC-IN





National Report – Greece

Document information

Output number	Output 1.2
Title	National PASSAGE Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work Report
Type:	PDF, Document
Version:	Version 1.0 – final
Author(s):	Symplexis
Dissemination level:	Public

This project has been funded with support from the European Commission. The European Commission's support for the production of this document does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Agreement number: 621412-EPP-1-2020-1-SI-EPPKA3-IPI-SOC-IN

© 2021 PASSAGE Project

All rights reserved. No part of this publication may be reproduced, copied or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission of the copyright owners. The contents of this publication may be used for educational and other non-commercial purposes, provided that such usage is accompanied by acknowledgement of the source.



Table of Contents

Introduction	4
1. Literature Review	5
State of The Art and Gap Analysis.....	5
Introduction to the national School system	5
Systematic regulation on the education of newly arrived Third country nationals.....	5
Overview of findings and evaluation of existing pedagogical integration models and practices	8
2. Field Research	11
2.1. Interviews with teachers: Analysis of key findings	11
Self efficacy.....	11
Implementing Practices	12
Cultural competency.....	13
Competency/Preparation.....	13
Student needs	14
Motivation	14
2.2. Interviews with stakeholders: Analysis of key findings	15
National strategy and guidelines.....	15
Existing practices and long-term predictions	16
2.3. Online survey: Teachers’ perspective on the integration of TCNs.....	17
3. Conclusions	23
4. Literature	25



Introduction

Within the PASSAGE consortium, Slovenia, Cyprus, Greece, Italy, Portugal, and Lithuania will be taking appropriate measures to cope with increased level of third country nationals arriving in these destinations. In turn, this increase has been instrumental in revealing several limits of existing policies (either national, regional, or European) and current capacities for migrants' integration to local societies, in the field of educative integration. This gap was especially evident in the case of the early stage of arrival (i.e., reception), where integration action needs to be reinforced and supported to promote basic EU values and principles of inclusivity, diversity, and civic openness.

This document will serve as basis for further elaboration and could serve as comprehensive reference on the level of understanding, knowledge, and awareness of youth in all European participating countries, in issues related to pedagogies and pedagogical integration in the EU.

Within this document, partners will conduct a literature review of the pedagogical models and administrative structures and practices in securing the integration of children from a migrant background who enter new school environment. All partners will collect data from various resources, which will be summarized in the present report for further development. Part of this activity is the analysis of the limited findings available so far regarding comparative approaches and the utilization of integration in schools. Ecosystem Mapping State of The Art and Gap Analysis Report will be further developed into the compilation of national reports and a Transnational PASSAGE Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work.



1. Literature Review

State of The Art and Gap Analysis

INTRODUCTION TO THE NATIONAL SCHOOL SYSTEM

The Greek educational system is organized in three levels, namely primary (ages 4 to 12), secondary (ages 12 to 18), and tertiary education (above the age of 18; see also Eurydice, 2021 for an overview). The national educational system is centralized and the main administrative body is the Ministry of Education and Religious Affairs, while 13 Regional Directorates of Primary and Secondary Education oversee the operation of schools in the respective regions of the country (Ministry of Education and Religious Affairs, n.d.)

The right to free education for all citizens and at all levels of the state educational system is established in the Greek Constitution (Art. 16, The Constitution of Greece), while education is compulsory for all children, including refugees and asylum seekers, between the ages of 4 and 15 years old. As stipulated in the framework Law 1566/1985, the overall aim of primary and secondary education is to “contribute to the comprehensive, harmonious and balanced development of the intellectual and psychosomatic capabilities of the students, so that, regardless of gender and origin, they have the potential to develop into integrated personalities and to live creatively” (Art. 1, Law 1566/1985).

Primary education is divided to pre-primary (nipiagogeio) and primary schools (dimotiko scholeio). Pre-primary education lasts two years, between the ages of 4 and 6 years old, is compulsory (Law 4521/2018) and aims to help children develop physically, emotionally, mentally and socially (Art. 3, Law 1566/1985). Attendance in the primary schools is also compulsory and lasts six years, spanning between the ages of 6 and 12 years old (Law 1566/1985). According to the relevant legislative framework (Art. 4, Law 1566/1985), the purpose of primary school is the multifaceted intellectual and physical development of children.

Secondary education is also organized into two stages. Lower secondary schools (gymnasio), which is compulsory and lasts three years – between the ages of 12 and 15 – and upper secondary schools (lykeio) for pupils above the age of 15 (Law 1566/1985). Two types of upper secondary schools currently exist, namely general schools and vocational schools (law 4186/2013), and attendance in upper secondary schools is non-compulsory.

SYSTEMATIC REGULATION ON THE EDUCATION OF NEWLY ARRIVED THIRD COUNTRY NATIONALS

Legal framework

The right to education of children citizens of third countries is established through several national legislative documents (see also The Greek Ombudsman, 2021 for an overview). More specifically, the UN Convention on the Rights of the Child, ratified into national legislation with Law 2101/1992, constitutes the principal legal framework establishing the obligation of the state to provide for the education of all children, without discrimination of any kind.



Moreover, Law 4636/2019, transposing into national legislation the Directive 2013/33/EU of the European Parliament and of the Council, explicitly provisions the compulsory nature of education, both for asylum seekers and on behalf of the state. In line with article 14 of Directive 2013/33/EU, article 51 of Law 4636/2019 provisions that minor applicants for asylum and the minor children of applicants during their stay in the country are required to join primary and secondary education units of the public education system.

In addition, the same article of Law 4636/2019 stipulates that the competent authorities are obliged to provide the necessary and adequate means to support and facilitate the relevant procedure, while integration takes place under conditions similar to those that apply to Greek citizens. Importantly, the law also clearly requires that integration into the state school system shall take place no later than three months after the date of completion of the identification procedure of the minor. Similarly, article 21 of Law 4251/2014, the national Code of Migration and Social Integration, guarantees the right to education of minor citizens of third countries residing in the Greek territory, who are subjected to compulsory schooling, as national citizens are, regardless of their place of residence in the country and the possession of registration documents.

Finally, the existing National Integration Strategy adopted in 2019 (Ministry of Immigration Policy, 2019) highlights, among other aspects, the importance of promoting integration into the educational system. However, Greece does not yet have a standardized integration program for newly arrived third country nationals (TCNs), and relevant services are provided on an ad hoc basis by local/municipal and national authorities, as well as several NGOs and international organizations (see also European Commission, n.d., for an overview). For instance, there is no systematic framework for the provision of language courses to newcomer TCNs, which are mostly provided by NGOs and other similar initiatives (e.g. see Study in Greece, n.d., for relevant initiatives).

Formal education programs

With regard to the integration of newly arrived TCN children into the public school educational system, the two main programs currently operating in Greece are the “Reception Classes” (Ministerial Decision no Φ10/20/Γ1/7-9-99; Ministerial Decision no Φ1/63691/Δ1/2017) and the “Reception Facilities for Refugee Education” (RFRE; Domes Ypodoxis kai Ekpaideusis Prosfygon – DEYP) instituted in 2016 with Law 4415/2016.

Reception Classes constitute parallel classes that operate within existing public schools and are predominantly established in schools located in the main urban areas of the country (The Greek Ombudsman, 2018). The aim of the Reception Classes is the participatory - active and effective education of primary school students who do not have the required knowledge of the Greek language, so that they can subsequently join the Greek educational system (Art. 2 Ministerial Decision no Φ1/63691/Δ1/2017).

The Reception Facilities for Refugee Education (REFE) operate within reception and accommodation facilities for TCNs seeking international protection or in schools that are in close proximity to such facilities, in which case the classes take place in the afternoon during after-school hours (Joint Ministerial



Decision no 180647/ΓΔ4/2016). The courses taught include, among other, the teaching of the Greek and English languages, mathematics, physical education, cultural activities, and computer science (Joint Ministerial Decision no 180647/ΓΔ4/2016) and the overall aim of REFES is to facilitate the integration of TCN children, gradually allowing them to join the public school classes.

Notably, though, REFES operate mostly in the mainland of the country and significant difficulties are observed in the Greek islands, where thousands of TCNs that enter the country reside temporarily until they submit their applications for international protection (The Greek Ombudsman, 2018). For instance, although instituted in 2016, in the north Aegean islands REFES became operational only in Spring 2018 (The Greek Ombudsman, 2018) and it is estimated that several children have been left out of the public educational system over the years.

Non-formal education

In addition to the formal educational programs within state schools, a number of non-formal programs and afterschool initiatives for migrant and refugee children have been implemented in Greece over the years. Indicatively, the NGO Arsis operates two non-formal education centers in the islands Leros and Kos since 2018 with the financial support of UNHCR, aiming to support the integration of children to the public educational system (Arisis, n.d.). Likewise, the NGO Matadrasis operates two similar Non-formal Education Centres in the islands of Lesbos and Chios with the support of UNHCR, providing courses such as Greek, Mathematics, and English lessons to children daily, in an effort to facilitate their smooth integration into the state school system (Metadrasis, 2021, March 24)

Similarly, the organization ELIX (n.d.) started in September 2020 a new non-formal education project for migrant and refugee children placed at the Reception and Identification Center of Lesbos island, funded by UNICEF. The program builds and expands on similar initiatives that the organization has been implementing since 2016 using the methodology of the "Learning for Integration: Quality learning and non-formal education for children and adults, refugees and migrants in Greece" project. It aims to cover the educational needs of children aged 3-17 and support children that do not go to school, and involves 2-hour afterschool classes every day.

One of the most extensive and well received initiatives has been the "Open Schools" project, organized by the Municipality of Athens (ACCMR, n.d.). The project involved the opening of schools across the city during after-school hours and on the weekends, offering a variety of activities, including several non-formal educational and integration programs for TCN children. However, after running for approximately three years, with the support of various donors and the involvement of many organizations, the project ended in 2019.

To that end, it should be noted that the majority of the aforementioned and other relevant initiatives and programs are donor funded, thus operating only for a specific timeframe and being discontinued, if the initial funding is not renewed. As a result, it is often difficult not only to track these initiatives but also assess their results and long term impact and effectiveness. The Covid-19 pandemic has undoubtedly exacerbated the situation, with a report released in April 2020 estimating that approximately €20 million would need to be raised to support the operation of the formal and non-



formal educational programs operated by UNICEF, UNHCR, and other Greek NGOs until the end of the 2021-2022 school year and prevent them from closing (Jalbout, 2020).

Educational resources

Several educational resources, such as books, tools and methodologies supporting language learning and the educational integration of TCNs have become available in recent years. The Institute of Educational Policy, the national scientific agency operating under the auspices of the Ministry of Education and Religious Affairs, has also developed and released a series of educational materials and guidelines, such as teacher guides, as well as the approved curricula and textbooks for students attending Reception Classes and REFES (Institute of Educational Policy, n.d.).

However, official educational resources – and in particular the textbook series that was developed by the Institute in 2007 to support language learning and which constitute part of the official school curricula, entitled “Hello” (Geia sas) – have been often criticized by teachers with regard to their usefulness in teaching TCNs, primarily due to the fact that these materials were designed for different target groups (Apatziadou, 2018 February). In response to the emerging needs of teachers and – most importantly of children – more recent materials, developed specifically for teaching refugee and migrant children, have been produced by organizations such as UNHCR, (n.d.-a; n.d.-b) Greek Universities (Simopoulos, 2016, 2017) and other similar initiatives.

OVERVIEW OF FINDINGS AND EVALUATION OF EXISTING PEDAGOGICAL INTEGRATION MODELS AND PRACTICES

In an effort to design an effective response to the emerging refugee crisis that started in 2015, several steps have been taken to better support the integration of newly arrived TCNs in the state educational system. A Scientific Committee for the support of refugee children was established in 2016, operating under the Ministry of Education and Religious Affairs, to record, monitor, and provide recommendations for the educational integration of children with refugee background. Following the mapping of the existing situation and the formulation of a series of relevant policy recommendations (Scientific Committee assisting the work of the Committee on the Support of Refugee Children, 2016, June) the intensification of the existing program of Reception Classes and the establishment of the Reception Facilities for Refugee Education (REFE) was enacted in September of the same year (Law 4415/2016).

Based on the Committee’s assessment report (Scientific Committee in Support of Refugee Children, 2017, April), 107 REFES had become operational by March 2017, attended by approximately by 2,643 school children of primary and lower secondary schools. However, significant delays were observed in their establishment and operation during this first transitional year. Indicatively, only ten of the REFES operated by the end of 2016; there were no provisions that year for pre-primary (children between 4 and 6 years old) or upper secondary (above the age of 15) school children; and no REFES operated in the facilities in the islands (The Greek Ombudsman, 2016). At the same time, a significant number of children living in urban areas did not have access to Reception Class in the public schools of the country (The Greek Ombudsman, 2016). In addition, it should be noted that, based on rough estimations, 7,500



to 8,500 school aged children were living in various accommodation facilities and placements across the country at the end of 2016 (The Greek Ombudsman, 2016).

Based on information released by the Ministry of Education and Religious Affairs (2018, August 28), a significant increase in the number of children joining formal education classes was observed the following school years. In particular, during the 2017-2018 school year 5,291 children were enrolled in Reception Classes, 700 in regular morning classes, and 2,026 children in REFES. That year, however, it was estimated that the number of the number of school-aged children in country was between 10,000 and 12,000, out of whom approximately 2,000 children were living on the islands, where no provisions for school education were made that year, and the remaining 2,000 were above 15 years old, the age limit for compulsory education.

During the 2018-2019 school year, in a total of 12,867 children that entered public school units, 4,577 enrolled in REFES, 4,050 in Reception classes, and 4,240 in regular morning school classes (Ministry of Education and Religious Affairs, 2019, June 20). However, according to UNHCR (2019, August 29), 3 out of 4 of the 4,656 school-aged refugee children (4-17) living in the islands did not go to school in 2019 and very few of the 3,800 school-aged children living in the islands were in public schools in 2020 (UNHCR, 2021).

By February 2021 14,423 students had enrolled in formal educational classes, 4,184 in REFES, 8,789 in morning regular schools, and 1,450 in Reception Classes (The Greek Ombudsman, 2021). However, based on a monitoring report issued by the Greek Ombudsman - the institutional monitoring authority for the rights of child - in 2021, out of the total number of 10,431 children living in accommodation and reception facilities, 62% (6,472 children) had enrolled in schools, but only approximately 14,2% (1,483 children) did actually attend classes by the end of January 2021. The situation is even more dire in the temporary reception facilities, especially in the islands, where out the 2,090 school-aged children living there, only 178 had enrolled by January 2021, and merely 7 had actually attended classes.

As the same report notes (The Greek Ombudsman, 2021), following distance learning classes during the quarantine period (which lasted for approximately 6 months during the second wave of the pandemic in Greece), remained extremely problematic – if not impossible – due to the lack of equipment, internet connection or support provided. Indicatively, out of the 30 facilities that responded to the Ombudsman's survey, 27 reported that distance learning did not operate or operated only periodically due to the above mentioned issues.

In addition, the periodic reports issued by the Greek Ombudsman (2016, 2018, 2021) over the years have repeatedly highlighted several aspects that continue to hinder children's access to education. Administrative delays, lack of coordination among stakeholders and other organizational difficulties continue to create significant obstacles in the operation of the relevant educational programmes.

For instance, teachers most often appointed to REFES or Reception Classes are substitute teachers, with limited teaching experience or training on the needs of TCNs children and on teaching Greek as a second language (The Greek Ombudsman, 2016, 2018). As a result, many of the teachers appointed tend to refuse their postings, resulting in interruptions in the operation of the classes for long periods



of time (The Greek Ombudsman, 2016, 2018, 2021). Lack of transportation to schools for children living in certain remote facilities has been often highlighted as factor that further limits children's access to education (The Greek Ombudsman, 2021). Non-attendance and increased drop-out rates constitute also an importance phenomenon among refugee children, partly due to the increased movement of these populations between different facilities across the country without sufficient coordination (The Greek Ombudsman, 2016, 2018). These delays and dysfunctions often result to children losing in fact half of the school year before actually attending classes, impeding their educational and overall integration into the school system (The Greek Ombudsman, 2021).

With regard to the REFEs specifically, it should be highlighted that no provision has been so far made for the formal recognition of the time children spend at these classes as part of their official school attendance record. As a result, and considering that the program is transitional and it aims to prepare children to enter the public school system, their time attending REFE classes cannot be used to be promoted to the next school year or class. At the same time, the fact REFEs operate either within reception and accommodation facilities or in nearby schools but in the afternoon, limits significantly the children's interaction with other students and their overall contact with the local communities. Thus, significant concerns with regard to the potential abuse of this particular program have been raised (The Greek Ombudsman, 2021).

In conclusion, despite the existing legal framework and the strategy devised for the educational integration of TCN into the public educational system in recent years, the figures and the overall situation described above clearly indicate that a rather significant number of children continue to have limited access to public education and encounter significant issues in their efforts to attend schools.



2. Field Research

For the purposes of the project, a series of interviews with teachers and stakeholders were conducted in May 2021¹. In total, five interviews with teachers and five interviews with stakeholders working in the field of education and migration were performed. In addition, supplementary information was collected via an online survey questionnaire assessing teacher perceptions on the integration of TCN children, that was completed by 34 teachers working in schools across the country. The next sections of the report present and analyze the main findings of the field research.

2.1. Interviews with teachers: Analysis of key findings

In total, five interviews with teachers were conducted, two of the participants were high school teachers and the remaining three were primary school teachers. The participants teach in schools around Greece, specifically in Athens, Thessaloniki and Sitia (Crete), where some work as full-time teachers in classes with 20 students and some as teachers in reception classes for third country nationals. The majority of the participants has few years of experience in teaching third country nationals, and only two of them have more than 3 years of experience in this specific field. Importantly, two of the participating teachers had spent some time in classes provided to third country nationals by NGOs during the refugee crisis, before starting to work in public schools of the country. The main findings of the interviews are analyzed below, examining diverse aspects involved in the work of teachers employed in this field.

SELF EFFICACY

The participants showed confidence in themselves and their skills, although noting that the integration of third country nationals in the class is not an easy task. The word integration on its own – as one participant mentioned – has a lot of value, as teaching TCNs is a part towards their inclusion in general but other aspects need to also be taken into consideration. Some of the participants believed that they are integrating TCNs in their classes, taking, of course, into account the existing conditions in their schools. Particularly teachers working in the reception classes, spend the first week to make sure that the newly arrived students will have a smooth integration process in the class. Others were not so positive regarding the integration of the TCNs in their class. The reasons, as they mention, were the educational gaps that TCN students have and the framework of the school, that is often not helping enough. Another reason that has made TCNs' integration in the educational system difficult, to which all participants agreed, was the lockdown due to the Covid-19 pandemic. Due to the closure of schools (which in the case of Greece lasted almost 6 months) and the lack of equipment (computers, internet connection, power source) many TCNs lost their connection with the school. This affected particularly refugees, who were either excluded or did not know how to connect to online classes.

Self-efficacy, on the other hand, is something which participants agreed that can be reached and ensured more easily that integration. Their self-efficacy is ensured by creating relations with students,

¹ Due to the ongoing restrictions in Greece resulting from the Covid-19 pandemic, the initially provisioned focus groups with teachers and stakeholders were substituted with individual interviews, the majority of which were conducted remotely, via phone or virtual platforms.



which helps teachers to have a more productive performance in class. Moreover, establishing relations with students helps them understand their progress and address more efficiently any problems or difficulties that may occur. In addition, the preparation of the curriculum in advance (e.g., from home) and the provision of motivation to students makes them more efficient in the class. A participant also mentioned that his personal knowledge about the countries of origin of TCNs due to his past travel-visits in these countries plays a major role in his self-efficacy.

Regarding potential tensions with the parents of students, most of the participants stated that they have never faced such a situation. This is mostly due to the fact that parents are friendly most of the time or – as one participant reported – that sometimes they do not care about what their children do in school. However, one participant that had faced such a situation stated that it was overcome with the assistance of the social worker and interpreter working at the school. Furthermore, the current workload of a teacher is not as heavy as it used to be due to pandemic and the distant learning, even though the beginning of the lockdown was difficult for all of them.

In sum and considering the responses of the participants, we can assume that the integration of TCNs in the educational system is not something that takes place in a single day. It is a process in which the educator is spending time to make the children feel comfortable and it needs the support of the school environment. In an effort to achieve this and ensure their self-efficacy, teachers create relations with the students, so as to also gain a better understanding of whether their teaching efforts are effective. Finally, with regard to the role and potential tensions with partners, this is really an issue according to the participants' responses.

IMPLEMENTING PRACTICES

The implementation of new, innovative practices and tools for more effective teaching of third-country nationals plays an important role in their integration into the educational system. Teachers try to integrate such tools into their teaching in order to make the material easier and more comprehensible to students with a migrant or refugee background. Importantly though, as the participants reported, this is not an easy task in classrooms that operate inside the reception and accommodation facilities for TCNs. In these classes there are no appropriate resources, and besides that, in order to take an action or implement a new method it was necessary to inform the facility almost a month before, something that is not realistic in line with the needs of the class.

On the other hand, teachers working in public schools of the country are trying to use many new practices and tools. Overall, the participants reported that they try to adjust the lessons to the needs and profile of the students. The good practices that they use are not the same for every situation. They change methodology every time they feel that students are getting bored of a particular method or when they think that a change is needed so as to better support the students to adapt and reach their goals. Moreover, sometimes they use new tools such as role game- or boardgame-based methods or even something that students themselves have suggested, in order to strengthen the ties between the class members. Remarkable is the observation of a participant who pointed out that these tools must incorporate elements from the cultural background of the TCN student and also have a psycho-



emotional aspect, so that the student can join the class more easily. As an example he mentioned activities such as creating a film on different languages and language barriers.

Teachers are mostly tasked with finding and accessing innovative tools and new practices, since schools don't often provide such resources. As sources of relevant information, participants mentioned searching online, following private seminars and/or online programs and sometimes their personal experiences from traveling around the world. Schools provide only the basic resources, such as books and few tools like projectors, laptops etc. However, the participants agreed that resources are not as important as are the personal capabilities of the teachers. One participant stated that teachers in Greece have learnt to do their work without many resources due to the financial crisis that hit the country a few years ago. The participants also noted that most schools do not have in place a strategic plan for educators to better support the integration of TCNs. Although there are schools that have such plans and provide seminars regarding racial differences, tackling racism – not only to teachers but also to parents and students – unfortunately, these schools are very few.

CULTURAL COMPETENCY

The participants seem to believe that cultural differences can be a barrier or a beautiful challenge, depending on the educator. The most common thing that can act as a barrier is language, however language is a barrier only at the beginning. Language differences can create a positive vibe if you know how to use them. The cultural diversity is a wealth of knowledge, an extremely interesting piece of knowledge for them. It should always be used as a positive tool, something that can increase the interaction between students. Furthermore, it can give motivation to native students to explore and learn about the worlds which lay beyond their own. Notably, a participant reported that "I would build on our differences and try to learn our own traditions / culture as well as theirs. Every person is different, especially when we talk about refugees or immigrants, so we must work on what we have. Children are not a blank page; we must respect their cultural background."

COMPETENCY/PREPARATION

The discussion on the professional competency of the participants regarding their performance as teachers brought on the surface different opinions. Participants with fewer years of experience in teaching third country nationals thought that they do not possess the necessary qualifications for their job. Beside the knowledge that they may have acquired during their studies, they still show a lack of innovative ideas and particular knowledge regarding migrants and refugees. One of the participants said that "being a teacher does not mean that you only teach but quite the opposite. You need to educate yourself at a parallel level with the education that you provide, only then you will be a good teacher".

Participants that believe that they do have sufficient qualifications for their job as teachers of third country nationals, think so due to the experience they have as teachers. Moreover, they have educated themselves by reading books, taking part in seminars on multiculturalism and consulting other teachers so they can evolve their methodology in the class. A remarkable statement came also from a participant who thinks that "not only the knowledge but also the fact that I have humor and sociopsychological education makes me efficient in my job".



On the other hand, they all agreed that their current positions, unfortunately, do not provide any chance for professional development. The situation is even more distressing when considering the expenses they have personally incurred to become teachers who can offer support to children. However, their perspective with regard to personal development was quite different. Due to their involvement with children with different cultural backgrounds they have the chance to experience new things and expand their horizons. They learn from the children and become motivated to see things differently.

Even though all participants have a Bachelor degree on Education, they believe that this is not enough. In order to be able to respond to the needs of their job, they have to take part in different seminars, such as seminars on Intercultural Education, which provided them with the knowledge that their studies did not. Overall, a teacher's job is not only to educate children but also to constantly educate and improve themselves in order to become a better model for their students.

STUDENT NEEDS

The students' needs constitute the most important thing for a teacher in the classroom, however, as the participants said, it is not always easy and/or possible to meet their student's needs in full. One way for the teachers to ensure that they are effectively meeting their students' needs is observing the way students react in the classroom and analyzing the progress that students make in line with the methodology used. Another way to more effectively meet their needs, is by receiving the students' – and sometimes the parents' – feedback in order to acquire a wider view of the class and of the students' individual needs. Particularly for refugee children, a participant mentioned that teachers need to provide them with space to get familiar with the school and adjust in their new reality.

Schools are quite often indifferent towards TCN students, but certainly not hostile. There are also schools that are quite friendly and offer the necessary support to TCN students but, unfortunately, these constitute the minority. Participants also agreed that third country nationals face more complicated situations than the rest of the students. They need time to settle in this new reality and during that time psychological traumas or racist behaviors may hurt them. If we, as a society, want to overcome these problems and protect the children – a teacher suggested – we need to focus on the parents and explain to them that there is a chance they might never be able to leave Greece and move on with their journey, as they most often hope. So, they need to help their children to fight for a better future here and now, instead of being indifferent to their school education.

MOTIVATION

Motivation is something that all teachers share. This motivation comes from the fact that education is not just a right that every child has, but also a responsibility from the side of the state and the teachers. It is their duty to teach children and as a participant said, "it is my job to do so, if I am not willing to teach every child/person it would be better to go home."

However, despite the motivation that teachers may have and regardless of how good they are at teaching, it is difficult for them to be heard. As far as the school administration is concerned, their voice can be heard, although this is not a given for all schools. Nevertheless, most stated that they have a good relationship with the school administration and can propose changes when they deem it



necessary. With regard to higher administrative levels, such as ministerial level, the situation is unfortunately quite different. The hierarchical structure of the top down administration makes dialogue between teachers and the ministry impossible, as the latter is indifferent to teachers, even to those who have been in the field for years. The policies implemented by the ministry do not include or often reflect the opinion of teachers. In addition, as the participants mentioned, the recent actions of the ministry to appoint its own representatives between teachers and the ministry further reduces the dialogue between them.

Finally, the participants' opinions differ as to the salary they receive, with some mentioning it is enough to make a living, and others, especially those who work far from their place of residence and need to rent a house, it is not. But in no case and for none of the participants is the salary an incentive to teach third-country nationals. Their motives are mainly social and humanitarian. Also, none of them receives additional allowances for teaching third country nationals.

2.2. Interviews with stakeholders: Analysis of key findings

The five stakeholders participating in the interviews represented NGOs active in the field of migration, and particularly education. Their involvement is either by directly providing services to migrants and refugees or by advocating for the rights of third country nationals in different sectors, including education. In particular, the stakeholders participating in the research represented the organizations "ARSIS" Association for Support of Youth, the Greek Forum of Migrants, the Caucasus Greek-Georgian Cultural Center, Terre des hommes Hellas, and AKMI International-EEO Group. The participants views with regard to the national strategies and guidelines, as well as existing practices and their predictions for situation in the field are summarized in the sections below.

NATIONAL STRATEGY AND GUIDELINES

In recent years, and more specifically since 2014-15 when the refugee crisis broke out and Greece was at the center of it as one of the countries-entrances to the EU, participants mentioned that we have been called to change their guidelines and strategy several times. The strategy and guidelines followed by the organizations are formed through discussion and evaluation of the needs of the beneficiaries, namely, third country nationals. Weekly and monthly meetings with the people who work in the field and come in contact with TCNs, but also consultation with the migrant and refugee communities, mainly in Athens, as well as the program that they implement with local bodies and other organizations, are a few of the opportunity they seize on to better understand the current situation and make changes, if necessary.

These changes in their strategies or guidelines do not have a predefined timeline. All organizations create and implement their own strategy for the inclusion of third country nationals at the beginning of the year, based on the data they have and the guidelines from the ministries and the EU. However, it is not uncommon that the strategy needs to change immediately due to new directives or changing circumstances. The organizations see the integration strategy, both with regard to education but also in general, as a living organization. Most commonly, thought, changes are implemented on quarterly basis, unless exigent circumstances exist. All participants agreed that it is essential for organizations to



have a link between the field and the office, as without bottom-up collaboration there are no tangible results.

The documents that the stakeholders consult for the development of the relevant strategies and guidelines include both national publications or recommendations, as well as transnational documents published by the EU and international organizations. Any document concerning rights, whether those are the rights of the child, of refugees or immigrants, or human rights in general, is taken into account by the organizations in their operations. In addition, reports from other organizations such as the UNHCR, IOM, OECD are evaluated and used. Moreover, significant consideration is given to publications and guidelines set by the Ombudsman in his regular and extraordinary or special reports. Without the above-mentioned documents, as the participants said, their guidelines and strategy could not be properly formulated, both with regard to the integration of third-country nationals in education and in general.

EXISTING PRACTICES AND LONG-TERM PREDICTIONS

Greece has been in the epicenter of the refugee crisis for more than 5 years. Thus, one could assume that the state would have capitalized on this time to develop a consistent and efficient national strategy on integration of the third country nationals, at the very least, with regard to the educational system. Unfortunately, this is not the case. According to the stakeholders interviewed, the national strategy for the integration of TCNs in the educational system is ineffective and creates obstacles for TCNs. As a stakeholder stated, “if there was an effective strategy then we (i.e. third sector) would not need to be around and help”. The Greek governments, both past and current, have failed so far to present an efficient strategy, neither have given the chance to stakeholders to provide their knowledge and good practices. On the other hand, the stakeholders admitted that there were mistakes from their side too, especially during the last year that the situation got even worse due to Covid-19. However, despite the initial instability, they were able to provide answers to the state and propose realistic solutions, but those were not heard.

This uncertainty and instability in the national strategy leads to a total or partial divergence from transnational and European guidelines. The discrepancy with the international guidelines, as reported by a stakeholder, was also evident in a recent report by the Greek Ombudsman (2021). This deviation from international guidelines exists generally in the area of integration of migrants and refugees, let alone in their integration in education and their access to education. As the stakeholders mentioned, when there are no plans for the implementation of the national strategy on integration – according to which access to education is an obligation of the state towards the people not just the right of the people – then there is clearly a substantial deviation from the goals that have been set. The most significant deviation that has occurred recently is the exclusion of refugees from education during the lockdown, as they did not have the appropriate means to participate in distance education.

All participants also agreed that there is no national language learning program, other than a fragmented program. Likewise, there are no language support programs. Most of the programs currently underway are for refugees and are all without a long-term strategy. In general, in terms of



language learning, mainly for adults, there are efforts by NGOs, but those are not enough to cover the existing demand by an increased number of people. Regarding minors, the state has created Reception Classes, but those are often very problematic.

The resources for the implementation of the programs and the provision of services implemented by various organizations come mainly from European programs such as AMIF and / or from private institutions that provide funds for the provision of such integration services. The drawback with these funds, however, is their form, as they do not aim at a long-term consolidation of services and benefits but at a short-term approach. In any case, these resources do not meet, based on the participants' views, the needs and the number of beneficiaries.

Regarding cultural diversity in the national educational system, the participants were clear when claiming that it does not exist. Both in terms of educational material, where other cultures and religions are almost nonexistent, and in the way of teaching, where the national system is quite monocultural. Although this may change, as one of them claims, since the people and students who stayed in Greece will help in this direction.

Overall, the situation with regard to integration of third-country nationals is problematic in Greece. The representatives of the organizations, however, proposed several suggestions for its improvement. Initially, third sector organizations could become involved in the educational process, as well as immigrant / refugee communities which can provide a safe place and can support the newcomers in their native languages. At the same time, it is important to maintain the existing channels of communication even when governments change, and each newly elected government should not overthrow steps taken by the previous administrations. There are educational resources and books, good practices and know-how that remain unexploited as a result of this discontinuation.

In addition, learning the Greek language should be universal and provided free of charge to all. Language as a cornerstone of integration must be made accessible, as should participation in cultural events, especially for children since this will bring them closer to the host country. Initiatives organized by the third sector do exist, but initiating changes simply with dialogue is not sufficient. State and official initiatives and awareness raising campaigns, especially in schools and communities that do not allow refugees to enter schools, are necessary. In addition, enacting an anti-racism code would also help, and the participants mentioned that they have already made contacts with some ministries in this regard and are waiting for a response.

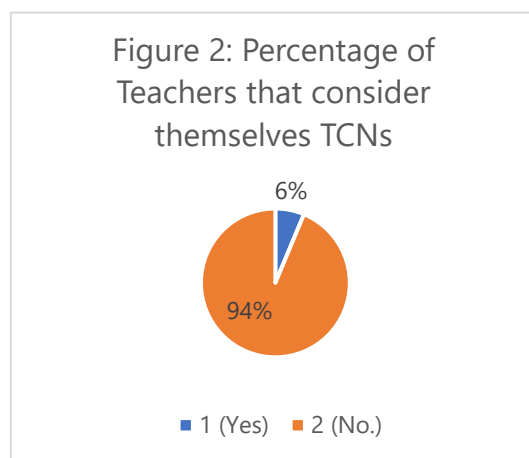
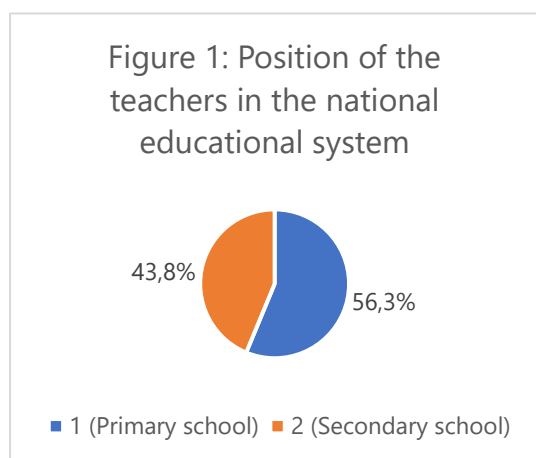
In conclusion, the stakeholders' overall thoughts on the evolution of the education system and the integration process are modest. Many of them do not think that the situation will get any worse than that experienced by TCNs during the quarantine due to the Covid-19 pandemic. But, as long as every aspect – even education – is used as a deterrent to prevent new TCNs from entering the country, then the situation will certainly not improve. Unofficial discussions suggest that an equally difficult situation is expected to result again from the new integration strategy that is currently under development.

2.3. Online survey: Teachers' perspective on the integration of TCNs

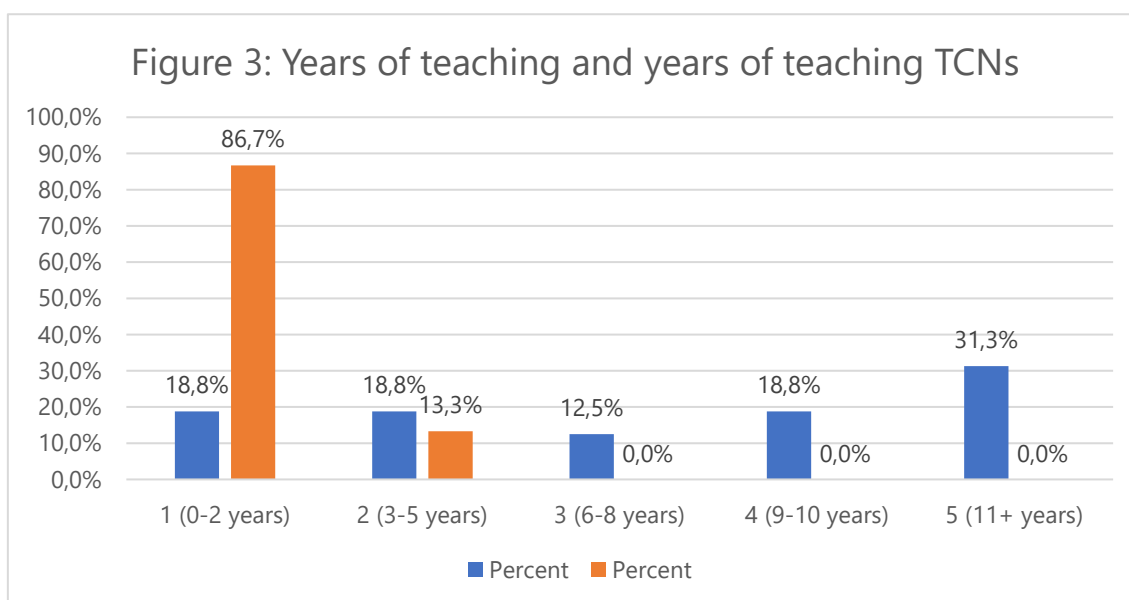


The education of children with migrant or refugee background is an undertaking with many parameters. The teachers' perspective with regard to the integration of the TCN children, is one of these important aspects which can offer significant information regarding the field of education of third country nationals. Through an online survey², performed between 8 and 18 May 2021, relevant information was gathered by 34 teachers working with migrant and refugee children and the key findings are presented below.

Regarding the demographic characteristics of the participants, all respondents were women and 56.3% were primary school teachers, while 43.7% were secondary school teachers (see Figure 1 below). In addition, only 6% of the participants consider themselves to be third country nationals, while the rest (94%) are native citizens (Figure 2).



As Figure 3 indicates, the results vary significantly with regard to the years of professional experience of the respondents. Although half (50.1%) of the participants have more than 9 years of teaching



² The questionnaire used for the purposes of the online survey was retrieved from D. Kurbegovic (2016). A Survey Study Examining Teachers' Perceptions in Teaching Refugee and Immigrant Students. University of Washington



experience, only 13.3% of them have been teaching refugee or migrant children for more than two years, and the rest of the participants have taught third country nationals for less than two years.

The following figure (Figure 4) presents the participants’ responses with regard to their perceptions of self-efficacy in various aspects of teaching TCNs and their level of agreement with specific situations. The first column, regarding their ability to successfully teach all relevant subject content to refugee and migrant students, shows that most of the teachers reached responded in a positive manner. More than half of them (Figure 4, column 1; 38,9% & 44,4%) provided a positive answer, while only 16,7% gave a slight negative one. In similar lines where the participants’ answers to the other questions regarding their level of agreement with the following aspects:

- Their ability to maintain a positive relationship with refugee and immigrant parents even when tensions arise, with 95% (65% to great extent and 30 to moderate extent) giving positive answers.
- Their ability to reach refugee and immigrant students, when they try really hard with 95% (85% to great extent and 10% to moderate extent) positive answers.
- Their confidence that, as time goes by, they will continue to become more and more capable of helping to address the students’ needs with no negative answers, as everyone 100% (70% to great extent & 30% to moderate extent) answered positively.
- Their confidence in their ability to be responsive to TCN students’ needs, even if they are having a bad day, with 95% answering positively, but 65% of them agreeing only to moderate extent.
- Their confidence that if they try hard enough, they know that they can exert a positive influence on both the personal and academic development their TCN student, which received 90% positive responses (70% to great extent & 20% to moderate extent).
- Finally, the responses with regard to the confidence of the participants in knowing that they can motivate their refugee and immigrant students to participate in innovative projects where again positive in 85% (40% to great extent & 45% moderate extent).





The second category of questions that teachers were asked to answer concerned their desire but also their willingness to learn and research for new techniques and practices that would help them in teaching immigrants and refugees. These practices are referred to as new and innovative, as well as manualized practices or interventions for refugees and migrants. As Figure 5 shows, almost all participants expressed their agreement with regard to their willingness and openness to try new methods and approaches. None of them disagreed completely in learning new practices.

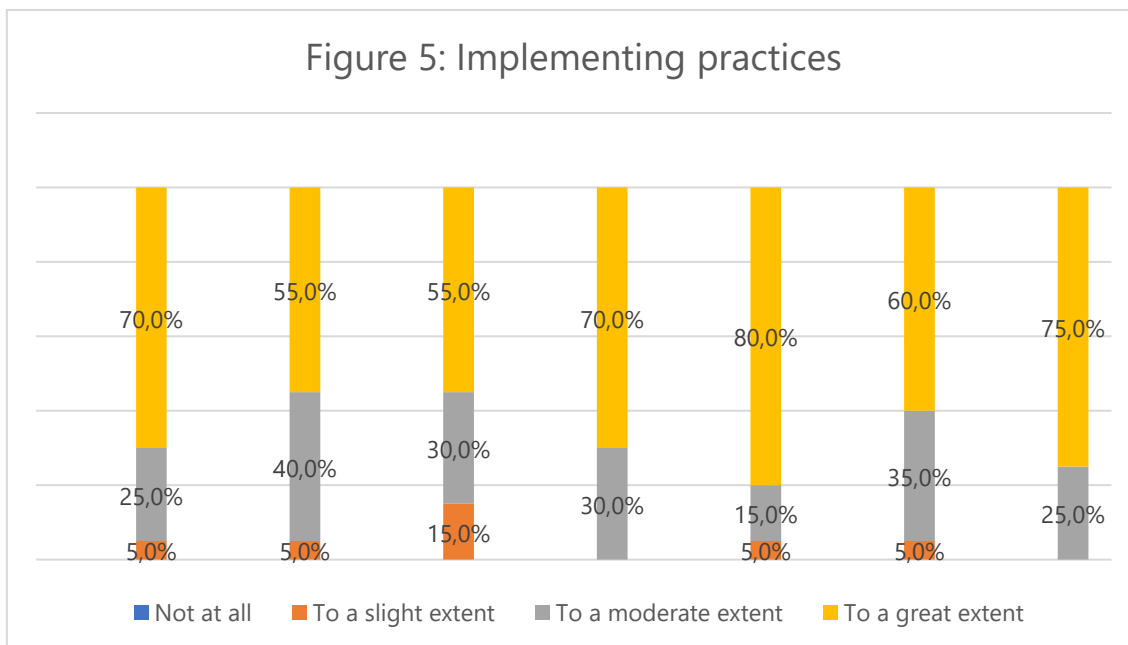
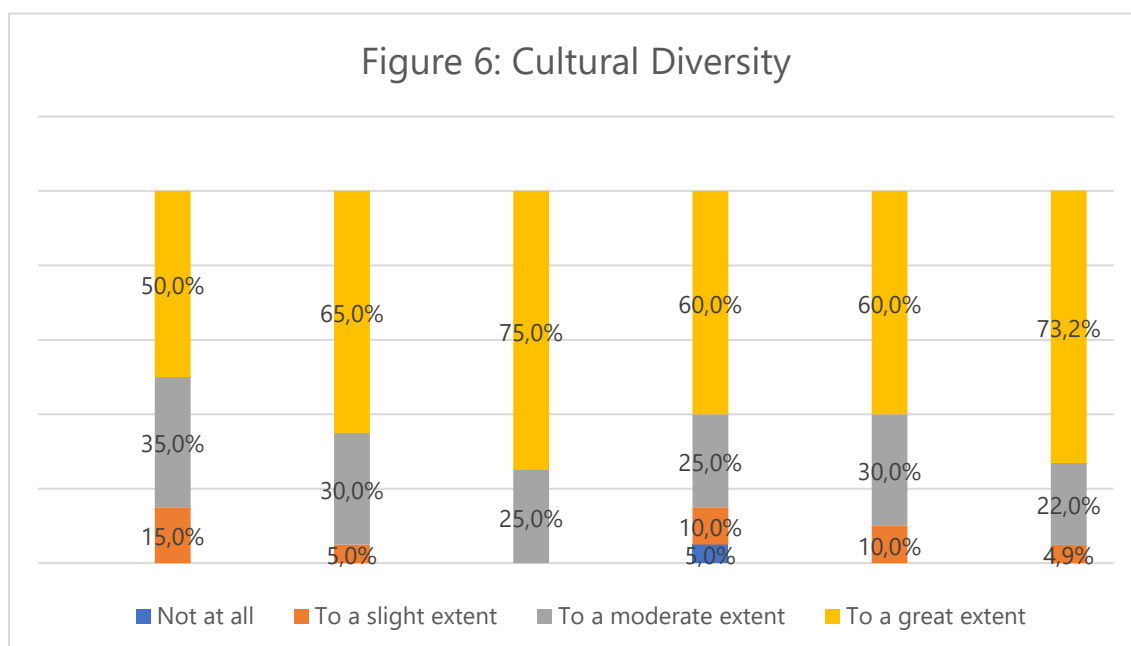


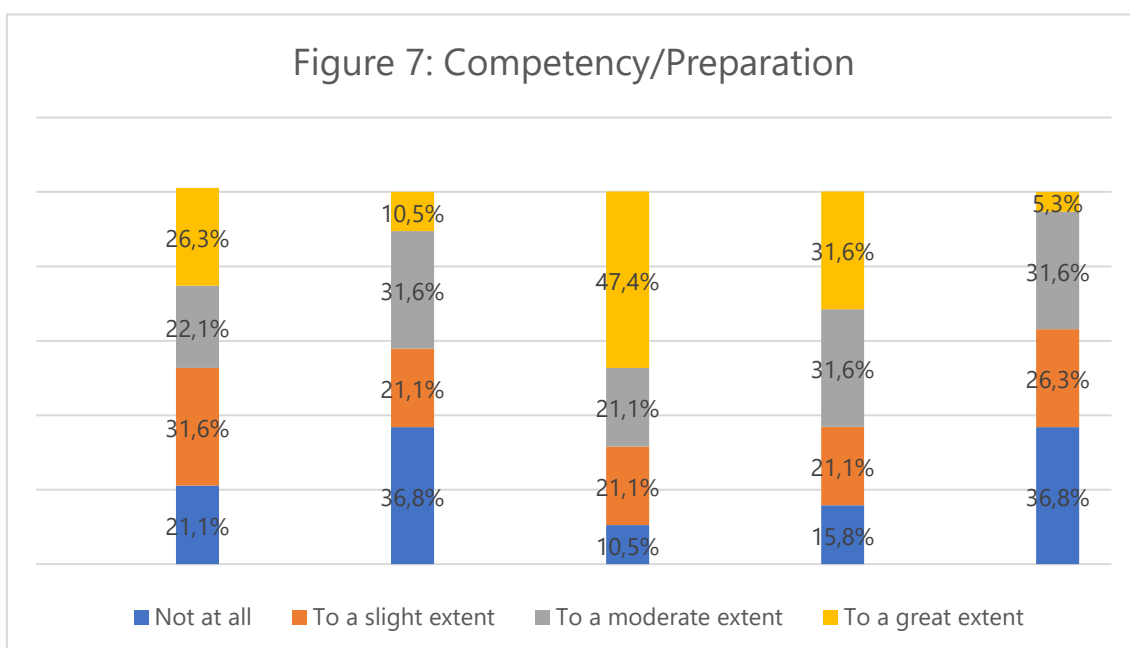
Figure 6 indicates the participants' responses about how and to what extent they are able to grasp diversity and cultural diversity. The relevant chart shows the extent to which teachers agree to learn new things from refugees and migrants and which is their awareness about specific aspects.





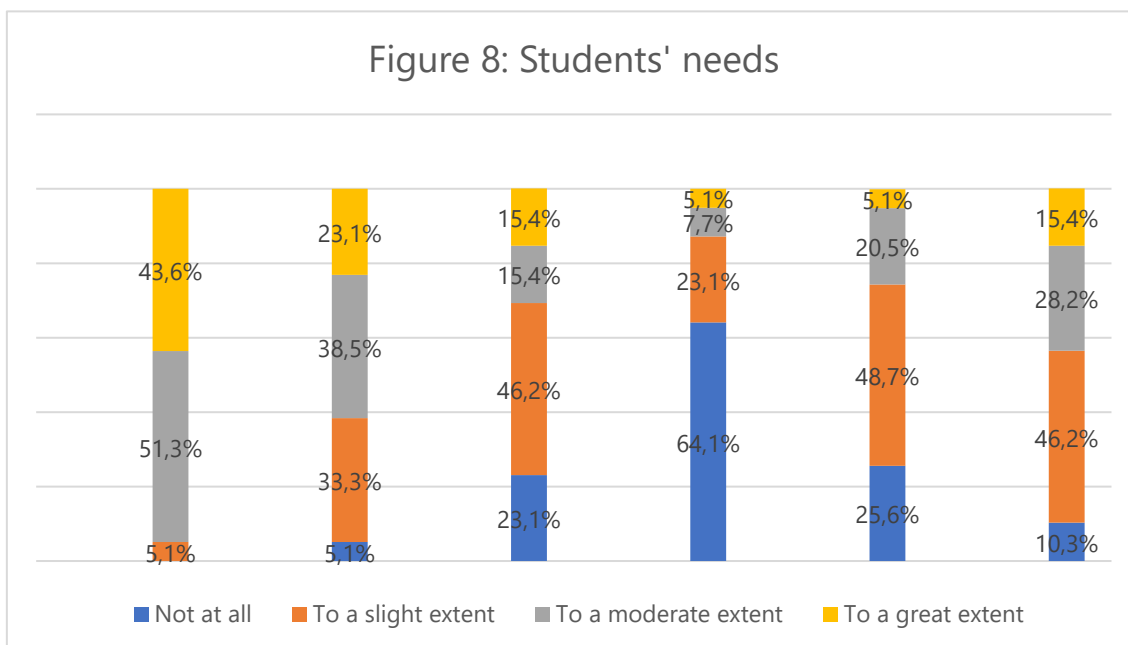
The first column of Figure 6 refers to the teachers' cultural awareness of TCNs, the second to their ability to learn from TCNs, the third about adaptation of teaching methods in the needs of TCNs, the 4th to the responsibility that a teacher has to know about the cultural background of TCN students, the 5th to the installation of pride on TCNs' culture, and the 6th to the awareness of TCNs' language differences in the classroom. Once again, the participants provide positive answers as they mostly agreed with the given positions. The percentage of teachers who agree to a great extent is consistently ranging from 50% and above, while those who agree to a moderate extent account for 22% and above. It is noteworthy that 5% of respondents do not agree at all with the statement that it is the responsibility of the teacher to know about the culture of students from third countries (column 4).

The next category of questions, presented in Figure 7, concerned predominantly the teachers' education and experience. The first column shows the extent to which participants agreed that their university preparation program adequately prepared them to meet the needs of refugee and immigrant children. As the figure indicates, the answers tended to be more negative than positive, since 21,1% of them totally disagrees with the previous statement and 31,6% agrees only to a slight extent. Similar are the answers in the second column, where teachers were asked if they have received sufficient in-service professional development on how best to support refugee and immigrant students in the classroom. The majority, 36,8%, answered that they have never received any additional in-service development and 21,1% agrees only to a slight extent. The 3rd and 4th columns, that represent the experience they have gained by working with TCN and that they have taken dedicated coursework in culturally responsive practices for students from diverse cultural backgrounds, respectively show a more positive note with more than 50% in both cases agreeing with the statements. However, it is quite disappointing that most of them disagree with the last statement, that their school devotes time and energy to discussing effective practices to promote the well-being of refugee and immigrant students. Only 5,3% agrees to a great extent while 36,8% do not agree at all.





The final category of questions, illustrated in Figure 8, focused predominantly on the teachers' perceptions regarding TCN students' needs. The first column indicates that teachers agree that refugee and immigrant children have unique social and emotional needs compared to other students, as 43,6% of them agreed with the statement to a great extent. Regarding the statement that refugee and immigrant children have unique social and emotional needs compared to other students (column 2), most of the participants in the survey agreed to a certain extent. However, 5,1% of the respondents do not agree at all. The third, the fifth, and especially the fourth statement appear to have gathered the most negative answers by the participants. The 3rd column, which represents the statement that "Refugee and immigrant children seem more anxious or nervous than other students" and the 5th column ("Refugee and immigrant children seem to be more depressed or sad than other students") received 23,1% and 25,6% negative responses, respectively while 46,2% & 48,7%, respectively, agreed to a slight extent. Most participants disagreed with the 4th statement that indicated that "Refugee and immigrant children appear to have more acting out behaviors than other students". In this statement 64,1% did not agree at all, while only 5,1% of the participants agreed to a great extent. The last question in this category, represented in the final column of Figure 8, about TCN students being "negatively affected by traumatic experiences" showed more balanced answers, with 46,2% of respondents slightly agreeing with the statement.





3. Conclusions

A cross cutting observation stemming from the present report is that Greece has taken significant steps towards the more effective support for the educational integration of refugee and migrant children over the course of the years following the major refugee crisis in 2015. Nonetheless, challenges and difficulties remain substantial until today, while the Covid-19 pandemic has been a considerable set-back in children's access to education.

Administrative and organizational delays, and lack of coordination among stakeholders, often leave many children outside of school classes for significant periods of time (The Greek Ombudsman, 2016, 2018, 2021). Notably, significant gaps are observed in the access to public education for children that live in facilities located in the Greek islands, where only a handful of them actually attend public schools (UNHCR, 2021). During the restrictions on movement imposed due to the pandemic, the gap was widened even further, in clear violation of the children's right to education (The Greek Ombudsman, 2021). The important discrepancy between different geographical locations, such as urban areas and the islands, and Reception Classes and REFES, respectively, has resulted in important concerns with regard to institution of REFES and its effectiveness (The Greek Ombudsman, 2021).

The lack of specialized training and previous relevant experience have also been highlighted by both relevant reports (The Greek Ombudsman, 2016, 2018), as well as the teachers themselves that took part in the present research. As the participants also noted, researching new practices, tools, and materials that will take in consideration the cultural background of TCNs is something that they must do on their own as schools do not provide such resources or potential for in-service professional development.

In direct contrast, however, is the teachers' commitment and personal efforts to continuously develop their skills and knowledge in an order to better support their students. Remarkable was also the fact that the participants do not consider cultural differences as an obstacle, but as a positive aspect that can further support the integration of TCNs into the educational system. Teachers' motivation and willingness to learn from the TCNs themselves and enhance their knowledge with regard to the TCNs' cultural and/or language persist despite the lack of chances to be heard and provide schools and relevant authorities with their experiences and knowledge.

The absence of a systematic and consistent approach to the integration of newly arrived TCNs, including integration into the state school system and language learning (see also European Commission, n.d.), was also repeatedly highlighted by the stakeholders interviewed for the purposes of the present report. This results into repeated changes to the integration strategies implemented, subsequently leading to frequent deviations from international and European guidelines. At the same time, as the participants also stressed, the increased reliance to the third sector and to donor funding for the provision of services to TCNs constitutes another problematic aspect, resulting into short-term solutions without a consistent long term strategy.

Finally, the lack of a strategic approach to integration deprives the educational system from multiculturalism, which, according to the participants, is completely absent from the Greek educational



system. The need for a bottom up approach was among the main aspects emphasized from both teachers and stakeholders, who have several suggestions to offer, but often lack the opportunity to be heard by the relevant institutions.



4. Literature

ACCMR. (n.d.). Ανοιχτά Σχολεία του δήμου Αθηναίων [Open Schools of the Municipality of Athens]. ACCMR. Retrieved June 2, 2021, from <https://www.accmr.gr/el/%CF%85%CF%80%CE%B7%CF%81%CE%B5%CF%83%CE%AF%CE%B5%CF%82/service/3400.html>

Apatziadou, V. (2018, February). Teaching refugee children: An assessment of teachers' experience (Master's dissertation). Available in Greek at: <https://dspace.uowm.gr/xmlui/bitstream/handle/123456789/992/%CE%91%CF%80%CE%B1%CF%84%CE%B6%CE%B9%CE%AC%CE%B4%CE%BF%CF%85%20%CE%92%CE%B9%CE%BA%CF%84%CF%8E%CF%81%CE%B9%CE%B1.pdf?sequence=1&isAllowed=y>

Arsis. (n.d.). Κέντρα Μη Τυπικής Εκπαίδευσης – EDU [Non-Formal Educational Centers]. Arsis. Retrieved June 2, 2021, from <http://www.arsis.gr/kentra-mi-typikis-ekpaideusis-edu/>

Directive 2013/33/EU OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 26 June 2013, laying down standards for the reception of applicants for international protection (recast). Available at: <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32013L0033&from=EN>

Elix. (n.d.). Non-formal education support to refugee and migrant children displaced in the new Lesbos RIC. Elix. Retrieved June 2, 2021, from <https://www.elix.org.gr/en/large-projects-of-elix/social-actions-to-support-vulnerable-groups-and-awareness/non-formal-education-project-elix-lesvos-ric-children>

European Commission. (n.d.). Governance of Migrant Integration in Greece. European Web Site on Integration – European Commission. Retrieved June 2, 2021, from <https://ec.europa.eu/migrant-integration/governance/greece>

Eurydice. (2021). National educational systems – Greece. Eurydice – European Commission. Retrieved June 2, 2021, from https://eacea.ec.europa.eu/national-policies/eurydice/content/greece_en

Institute of Educational Policy. (n.d.). ΕΚΠΑΙΔΕΥΣΗ ΠΡΟΣΦΥΓΩΝ - REFUGEE EDUCATION. Institute of Educational Policy - Ministry of Education and Religious Affairs. Retrieved June 2, 2021, from <http://www.iep.edu.gr/el/component/k2/content/50-ekpaidefsi-prosfygon>

Jalbout, M. (2020, April). Finding solutions to Greece's refugee education crisis - A Theirworld Report. Theirworld. Available at: <https://s3.amazonaws.com/theirworld-site-resources/FINAL-RefugeeEducation-Report-050520-1.pdf>

Joint Ministerial Decision no 180647/ΓΔ4/2016 - Establishment, organization, operation, coordination and training program of the Reception Facilities for Refugee Education (DYEP), criteria and staffing process of these structures, Greek Gazette 3502/2016/B/31-10-2016. Available in Greek at: http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wFHp_31M9ESQXdtvSoClrL8kjrMFdNWp0nnMRVjyf nPUeJInJ48_97uHrMts-



[zFzeyCiBSQOpYnTy36MacmUFCx2ppFvBej56Mmc8Qdb8ZfRlqZnsIAdk8Lv_e6czmhEembNmZCMxLMte8GaCS8pyxiZaJJ0TVMlOl-8atAoZak-8H_FFR2N3a](http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wHO1H1f3wMBQHdtvSoClrL8tP77J3eAjAx5MXD0LzQTLWPU9yLzB8V68knBzLCmTXKaO6fpVZ6Lx3UnKI3nP8NxdnJ5r9cmWyJWelDvWS_18kAEhATUkJb0x1LldQ163nV9K--td6SluWDKZHUGkK08JTddFrK3r3GgMm8yJZ8cJUfgjx_8D0yC)

Law 1566/1985 - Structure and operation of primary and secondary education and other provisions. Available in Greek at: http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wHO1H1f3wMBQHdtvSoClrL8tP77J3eAjAx5MXD0LzQTLWPU9yLzB8V68knBzLCmTXKaO6fpVZ6Lx3UnKI3nP8NxdnJ5r9cmWyJWelDvWS_18kAEhATUkJb0x1LldQ163nV9K--td6SluWDKZHUGkK08JTddFrK3r3GgMm8yJZ8cJUfgjx_8D0yC

Law 2101/1992 - Ratification of the International Convention on the Rights of the Child. Available in Greek at: http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wF7YkbUtryc43dtvSoClrL8V8YeS8scMDB5MXD0LzQTLWPU9yLzB8V68knBzLCmTXKaO6fpVZ6Lx3UnKI3nP8NxdnJ5r9cmWyJWelDvWS_18kAEhATUkJb0x1LldQ163nV9K--td6SlufomBkmiJ4b9eagzMK4JU awNtrjzP3677ExrmlFc0Z

Law 4186/2013 - Restructuring of Secondary Education and other provisions. Available in Greek at: http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wEaosRGzKxO6XdtvSoClrL8u_IHzLbdDJF5MXD0LzQTLWPU9yLzB8V68knBzLCmTXKaO6fpVZ6Lx3UnKI3nP8NxdnJ5r9cmWyJWelDvWS_18kAEhATUkJb0x1LldQ163nV9K--td6SluXMySaiRj20Cv0ISXppjOMTZdZEwEm2IGk2nb4j_TmQI

Law 4251/2014 - Code of Migration and Social Integration and other provisions. Available in Greek at: http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wEc63YDhn5AeXdtvSoClrL8feVGwDEXyCztII9LGdkF53Ulx942CdyqXSQYNUqAGCF0IfB9HI6qSYtMQEkEHLwnFqmgJSA5WIsluV-nRwO1oKqSe4BIOTSpEWYhszF8P8UqWb_zFijKNpyODu8lov4VIN3OL9CDxrrcB3GEoldL_CT6gwG-5v

Law 4415/2016 - Reorganization of the support structures of primary and secondary education and other provisions. Available in Greek at: http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wG3UHK-ZeQumndtvSoClrL8sN_CI5tJ5zV5MXD0LzQTLWPU9yLzB8V68knBzLCmTXKaO6fpVZ6Lx3UnKI3nP8NxdnJ5r9cmWyJWelDvWS_18kAEhATUkJb0x1LldQ163nV9K--td6SlufwsuG5x2FZp4dRmpsuHroxzyOwkWo8OopyrDmjZYcMW

Law 4521/2018 - Establishment of the University of West Attica and other provisions. Available in Greek at: http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wG3UHK-ZeQumndtvSoClrL8zpleBDKN8RvtII9LGdkF53Ulx942CdyqXSQYNUqAGCF0IfB9HI6qSYtMQEkEHLwnFqmgJSA5WIsluV-nRwO1oKqSe4BIOTSpEWYhszF8P8UqWb_zFijDJTUiKySq64InsaBXZBdxGqxZR0FDpe-sHrnv0ki5_I

Law 4636/2019 - International Protection and other provisions. Available in Greek at: http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wFqnM3eAbJzrXdtvSoClrL8GI-APRkFu5B5MXD0LzQTLWPU9yLzB8V68knBzLCmTXKaO6fpVZ6Lx3UnKI3nP8NxdnJ5r9cmWyJWelDvWS_18kAEhATUkJb0x1LldQ163nV9K--td6SlueCMUzTsvyK02-qLNbPkx-pf6ZOzhvI93abl82bwsaY8



Metadrasī. (2021, March 24). Education activities for children on the islands. Metadrasī. Retrieved June 2, 2021, from <https://metadrasī.org/en/campaigns/educational-activities/>

Ministerial Decision no Φ1/63691/Δ1/2017 - Educational Priority Zone Arrangements (EPZ) - Establishment of Reception Classes EPZ in school units of Primary Education, Greek Gazette 1403/B/25-4-2017. Available in Greek at: http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wEsrjP0JAlxBXdvtvSoClrL8ii-Ftf96MRC4ndCieBbLVuJInJ48_97uHrMts-zFzeyCiBSQOpYnTy36MacmUFCx2ppFvBej56Mmc8Qdb8ZfRjQZnsIAdk8Lv_e6czmhEembNmZCMxLMtSdSejERQ_eAI07jLv5tbtap3_RLAa7K4RfJLe_9oEBF

Ministerial Decision no Φ10/20/Γ1/7-9-99 - Intercultural Education - Establishment and operation of Reception Classes and Tutoring Departments, Greek Gazette 1789/B/28-9-1999. Available in Greek at: http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wE56mFqysdfkXdtvSoClrL8i61zBD63tixp6k5uE6xNdUJInJ48_97uHrMts-zFzeyCiBSQOpYnTy36MacmUFCx2ppFvBej56Mmc8Qdb8ZfRjQZnsIAdk8Lv_e6czmhEembNmZCMxLMtSsd96W24yH6A3d3ijRNcPRI9EUeDsuQyRk-xNNOD_M-

Ministry of Education and Religious Affairs. (2018, August 28). 29-08-18 Αυτοτελές Τμήμα Συντονισμού και Παρακολούθησης της Εκπαίδευσης Προσφύγων ΥΠΠΕΘ Επισκόπηση σχολικού έτους 2017–18 [Independent Department of Coordination and Monitoring of Refugee Education, Ministry of Education and Religious Affairs, Overview of the school year 2017–18]. Retrieved June 2, 2021 from: <https://www.minedu.gov.gr/prosf-ekpaideusi-m/36590-29-08-18-aftoteles-tmima-syntonismoy-kai-parakolythisis-tis-ekpaidefsis-prosfygon-yppeth-episkopisi-sxolikoy-etous-2017-18>

Ministry of Education and Religious Affairs. (2019, June 20). 20-06-19 Το ΥΠΠΕΘ για την Παγκόσμια Ημέρα Προσφύγων [The Ministry of Education and Religious Affairs for the World Refugee Day]. Retrieved June 2, 2021 from: <https://www.minedu.gov.gr/prosf-ekpaideusi>

Ministry of Education and Religious Affairs. (n.d.). Γενική Γραμματεία Πρωτοβάθμιας, Δευτεροβάθμιας Εκπαίδευσης και Ειδικής Αγωγής [General Secretariat for Primary, Secondary Education and Special Education]. Retrieved June, 3, 2021, from <https://www.minedu.gov.gr/to-y-poyrgeio/geniki-grammateia-protovathmias-ekpaideusis-kai-eidikis-agogis>

Ministry of Immigration Policy. (2019). National Strategy for Integration. Available in Greek at: http://www.opengov.gr/immigration/wp-content/uploads/downloads/2019/07/%CE%95%CE%B8%CE%BD%CE%B9%CE%BA%CE%AE-%CE%A3%CF%84%CF%81%CE%B1%CF%84%CE%B7%CE%B3%CE%B9%CE%BA%CE%AE-%CE%B3%CE%B9%CE%B1-%CF%84%CE%B7%CE%BD-%CE%88%CE%BD%CF%84%CE%B1%CE%BE%CE%B7_final_.pdf

Scientific Committee assisting the work of the Committee on the Support of Refugee Children. (2016, June). Educational Actions for Refugee Children. Ministry of Education Research and Religious Affairs. Available at:



https://www.minedu.gov.gr/publications/docs2016/Epistimoniki_Epitropi_Prosfygon_YPPETH_Full_Report_June_2016_-_translated.pdf

Scientific Committee in Support of Refugee Children. (2017, April). Refugee Education Project - Assessment report on the integration project of refugee children in education and proposals for the school year 2017–2018. Ministry of Education, Research and Religious Affairs. Available at: https://www.minedu.gov.gr/publications/docs2017/CENG_Epistimoniki_Epitropi_Prosfygon_YPPETH_Apotimisi_Protaseis_2016_2017_070_.pdf

Simopoulos, G. (2016). Gefires - Bilingual refugee support guide. Athens: Center for Educational Policy Development of the General Confederation of Greek Workers (GSEE). Available in Greek at: <https://www.kanep-gsee.gr/sitefiles/files/GEFYRES.pdf>

Simopoulos, G. (2017). Valitsaki - Greek for children on the move. Ioannina: University of Ioannina & Terre des hommes. Available in Greek at: <https://www.openbook.gr/to-valitsaki/>

Study in Greece. (n.d.). Education. Study in Greece – Refugees. Retrieved June 2, 2021, from <https://refugees.studyinggreece.edu.gr/education/>

The Constitution of Greece - Hellenic Parliament, as revised by the parliamentary resolution of May 27th 2008 of the VIIIth Revisionary Parliament. Available at: <https://www.hellenicparliament.gr/en/Vouli-ton-Ellinon/To-Politevma/Syntagma/>

The Greek Ombudsman. (2016). Rights of children on the move in Greece – Six Month Report, July to December 2016. Available in Greek at: <https://www.synigoros.gr/resources/20170420-ekthesi-mixanismos.pdf>

The Greek Ombudsman. (2018). Rights of children on the move in Greece – Annual Report 2018. Available in Greek at: <https://www.synigoros.gr/resources/docs/ee2018-kdp-dikaiom-paid-pou-metakin.pdf>

The Greek Ombudsman. (2021). Educational integration of children living in Structures and Reception and Identification Centers of the Ministry of Immigration & Asylum. Available in Greek at: <https://www.synigoros.gr/resources/docs/20210420-porisma.pdf>

UNHCR. (2019, August 29). Η πλειοψηφία των παιδιών προσφύγων στα ελληνικά νησιά δεν πηγαίνουν σχολείο [The majority of children refugees on the Greek islands do not go to school]. UNHCR Greece. Retrieved June 2, 2021 from: <https://www.unhcr.org/gr/12714-paidia-prosfyges-den-pigainoyn-sholeio.html>

UNHCR. (2021). UNHCR Greece: Factsheet December 2020. Available at: <https://data2.unhcr.org/en/documents/details/84481>

UNHCR. (n.d.-a). Εκπαιδευτικό υλικό [Educational material]. UNHCR Greece. Retrieved June 2, 2021, from <https://www.unhcr.org/gr/ekpaideutiko-yliko>



UNHCR. (n.d.-b). Μαθαίνουμε για τους πρόσφυγες [Learning about refugees]. UNHCR Greece. Retrieved June 2, 2021, from https://www.unhcr.org/gr/teaching_about_refugees