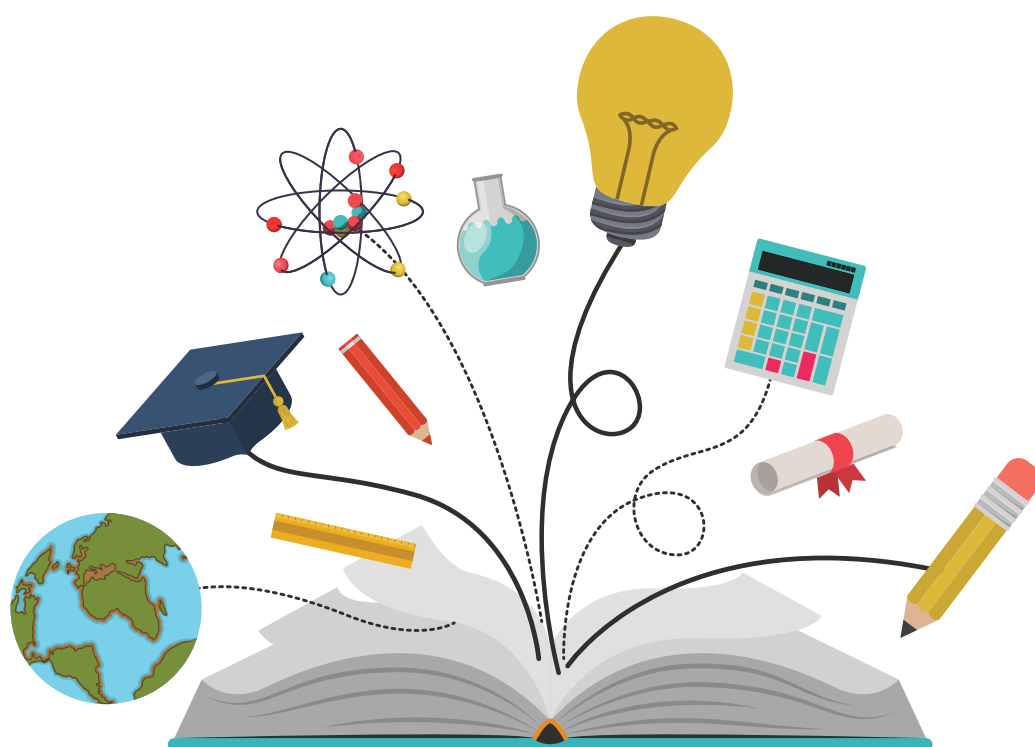


# Promoting Meaningful Integration of 3rd Country National Children to Education

Project number: 776143

**National Report - Greece**



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## **“Promoting Meaningful Integration of 3rd Country National Children to Education - IntegratEd”**

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Authors list			
Author	Partner	Date	
Christina Ioannou	KMOP	24/04/2018	
Konstantinos Todoulos	KMOP	24/04/2018	
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## Introduction

Greece is the European country with the second largest influx of refugees with 29.595 in 2017 compared to 173.614 in 2016 according to the International Organisation for Migration (IOM, 2018). The continuation of the refugee crisis has led thousands of children and their families stranded in Greece not only due to the limitations of mobility for those not attaining the refugee status imposed by the treaties (Lisbon treaty, Dublin II etc.) but also to the closing of the 'Balkan route' of migration towards Northern and Western Europe.

The absolute number of children is difficult to estimate, as there are conflicting reports from various sources with different standards of measurement and because of mobility and fluctuation in the influx of people through time. Out of 64.000 children that entered Greece since 2016, 19.000-20.000 refugee and migrant children remain within the country to this day, a figure that accounts for 15% of the total arrivals of refugees in the country (UNICEF 2017). Other sources (The Greek Ombudsman – Ombudsman for the Child-UNICEF 2017) calculate that 4.000 of these children are in the Greek islands and 14.800 in various sites in the mainland of Greece. The number of unaccompanied children arriving in Greece increased during the summer of 2017 - from 2.300 at the end of June 2017 to 2.850 at the end of September 2017. The Ministry of Education, Research and Religious Affairs (2017), estimates that 8.000 – 8.500 children aged 4 to 15 years old are living in 40 Refugee Accommodation Centres (RACs). In addition, 8.036 children (0-18 years old) live outside RACs, in structures and apartments managed by the UN High Commissioner for Refugees.

Although being a fraction of the total number of children, unaccompanied minors are the most vulnerable group of Third Country National (TCN) children residing in Greece. Out of the estimated 3.000 unaccompanied children nearly 1.800 “reside in open accommodation facilitates or have to remain in the islands or de facto detention centres, waiting for a place in country shelters” according to UNICEF (2017). Despite the best of the efforts from national/international authorities and humanitarian NGOs, these children are exposed to a number of threats for their livelihood including loss of access to shelter, food, and security and are exposed to dangers including life threats and sexual exploitation. Approximately 1.098 amongst them reside in hostels. Data on their accommodation status reveals that 546 reside in Reception and Identification Centres (RICs), 183 in temporary accommodation facilities, 253 in private rooms in secure areas,



while 107 of them undergo restrictions on their freedom (police stations, detention centres etc.).

These numbers are conservative as there are many undocumented unaccompanied minors that are still believed to evade registration, to register as members of families that are not their own or to falsely declare ages of seniority (19+ old) in order to avoid being stranded in Greece and because of wishing to continue their journey to other European countries (UNCHR, 2016; Pliakos 2016). Moreover, the number of rejection rate for asylum applications deter many TCN children to seek the status and the subsequent protection. On the other hand, some of these children, unaccompanied or not, are considering staying in Greece for longer, for which, it is essential that they integrate, particularly into education, which is very challenging in the Greek educational system, given the large influx of refugees and migrants in a period of a financial crisis. According to MIPEX (2015) EU countries do not address an integrative approach to inclusion, which is considered to be a cornerstone for providing educational support to newly arrived migrant children (Dumčius et al., 2013). In line with that, they do not have concrete and specific proposals for remedying communication difficulties with parents and addressing cultural diversity. The "Her Turn" (UNHCR 2017) reports that 61% of refugee children worldwide have access to primary education, compared to the world general population average of 91%. In secondary education, only 23% of adolescent refugees go to school, while the worldwide general population average is 84%.

The project "Promoting Meaningful Integration of 3rd Country National Children to Education" (IntegratEd) supported by the Asylum, Migration and Integration Fund (AMIF) Programme of the EU aims to "Strengthen the successful participation of newly arrived third-country national children in education and to contribute to the combatting of discrimination against TCN children in the educational environment in Greece, Italy and Spain, and the EU in general". This will be achieved through the implementation of an Educational Support Model covering aspects of further academic support, outreach and cooperation, and intercultural education as well as its integration to the general education system. The present report was developed in the context of IntegratEd's Working Package (WP) 1 "Identification and assessment of policies and practices regarding the inclusion of TCN children in education" which aims to identify and assess existing policies and practices for the inclusion of TCN children in education in the participating countries and to provide recommendations on effective policies, practices and measures for the inclusion of TCN children in education. The findings of this report and the comparative analysis of the findings across countries will lay down the



foundations of the project methodology for the development of an effective educational support model (WP2).

## Setting the scene

### State of the art

#### 1.1. Statistics on the number of newly arrived TCN children in secondary schools in the country and the number of schools that have TCN students in the country

The issue of the integration of TCN children is very prominent especially after the escalation of the refugee crisis from 2016 onwards. The Greek educational system had limited facilities and regulation for the integration of TCN children and the authorities were taken aback and were unprepared (Human Rights Watch, 2017).

According to The Greek Ombudsman for the Child (2017), 6.000 migrant and refugee children in total have been registered in public schools all over Greece. The Ministry of Education, Research and Religious affairs (2017), reports that in the year of 2017, over 5.000 (2.493 for the first time) migrant and refugee children between the ages of 6-16 years old have been registered in over 1.000 designated schools all over Greece in all levels of education in urban areas (apartments or accommodation centres). Approximately 3.000 of these children attend morning classes, having attended a preparatory course through the last academic year. The numbers keep increasing, as there is continuing effort to facilitate the enrolment of newly arrived or settled children to existing classes. From the TCN children who are in education and who have refugee/asylum seeker status the majority are from Syria, Afghanistan, Iraq, Iran and African countries (UNCHR, 2017).

However, a non-negligible number of children continue to lack access to education due to the fact that they are stranded in refugee camps in the Greek islands or do not have access to the education system (The Greek Ombudsman – Ombudsman for the Child-UNICEF, 2017). Moreover, TCN children above elementary level education are not given adequate incentives to attend secondary education, as there are fewer targeted programmes for their enrolment compared to their younger peers. Finally, a number of children accommodated both in RACs and in other facilities are not enrolled in official education due to technical difficulties (distance, unavailability, in transition) and to their parents'/guardians' unwillingness to register them in the Greek education system.



## 1.2. Overview and evaluation of creation and implementation of policies on the integration of TCN students in schools

Since laws and directives regulating the registration and integration of TCN students were insufficient for the last reception of refugees, additional directives were issued during the last 4 years. Irregularities such as insufficient documentation of residence, nationality, previously achieved educational level and the absence of parents or legal guardians (in the case of unaccompanied minors) have led to delays and grey areas in legislation. These have been rectified gradually. For example law 4251/2014 (80A) states that:

*"For the registration of underage citizens of third countries in Greek schools, at all levels, the corresponding documents, as provided for the national documents, are required. By way of exception, incomplete documents may be enrolled in public schools and children of third-country nationals, provided that: a. they are Protected by the Greek State as beneficiaries of international protection and those under the auspices of the United Nations High Commission; b. They come from areas where there is an abnormal situation, c. They have applied for asylum; d. They are third-country nationals residing in Greece, even if their legal residence has not been settled. "*

The Institute of Educational Policy supporting the role of the Ministry of Education, Research and Religious affairs took the initiative to set up the Reception Facilities for Refugee Education (R.F.R.E.) in 2016. These facilities that were designed to host TCN children, can be found in a number of existing schools and are mostly located near refugee camps and hot-spots in order to facilitate the attendance of the minors (Greek Government Gazette, 2017). These facilities continued to operate in 2017-18 and they include a weekly educational program of twenty (20) hours (four hours per day) covering the teaching of Greek language, mathematics, English language, arts and physical activities/sports (Institute of Educational Policy, 2016). R.F.R.E. followed the previous years' operation of afternoon Reception Education Structures. Those continue to function for a small number of children who have not completed the Pre-Accession Year of the previous school year or those whose refugee camp is not close to an Educational Zone Priority (EZP). In the academic year 2016-2017, 111 R.F.R.E. have operated around mainland Greece and 2643 students have attended the lessons (Scientific Committee for the Support for Children of Refugees, 2017). Two hundred and eleven new teachers have been hired for the morning classes that have been created.

The Institute of Educational Policy is responsible for carrying out all the diagnostic tests, in order to assess the level and the progress of the newly registered TCN students in the





Greek classrooms, as well as the daily programme of the classes and the issuing of personalised cards for each student in order to monitor their academic progress and condition in case of relocation (Ministry of Education, Research and Religious affairs, 2016).

Generally, the school year 2016-2017 was described as a "transition year". In 2016, preparatory and creative employment activities were organized within RACs. These actions were intended to enable minors over 15 years of age to return smoothly to a normal life and regularity. For minors over 15, as well as for adults, there is a special focus on providing them with language courses, sports and artistic activities, technical and vocational training programs. After learning the Greek language children over 15 years of age will have the opportunity to study at the technical, professional and other/general schools in the country or to continue their education in upper high school. The Ministry of Education, Research and Religious affairs and the Ministry of immigration policy (2016) both committed to provide educational certificates and the certification of professional qualifications to those who successfully complete their studies.

### 1.3. Overview of the relevant legal/human rights framework

For the past decades, the Greek government have tried to fill the legislation gaps (through the Ministry of Education), as well as to update and enrich the framework in order to modernise it and incorporate all the international and human rights legal framework.

The right to education is guaranteed universally by the UN Convention on the Rights of the Child (1989). In Greece, the treaty has been ratified on December 3, 1992 by Law 2110/92 (Official Government Gazette, 1992).

The Hellenic Republic (2016) integrated the policy for diversity in education with the Transposition of the EU Directive 43/2000/EC. The first law concerning the integration of migrant/ repatriated Greek children in education came with law 1404/83, article 45 (1983) that regulated the function of introductory classes. With the law 2413/96 (1996) the Greek State started describing the mechanisms used to integrate the Intercultural Education and the ways in which this should be included in the official curricula of the educational system. Then followed the Ministerial Decision no. Φ10/20/Γ1/708 (1999) where the Greek state introduced intercultural education for the first time and established reception teams and teaching departments for repatriated and migrant children.



Greece formally committed to give full rights and enable all children to attend education with the article 40 of law No 2910/01 (2001) and later with the law 3304/05 (2005) for the application of the principle of equal treatment. The law 3386/05 (2015) as well as the current Immigration Code under law 4251/14 (2014) further reinforced and clarified this commitment.

Law 3879/15 (2015) and law 4415/16 (2016) introduced the establishment of lifelong learning and other facilities such as classes, teaching aids, summer classes and classes of mother tongue teaching in the pupils' country of origin, that benefit TCN children, as well as the formal establishment of the Reception Facilities for Refugee Education (R.F.R.E) and regulation the operation and the allocation of teaching staff.

The Greek state cooperates with international and regional organisations, actively participates in the discussion and formulation of international legislation on children and respects the decisions and recommendations of these organisations. Although a National Observatory for the rights of Children has been instituted, it remains defunct (Hellenic League for Human Rights, 2015). The role of the observation and active monitoring of the condition of children's rights fall on the Greek Ombudsman, the special department for the Child.

#### 1.4. Evaluation of implementation of EU directives and other international policies or legislation

Regarding the implementation of EU directives concerning the topic at hand, Greece has attempted to incorporate those into their legal system. With the Ministerial Decision 141/2013 (2013) Greece has incorporated the directive 2011/95/EU "on the standards for qualification of TCN or stateless individuals as beneficiaries of international protection, for a uniform status for refugees or for persons eligible for subsidiary protection, and for the content of the protection granted". This directive was the improved version of the 2004/83/EC, by improving those standards, so that there is greater recognition of the gender related aspects of applications for international protection and increased attention to the best interests of the child.

Moreover, law 4375/16 (2016) incorporated the 2013/33/EU directive into the Greek legal system. This directive was the improved version of the 2003/9/EC, which outlined the minimum standards for acceptance of asylum seeking individuals into the EU Member states and which had previously been integrated into the Greek legal system with the Ministerial Decision 220/07 (2007). Critically amongst others, this directive ensures that



TCN children have the same right to education as any native, in this case Greek, child. However, the legal incorporation or implementation of such directives, does not ensure their full application in reality, because above all of the mobility of TCN individuals who might be heading to a different host country and other practical requirements or difficulties, such as missing papers, distance of the educational centre from the receiving centre or children's home and so on.

Lastly, the Greek Ombudsman for the Child (UNICEF, 2016) has established a permanent mechanism for monitoring the rights of children on the move, and has compiled a guide for the rights of TCN children that reside in or travel through Greece according to the international legislation (The Greek Ombudsman for the Child - UNICEF, 2017) and is conducting regular research and monitoring activities, in order to publish the state of the art.

### 1.5. Overview of research and reports (national and international);

The **Scientific Committee for the Support for Children of Refugees** (2016, 2017) has taken up the task to review and evaluate the design and management of all new facilities that have been set up under the auspices of the Ministry of Education in 2016 and 2017. In these reports, the Committee does an overview for the condition of the facilities provided, records all the educational programmes ran by NGOs and other institutions as well as the needs of the target group. The 2016 report proceeds to list several proposals for the psychosocial support and education of refugee children, as well as an additional supporting mechanism and some procedures that can be provided for the education of refugee children.

The two working papers have a common theme, describing the whole process and progress, highlighting shortcoming and coming up with suggestions for further action.

According to the 2017 report, the evaluation of the education of refugee children was subject to three main factors:

- a) The number of the refugee inflows which required swift reactions and planning, continuous supervision, estimation of changing conditions and constant adjustments with administrative and scientific criteria.
- b) The management of the refugee-training project, which required the synergy of various departments of the many ministries, international organizations and NGOs. A special supervisory and coordination mechanism with adequate scientific knowledge and know-how was lacking.



- c) The whole project was and continues to be highly political with increased responsibilities. Lastly, a more direct and agile task force should have been created.

The 2017 report expands the recording of existing facilities and projects, as well as the shortcomings such as the limitations of the existing framework, the insufficient staffing of the R.F.R.E units with teachers, the frequent turnover and the insufficient training of the teaching staffs for the particularities of working with children of refugee background and from other culture and languages that have sustained psychological trauma. In a separate 'Proposals' section, the Scientific committee with a view to integrate the maximum amount of TCN children (and especially those 15-18 years old) in the educational system,

- To give them the opportunity to be taught both Greek and English and the option to get education in their mother tongue. They propose the reactivation of a previous law 1789/99 for the creation of reception classes in high school and upper high school (Lyceum).
- To operate intensive Greek language courses and occupational orientation courses during the summer break.
- To organise alternative ways of offering certification for the completion of high school for those with insufficient evidence.
- To organise classes of familiarisation with the Greek language and the European culture.
- To make use of e-learning tools that have already been designed or are in development for the use by children in remote areas.
- To organise special courses on arts and crafts.

**The Hellenic Foundation for European and Foreign Policy ELIAMEP** (Anagnostou & Nikolova, 2017) has also published a detailed report tracking all the progress, the methods used and the possible inclusion of good practices from other European countries in the integration of TCN children in education. The report evaluated the strategy of the Ministry of Education for the academic years 2016-2017 and the adjustments for 2017-2018. The assumption is that there has been progress during this year, taking into account issues like the lack of involvement of parents and the lack of feedback from the refugees themselves, in order to guarantee that the integration of the children is smooth and addresses their needs. Furthermore, the author mentions that the initial plan of having refugee children attending afternoon classes did not help with their integration in the school communities. The basic principles that need to be taken into account for the



formulation of solutions is the teaching of the Greek language among the children of refugees and the communication with parents and engaging them in school life. Another principle that must be followed is decentralisation. Since there are already suggestions and good practices, school units and local education coordination bodies should seek support from organizations that deal with and have the know-how to provide the support they need to be made aware of the existence of specific programs and related funding.

An important issue that has been identified in the report by the Hellenic League for Human Rights (2017) is the unwillingness of parts of the population and some local communities to welcome refugee children in the local schools. Their reaction ranged from concerns for the public health because of the possibility that they might lack vaccination, to outright racist reactions. The report indicates that although this phenomenon abated, the assistance and coordination between the local authorities, school units and other social actors is required to cooperate in order to eradicate this. The report suggests that the Ministry should clarify to the school's Principles that they are obligated to register refugee children in their school units via a directive. The report also mentions the lack of educational material as an important obstruction to the quality of work of the teaching staff.

### 1.6. Overview of projects and project outputs (national and international)

A large number of both national and international NGOs and organisations have operated in Greece. Those include the Amnesty International, UNICEF, IOM, UNCHR, Danish Refugee Council, Terre des Hommes, Medecins sans Frontieres alongside Greek organisations like Praksis, ARSIS, MetACTION, Civis Plus. Many of these organisations and institutions in collaboration with the Greek authorities focused their work on organising and facilitating the access to education for minors. There are also many European Union funded projects that are currently addressing the issue and are ongoing at the moment, such as the “Enhancing the Participation and Learning Performance of Migrant and Refugee Children in Primary School Education” (**E-Course**) (**Erasmus+**) implemented in Greece by KMOP, which aims to enhance the professional development of teachers in dealing with migrant and refugee learners and diversity in classrooms and support schools to facilitate inclusion and success of newly arrived migrant and refugee students, tackling of the phenomenon of early school leaving (ESL). The project **Open school doors** (**Erasmus+**) implemented in Greece by the Computer Technology Institute and Press "Diophantus" which helps parents with a migration background to be more actively involved in their children' - with the help of digital media. The project Mediterranean



Inclusive Schools (**MEDIS**) (**Erasmus+**) implemented in Greece by KMOP which aims to strengthen and consolidate social cohesion, intercultural education and local language in a multilingual framework of newly arrived migrants in primary and secondary schools amongst others. All of the aforementioned projects are ongoing and they have yet to produce solid results.

**The International Organisation for Migration (IOM)** has designed a programme to move children from camps to the reception classes of nearby schools. By the end of 2017, it is estimated that 2.8 million euros will be provided from a total of 9.5 million needed to transport children to school, escorts and school cleanliness, and a plan for funding expansion by the IOM to meet other needs such as heating and other school upgrades. This programme is still ongoing and provides much needed school supplies such as notebooks, pens, pencils and other school supplies.

The NGO **METAdrasi**, with the help of the Municipality of Athens and the programme “Open Schools” funded by the Niarchos Foundation manages the project “Step2School” which aims to prepare refugee and immigrant children, aged 6-17, to attend the Greek school in September 2017. A total of 550 children were enrolled and taught the Greek language, mathematics, computer science and gymnastics. For those who want family reunification in Germany, German lessons are also underway, and a special area has been built for children under the age of 6, which acts as a creative workplace. In total, 15 tutors and 4-5 volunteers were involved.

The **General Secretariat of Lifelong Learning (2017)** has participated in an Erasmus+ project that promoted ‘identity, diversity and migration into lifelong learning’ in 2017 through seminars and workshops for teachers. The experiential workshop took place in the island of Samos, where there are active spots for migrants/refugees and the teachers undertake the task of educating refugee children living under difficult conditions. Amongst the participants, were principals and teachers in schools with refugees who affirmed the refugee children's lack of access to formal education, both for those who stay in apartments, hostels for unaccompanied minors and those residing in Reception Centres. They stressed the necessity of empowerment and the acquisition of the appropriate skills for teachers in schools to work with refugee / migrant population and proposed the adaptation of integration programmes according to the country of origin and culture of the students. The “Polydromo” team implemented the Greek-Arabic project with the collaboration of the Department of Preschool Education and Training of the University of Thessaloniki with an aim to promote bilingualism. Through the project and with the inclusion of Arabic speaking migrants and refugees, they produced



educational and entertainment material that can be useful for intercultural dialogue and raising the awareness of people speaking and working on two languages. This material is available on demand from the organisation for future use.

The “**Diapolis**” project was one of the most successful EU co-funded projects, which adopted a holistic approach and explored all aspects of the subject: host classes, Greek language, intercultural communication, teacher education, pupils' mother tongue, psychological support, school and community, student visits and evaluation. The repository of the project is still used by teachers that have TCN children in their classrooms.

Lastly, there is the "Schools for Change - informal educational activities on the subject human rights for children in primary and secondary schools" project, which was managed by the NGO **Antigone** since 2014. The project intended to raise awareness amongst both teachers and students about human rights and gender equality in combating all forms of discrimination through the development of the individual, social and learning skills of both teachers and students. In the educational workshops, pupils participated in experiential games and learning activities. All the workshops of the programme focus on active participation, collaboration, creation and free expression. These innovative approaches to learning are valuable in the designing of new educational paths that can help the integration of TCN children and the development of their social and artistic skills but are often overlooked by formal education.

### 1.7. Gender approach

In what concerns gender differences regarding the topic at hand, women have been more vulnerable through the long trip of migration or asylum seeking and many of them have fallen victims of sexual harassment, physical violence and contempt during their trip. The Refugee camps and the Accommodation Centres usually fail to provide even the most basic sense of security and hygiene for those women. Underage women have also suffered in the same way whether they travelled with their family, their spouses or alone (UNCHR 2016). The UNCHR (2011) have issued ‘Guidelines for the protection of women and women of girls at the first reception in Greece and the asylum procedure’, which have been the guiding principle for those working on the gender aspect.

As reported by the organisations and authorities, the majority of TCN children are male. In Greece, only 5% of unaccompanied minors are girls. This, however, does not mean that girls constitute a negligible group, as they are one of the most vulnerable sub-groups that





need support (Louka, 2016). In education, refugee girls are particularly disadvantaged, as for every ten refugee boys in primary school, there are fewer than eight refugee girls; at secondary level the figure is worse, as for every ten refugee boys there are fewer than seven refugee girls (UNCHR, 2016). Moreover, statistics in Greece for girls under the age of 18 are scarce, which is part of the problem of overlooking the gender dimension within the refugee crisis.

### 1.8. Other flows of migration in the country

Greece, having an important geographical role, has always been at the crossroads of migration and refugee flows. Given that the country has been a transit stop and a destination for migration, the phenomenon persists for decades. During the 1980-90's there was an inflow of migrants from Former Soviet Union countries because of the collapse of their economies. However, there was a percentage of migrants of Greek origin that were gradually repatriated, either voluntarily or by force (Kavounidis et al. 2008).

Moreover, there was a wave of migration from Albania in the early 1990's, together with the first economic migrants from Afghanistan, Pakistan and Egypt. Amongst them, there were the first wave of migrants from Africa, many of whom have now deep roots in Greece and their children are counted amongst the so-called 'second generation migrants'.

Between 2000 and 2011 there have been refugee flows in Greece mainly from the Middle East, and war-torn regions like Iraq, Afghanistan, Iran, Turkey (Kurdistan) and Palestine in Greece. In parallel to these, Greece being one of the major points of entry in the European Union continued to receive migrants from Pakistan, Bangladesh and India (Demographic News, 2016).

### 1.9. Available data/information/resources on school leaving of TCN students and limitations of the desk research

As reported by the UNCHR the European average of refugees that attend secondary school education is approximately 23%. There are insufficient data to accurately measure the drop out and absenteeism levels of migrant and refugee children, especially during the last three years. Children of refugees and migrants are susceptible to various hazards and it is estimated by UNICEF (2017) that they have lost an average of 2.5 years of schooling due to conflict, violence and displacement even before their relocation. This is a serious impediment to their educational prospects and can cause damage to their





mental health and upbringing. Access to schools is particularly limited for children over 15, as the current refugee education programme by the Ministry of Education targets only children up to that age. Moreover, registration is complicated for families still moving within Greece, due to the fact that many parents think that they are in transit to other European countries and are not interested in enrolling their children in local schools. As a result, they are prone to absenteeism due to insufficient motivation and other psychological and livelihood issues.

The Institute of Educational Policy (2017) has compiled an analytical report on the situation of Early School leaving in Greece, without making a significant differentiation between TCN children and children from the general population. Despite the fact that Early School Leaving is steadily dropping in Greece, the particular demographics of TCN children are not given enough attention, even though three years have already passed since the beginning of the major inflows of refugees. A methodological shortcoming identified by the study is that the official statistics do not take into account children who did not enrol in schools at all. This fact hinders research concerning early school leaving.

The report by the Scientific Committee for the Support for Children of Refugees (2017) has the most statistics and the variation in attendance in the R.F.R.E units. A key characteristic is the fluctuation of the enrolled students. In all cases, de-registrations are common as there are new entries: some students leave, either due to relocation out of the country or within the country and finally on a few occasions there are children who were deleted from the R.F.R.E in order to register in the morning classes. The basic assumptions on the issue are that the rate of attendance varies from region to region, in time, between elementary and junior high school and between schools in the same area. Junior high schools have a lower rate of attendance overall, as it is erratic.

There are two factors that affect attendance: those related to the attitudes of the refugees themselves, their expectations and the particularly adverse circumstances in which they live in, and those relating to the organization and operation of the R.F.R.E. themselves. Attendance rate depends primarily on their parents and the way they integrate education into their daily lives, but also their short-term goals, namely the prospect of staying or leaving from Greece. Parents can be reluctant to send their children to school as they raise concerns on the quality of the courses and the material they are being taught. Lastly, objective reasons have to do with the mind-set and psychological condition of children, especially during puberty who have difficulties in concentration, discipline, schedule etc.



Organisational problems within R.F.R.E can also be an important factor that affects attendance such as the selection and placement method of the teacher themselves as well as inadequate training (language, culture, particularities of refugees). Frequent turnover disrupts the class regularity and students have less incentive to bond with the school community.

## Examples of good practices for the inclusion of TCN students in schools

### 1.10. Good practices for trainings in diversity, equity and inclusion and support of teachers and school environment for the integration/inclusion;

There are quite a few good practices in Greece for the inclusion of migrant and refugee children in education, which also offer support in teachers on how to manage cultural diversity. For example the project "After School - Social Tutorial for Children of Migrants and Refugees", (The Greek Ombudsman, UNICEF, 2017) implemented by NGO CIVIS PLUS under the open schools programme of the municipality of Athens, includes educational activities for children of immigrants and refugees aged 6-12, Greek language courses along with after school supporting classes. This could be an excellent example to copy and expand upon for the secondary education.

The relevant good practices can be found in the following table:

No	Good practice name	Responsible
1	National Educational Plan	Ministry of Education
2	Open Schools	Municipality of Athens
3	Step2School	METAdrasi NGO
4	After School - Social Tutorial for Children of Migrants and Refugees	Civis Plus NGO
5	Child Recreational Space	METAdrasi NGO



6	Mini Lexicon for Basic Communication in 6 languages	METAdrasi NGO
7	MAZI – The Multilingual guide for education in Greece	METAdrasi NGO
8	The Learning for Integration Project: Quality Learning and Non-Formal Education for Refugees and Migrant Children in Greece	ELIX NGO
9	Supporting University Community pathways for REFugees-migrants (S.U.C.RE.)	Aristotle University of Thessaloniki

#### 1.11. Describe max. 3: the ones with the best considered impact

During the last five years, Greece had to face the largest migrant/ refugee influx due to the Syrian civil war. In 2015, 856.723 arrivals have been documented. Even though the total number gradually decreased the following 2 years, the number of the children stayed the same, or even increased. Since these people were going to stay in the country, measures needed to be taken for the children's inclusion in schools. The new situation found the government unorganised with no supportive structures. However, good practices have been implemented for that matter, not only by the state, but also by several NGOs.

The first effort was made by the Greek Ministry of Education, Research and Religious Affairs and started in June 2016. Before the implementation of the project, an evaluation was made in order for the needs and suggestions to be recorded. The programme included two stages: during the first, creative activities took place in the reception centres, while the second stage included everyday afternoon classes in several schools, delivering lessons on Greek, English, mathematics, creative activities and more, aiming at the integration of migrant children to schools. Two initiatives have been established; Host Structures for Refugee Education (DYEPs) and the Refugee Education Coordinator (SEP). DYEPs operated during afternoon hours, in public schools. Associate educators took over the task to teach refugee children, without having the necessary training; only a few attended relevant seminars, organised by the Institute of Educational Policy. The Institute



was also in charge of issuing books, educational handbooks and an online educational platform, to assist teachers with the needed material for multicultural education.

As the documented results for the school year 2016-2017 suggest, up until April of 2017 111 DYEPs were operational, including 145 classes, covering 37 Refugee Accommodation Centres all over the country, except islands. As far as the students' number is concerned, 2.643 young children attended lessons of primary and secondary school. The implementation of the entire programme was also supported by the Ministry of Migration Policy, the Ministry of Health and the Hellenic Centre for Disease Control and Prevention, which is in charge of children vaccination, the municipalities and several regions, universities, the Ombudsman for the Child, UNCHR, UNICEF, the International Organisation for Migration and several NGOs (Anagnostou, Nikolova, 2017).

One of the most successful attempts is the "Open Schools" programme of the Municipality of Athens, supported by the Stavros Niarchos Foundation. Since October 2016, 25 public schools of the municipality stay open after the official operating hours and creative workshops for students and adults take place, enhancing the feeling of togetherness of the community and addressing real needs, while socialising. Promoting diversity, the meetings refer to many different sensitive/vulnerable social groups, such as refugees, migrants, people with disabilities, pregnant women and more. The schools work as meeting points for socialisation and essential time investment.

The programme met great success, expanding the operational time period and the schools that were included. During the summer of 2016, 450 out of 1200 participants were refugees. In fact, the Council of Europe included the programme in their report of good practices, released in March 2018.

A characteristic example of programmes implemented by NGOs is, amongst others, the "Step2School" by METAdrasi, which started operating in May 2017, delivering lessons on non-formal education, addressing to children 6-17 living on campuses and structures for unaccompanied minors, focusing on lessons on Greek, English, German, mathematics, computer (science), physical, artistic and intercultural activities. Parents and escorts have the opportunity to attend Greek, English and German classes that are implemented by the NGO's volunteers in a public school of Athens. Three hundred and fifty children participated in the summer educational programme, leading to its further operation. During this new phase, it addressed to children 6-18, while it also included children from the neighbourhood that wanted to attend the classes. Other than the aforementioned services, it also included Farsi and Arabic lessons and a fast-learning programme on Farsi,



Arabic and computer science for children aged 16-18. The programme was implemented with the support of the European Civil Protection and Humanitarian Aid Operations.

## Methodology

### Sampling procedures, participant recruitment, social and demographic characteristics of the respondents in focus groups and interviews

Field research included one focus group with 5 educational professionals (5 female) including one headmistress of a multicultural school of Athens, three (3) teachers from public schools of Athens and a teacher working in an NGO centre, offering informal education to refugees. Moreover, 11 interviews were conducted with educators (7 female) working in multicultural schools including students from Albania, Georgia, Iraq, China, Pakistan, Afghanistan, Syria, Algeria, Russia, Turkey or Brazil. Lastly, one focus group with 4 TCN students (3 girls) and 3 parents (1 was female) was conducted.

Recruitment took place through emailing of Secondary Education Directorates of Athens with information concerning the project, the use of Educational Support Models and the goals and necessity of the field research. The emails were accompanied by an official invitation for participation of educational professionals working with TCN students as well as participation of native and TCN students and their parents. Moreover, follow up calls were performed to ensure participation of interested individuals.

Given that the research was conducted during the closing of the academic year, when secondary school planned their exams, educators expressed large difficulties in coming together at a common time for realisation of focus groups. As a result, instead of one focus group with 15 individuals, we performed individual interviews with interested individuals and one focus group with 5 available individuals, which was very fruitful as for best results of focus groups, they should include 5-8 individuals.

## Results

### 3.1. Findings of the focus group with professionals

The focus group with the educational staff focused on the general situation regarding the matter of integration and inclusion of migrant/refugee children in school, the insufficiencies of the system and possible solutions.



Nothing seems to be clear regarding the existing system. The institutional framework is complicated and, as reported, one can sometimes use the provisions to their benefit. There were many cases when teachers asked the principals whether the newly arrived students would take exams and did not receive a straight answer; they seemed to avoid the subject. Participants explained that the head teachers were recently invited to a briefing by the Institute of Educational Policy, but after reporting their problems, they were again told that it is a matter of context and they are not sure. A recent provision obliges the students of the vocational school to enrol electronically, but to do so, the parent must obtain a tax registration number (TRN). Since they do not have documents, parents are guided to enrol them using the principal's TRN, a guideline that teachers find absurd and inefficient.

All participants seem to agree on the lack of organisation defining the Greek educational system. In general, there is not plenty of educational material provided, or structures to assist with the integration of migrant/ refugee children. They proposed that children should first learn the language and then integrate in morning classes, so that they are ready to socialise and interact with their local peers.

The Institute of Educational Policy supplied them with new educational material, but it was limited. As reported, there is plenty of such material available by universities and other sectors, but needs to adjust in order to be used. In fact, the two new toolkits "Yia sas 1" and "Yia sas 2" that were composed for this specific reason, provide only limited, basic knowledge that is not always sufficient or proper, especially for a public school that has limited sources on paper and ink. Educators are only trained to teach Greek as a mother tongue and they have not acquired adequate skills on how to teach this subject as a second language. As they inform us, there was a 10-month distance programme, organised by the Centre for the Greek Language, based in Thessaloniki, while there is another one in Cyprus. However, these are not offered for free; in contrary, individuals have to pay an excessive amount of money by themselves. A major modification that needs to be made concerns the lessons on science and mathematics. As suggested, these lessons should adapt to the age of the children and not have the same curriculum for all ages. It was also proposed to occupy teachers that speak the students' native language, as it is really hard, if not impossible, for a student to learn all this information in a foreign language.

Educators also pointed out the immediate need for training. The training seminars, if existent, need to expand their content. Interviewees stated it is of great importance to



learn how to handle children's feelings and mentality, possible victims and the different cultures. There is also an immediate need of specialists, to help them with such cases.

Regarding the insufficiencies of the system, they believe it is unacceptable for integration classes to start in January. Children have no time to learn the language and incorporate all the essential new elements to help them adjust. The rest of the class is far ahead and the new students are not able to keep up, feeling segregated and being led to leave school.

When describing the current situation, the principal of the intercultural secondary school declared that although the official programme of the Ministry is implemented, everything is left to chance, while the relevant sector is unable to cover the existing needs. The teacher working in the afternoon educational centre described that the lesson focuses on homework support, while there are children that do not speak Greek at all and are helped to express themselves by other peers that work as interpreters. There is also no communication with the parents, since there are times that they do not answer the phone. The education levels are different and teachers try to find alternative methods to communicate. There is a percentage of juvenile delinquency and violence amongst students. Moreover, some children have special needs, like autism and/or mental disabilities. Teachers have reported to have seen a few children asking for money in the streets. The aforementioned participant mentioned that student categorisation in classes should be improved; some include students that have attended lessons for 2 years, and others that have only been in class for 2 weeks. All participants agreed that some children are not interested in school.

Educators reported that not all kids will end up integrating, giving examples. A case that local kids rejected foreign students was reported and that it is not easy to accept different cultures and incorporate new elements in the existing traditions and routines. Kids from the Philippines isolated Syrians, fearing the diseases they may suffer from. There was also a well-educated father who came to school to complain about the lack of German classes, because he wanted to leave Greece. On the other hand, Albanian kids have always approached Ukrainians, Serbians and Polish peers, and after some time they transmitted their culture to them.

In a school, 15 out of 370 students do not speak Greek, while there is only one reception class. As experience indicates, street language precedes academic; children will first learn relevant everyday words. There is also mobility; they leave and come back, without letting anyone know. One teacher stated that there are six kids in her class, but are different every day. One participant presented that students who attend classes are not interested





in learning the language, they just want to have their papers ready. Many of them leave illegally and are forbidden to tell anyone, however, there were some exceptions that the children confided in their teachers to say goodbye. When it comes to appearance, they do not seem to be neglected.

Another secondary school educator stated that there are many ethnicities, but no recipient classes. Children adapted by themselves, using English, or with the help of a friend. During the last 5 years some Syrians have started attending lessons, but seem to be indifferent and drop out of school. Participants justify the high dropout rates noticed in high school with the mandatory role of education up to that level.

An interviewee believes that the enrolments may be a matter of religion too. Some parents enrol their children because they are told to by the social workers, in order to receive the relevant bonuses. They attend classes for two weeks and then leave school. Even when they are informed that the classes are mandatory, they do not seem to care. In contrary, children whose parents have decided that they are going to stay are more receptive. Family plays a major role and so does the sociocultural context. There was a girl from Afghanistan, that was not coming the next day because she had to take her aunt to the hospital; this is something not easily seen in the Greek culture.

Teachers receive help from the municipality and other sectors, like NGOs. In one case, in which a little girl was attacked in her building when she was returning from school, a psychologist was needed. Although students confide in them, teachers are unable to help. There was a programme implemented by OAED that provided some schools with specialists, but this was not mandatory. There was also a provision concerning vocational schools, establishing the presence of psychologists and social workers. What is worth mentioning, is the fact that social workers may come only after the principal has sent the required documentation to the district attorney reporting the incident, in order to convince them about what has happened. Interviewees underline that schools need prevention.

Another teacher reported that even though they have managed to reduce such phenomena, there was a student that used a screwdriver to attack another kid. He had to be expelled for the greater good, since the police had intervened. The Greek Council for Refugees came too late to assist in dealing with the case. The teacher occupied in the afternoon support classes stated that since the classroom consists of a small group of children no such phenomena take place.





Educators want to help as much as they can, most of the time adapting the curriculum, or reforming the guidelines they were given. For instance, in one school it was decided to enrol kids up to the age of 15 maximum, and not 18 as arranged by the Ministry, because it was perceived to be hard for children with a wide age gap to attend the same lessons. The principal that participated in the focus group explained that she wanted to open the school-doors during the afternoon hours, but there was no staff available. She stated “I cannot control anyone and nobody controls me”, as in there is no organisation. What is worth mentioning is the Ancient Greek classes; even though migrant/ refugee students are not familiarised with day-to-day expressions, they are taught this specific lesson.

The main proposals of the educators for the situation to be improved is the presence of interpreters, psychologists and social workers, or even additional reception classes so that all children have a basic knowledge before they start attending morning classes, in order to be able to keep up. Non-formal education is also useful, while the same was stated about self-defence classes, for the cases of violent acts. Some children are well-educated and have different needs than the ones that are provided. They speak the language fluently and the state does not even provide them with documentation, or guides them to enrol without papers.

A gym teacher tried to bring students together using music. While dancing kids did not care about ethnicities and differences, this attempt met objections by the neighbours and other teachers, the traditional context needs to be left behind. In another school, a programme named “my anger, my enemy” was implemented; small chatting groups helped kids to express their feelings. This was reported to change the entire climate of the school.

### 3.2. Findings of the interviews with professionals

Eleven education professionals (7 females) were interviewed on the existing situation in schools, regarding the inclusion of TCN students. The intercultural school unit they work for has greeted 60 newly arrived TCN students, who come from Albania, Georgia, Iraq, China, Pakistan, Afghanistan, Syria, Algeria, Russia, Turkey or Brazil.

As expected, all participants agreed that awareness on how to deal with diversity and inclusion is promoted in their school, usually through relevant activities focusing on cultures of specific students and their participation in everyday school life. As a teacher underlines the aforementioned activities are the foundation of the promotion of students’ inclusion.



To them, inclusion is related to the coexistence of a student with special characteristics, such as different language, with students of a typical classroom. To others, it means the adaptation to the reality of the Greek school and society without the person losing their identity, or for some other, the access to the educational communities while having equal rights and chances, without being marginalised. Some gave more specific definitions, referring to the placement of refugee students in general schools, amongst local students, preferably without any supportive services.

Long-term experience and training seminars on intercultural values and teaching of children with special needs are the two leading means of assistance for the professionals to manage diversity, while they are also guided by older, experienced colleagues. Love and creativity are also some important values an educator needs to obtain, to manage diversity. Sometimes, they search relevant material on the internet to assist them with the educational process, or other articles relating to the matter that also help them detect any integration skills of these children. As all participants stated, there are also some support programmes and trainings that promote necessary knowledge for the integration of TCN students in the specific school, offered by NGOs, as well as internet courses or educational material supported by international sectors focusing on matters like migration and refugees. Those include alternative teaching methods and are provided by the Centre of Greek Language and the Department of Pedagogy of the University of Thessaloniki. As a participant explained, participatory activities are regularly organised, as well as seminars and sessions that focus on formal and non-formal education addressing specifically to these children.

Regarding students' integration, special classes, such as language courses, are part of the school curricula and their participation in the whole school life is somewhat secure. This can be verified by the relationship of TCN children with their peers that is reported to be rather friendly. Friendships are based on respect of different cultures and general diversity, acceptance and tolerance. This way, TCN students are encouraged to participate in the school programme and the activities that are organised.

Teachers describe that there are social workers or volunteers that support the work with TCN students, usually provided by Accommodation Centres, NGOs and interpreters. As described, they collaborate with the school to monitor and detect any problems of integration that may block students' smooth integration.

Almost all interviewees mentioned that there is some cooperation with the parents regarding the organisation of activities (cultural, etc.), except one that declared there is not that much, just on a minimum degree.



The key competences for teachers to deal with diversity and inclusion in school life and to promote the integration of TCN students are the teaching experience in intercultural schools, the knowledge of intercultural matters and the familiarisation with the different cultures. Tolerance towards diversity, empathy, adaptability, the ability to combat stereotypes, creativity and the use of alternative educational methods are reported to be important values and skills an educator needs to handle such situations.

Teachers underline that they need support from the school environment and management, teaching material, more trainings, tools and strategies, psychological, and technical support. One suggests that focus must be given on the formation of some common guidelines for all teachers working in the same school.

When asked whether they have had any situations of failure of integration/inclusion, most of them gave a positive answer. Those incidents demonstrated the urgent need of constant psychological support in the school units, teaching encouragement and different, alternative approaches on an individual level of contact.

### 3.3. Findings of the focus group with parents and students

One focus group with students, aging from 9 to 17 years old, and their parents was conducted in the area of N. Apollonia of Thessaloniki. Three parents and four children participated in the discussion; two of the parents and one of the students were male. One of the younger participants' studies in a vocational high school. Participants have been in Greece for approximately 3 years. As was realised from the context, the participants are economic refugees.

Children study in a local vocational high school, which hosts other migrant and refugee students that have recently arrived. One parent underlined that there are no eminent problems amongst the populations and have, in fact, created a community.

The majority of the participants seemed not to understand the difference between inclusion and integration, while a few have never heard these terms. One participant mentioned that they were aware of these terms having different meanings, but were unable to define them. However, they reported to be a part of the local community and to have conformed to the Greek reality.

They have never been excluded in school due to their ethnicity or identity. They reported to feel a part of the school and that all students participate equally in the school curricula and activities. They do not feel that they have fewer opportunities than their Greek classmates. They have incorporated in the school community and established friendships.



In fact, some reported of all their friends being Greek. Migrant students are often offered the help of their local classmates, regarding their lessons, while there were cases of local students being indifferent towards their migrant classmates, not offering their help. Some children noted that their local friends have also helped integrate them when they firstly arrived.

Even though children do not face many difficulties in school, both they and their parents underlined the problem commuting to and from school. Others reported facing problems with the language, though they have made progress. One young participant reported to have had problems with several lessons a few times. Regarding any problems outside school, one young participant reported to have been verbally victimised; as they stated, they got used to it.

Although teachers try to help students, if needed, they do not have the required resources. There was a case of a girl in need of support and teachers took the initiative to add a few hours in the school curricula. Others referred to their teacher splitting them in teams to enhance the communication amongst local and foreign students and boost companionship and the sense of belonging. Some of the parents reported that their children, as well as the local students, would need further support with their lessons or homework. Another parent mentioned the need of language support, while another one noted that no further support is needed. As one student explained, the context of the school depends on the head teacher.

Parents have the chance to communicate with their students' teachers and have a programmed meeting once a month. Nevertheless, further communication and cooperation with the head teacher would contribute to the resolution of further problems. Most of them have not attended any parents' meetings outside school and, to their knowledge, such activities do not take place.

### 3.4. Common and different aspects across focus groups

A huge difference between the teachers working in the general high school and the ones working in the intercultural high school was noticed. In fact, the participants expressed completely opposite opinions regarding the current situation, which can be justified, as intercultural school teachers are more prepared and trained to handle foreign students. They are more familiarised with diversity and are constantly being informed about new educational material.



Intercultural school teachers seemed to be more optimistic, on contrary to the general education staff that gave the impression of being fed up, frustrated and stressed regarding the current situation and the future.

The parents and students that participated aligned with the intercultural school teachers, reporting that students are not excluded, they participate in class and parents have scheduled appointments with the teachers on a regular basis to be updated on their children progress. On contrary, general school teachers disproved these claims, stating that the communication with the parents is rare, if not absent and described incidents of exclusion amongst students.

### 3.5. Identified key competences necessary for teachers and school leaders to support the integration of TCN students in secondary education.

Teachers and school leaders' skills to support the integration of TCN students in secondary education described by the education professionals that participated in the research are presented below:

- Knowing how to handle diversity.
- Ways to teach Greek as a second language.
- Being able to handle TCN children's mentality and emotional situation to get to know them better.
- Understanding of the different needs.
- Acceptance of diversity and different cultures.
- To be open-minded to use alternative teaching methods and approaches.
- The skills to use non-formal educational methods.
- Respect.

### 3.6. Good practices identified through interviews.

The majority of the good, practices identified through the desk research, were not mentioned through the interviews with teachers.

Teachers however reported the existence of several manuals providing basic knowledge and the presence of some experts in schools. Extensively, 'Yia sas 1' and 'Yia sas 2' were the two education manuals published by the Institute of Educational Policy, but were not described as useful and sufficient. The abovementioned experts were provided by the state and several NGOs, but this good practice was only implemented in some specific schools. Nevertheless, the names of the NGOs were not specified.



The rest of the good practices mentioned in the relevant section were not mentioned, either because they were not implemented in the schools where the educators work, or they are not widely known, or because they were not active at the time.

## Critical analysis of findings

As described, the current system includes many insufficiencies and gaps. Confirming the Human Rights Watch report (2017), teachers explained that the authorities did not provide specific guidelines and material on TCN children integration in education, especially before the R.F.R.E.s' creation. The current situation made things difficult for teachers to sufficiently support newly arrived students in adjusting in the Greek reality and school environment.

However, the professionals working at the intercultural school were, as expected, more familiar with the ideas of diversity and inclusion. Even though a variety of seminars are provided, by the school, universities and other sectors, teachers seem to take the initiative to find relevant educational material and alternative, more suitable teaching methods on the internet. They incorporate many activities and other methods, like non-formal education, to enhance inclusion, companionship and acceptance. As they interact with migrant/refugee children a lot, they have more experience than other teachers.

On the other hand, general high school teachers seem to receive less information, following the general unclear situation. The problems teachers have to deal with are the limited amount of educational material, the unclear guidelines, the lack of training on how to deal with diversity, other cultures' and TCN children's mentality, as well as the lack of training on how to teach Greek as a second language. What is worth mentioning is that the available additional programmes and seminars on relevant matters are not free, relying on the willingness of the individuals to attend them. All these insufficiencies work as an obstruction to the quality of education, as described in The Hellenic Foundation for European and Foreign Policy ELIAMEP report (Anagnostou & Nikolova, 2017) regarding the inadequacies of the strategy of the Ministry of Education for the academic years 2016-2017; a fact that is endorsed by students too.

Although educators make great efforts to adapt their teaching methods and approaches in order to meet the needs of TCN students, it is of high importance that they are provided with the necessary tools, training and support, to be able to assist even further with the integration process of the newly arrived children. The formation of a common tool/programme adapted to the needs of the newly arrived migrant children will assist



professionals to approach these students on a more efficient way and will permit them to communicate better in the classroom.

A question that arises is why general high school teachers are not as informed or do not have access to the same information, trainings and educational material, as intercultural school teachers. It is evident that there is potential for schools to be more inclusive, by providing educators with the necessary tools and knowledge to assist in TCN students' integration. It is of great importance for all educators to receive the same amount of support, in order to contribute to TCN children's integration, especially in the case that material and training sessions are available, but not widely known.

The government and relevant sectors should also introduce more feasible solutions on practical problems, avoiding the exhausting long bureaucratic procedures. Most parents, students and teachers confirm the literature findings regarding the existing problems of children enrolment and integration in schools. The absence of papers constitutes a major difficulty of children's enrolment in schools and even though new provisions have been passed, several practicalities remain unsolved and make it difficult. A characteristic example is the use of the head teacher's TRN to enrol children whose parents have not yet obtained any official documents. Another major problem students and their families need to face is the commute to school. As described, public transportation is rare at some areas, as well as a financial burden to the families.

TCN children that participated in the research seem to have developed good relationships with their peers, especially the local ones, which contributed to their smooth integration not only in school, but in society in general. Some incidents of verbal violence towards a young participant that took place during their everyday life activities were reported, but the child underlined they got used to it. Neither students, nor parents reported any cases of marginalisation in the school environment, disproving teachers' allegations on cases of exclusion of several students due to their ethnicity.

Parents stated that the communication with the teachers and the principal is adequate and useful to learn about their children's progress and needs. Teachers contradicted their statements, mentioning that the communication with the parents is rare and difficult, if not absent. Most parents did not refer to any extracurricular activities and meetings taking place amongst parents and other legal guardians, except one that mentioned the organisation of such activities.





## Conclusions and recommendations

### Conclusions:

- There are many gaps in the current education system in what concern the inclusion of TCN children in education however there were rapid improvements after 2016 with the introduction of the R.F.R.E.s.
- There is limited number of R.F.R.E.s.
- Education professionals need to be supported by the state and relevant NGOs in this support. Above all, they need to be directly supported by the rest of staff and the headmaster/mistress.
- Additional education manuals and trainings on how to teach Greek as a second language are needed. Some manuals and trainings that may be available are not widely known.
- There are differences between general and intercultural high school teachers and the sharing of knowledge between the two would be advantageous.
- Teachers are not usually supported to implement their own initiatives.
- Educators do not have the necessary tools and resources to assist in children's integration.

### Recommendations

- The state and NGOs services should be more organised and the provisions should be implemented.
- A needs assessment should be implemented to investigate the current needs of educators and TCN children.
- More internet courses, that will be accessible to all teachers, should be available.
- A platform or a network where teachers will be able to exchange information, experiences, ideas and material should be created.
- The continuous presence of experts, like interpreters, psychologists, sociologists and social workers should be provided in all schools.
- Intercultural school teachers and principals could help general school educators on practices they could use to contribute to the TCN students' integration.
- More integration/ reception classes to prepare TCN children before they are incorporated in morning classes, to familiarise with the language and enhance communication.





- Non-formal education could be incorporated in the teaching methods, as an alternative approach that will trigger children's interest.
- Dissemination of the existing manuals and trainings.
- Teachers should be supported to implement their own initiatives.
- The necessary tools and resources should be provided to all educators that teach foreign students.



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