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HELLENIC REPUBLIC
Ministry of Education and Religious Affairs
REGIONAL DIRECTORATE FOR PRIMARY
AND SECONDARY EDUCATION OF ATTICA



HELLENIC REPORT

Updated version

*National Context, Policies and Best Practices for newly
arrived refugee and migrant students and unaccompanied
minors residing in Greece*

Erasmus+ QuaMMELOT

Qualification for Minor Migrants education and Learning Open access

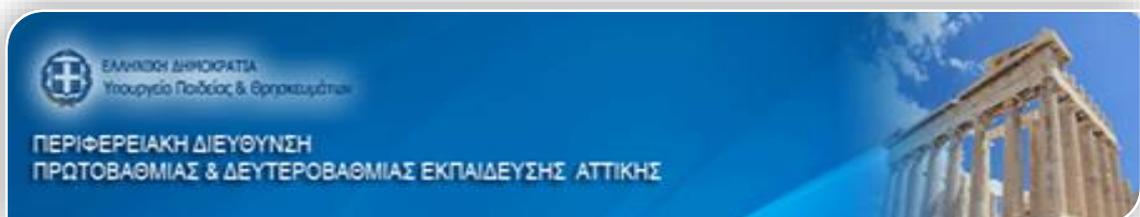
On line Teacher Training

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Regional Directorate for Primary and Secondary Education of Attica



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INTRODUCTION

Education is a tool for social integration interrelated with culture, health, employment, development and economy. The challenge for educational policies is to be able to respond to the needs of all students. The last two decades of Migration in Greece the social, cultural, economic, ethnic and religious characteristics of the population residing within Greece have been changing. The Greek society and the state have been called to respond, adapt and formulate the educational policy according to this heterogeneous society and the challenge of integration.

Successful integration of migrants/refugees is about equal participation in all aspects of the host country, respect of diverse cultural standards, social acceptance by local communities and creative co-existence. It is the role of culturally sensitive educational policies to provide and promote equal educational, socialization and development opportunities for all students. Consequently, the enrolment of refugees and migrants in the Greek school has created a new educational reality and has inevitably led to the necessity of re-defining education. Nevertheless, the right to education is a fundamental human right highly respected, protected and promoted by the Greek state concerning all student populations.

The process through which migrants become accepted into society, both as individuals and as groups refers to a two-way process of adaptation by migrants and host societies as well as consideration of the rights and obligations of migrants and host societies, of access to different kinds of services and the labour market, and identification and respect for a core set of values that bind migrants and host communities in a common purpose (IOM, 2011).

This updated version of the Hellenic Report has been prepared and developed in the framework of the Erasmus+ Key Action 2 project, Ref. no:2017-1-IT02-KA201-036610, under the title: “QuAMMELoT Qualification for Minor Migrants education and Learning Open access - On line Teacher Training”. The Report starts with a discussion of the Greek educational system and the most recent efforts in the field of migrant education. It presents the wider institutional context in which education for migrant and refugee



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students has been developed. In Section 2, the gradually developed inclusive model is presented through the facilities and structures for migrants and refugees in the school system. Section 3 focuses on Good Practice Initiatives in relation to the school curriculum, the in-service Teacher Training and the structures and facilities provided. Section 4 concerns Facts and Figures about the Refugee and Migrant Population in the Hellenic school system in all regional areas. The last Section provides general conclusions about the operation of school structures for migrant and refugee children (Reception Classes and D.Y.E.P.), as well as challenges encountered by educators working with migrants and refugees. Suggestions and recommendations are also provided regarding improvements at policy, school and community level which can further facilitate school inclusion and social integration of migrant and refugee children in Greece.



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1. NATIONAL CONTEXT – GREECE

The right to education is a fundamental human right which is respected, protected and promoted by the Greek state¹.

1.1. Recent Debates about Migration

The migration issue refers to the systematic unauthorized entry of a large number of migrants and refugees initially during 1990 - 2011 and then from 2016 onwards. The fall of Eastern Europe regimes in 1989 caused the first wave of economic migration across the northern borders of Greece (migrants mainly from Albania, Bulgaria and Romania), which was followed by migrants from Africa and Asia². During the period 2000 - 2010, Greece became a pole of attraction for hundreds of thousands of migrants from all over the world and, as a result, more than 7% of the country's population consists of migrants from non-EU countries. The huge number of migrants³ has inevitably created a major political issue involving diverse approaches proposed by the Greek state and the political parties. Recent political developments in the Middle East have also led to an additional increase of refugees and migrants. During the last five years almost 1.200,000 migrants and refugees arrived in Greece through the Aegean islands and the Northern borders.

Until spring 2016 Greece was mainly a transit country with refugees and migrants moving to Central European countries. However, since the closure of the 'Balkan route' and the 'legal' passage, refugee and migrants were "obliged" to stay in Greece waiting for permission to head towards other EU countries and mainly re-unite with family members. Thus, large influxes of refugees have arrived and been 'trapped' in Greece since 2016.

¹GENERAL SECRETARIAT TRANSPARENCY AND HUMAN RIGHTS HELLENIC MINISTRY OF JUSTICE, *HUMAN RIGHTS NATIONAL ACTION PLAN 2014-2016*, available at:

<https://www.coe.int/t/commissioner/source/NAP/Greece-National-Action-Plan-on-Human-Rights.pdf>

² Kalofolias, K. (2011). *The Immigration Issue in the Mediterranean (Spain - Italy - Greece)*. Athens: Michalis Sideris Publications, p.p. 33-34.

³ According to Frontex, in 2010, 9 out of 10 immigrants who entered Europe came illegally through Greece.



Category	2013	2014	2015	2016	2017	2018	2019	2020
Arrivals	10,533	43.318	861.630	177.234	36.310	50.508	74.613	11.480 updated August 2020
Asylum applications	4,814	9.431	13.187	51.053	58.637	66.963	77.285	18.255 updated February 2020

Source: UNHCR/Greek Asylum Service

Once known for large-scale migration, Greece has become the main point of entry for unauthorized migrants heading towards Europe. The country must grapple with various issues, related to migrants/refugees, among others the issue of reception and hosting of migrants/refugees. To address this, a Ministry of Migration Policy was established in 2016, abolished in 2019 and re-established in 2020 called the Ministry of Migration and Asylum⁴. Among migrants/refugees thousands of children mainly from Syria, Afghanistan, Pakistan and Iraq were included. In 2016 approximately 21.000 children resided in temporary Accommodation Centres in urban areas, as well as in Reception and Identification Centres. Numbers of refugee and migrants children keep growing from 21.000 (December 2017) to 23.500 (June 2018), to 27.000 (December 2018) to 32.000 (June 2019)⁵.

1.2. Legal and Policy Framework of Migration

Since 1991, a number of Laws have been issued for migration, refugee and asylum seekers. The Laws listed below describe the framework, the initiatives, the principles and the goals undertaken by the state in relation to migration:

Law 1975/1991 entitled “*Entry, exit, residence, work, deportation of foreigners, refugee recognition procedure and other provisions*” (OGG, No 84A, 1991). Until then there was only law 4310/1929 which was insufficient as it concerned issues of Greek refugees originating from Asia Minor. The new law 1975/1991 determines the conditions for entry and residence of immigrants in Greece but also deportation for those who entered without legal procedures. According to this law, anyone who enters Greece illegally is liable to up to five years imprisonment.

⁴Ministry of Migration and Asylum (migration.gov.gr).

⁵ UNHCR, UNICEF & IOM, 2018a; 2018b; 2019



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Law 2910/2001 entitled “*Entry and residence of foreigners in the Greek Territory. Acquisition of citizenship by naturalization and other provisions*” (OGG, No 91A, 2001). Although the law of 1975/1991 (OGG, No 84A, 1991) was strict, the illegal influx of immigrants increased and the need arose to address the issue, recognizing that immigrants contribute to the economy and society. The new law transferred immigration policy from the Ministry of Public Order to the Ministry of Interior, Public Administration and Decentralization. At the same time the required time of residence for the immigrant and the right to family reunification was reduced from 15 to 2 years. Minor immigrants gained the right to compulsory education. Immigrants' access to the justice and social protection system was guaranteed. The law also regulated issues of naturalization.

Law 3386/2005 entitled “*Entry, residence and social integration of third country nationals in the Greek territory*” (OGG, No 212A, 2005), which is considered a basic legislation of the Greek immigration policy. The new law reduced bureaucracy by consolidating immigrants' work and residence permit into one document. Efforts were made to legalize illegal immigrants and to incorporate Community Directive 2003/86 “*On the family reunification of migrants*”. The Community Directive 2003/109 “*On the status of a long-term foreigner*” with a five-year residence permit in Greece and knowledge of the Greek language, culture and history was also incorporated. At the same time, criminal, financial and administrative sanctions were provided for those who provide work to illegal immigrants / third-country nationals.

Law 3386/2007 entitled “*Special regulations on immigration policy issues and other issues within the competence of the Ministry of Interior, Public Administration and Decentralization*”. This law facilitates immigrants in the acquisition of 20% of the stamps required to complete in order to renew their residence permit. Immigrant parents can also be legalized when their children attend primary or secondary education.

Law 3838/2010 concerns the conditions of acquiring Greek citizenship (OGG, No 49A, 2010). The Code of Greek citizenship which was based on the law of blood was amended. With the new law, the children of immigrants acquire Greek citizenship, upon their birth in Greece, provided that both parents have resided in Greece permanently and legally for 5 consecutive years. Furthermore, children of immigrants, who have attended at least 6 years of Greek schooling and lived permanently and legally in the country, are entitled to Greek citizenship. Foreigners who wish to naturalize as Greeks must have legally resided for seven consecutive years, have integrated into the economic and social life of the state, have a white criminal record, knowledge of Greek language, and be familiarized with the institutions of the state.



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Law 3907/2011 concerns Establishment of an Asylum Service and a First Reception Service (OGG, No 169A, 2011). The Asylum Service, in the context of its mission, is responsible in particular for:

- supporting the planning and formulation of the country's policy regarding the granting of asylum or other forms of international protection
- the receipt and examination of requests for international protection
- the supply of applicants with the legal and travel documents provided by the current legislation,
- processing of applications for family reunification of refugees,
- preparation of legislative texts and administrative acts in matters of its competence; and
- cooperation with government agencies, independent authorities and non-governmental organizations, institutions and bodies of the European Union and international organizations for the most effective fulfillment of its mission.

Law 4251/2014 concerns the code of Immigration and Social Integration (OGG, No 80A, 2014) and it is related to the entry permit for third-country nationals for humanitarian reasons. The Integration Program includes:

- learning the Greek language, history and culture,
- information campaigns for third-country nationals on health, social security and employment issues;
- raising public awareness against xenophobia, human trafficking and the smuggling of migrants;
- training and awareness-raising for public sector and local government workers on migration issues;

Law 4375/2016 concerns the organization and operation of the Asylum Service, Appeals Authority, Reception Service and Identification Establishment of a General Reception Secretariat and provisions on the work of beneficiaries of international protection and other provisions (OGG, No. 51A, 2016a).

Law 4540/2018 (OGG, No. 91A, 2018a) concerns the adaptation of Greek legislation to the provisions of the Directives of the European Parliament and the European Council on the



requirements for the reception of applicants for international protection, the conditions of entry and residence of third-country nationals and the modification about presumptions of asylum and amendment of Law 4251/2014 (OGG, No 80A, 2014).

Law 4554/2018 concerns unaccompanied minors (OGG, No 130A, 2018c). Every decision of any body of the committee is taken after evaluation of the best interest of the unaccompanied minor, after submission of a reasoned proposal to the Supervisory Board of the Committee of Unaccompanied Minors by the commissioner and after taking into account the opinion of the minor.

Law 4636/2019 among others concerns international protection issues (OGG, No 169A, 2019). According to the specific law:

1. The competent authorities shall inform the applicant of his obligation to submit all the information required to substantiate his/her application for international protection.
2. The assessment of the application for international protection shall be made on an individual basis and shall include among others: the relevant information relating to the country of origin including information on whether he is already or may be prosecuted or seriously injured and the applicant's personal situation and personal circumstances.

1.3. General Provisions for Reception and Identification Procedures

According to the **Article 39 / Law 4636/2019** (OGG, No 169A, 2019) the General Provisions for Reception and Identification Procedures are the following:

1. All third-country nationals and stateless persons who enter the country or reside in Greece without legal procedures and cannot prove their citizenship and identity with a public authority document are subject to identification procedures. These persons are taken directly to the Reception and Identification Center under the responsibility of the police or port authorities.
2. The reception and identification procedures are divided into five stages: (a) "Briefing", (b) "Inclusion", (c) "Registration and Medical Examination", (d) "Referral to the procedure for inclusion in an international protection regime", (e) "Further referral and transfer".
3. During the first stage of "Briefing", third country nationals or stateless persons are informed by the Information Team of the Reception and Identification Center in a



language they understand, in a simple and accessible way in accordance with paragraph 2 Article 43 about:

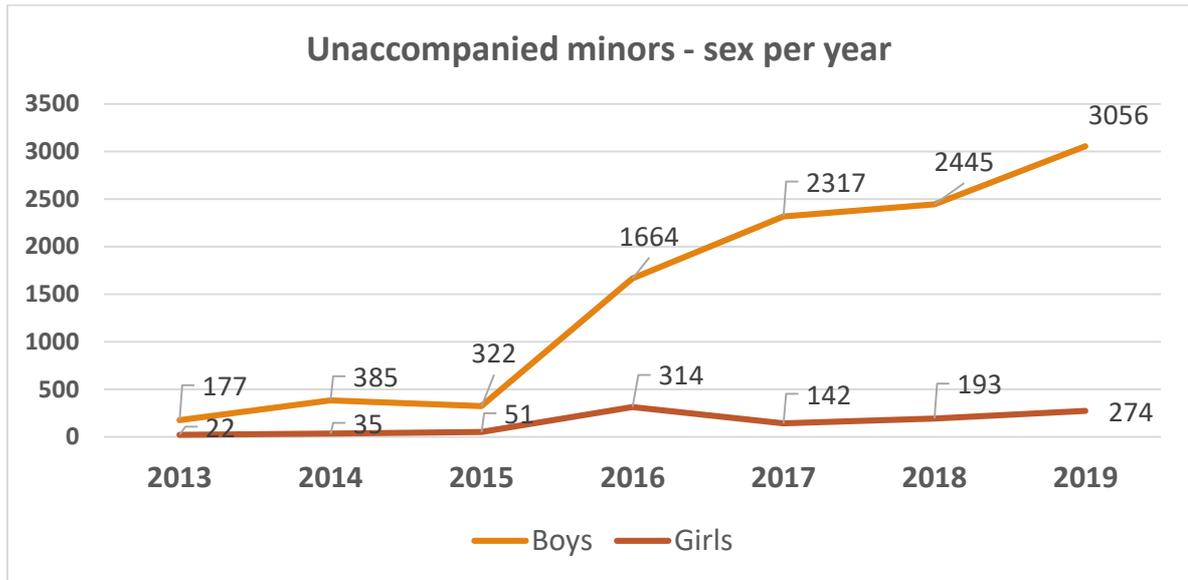
- their rights and obligations at the stage of reception and the consequences of non-compliance with those obligations under the specific provisions of paragraph 10 and Article 57;
- the likelihood of their transfer to other structures as specifically defined in paragraph 7, the reasons for the transfer and its consequences of non-compliance;
- their rights and obligations during the application for international protection and the consequences of non-compliance with those obligations;
- the possibility of joining a voluntary return scheme;
- the terms and conditions of the Centre's internal rules of procedure;
- the procedure for issuing an asylum seeker card.

1.4. Legislation for Unaccompanied minor immigrants

Under the provisions of **Law 4554/2018**, a foreigner or stateless person is a person under the age of 18 who arrives in the Greek territory without being accompanied by a person exercising his parental care, in accordance to the Greek law, or is placed under a committee (OGG, No 130A, 2018c).

The number of unaccompanied minors has increased in recent years. The following Table shows the evolution of unaccompanied boys and girls per year and a strong upward trend in the number of unaccompanied boys.





Source: Greek Asylum Service

The competent authority for the protection of unaccompanied minors is the General Directorate of Social Solidarity of the Ministry of Labor, Social Security and Social Solidarity. Bodies of the Committee of Unaccompanied Minors are the juvenile prosecutor or, where /when absent, the locally competent prosecutor of the Court of First Instance, the unaccompanied minor commissioner and the Supervisory Board of the Committee for Unaccompanied Minors referred to in Article 19.

In the case of unaccompanied minors, the referral bodies shall immediately inform the competent prosecutor, who acts as interim commissioner, and the National Center for Social Solidarity (EKKA). The prosecutor ensures the immediate assignment of the legal representation of the unaccompanied minor to an appropriate natural person, so that the latter can take the necessary actions, especially those provided in Article 44 of Law 4375/2016 (OGG, No. 51A, 2016a).

The Commissioner for Unaccompanied Minors shall in particular exercise the following responsibilities:

- a) Take care of the coverage of daily basic needs, ie the nutrition of the minor through institutions that provide meals on a daily basis, housing by submitting a request for accommodation in an accommodation structure for unaccompanied minors of EKKA and monitoring the relevant request.



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- b) Represent and assist the minor in all court and administrative proceedings, concerning asylum, family reunification, return and residence permit procedures. The commissioner of unaccompanied minors is also considered a representative of unaccompanied minors, according to the provisions of law 4375/2016 (OGG, No. 51A, 2016a).
- c) Assist the minor before the Health Units in the provision of health care.
- d) May submit an application for asylum or residence permit on behalf of the minor, taking into account his/her wish depending on his/her maturity. A minor over fifteen (15) years of age may submit an asylum application himself, in accordance with the provisions of articles 36 and 45 of Law 4375/2016 (OGG, No. 51A, 2016a).
- e) Exercise the provided legal remedies and aids against administrative or judicial decisions concerning the minor, as well as administrative appeals through an attorney.
- f) Take care of the protection of the minor during his residence in the country and during the process of his return to the country of origin, in accordance with the provisions of Law 3907/2011 (OGG, No 169A, 2011).
- g) Ensure the provision of free legal aid and interpretation to the minor.
- h) Ensure psychological support and medical care to the minor.
- i) Take care of the education of the minor. Indicatively, they take care of the enrollment of the minor in the formal or non-formal education, of the learning of Greek, of his/her mother tongue, of foreign languages, etc.
- j) Ensure the provision of appropriate reception and accommodation conditions.
- k) Take the necessary actions in order to entrust the actual care of the minor to a suitable family (foster family), in accordance with the applicable provisions.
- l) Ensure the respect, free expression and development of the political, philosophical and religious beliefs of the minor.
- m) Take care of finding the family of the minor and reuniting with it.
- n) Maintain regular communication with the minor, at least once a week, and ensure the development of a relationship of trust with the minor and understanding of his/her needs and goals.



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- o) Inform the minor in a simple and friendly language, which he/she understands, for the judicial and administrative procedures and for all the issues that concern him/her. The commissioner cooperates with the legal assistant of the unaccompanied minor. He/She also ensures the ability of the minor to participate in virtually all decisions that concern him/her.
- p) Ensure that the minor benefits from all social benefits.
- q) Respond immediately in urgent cases concerning the minor as soon as he/she is notified by any competent authority or third party or the minor himself.
- r) Treat the unaccompanied minor with affection and respect, without any discrimination due to race, color, national or ethnic origin, social origin and religious, political or other beliefs, disability, sexual orientation, gender identity or characteristics.



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2. FACILITIES AND STRUCTURES FOR MIGRANT AND REFUGEE STUDENTS WITHIN THE GREEK SCHOOL SYSTEM

2.1. Education Policy for Integration of Migrant / Refugee Students in the Greek school system

During the refugee crisis of 2016 a Scientific Committee of the Ministry of Education was established with the aim to address the education of a heterogeneous refugee student population. The Scientific Committee was assigned to propose a set of effective and realistic proposals on the issue (MoE, 2017). In less than ninety days, the educational situation provided within the refugee camps by NGOs was registered and specific measures were proposed related to administrative and educational processes of migrants/ refugees into the Greek educational system for the school year 2016-2017⁶.

The integration into the education system takes place up to three months since the date of the completion of the identification of the minor irrespective of their legal status (Law 4540/2018, OGG, No. 91A, 2018a). In practice however, this time period ranges from three months to six months. Furthermore, Article 2(3) under Law No. 1566, determines that attendance is compulsory in primary and secondary school, while anyone who has custody of a minor and fails to register or supervise his studies shall be punished (OGG, No. 167A, 1985).

The education of refugee children according to article 72 of Law 4547/2018 (OGG, No 102A, 2018b). "*is provided by the primary and secondary school units that are integrated in the standard educational system with the terms, conditions and the procedure of the current legislation*". More specifically, according to article 71 of Law 4547/2018 (OGG, No 102A, 2018b) the following are determined:

"The education provided for in this Chapter shall be provided to minors who fall into one of the following categories:

⁶ The National Report of the Greek Ministry of Education and Religious Affairs for the year 2016-2017 is available online here: <https://www.minedu.gov.gr/prosf-ekpaideusi-m/28722-16-06-17-ekthesi-apotimisis-tou-ergou-gia-tin-entaksi-ton-paidion-ton-prosfygon-stin-ekpaidefsi-kai-protasi-gia-to-neo-etos>.



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- (a) child of a refugee: a child of third-country nationals or stateless persons, in whose conditions are met for Article 1A of the Geneva Convention (Law 3989/1959, A' 201);
- (b) child of a citizen without passport: a child of third-country nationals who demonstrate objective impossibility of obtaining a passport or travel document due to special circumstances prevailing in their country of origin or permanent residence
- (c) child of a beneficiary of international protection: child of foreigners or stateless persons who have been granted refugee status or beneficiary of subsidiary protection by the competent Greek authority
- (d) child of a beneficiary of subsidiary protection: child of foreigners or stateless persons who do not meet the conditions to be recognized as refugees, but there are basic reasons under which it appears that any return to their country of origin or permanent, endangers health and their physical integrity
- (e) a minor separated from her/his family or a separated minor: a minor who arrives in Greece without being accompanied by a person exercising parental responsibility, in accordance with Greek law or without being accompanied by another person to whom it has been assigned, in accordance with law, but is accompanied by an adult relative who takes care of her/him in practice
- (f) unaccompanied minor: a minor who arrives in Greece without being accompanied by a person exercising, in accordance with Greek law, parental care or custody or without being accompanied by an adult relative who is in practice caring for and as long as the performance of these duties has not been assigned to another person in accordance with the law. This definition also includes the minor who ceases to be accompanied after entering Greece,
- (g) a minor at risk of persecution: any minor outside her/his country of origin or of her/his last residence, due to a justified fear that he or she will be persecuted because of race, religion or nationality or because of her/his status as a member of a particular social group and -in addition- it is impossible for her/him to secure protection from her/his country or because of this fear s/he does not wish to be placed under that protection”.

In this light, the Greek state must provide education to refugees in the context of the public school in the 11-year compulsory education (Nipiagogeio – Dimotiko Scholeio - Gymnasio) and optionally in the 3-year education (Lykeio).

2.2. Requirements for Enrolment of Migrant / Refugee Students



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Third-country nationals or stateless persons, while staying in the country, have access to the state education system under conditions similar to those applicable to Greek citizens and with enrollment facilitation in case of difficulties in submitting the required documents. Under-age citizens of third countries can, by exception of falling under the article 51 of Law 4636/2019 (OGG, No 169A, 2019), be registered with incomplete documents. Access to the education system is provided as long as any expulsion measures pending against them or their parents are not under way. The right to attend secondary education is not revoked because of reaching adulthood age.

An Electronic Application for Enrolment for Underage Citizens of Third Countries who fall under paragraph 8 of Article 21 of Law 4251/2014 (OGG, No 80A, 2014) and who wish to enroll in Lower, Upper-Secondary Schools and VET schools (Gymnasia, Genika Lykeia, Epaggelmatika Lykeia) can be submitted, if:

- a. They are protected by the Greek State as beneficiaries of international protection or under the protection of the United Nations High Commissioner for Refugees.
- b. They come from areas where there is a debilitating situation.
- c. They have applied for asylum.
- d. They are third-country nationals residing in Greece, even if their legal residence status is not regulated.

For the above-mentioned cases, according to the ministerial decision No. 208/03-02-2020 (OGG, No 208B, 2020), the Director of the School can submit an Online Application for Enrollment, provided that the parent/guardian of the minor student submits to the Director of the school an official statement in which s/he:

- aa. authorizes the Director of the School to submit the Online Application Form for registration - Declaration of Preference,
- bb. declares his/her preference in the type of school or department or specialty where he/she wishes to enroll,
- cc. declares his/her inability to submit the Electronic Application for Registration - Declaration of Preference,
- dd. declares that they will submit: 1) the triptych of the application for asylum (asylum card) and 2) a residence certificate signed by the Hospitality Center Manager.



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Regarding registration of applicants, who are under international protection request status, to afternoon classes (R.F.R.E) as well as morning mainstream classes, the following supporting documents are requested:

- 1) Application Form for International Protection of the Asylum Service or other official document, which ensures the identity of the students,
- 2) Individual Student Health Card (ADHD)
- 3) International vaccination or precautionary certificate necessary to ensure public health.
- 4) Any documents proving the pupil's attendance in the country of origin (facultative)
- 5) Residence certificate signed by the NGO Representative responsible for housing
- 6) For unaccompanied minors: the child's legally assigned guardian must come to the school
- 7) For children with disabilities and special educational needs, they should submit the official findings by KESY (Educational and Counseling Support Centers) or a Public Medical Education Center or other public service.



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2.3. Structures for Refugee Education

2.3.1 Reception School Facilities for Refugee Education (D.Y.E.P.)

The Ministry of Education decided that school year 2016-2017 would be a ‘pre-integration’ year for the children residing in the refugee camps, in order to ensure their smooth transition into school regularity (IEP, 2016). Additionally, the Ministry of Education introduced the education policies for the integration of refugee children, valid until today, that is: the development of pre-primary education programs within the camps; the establishment of Reception School Facilities for Refugee Education (DYEP) for refugee children residing in the camps; and the inclusion of refugee children in the mainstream schools, with the support of Reception Classes, for the refugee children who live in urban areas (IEP, 2016; MoE, 2017).

With the Joint Ministerial Decisions: No 3049/2016 and as replaced by no. 3502/2016 “Establishment, organization, operation, coordination and training program of the Reception School Facilities for Refugee Education (DYEP), criteria and staffing process of the said structures”, Reception School Facilities for the Education of Refugees (DYEP) are established, since the school year 2016-17. The Reception School Facilities for Refugee Education (RFRE/DYEP) are, in particular, preparatory classes for refugee children residing in refugee reception camps. The education of refugee children aged 4-5 years is provided within the accommodation facilities, during morning hours, because it is difficult for them to be separated from their parents. Regarding the education of children aged 6-12 years and 13-15 years, D.Y.E.P. operate in the school units (Dimotika Scholeia and Gymnasia respectively), at noon and after the mainstream school’s schedule in an afternoon shift. (OGG, No. 3502B, 2016c).

The primary goal of the DYEP is the transition of these children from life in the camps to school regularity and then their inclusion in Reception Classes. The reason for establishing DYEP, as the ministerial decree states, was: the formation of a flexible scheme of institutional and didactic intervention, so that the children of third-country nationals residing in refugee accommodation centers or outside them can be supported educationally, through learning Greek as a second / foreign language and the organization of programs, educational interventions and cultural activities (OGG, No. 3049B, 2016c). Under article 72 of the law No. 4547, DYEP are defined as an alternative option, considering the particular characteristics of the refugee population, such as mobility, arrival time and duration of residence in the camp, as well as refugee student population



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size. In addition, the mission of the DYEP is to implement specialized training programs for a limited period of time (OGG, No. 102A, 2018b). The Regional Directors of Education suggest the establishment of DYEP in their area of responsibility, according to article 72 of Law 4547/2018 (OGG, No 102A, 2018b), as replaced by article 66 of Law 4559/2018 (OGG, No 142A, 2018d) and article 74 of Law 4547/2018 (OGG, No 102A, 2018b), taking into account the special characteristics of the refugee population (mobility, time of arrival, length of stay in the accommodation facility, size of student population).

With the Joint Ministerial Decision No 2985/B'/2017b (OGG) "Organization, operation, coordination and training program of the Reception School Facilities for Refugee Education (D.Y.E.P.), criteria and staffing process of the said structures" is defined in article 1 par. 3 that: "the necessary number for which a department of DYEP is created is set at 10 students with an upper limit of 20 students. Deviation from the aforementioned number of students is approved by a decision of the Regional Director for Primary and Secondary Education, following a proposal by the Refugee Education Coordinator (REC)". According to the provisions of article 4 of the aforementioned Joint Ministerial Decision on the distribution of time per subject, the Timetable for Primary and Secondary Education is as follows:

CURRICULUM TIMETABLE			
PRIMARY EDUCATION		SECONDARY EDUCATION	
Subject / Course	Hours per week	Subject / Course	Hours per week
Greek	6	Greek Language	6
English	4	English	4
Mathematics	3	Mathematics	4
Physical Education	3	Physical Education	2
ICT	2	ICT	2
Arts Education (Visual Arts, Music, Drama)	2	Culture and Activities	2



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According to article 82 par. 2 and 4 of Law 4547/2018 (OGG, No 102A, 2018b), it is "the competent Educational Coordinators who have the pedagogical responsibility of the school units - in which D.Y.E.P. operate - in collaboration with I.E.P. and the Refugee Education Coordinators (RECs) according to the area of responsibility. They:

- a) are responsible for the scientific and pedagogical guidance of teachers, organizing training seminars, which must be attended by all working teachers,
- b) write down and codify the problems encountered, submit proposals and prepare reports to the competent services of the Ministry of Foreign Affairs and I.E.P.

In September 2016, following a hot migratory summer with the vertical increase of mixed flows to Greece mainly from the islands of the Eastern Aegean, the Reception School Facilities for Refugee Education has been established under the recommendation of the Coordination and Monitoring Department for Refugee Education/Ministry of Education. DYEP are formed for the first time under the Joint Ministerial Decision No. 920650 / Σ.6329 (Government Gazette 3049 / B ' / 23-9-2016), which was amended by the JMD No. 180647 / ΓΔ4 (Government Gazette 3502 / B' / 31- 10-2016); the establishment, organization, operation, coordination and education framework of DYEP, as well as the criteria and the recruitment process are defined.

Article 21 of the JMC (23/9/2016) recognizes "the need to establish School Facilities for Refugee Education (DYEP) and the formation of a flexible scheme of institutional and didactic intervention for children of third country nationals residing in or outside refugee centres in order to be educationally supported, through the learning of Greek as a second / foreign language and the organization of programs, educational interventions and cultural activities". DYEP refers to all children of third country nationals, of compulsory education (4-15 years), residing in centres or in accommodation structures of the Greek state or the UN High Commissioner.

Their operation takes place within the school units of Regional Directorates of Education²⁷, where refugee centers are located, during noon hours from 14:00 to 18:00. In each school unit there is an independent DYEP; the number of classes depends on the number of students. The minimum number of students per class is 10 and the maximum is 20. The children are enrolled in the school units in which the DYEP operates. The criteria of students' enrolment depend on: a) the reasonable distance from the Refugee Accommodation Centers and b) the availability of suitable classrooms.



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It is also foreseen that the Teacher in charge of DYEP, who is a permanent teacher (in exceptional case a substitute teacher), a Greek language teacher as a specialty for secondary education, is full –time employed in DYEP and -in addition to teaching duties- is in charge of co-teaching (συν-εκπαίδευση) (within the compulsory time-schedule) with the class teacher in groups of students, in order to meet their educational needs, in collaboration with the School Counselor of pedagogical responsibility. All DYEP teachers, apart from those in charge of operation, may teach in neighboring DYEP till the completion of their teaching hours.

2.3.2 Reception Classes (R.Cs) / Educational Priority Zones (Z.E.P.)

Reception Classes is a basic educational institution that started in the 80's and still exists with a different institutional framework depending on current needs. More specifically, the Reception Classes were established and the attendance in them mainly concerned the Roma people, foreigners, repatriated students, etc. (OGG, No. 1105B, 1980).

The Reception Classes or Educational Priority Zones (ZEP) were reformed in 1996 (OGG, No. 124A, 1996, article 35). Law 3879/2010 (OGG, No 163A, 2010) article 26 par. 1a and 1b introduces the institution of Educational Priority Zones. "... Objective of Z.E.P. is the equal integration of all students in the education system through the operation of supportive actions to improve learning performance, such as the operation of reception classes, [...]".

According to the Ministerial Decision on the subject: "Educational Priority Zone Regulations (ZEP) - Establishment of ZEP Reception Classes in Primary School Units" (OGG, No. 1403B, 2017a) and as amended by the Ministerial Decision in force (OGG, No. 3900B, 2018f), ZEP Reception Classes are established in school units of Primary School Units.

According to the Ministerial Decision "Educational Priority Zone Regulations (ZEP) - Establishment of ZEP Reception Classes in Secondary School Units" (OGG, No. 3727B, 2017c) ZEP Reception Classes are established in Secondary school units. As institutionalized by the aforementioned Ministerial Decisions: *"The RCs are distinguished in two types: RC I ZEP and RC II ZEP. In RC I ZEP students with little or no knowledge of the Greek language enroll and study. There is an intensive program for learning the Greek language. The students who study at RC I ZEP also attend classes in their mainstream classroom. In RC II ZEP students with moderate knowledge of the Greek language attend*



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regular classes and are supported in its further learning either outside the classroom with additional hours, or inside it with parallel support " .

Reception Classes (RCs) were established in the morning programs of Primary and Secondary schools (lower and upper secondary schools) in areas with a large concentration of immigrant/refugee population. These classes support the immigrant/refugee children who attend courses together with Greek students providing them with extra tuition of the Greek language (15h/week). Reception classes provide effective and participatory education to repatriated immigrant and foreign students. After the assessment of student's needs the curriculum is tailored to serve their integration into the Greek educational system.

Students attend the Reception Class I for one school year when an intensive program of learning Greek as a second language is implemented while students attend courses in a mainstream class. Students in primary school who study in RC I ZEP attend some courses in their regular class, such as: Physical Education, Visual Arts, Music Education, Foreign Language or another course, according to a decision of the school teachers' board in collaboration with the relevant Educational Coordinator. Attendance lasts one academic year with the possibility of extension of one (1) additional year.

As far as Reception Class II is concerned, student's attendance is determined to two school years and in some cases three school years. In Reception Class II language learning support is provided to students in the mainstream school classroom by the teacher who is responsible for teaching Greek as second language (OGG, No. 1789B, 1999). In 2016, the Ministry of Education determined the aim and the role of the ZEP reception classes as the participatory - active and effective education of students who do not have the required knowledge of the Greek language such as Roma, foreigners, repatriated immigrants, refugees, vulnerable social groups' students (OGG, No. 2687B, 2016b). Students who have completed their studies at RC II ZEP, cannot return to ZEP Reception Classes. In RC II ZEP attendance lasts up to two (2) teaching years and in exceptional cases up to three (3) years, according to a decision of the school teachers' board, in collaboration with the relevant Educational Coordinator.

In primary education the minimum number of students for the establishment of a RC I or II is 9. In secondary education the minimum number of students is 7 and the maximum in the class 17. In each Reception Class I or II ZEP (if it is teaching outside the regular classroom), students who are enrolled in different classes of the same grade may participate. The main purpose of Reception Class I ZEP or Reception Class II ZEP is the



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gradual and full integration of non-speaking students in the *mainstream school* classes. The Institute of Educational Policy (IEP) has undertaken the design of curricula and the selection of educational material⁷.

The Reception Classes is a continuum of an educational policy starting in 1980s. They are established by law 1404/1983 according to which (article 45) "in public schools of primary and secondary education reception classes and tutoring classes can be established by decisions of the Minister of National Education and Religion for reasons of smooth educational integration of returning students, children of Greek immigrants or children of repatriated Greeks ". This educational policy was implemented mainly in the 1990s, during the period of the great migration flow to Greece from countries mainly from Eastern Europe, and "finally operated within the framework of an assimilation and segregation educational policy (Markou, 1994), oriented to the concept of balance regarding language deficit and cultural awareness..."

During the last decade, the intercultural orientation of the Reception Classes is more visible through the legislative framework of the Reception Classes and the Educational Priority Zones, as they focus on "equal inclusion", is defined as the need to "support students in secondary schools, to enhance Greek learning, and to create a supportive framework for combating school dropout and integration of students without discrimination in the educational system" (Instructions 169735 / ΓΔ4 / 10-10-2017 / ΥΠΠΕΘ).

For the school year 2018-2019 the intercultural orientation is focused on "students from vulnerable social groups, as well as students with cultural and religious backgrounds". This group includes Roma, Foreigners, Returnees, Refugees, Vulnerable Social Groups, etc. It aims to improve learning outcomes, mainly in literacy and numeracy, but also in complementary subjects. The ultimate goal is for students to be able to cope with the curriculum of the respective school level of education and to "complete their studies without drop-out". The program is based on intercultural education, with emphasis on language teaching (15 hours per week), as well as other subjects. Thus, a flexible scheme of institutional and didactic intervention is proposed; before its implementation, students' educational needs- analysis assessment through a test of Greek proficiency is foreseen.

⁷ Available at: <http://iep.edu.gr/el/component/k2/content/50-ekpaidefsi-prosfygon>



The school chooses the type of educational support that is considered most effective for their enrollment.

2.3.3 Reception Classes Curriculum

According to Ministerial Decision 169735 / ΓΔ4 / 10-10-2017, the Curriculum of Reception Classes refers to two Cycles that are included in the school timetable.

- Students with little or no knowledge of the Greek language are enrolled in Reception classes. It is an intensive 15-hour Greek language learning program. The students who study at Reception classes also attend subjects in their regular class, such as: Mathematics, Physical education, Music, Informatics, Foreign Language or another subject, according to a decision of the Teachers' Association, in collaboration with the relevant School Counselor.

Studying at the Reception classes lasts one academic year with the possibility of extension of one (1) additional year.

- Students with medium knowledge of the Greek language which may cause issues in attending the regular subjects. There is educational support in the Greek language either in the regular class with parallel teaching (second teacher in the classroom) or outside the regular class.

Thus, the Reception Classes lasts up to two (2) academic years and -in exceptional cases- up to three (3) years, according to a decision of the Teachers' Association, in collaboration with the relevant School Counselor. Students who have completed their studies at the Reception classes cannot return to Reception Classes later on. The smallest number of students participating in Reception classes is 7 and the largest number is 17. In each Reception Class students who are enrolled in different classes of the same grade can attend. It is also possible to achieve a faster integration of students in the regular class, following a decision of the teachers of the Reception class and the regular class, in collaboration with the relevant School Counselor, in case the student can attend all subjects effectively.

The Reception classes are staffed exclusively by teachers of the Greek language, substitute teachers mainly, who supplement their teaching hours working in Reception classes. No specific qualifications are required for their recruitment (postgraduate in the teaching of Modern Greek as a Second or Foreign language).

For 2018-2019, the curriculum is limited to the operation of Reception classes I and no Reception Classes II is foreseen. Also, in article 6 of 169735 / ΓΔ4 / 10-10-2017Υ.Α. (B'3727) it is stated that, in case there are students from neighboring schools who are in



need of Reception classes, then they can be transferred to the school with Reception class, with the consent of their parents or guardians, school principals and relevant school counselors under the decision of the Director of Secondary Education.

2.3.4 Intercultural Education schools

Our public education system includes intercultural education schools for the children of migrant and refugees of school age, which started to operate with Law 2413/96 (Government Gazette 124 / TA ' / 17-6-1996). Specifically, Article 34 provides for the establishment and operation of intercultural schools for the education of students "with educational, social, cultural or educational specificities". It also states that: "in the schools of Intercultural Education, the curricula of the respective public schools are applied, which are adapted to the special educational, social, cultural or educational needs of their students".

Under Article 22, Law 4415/2016, the schools of Intercultural Education are transformed to operate as Experimental Schools of Intercultural Education. "These schools seek cooperation with Greek universities through implementing research and innovative programmes on a pilot basis related to intercultural education and the treatment of educational and social exclusion due to racial and cultural origin, with the aim to further apply these programmes to the rest of the schools". In the Regional Directorate of Attica we have the following Intercultural Education schools:

Primary Education - Primary Schools (3): Primary School of Intercultural Education / Alsoupolis Athens, Primary School of Intercultural Education / P. Faliro Athens, 87th Primary School of Intercultural Education / Athens.

Secondary education - Gymnasiums and Lyceums (4): 2nd High School of Intercultural Education of Acharnes, Attica, 2nd High School of Intercultural Education of Athens, 2nd High School of Intercultural Education of Athens, 2nd General High School of Athens.

The majority of students currently enrolled are foreign refugees or migrants, war victims, unaccompanied minors, who live in institutions, hosting structures and camps. Due to the growing refugee and immigration stream, intercultural schools welcome students throughout the school year, resulting in continuous variations on the educational level of students and the creation of multiple levels of language learning. Indicatively, the 2nd High



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School of Intercultural Education of Elliniko has enrolled 130 students from 30 different countries who speak 25 different languages.

In this context, for the newcomers, there are also independent classes (Reception Classes) in addition to the already existing general education classes. More specifically: The Reception Classes operate in parallel to the curriculum of the intercultural school for the teaching and learning of Greek as a second / foreign language and they are divided into levels of language learning. Pupils, for the rest of the curricular subjects, go back to their main classes, where teachers usually apply differentiated teaching, which promotes learning opportunities of all students, regardless of their cognitive abilities. For the students' performance assessment there are specific instructions either for exemption or for oral examination depending on the level of Greek language learning and the specific curricular subject.

In conclusion, intercultural education schools are considered an alternative school structure for children speaking languages other than Greek with respect for their specificities. They are actually equal to the respective primary and secondary education schools in Greece.

2.3.5 Refugee Education Coordinators (R.E.Cs)

Within the framework of Reception School Facilities for Refugee Education (DYEP), the institution of the Refugee Education Coordinators (REC) has been established by Greek legislation (OGG, No. 3049B, 2016c, Article 7, OGG, No 4547, 2018b, Article 7 and OGG, No 4559, 2018d, Article 66). The institution of the Refugee Education Coordinators is considered an innovation as they are entitled to create links between refugee populations and school structures and thus to facilitate refugee children's enrollment in schools.

Refugee Education Coordinators (RECs) are permanent teachers of the Ministry of Education, who hold a PhD or an MA degree or hold a certified training in intercultural education, in the human rights field, or the teaching of Greek as a second/foreign language. They may also have working experience in intercultural schools, reception classes, Greek language courses abroad or voluntary participation in educational activities for refugees (OGG, No. 102A, 2018b, Article 78). In any case, the majority are highly-motivated individuals with experience or/and studies in refugee and immigrant issues.

RECs are accountable to the Regional Directors of Primary and Secondary Education, as well as to the independent Coordination and Monitoring Department for Refugee



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Education / Ministry of Education (OGG, no. 102A, 2018b). (OGG, No. 102A, 2018b). Being placed at the Refugee Accommodation Centers (RACs) or at city host structures, RECs do daily field work equally focusing on: a. integration of refugee and immigrants' children accommodated in camps but also in flats, hotels, hostels or shelters in the city centre, and b. inclusion of refugee and immigrants' children in the regular primary and secondary education classes. They are also called to:

- Collaborate with representatives of other Ministries, and International organizations existing in the host structures (OGG, No. 3502B, 2016d).
- Collaborate with the Institute of Educational Policy, the Directors of Primary/Secondary Education, the Supervisors of the Scientific - Pedagogical Guidance Departments and the School Principals (OGG, No. 102A, 2018b).
- Provide feedback on the operation of the Reception School Facilities to the Ministry of Education (OGG, No. 3502B, 2016d).



Refugee Accommodation Centres (RACs) in Greece

The role of the 62 Refugee Education Coordinators is multifaceted and rather demanding. In 2018, under law No. 4547, tasks and responsibilities are specified in: a. consultancy - education level and b. administrative-social level (OGG, No. 102A, 2018b).

Consultancy-Education role



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- organize information actions about the significance of education in social inclusion;
- coordinate - monitor educational courses within the refugee camps provided by Greek and/or International NGOs;
- record data of educational activities (quantitative and qualitative data) (OGG, No. 102A, 2018b, Article 77, paragraph 4a).

Administrative–Social role

- Register and update identification lists of refugee children enrolled in the Reception School Facilities (DYEP) and formally inform school Heads so that they are enrolled at school;
- Supervise and coordinate transportation of refugee students in groups to and from the refugee camps, as well as to and from the Reception School Facilities; International Organization for Migration (IOM) provides the relevant transportation means (buses and bus escorts);
- Document administrative and other issues of the Reception School Facilities (DYEP);
- Coordinate the necessary actions for the establishment of Reception School Facilities in the refugee camps, in collaboration with the Regional Principals of Education, the school Principals, the Independent Coordination and Monitoring Department for Refugee Education/Ministry of Education, representatives of other Ministries and NGOs;
- Update -every 15 days- the website of the Institute of Educational Policy, regarding RECs e-data;
- Be mediators for parents and guardians in issues related to students' school enrollment, in collaboration with the Independent Coordination and Monitoring Department for Refugee Education /Ministry of Education and the Reception School Facilities' teachers (OGG, No. 102A, 2018b, Article 77, paragraph 4b).

The Scientific Committee of the Ministry of Education highlights the significant contribution of RECs to the inclusion process and the problem – solving (MoE, 2017). Aroni (2018) emphasizes RECs' role serving as “educators, counselors, in-service trainers, social workers, psychologists, friends and parents”.

Collaboration with Teachers and School Heads, Parents and Medical Services:

- RECs provide scientific and pedagogical guidance to teachers by organizing in-service seminars in collaboration with cooperation with Education Coordinators and inform



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the latter on issues encountered (OGG, No. 4299, 2018e, OGG, No. 102A, 2018b, Article 82).

- RECs motivate school heads on the number of refugee children in schools and act as mediators between the refugee families, the school and the local community to avoid potential reactions, conflicts or fears.
- RECs mediate between refugee parents and medical services, in or outside the refugee camps, regarding children's vaccination and other medical requirements for school enrollment.
- RECs cooperate with translators provided by NGOs as well as the social services for reasons of communication with parents.

Monitoring refugee students' school attendance

Last but not least, RECs role is evident in monitoring refugee children regular school attendance –especially in cases of school dropouts- in collaboration with school principals, teachers and social services. Since these populations are susceptible to marginalization and exclusion, RECs contribute to parents' awareness of the school attendance.

2.3.6 Refugee Accommodation Centers / Hosting Structures in Attica region

The following Ministries are active in each center: the Ministry of Immigration and Asylum, which was established on January 15, 2020 (former Ministry of Migration Policy), the Ministry of Health and the Ministry of Education. There are also NGOs, international organizations, transnational organizations and Municipal Welfare Services for the provision of support material. Refugee Education Coordinators appointed by the Ministry of Education to the Refugee Accommodation Centers (RAC)/ Hosting Structures (HS) act as the link between the refugee population and the school structures. Applicants for international protection come mainly from Syria, Afghanistan, Iraq, Somalia, Iran, Pakistan and Cameroon. The languages mainly used are Farsi, Dari, Urdu, Sorani, Arabic, Turkish English. There is also a growing number of people from the Democratic Republic of the Congo with French and Ligala languages.

The student population of the RAC / HS attend primary and secondary schools. The children aged 4-5 years, according to the current legislation, attend kindergartens within the RAC/ Hosting Structure. Elementary school students study in DYEP (afternoon classes in schools in the area) or in Reception Classes and in regular classes (in the morning zone in schools in the urban area). Secondary Education students do not study in DYEP, but in Reception Classes and in regular classes.



Students are transported to and from schools daily by the IOM (International Organization for Migration) or the Region (Local Government) after the completion of a consent form by the parents. When it is not possible to run a school bus either from the IOM or from the Region, the school children travel by public transport. In this case, the Refugee Education Coordinators (RECs) support the parents by providing maps and information on the optimal daily route, so that they can take their children to and from school themselves. From the school year 2020-2021, the transportation itineraries of the students will not be carried out by the IOM, but by the Region.

The relationship of the Refugee Education Coordinators with the parents of the students is very good and there is daily cooperation and counseling interventions regarding every issue related to the educational process. In the same context, cooperation between the RECs and NGOs, government services, the Municipality and other bodies active in the Center has been established.

1) Skaramanga Hosting Center

The Center started its operation in Mars 2016. It is housed in Pier 4 of Skaramaga Shipyards. Administratively and property the pier belongs to the Municipality of Chaidari, while the management of the area is exercised by the Navy. Site Management Support (SMS) is provided by the Danish Refugee Council (DRC) and includes installation, maintenance and repair of houses, registration and management of the population, provision of psychosocial services (through the Swiss organization Terre Des Hommes - TDH), provision of Non-Standard Education and legal services. The National Public Health Organization (EODY) team that operates in the Center helps to vaccinate unvaccinated children. Since June 2020, the Center has been managed by a Director appointed by the Ministry of Immigration and Asylum.

In August 2020 the registered population amounts to 2,600 people and the student population of the Center includes: Kindergarten: 50 children, Elementary: 317, High School: 118. Kindergarten and Primary school children have not been to school, as during a large part of their life are on the move. Older children have been to schools for 3 to 5 years in their home countries.

2) Open Hosting Structure of Schistos

The Open Accommodation Structure of Schistos (area of the Municipality of Perama), was put into operation on February 22, 2016 after the conversion of the former camp "Ioannis Stefanakis" into a structure for hosting refugees and immigrants. In its initial operation there was co-management by authorized officers of the Greek army and the Reception



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and Identification Service of the Ministry of Immigration Policy, while since 2017 the Structure is managed exclusively by the Ministry of Foreign Affairs.

The RECs mainly cooperate with the NGO Danish Refugee Council as well as with teachers of the Community Service Program for the creation of an auxiliary educational program. In addition, they cooperate with "ARSIS", for education issues of the unaccompanied minors. There is also a stable cooperation with E.O.D.Y. and the "Medecins du Monde".

Today, the Center accommodates 1259 people, of which 884 are asylum seekers, while 375 people have been granted political asylum and permanent residence permits. The total number of children, primary and secondary education is 319 students. The majority of them have already attended Greek school for at least a year.

3) Temporary Reception Structure of Applicants for International Protection of Eleonas

The Eleona Structure (Temporary Reception Structure for Applicants for International Protection) is located at 87 Agiou Polykarpou Street in Eleonas, very close to the homonymous metro station, in an uninhabited area. The structure is subject to the Ministry of Immigration and Asylum.

In the structure of Eleonas, the NGO responsible for non-formal education activities is ELIX, with which the Refugee Education Coordinators have had a very good cooperation for the last 4 years, so that the content of non-formal education goes in parallel with the syllabus of non-formal education to benefit of the students. At the same time, the RECs cooperate with the Reception and Identification Service that has the management of the structure, with the branch of the International Organization for Migration that has undertaken the operational support of the administration of the structure, with the NGO responsible for child protection SOLIDARITY NOW, EODY and psychologists and social workers of the Social Welfare Service of the the Municipality of Athens.

At present, the total number of refugees in the Structure, who are mainly applicants for international protection, is approximately 2500 people. The total number of students during the school year 2019-2020 reached 402 (297 in Primary Education and 105 in Secondary).

4) Organized Hosting Structures in Eastern Attica

a) Refugee Family Accommodation Structure of Peania.



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The hosting structure of Solidarity Now in Peania houses 29 families consisting of 135 people, of which 59 are minors between 4-17 years old. Children of Primary education: 37, those of Secondary: 22 students.

b) Refugee Family Accommodation Structure at Marathon Beach Hotel in Nea Makri.

The total number of people currently staying with their families at the Marathon Beach Hotel, under the supervision of the IOM (FILOXENIA Program), is 567 of whom 197 are children aged 4-17 are 197. Children of Primary education: 142 – Children of Secondary: 55 students

c) Accommodation Structure for Unaccompanied Minor Refugees at Marathon Beach Hotel in Nea Makri.

The accommodation structure of unaccompanied male students aged 15-17 on the premises of the Marathon Beach Hotel, under the supervision of IOM (PEDIA Program) accommodates 38 students.

5) Hosting Structure of Malakasa

It is housed in the former Gerakini camp. In addition to the National Organization of Public Health (EODY) and the Reception and Identification Service of the Ministry of Immigration and Asylum, there many NGOs taking action such as the International Organization for Migration (IOM) which is responsible for transporting, Solidarity Now the NGO Connect by music for the learning of musical instruments.

The total population is approaching 2000 people with weekly fluctuations. The total number of students in Secondary Education exceeds 250 persons and for Primary Education 450. Children aged over 12 years have previous educational experience either in Greece or in the country of origin or in the country through which they passed and stayed 1-2 years.

6) Open Refugee Hosting Structure in Lavrio

It is housed in the camp facilities of the Ministry of Rural Development. It is under the administration of the Ministry of Immigration and Asylum. The following NGOs are taking action in the Structure: The French NGO Terre des Hommes (TDH) for child protection; The Catholic Relief Services (CRS) of the High Commission that provides family assistance; The Home Spot that has the movements; Metadrasi that provides translators; IOM which has the technical support of the Structure; EASO which is a state body dealing with asylum issues and EODY.



The Structure is currently hosting 264 registered refugees. Of these, 53 have asylum and 202 have applied for asylum. The children who attend Primary education are 49 and 17 attend Secondary education. The children in their vast majority have been to school in their home countries and in Greece.

7) Temporary Reception Structure for International Protection Applicants of Elefsina

The Temporary Reception Structure of Elefsina is housed in a building at the Elefsina Shipyards, in a non-residential area. It hosts international protection applicants, mainly from Syria. It is managed by the Reception and Identification Service of the Ministry of Immigration and Asylum. The structure has a capacity of about 200 people and all guests stay in rooms in the main building. Most of them are families.

In the year 2019-20 the total number of students in Primary and Secondary Schools was 67, of which 44 in Primary and 23 in Secondary. The children who are hosted have completed one or two years of study in public schools with Reception Classes. Prior to enrolling in schools in the area, some of them had limited education in the country of origin, possibly interrupted by traumatic events in the countries of origin and the experience of emigration.

2.4 Education Structures for Migrant and Refugee students at a glance and Transportation to schools

2.4.1 Educational Structures at a glance

As mentioned before, it should be noted that the Greek legislation does not provide for specific separation for refugees according to the period of arrival; migrant and refugee students can enroll in classes according to the level of Greek language as well as to their age level. The education structures for the school year 2019-2020 are summarized as follows:

Reception Classes

- Level I

Reception Classes' curriculum includes two circles of lessons as part of school's timetable. Pupils with little or zero knowledge of Greek language can enroll Reception Classes I where they attend an intensive Greek language learning and certain subjects in their "regular" class, such as: Physical Education, Art, Musical Education, Foreign Language (or another



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relevant subject, according to Teacher's Board in cooperation with the School Counselor). The duration of attendance is one school year or more.

- Level II

Reception Classes level II can be attended by pupils with medium level of Greek language, who still face difficulties in attending subjects in the regular classroom. Classes level II provide additional support in the Greek language learning or any other subject, either within the classroom (with an extra teacher) or outside the classroom. Duration of attendance is up to three years. The re-integration of students in the regular class co-decided by the Teacher Association and the school counselor is possible, in case the student is able to attend all subjects with no difficulty.

Reception Structures for Refugee Education (D.Y.E.P.)

- Kindergarten education (4-7 years old - Preschool Education)

Refugee children aged 4 – 5 years old who live in reception centers attend nursery classes within the limits of every center, in order to stay close to their parents. Children who are staying outside an accommodation structure are enrolled in kindergartens with the procedures provided for all children attending kindergarten school. The timetable of kindergartens is from 8.20 until 13.00 and follows the regular timetable and curriculum of the regular Greek nursery schools. At the same time, NGOs and international organizations may provide education and creative activities for the children.

- Education of students 7-15 years old – Mandatory Education

Reception facilities for children aged 6 – 15 can either exist within the limits of the reception center (morning classes) or as school units' departments (afternoon classes). The timetable is from 8.30 to 12.30 for morning classes and from 14.00 to 18.00 for afternoon classes (4 teaching hours). Subject taught are: Greek language, English, Mathematics, Physical Education, Computers and Arts (primary schools) and Greek language, English, Mathematics, Physical Education, Informatics and Civics (for high schools). All refugee children living in flats or shelters in cities are integrated in the regular classes of primary and high schools in their neighborhoods.

- Education of students aged 15 or over (Non- Mandatory Secondary Education)



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For students aged 15 years old and above intensive Greek language courses are provided combined with English, sports and arts, as well as VET programs. After learning the Greek language they can enroll either in General Lyceums or Vocational Lyceums.

2.4.2 Transportation to schools

NGOs provide accommodation to migrants, refugees and asylum seekers through specialized housing programs. They also collaborate with the Regional Education Coordinators and the school heads for transportation issues. Since October 2016, the transportation of migrant and refugee children from accommodation sites to schools has been part of several EU-funded programmes. The International Organisation for Migration (IOM)⁸, the UN Migration, with the funding from the European Commission, has been supporting the Greek Government to protect and assist refugees and migrants in Greece, according to international standards. The objective of the DG HOME funded project “Immediate Response to the Refugee – Migrant Crisis, October 2019– January 2020” has been to ensure that migrant and refugee children in need are immediately placed in a protective environment and receive tailored services. Specifically targeted are: a. unaccompanied minor children currently placed under insecure conditions that are in need of emergency accommodation and protection; b. school-age children that run the risk to be excluded from formal education.

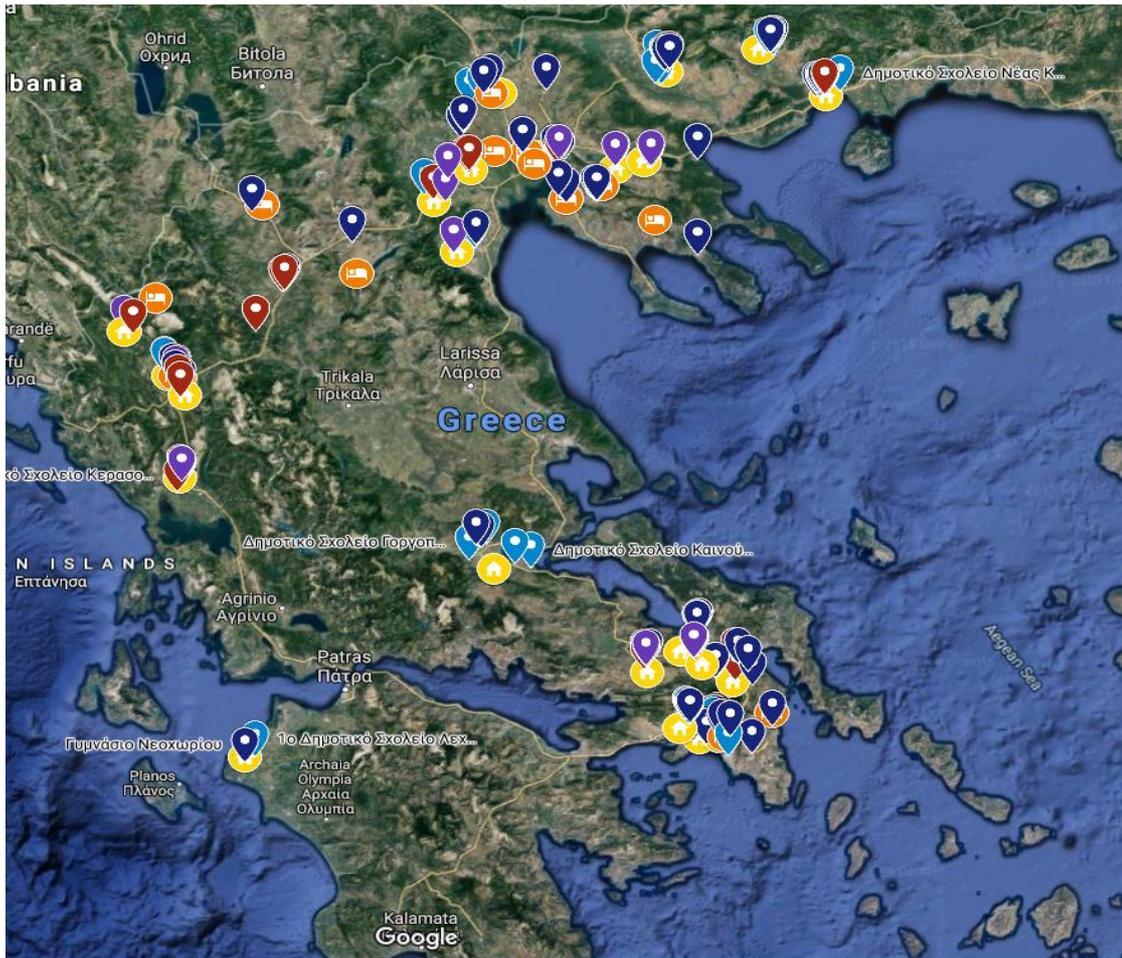
The International Organisation for Migration (IOM):

- Has provided Transportation from accommodation sites to primary and secondary public schools

⁸ International Organisation for Migration <https://www.iom.int/countries/greece/general-information>



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Up to January 2020, 3,115 students are been transported from 24 accommodation centers and 8 hotels across mainland Greece to 248 morning (ZEP) and afternoon (DYEP) classes in Greek schools: 108 primary schools and 140 junior high schools (gymnasiums) & high schools (lyceums and Vocational Schools). In order to ensure their safety and security, all children are escorted by 154 IOM specially appointed staff (bus escorts) by 132 buses. Individual Beneficiaries – students have been:

School year 2016/2017: 3,240

School year 2017/2018: 2,770

School year 2018/2019: 4,600

School year 2019/January 2020: 3,115

- Has distributed 9,227 primary school kits, 1,050 high school kits and 1,769 kindergarten kits, containing the necessary school material.



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2016/2017: primary & kindergarten school kits, in accommodation centers.

2017/2018: primary & kindergarten school kits in accommodation centers and urban areas.

2018/2019: primary, secondary & kindergarten kits in accommodation centers and UMCs Hotels.

- Has organized Extracurricular (Educational/Recreational) activities in coordination with the Ministry of Education, the Ministry of Migration Policy and schools which include: sports events, arts competitions, visits to museums and theaters, scientific workshops, etc. In particular, 120 activities were organized during 2017/2018 and 126 activities were organized during 2018/2019.



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3. GOOD PRACTICE INITIATIVES

3.1. SCHOOL CURRICULUM FOR REFUGEE EDUCATION

Two recent curricula have been used for the education of Migrant and Refugee Students. Their basic characteristic is that they both are “flexible”. They can be used either as supplementary material or as a curriculum by themselves. They both focus on the communicative aspect of language for socialization purposes and, at the same time, it is up to the teacher to define the pace of teaching according to the students’ level of knowledge. Teachers may be based on the standard school text books but “teach” them in a differentiated way. In other words, it is up to the teacher to decide what to teach and how from a variety of books, lesson plans and activities available in the platforms, which are analysed below.

3.1.1. The “Open Curriculum for Greek language teaching in the Reception Classes” / Education Priority Zones of Primary Education.

Under the Act 41/10-10-2017 of the Institute of Education Policy, the Ministry of Education has issued the *“Open Curriculum for the teaching of Greek language in the Reception Classes /Education Priority Zones of Primary Education for Refugee Children”*⁹. The *Open Curriculum for the teaching of Greek language* takes into account the levels of Greek language (A1: Basic Knowledge, A2: Elementary Knowledge for children) of the Greek Language Center, as well as the characteristics of the specific student population (zero or minimum knowledge of the Greek language, non-systematic attendance and / or long absence from school, limited to minimum experience in using alphabetic writing). The general purpose of studying in Reception Classes I is to teach Modern Greek as a second language so that students can understand and produce spoken and written language to a degree that allows them to gradually integrate into the regular classroom.

Especially for refugee children, who may not have previously enrolled in Reception Classes for Refugee Children or in schools in the country of origin, attending Reception Classes is directly related to their familiarity with the rules of school life and school work. For these reasons, the proposed topics aim to guide the teacher selecting the language elements

⁹ Open Curriculum for Greek language teaching in the Reception Classes, available at: <http://www.iep.edu.gr/diapolitismiki/>



that will be taught so the latter are combined with the special educational needs of students (i.e. adaptation to school life, acquaintance with Greek and European culture).

However, the degree of deepening, the range of syntactic structures, the degree to which the teacher will integrate elements from other cognitive subjects and the pace of teaching are features that the teacher is required to identify, within the process of "knowing" her/his students; s/he shapes teaching through a combination of the school textbooks and the material from the platform.

The curriculum is flexible and it is advisable to emphasize the communicative dimension of the language through authentic communication situations - not through traditional teaching. Instead, emerging grammatical phenomena through communication is advisable (i.e. when teaching the topic "Market" is taught and / or consolidated the use of singular and plural is taught and, through the exchange of personal information, personal pronouns are also consolidated).

3.1.2. The “Refugee Education Curriculum”

A second initiative is the “Refugee Education Curriculum”¹⁰, as developed by the Institute of Education Policy¹¹. The material, suitable for Refugee Accommodation Centres and Reception Classes, is presented in the form of learning objects, each one consisting of: A short description that the user can access, the level of Greek language learning, the age level of students and the expected learning outcomes. A didactic scenario is presented in detail, including the lesson plan with reference to Worksheets, Assessment, teacher and student actions, as well as modifications according to the level of the students. Worksheets are presented independently so that they can be easily uploaded and used by the teacher¹². The Curricula includes sets of didactic scenario for Primary and Secondary Education in the subjects of Greek Language, Mathematics, English, ICT, Physical Education and Arts, Guidelines for Teachers, reading books and supportive material.

For the optimal support of students during the attendance of in regular classes, cooperation between the Reception Class teacher with the teachers of the respective regular classes it is necessary, so that to include linguistic elements of the individual subjects in her/ his teaching. The Teachers’ Association is to cooperate systematically with

¹⁰ Refugee Education Curriculum, available at:

<http://www.iep.edu.gr/index.php/el/component/k2/content/5-ekpaidefsi-prosfygon>

¹¹ <http://www.iep.edu.gr/refugees/>



the teacher of the Reception Class in order to monitor her/his progress and particularly the level of Greek language learning, as well as her/his ability to adapt so that s/he can gradually integrate in the regular class.

3.2. IN-SERVICE TEACHER TRAINING FOR REFUGEE EDUCATION

A significant in –Service Teacher course is described below. This training course is optional and can be attended by any stakeholder/teacher/other school personnel who deals with Refugee education with a focus on Secondary school teachers teaching in Reception classes or Reception Facilities. The Course provides differentiated teaching for Greek as a second language as well as techniques to cope with classroom management issues in multicultural and multilingual classes.

3.2.1. The “teach4integration” in-Service Teacher Training Course

The National and Kapodistrian University of Athens, the Aristotle University of Thessaloniki, the University of Thessaly, the University of Ioannina and the University of Crete in collaboration with the UNICEF office in Greece has organised a series of free in-service training programs for teachers involved in the education of refugee children under the “teach4integration” in-Service Teacher Training Course¹³ . The aim is to strengthen teachers' skills, not only in language teaching but also of other subjects, in order to respond more effectively to the challenges in the field of refugee education and to develop educational practices that promote integration and empower which can lead to school success. This in-service teacher training programme:

- Is addressed to teachers (with a focus on Secondary School teachers, still including other levels too) who have refugee students in their classes or teach in Reception Classes or Reception Facilities.
- Is oriented to the immediate needs of the classroom teachers.

The participant teachers are expected to:

- have an overview of refugee education and migrant education policies

¹³ “teach4integration” teacher training course, available at: <https://www.teach4integration.gr>



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- be able to effectively manage multilingual, multicultural and diverse learning environments
- be able to cope with classroom management issues and psychomotor challenges that arise in the field of refugee student education
- be able to integrate refugee students into regular classes, in the subject they teach, in an effective way, through differentiating their teaching
- be familiar with the methodology and educational techniques for teaching Greek as a second language
- be able to assess the language level, the educational needs and expectations of students, in order to design more effective teaching strategies
- be able to design interesting and participatory teaching modules that contribute to the parallel development of all language skills (comprehension and production of oral and written speech)
- be familiar with the educational material available and be able to design educational material and activities tailored to the needs of their students
- to develop intercultural competences related to children as rights holders

In general, the goal is the linguistic and psycho-pedagogical management of multilingual and multicultural classes through the familiarization of teachers in techniques of teaching Greek as a second language and ways of dealing with psycho-social challenges arising from such a complex educational process.

3.3 INITIATIVES WITHIN THE STRUCTURES

The Greek educational policy has had prior experience related to integration of migrant students¹⁴. The contemporary flows of migrants and refugees, though, are different than before (reasons include, among others, violent country backgrounds, different educational systems, interrupted schooling, forced migration, refugee families' prospect of relocation, uncertain accommodation potential). Original measures established by Greek policymakers have focused on additional facilities and relevant professionals

¹⁴ In 1983, the institution of Reception Classes and Tutoring classes for the smooth integration of expatriated children was established.



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around school and near the state school structure; in some cases NGOs have been active in providing refugees with activities on days and times that do not coincide with the timetable of the Reception School Facilities (RFRE) and Reception Classes (R.C.s). Gradually, the Inclusive model for Refugees focuses on schooling within regular morning classes with an emphasis on social inclusion through Reception Classes and certain efforts regarding parents' /community involvement.

The Good practices briefly described below are translated into: a. initiatives undertaken on a school level and b. initiatives for social inclusion level. Some of them have a clear educational focus and concern either focus on pre-integration, instruction on the Greek language, familiarity with other curricular subjects, or promotion of bilingualism or multilingualism through supporting the languages migrants arrive with. Other initiatives have a clear social integration approach and head toward appreciation of the "other". In any case, each single good practice has so far contributed to the issue in a positive and constructive way. The good practices are summarized below:

- **Supportive Pre-Integration stage**

Aim: Smooth integration of infants/very young refugees in Refugee Accommodation Centers

Description: Creative activities for preschool children (paintings, constructions, music, theatrical plays), in collaboration with teachers and psychologists of the Community Service Programme. They take place outside the RACs.

- **Pre-primary schools / Kindergartens located at Accommodation Centers**

Aim: Closeness of young kids to parents residing in Accommodation Centres

Description: Kindergarten were established within the Accommodation Centres as a means to "open" the door to education under a safety environment close to parents. Pre-primary schools within the accommodation centers make it easier for parents, especially mothers to participate in the activities of their children and even having the role of mediator. This is quite important for the psychosocial and educational development of young children, as direct cooperation between parents and teachers creates a climate of mutual trust, enhances the sense of security and greatly accelerates the young children learning pace.

- **Refugee Education Coordinators (RECs)**

Aim: Use of Mediators and Facilitators between refugee families and the school



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Description: The significance of the RECs role as facilitator is evident in the interaction between the refugee students, the refugee camps and the school educational authorities. They also played a key role in raising the awareness of refugee parents about the need for education, as well as in enrolling refugee children in school and monitoring students' attendance.

- **Reception Classes/ R.Cs**

Aim: Social integration and Social Cohesion

Description: An adequate number of Reception Classes have been established within Primary and Secondary Schools in areas with a large concentration of refugee population. The institution of RCs is considered a successful initiative towards refugee integration. The integration policy in Greece is purely inclusive and promotes education for all students in the mainstream class; this implies participation in the typical morning school classes with a combination of Reception classes' attendance for integration reasons. The last two years the number of afternoon classes (RFRE/ DYEP) in Reception Facilities has significantly decreased.

- **Reception Facilities for Refugee Education**

Aim: Corresponding to immediate educational needs

Description: Originally an innovation and a necessity, it has slowly been substituted by Reception Classes, in the framework of the Inclusive model of Refugee Education. It has been an initiative for refugees' welcoming and first inclusion with the aim to immediately correspond to educational needs.

- **Outdoor-based Activities with Students**

Aim: Differentiated "teaching" for adaptation purposes

Description: These activities go alongside a variety of 'catching up' activities that are designed to help migrants get involved in school work and the mainstream context without the language barriers and without falling behind. They involve Educational visits or excursions to parks, museums, archaeological sites, sites of environmental interest but also educational workshops, games and experiential activities held within museums and libraries. Socializing and adapting to the local environment can happen spontaneously.

- **Indoor and Outdoor Activities with Parents**



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Aim: Setting the grounds for Multicultural Co-existence and consolidation of a relationship of trust

Description: The activities include regular informative meetings with parents so to get informed about their children's progress, and communicate; mutual exchange of information; participation of teachers in RAC events (i.e. celebrations with students' families); participation in courses (i.e. Greek language, foreign languages) held for parents or activities outside the RACs with the students' families (visits to museums, archaeological sites etc).

- **Joint Activities within the Morning Class Zones**

Aim: To appreciate interaction in which identity is realized within unity

Description: Getting familiar with culture and traditions through activities at RACs. Cooperation with music schools with the aim to enjoy and appreciate music and arts as well as to attract refugee and migrant students in music groups or student contests.

- **Refugee "Teachers"- Supportive personnel**

Aim: Peer mentoring with students or refugee adults

Description: Refugees with language skills (mother tongue, Greek and/or English language) are trained and participate as auxiliary personnel in the teaching procedure within school contexts. In addition to reducing English as a Second Language, the approach helps all students become aware of interculturalism and migrant improve both their basic and transversal skills.

- **Interpreters of Mother tongue/migrant languages**

Aim: Preservation of Cultural Identity

Description: The refugee integration programme works on language through instruction in the new language. In the case of Interpreters, it works as promotion of bilingualism or multilingualism by supporting the languages migrants use. This body of interpreters functions as cultural mediators to facilitate communication and social integration procedures for the refugees.

- **Language Courses for Parents and Students (in other EU languages)**

Aim: Learn another EU language for the option of Relocation to another country



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Description: Supportive educational courses for students in Reception Facilities and their parents (learning Greek, foreign languages, teaching countries of origin languages) with the cooperation of the NGOs and approved by the Ministry of Education or teachers of the Community Service Programme. The possibility of relocation is highly related to this initiative. In any case, multilingualism is seen to enhance intercultural skills and employment prospects in any place and country.



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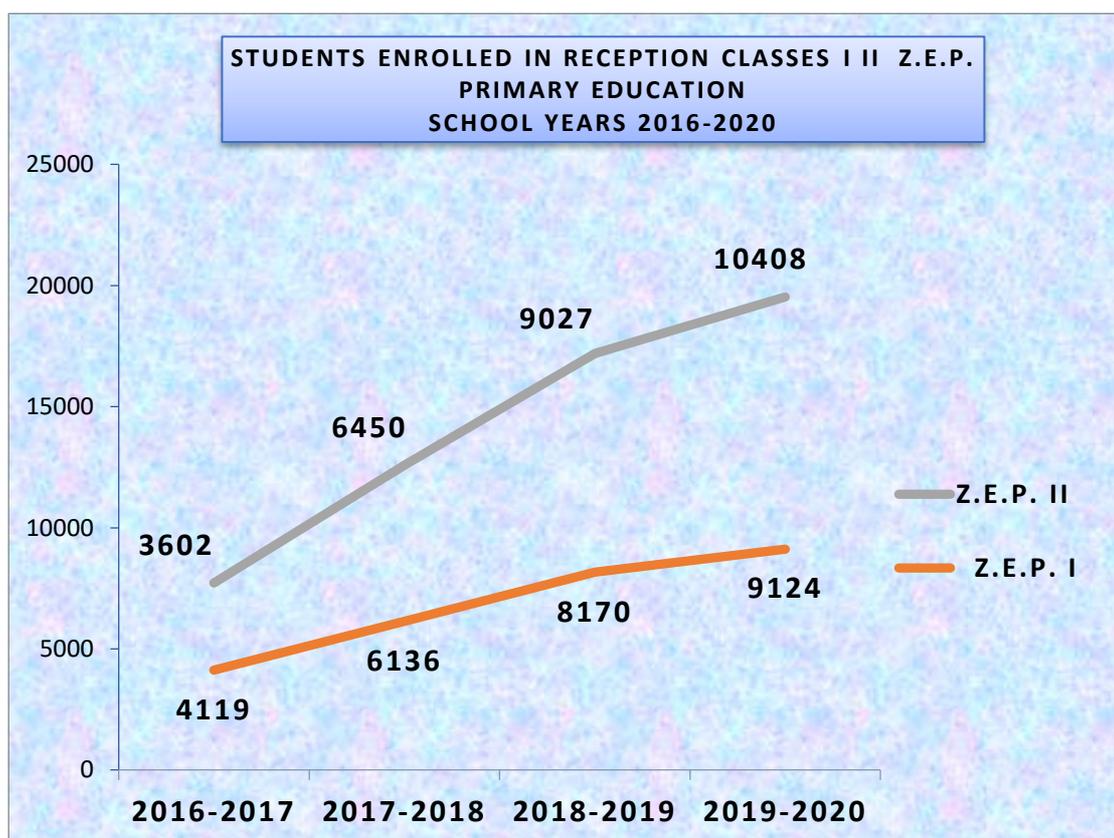


4. Facts and Figures about the Refugee / Migrant Population in the Hellenic school system

PRIMARY EDUCATION

Reception Classes I & II Z.E.P. in Primary education (School Years 2016-2020)

Table 1: Students enrolled in Z.E.P. Reception Classes I & II in Primary Education



Source: myschool

Z.E.P. : Educational Priority Zones (ΖΕΠ)

In the above Table, the time evolution of the number of students enrolled in the Reception Classes I & II Z.E.P. in Primary Education for the school period 2016-2020. There is an increasing tendency of students enrolled in both types of Z.E.P. Reception Classes. There is a balance in terms of the number of students enrolled in both types of Reception Classes (Z.E.P. I and Z.E.P. 2).



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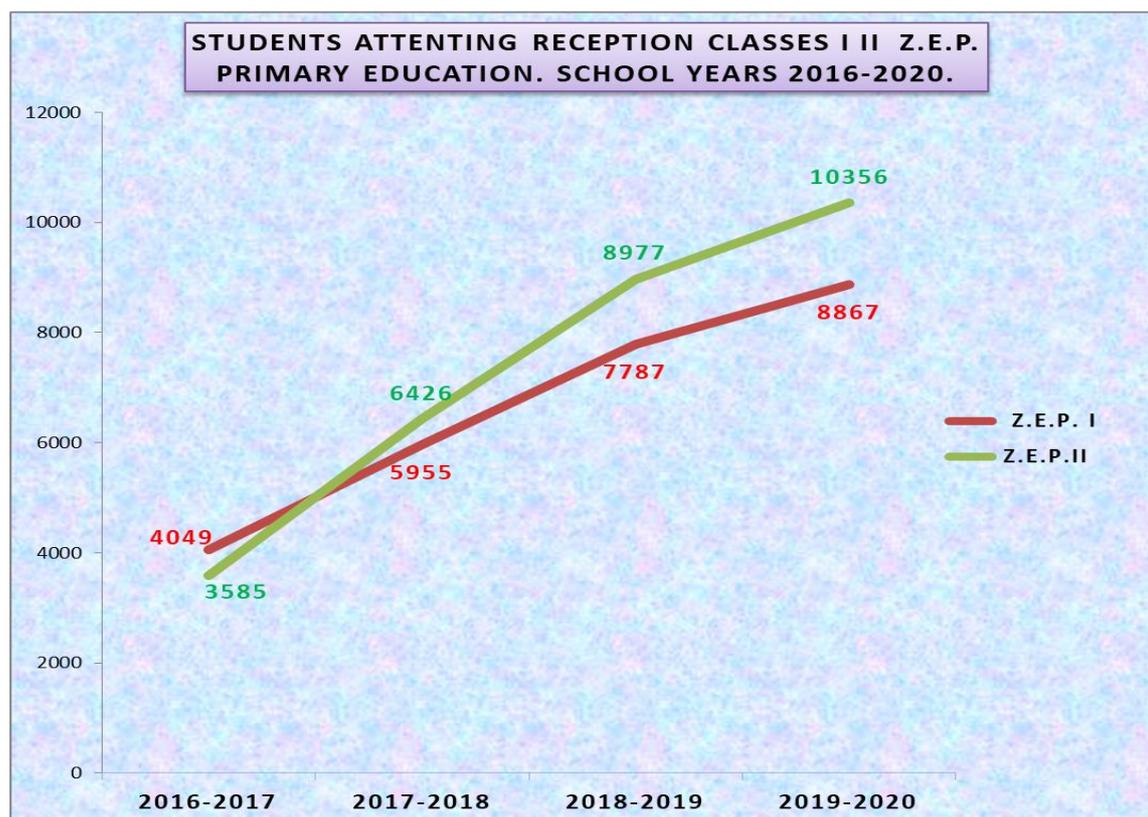
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NOTE: The minimum number of students in Primary education per class Z.E.P. I and II is nine (9) students. Usually, for pedagogical purposes, students are divided into groups of 2-3 students. Thus, no Table for the number of Reception classes has been provided because the actual number of Reception Classes is not precise.

Table 2: Students attending Z.E.P. Reception Classes I & II in Primary Education

Z.E.P. : Educational Priority Zones (ΖΕΠ)



Source: myschool

Table 2 presents the time evolution of the number of students actually attending Z.E.P. Reception Classes I & II in Primary Education for the school period 2016-2020 around Greece. There is an increasing tendency of students enrolled in both types of Z.E.P. Reception Classes over the years. During the last two years, the following numbers of students have been attending: 2018-2019: 16.764 students; 2019-2020: 19.223 students. Students' performance in classes Z.E.P. I has been exceptional. In most cases, there has been a smooth transition to Z.E.P. II.



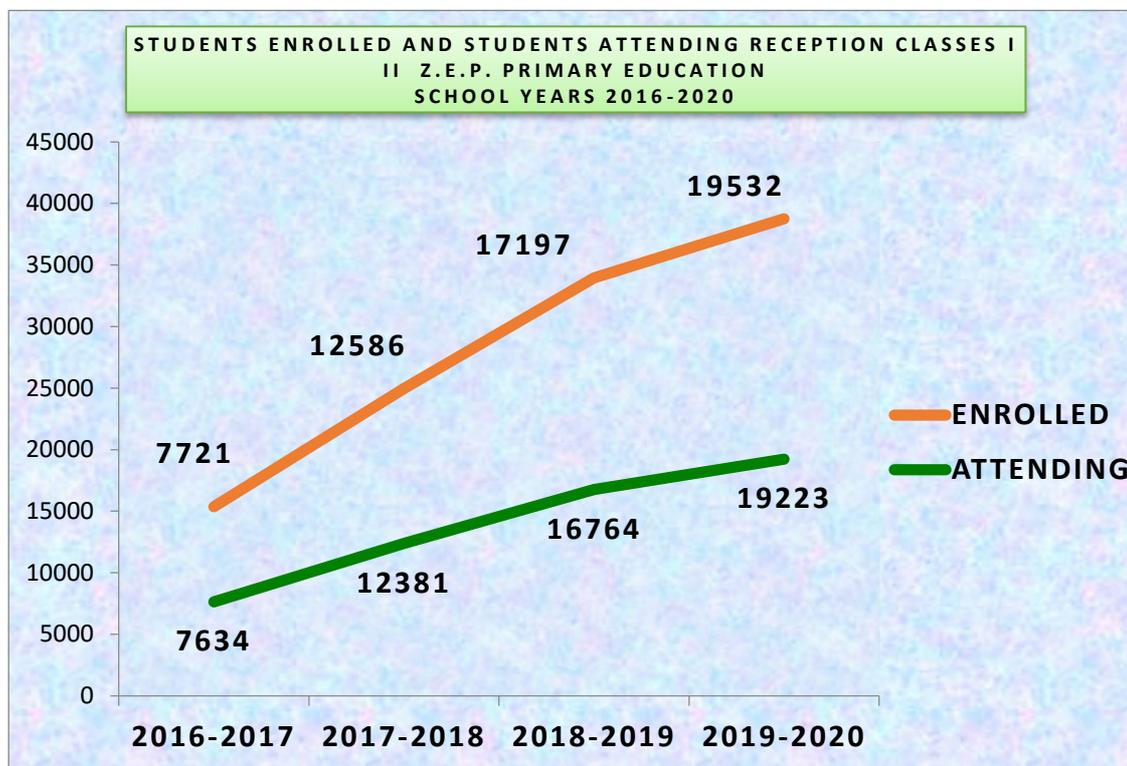
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Table 3: Students enrolled and students attending Z.E.P. Reception Classes I & II in Primary Education



Source: myschool

Table 3 shows that there is no significant difference between the students enrolled and the students actually attending Reception Classes. The number of students not actually attending is due to a variety of reasons mentioned in the relevant sections of the present Report. School dropout is limited. For 2016-2017: 1%; for 2017-2018: 2%; for 2018-2019: 2,5%; for 2019-2020: 1,6%. Inclusion of students in primary education is smooth; reinforcement of students' identity is visible. The total number of students enrolled and students attending is as following: 2016-2017: 7721 enrolled and 7634 attending; 2017-2018: 12586 enrolled and 12381 attending; 2018-2019: 17197 enrolled and 16764 attending; 2019-2020: 19532 enrolled and 19223 attending.



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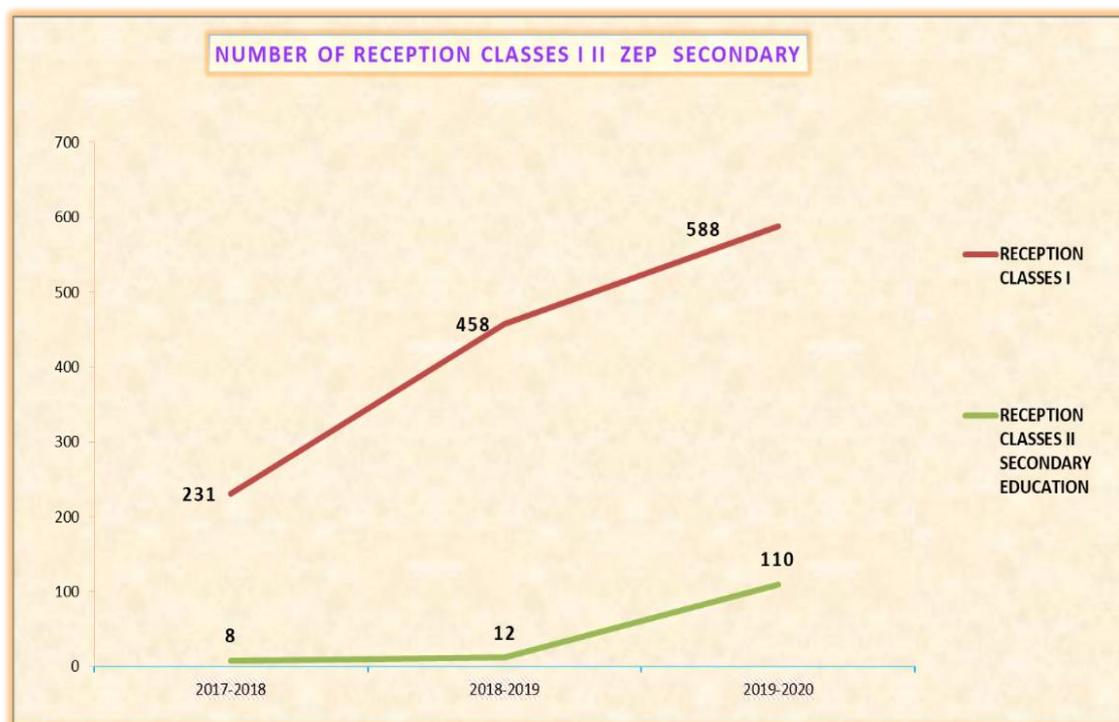


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🇬🇷 Reception Classes I & II Z.E.P. in Secondary education (2017-2020)

Table 4: Number of Z.E.P. Reception Classes I and II Secondary Education (2017-2020)



Source: myschool

Note: Number of Reception Classes I = Reception Classes I Lower Secondary Schools + Reception Classes I Upper Secondary Schools + Reception Classes I VET Schools

The number of Z.E.P. I Reception Classes is higher than Z.E.P. II. The Greek language teacher has a 15 hour teaching Greek in Reception classes of 9-17 students. Issues are related to inability of students to attend curricular subjects due to language barriers which affect students' educational performance and promotion to the following classes.



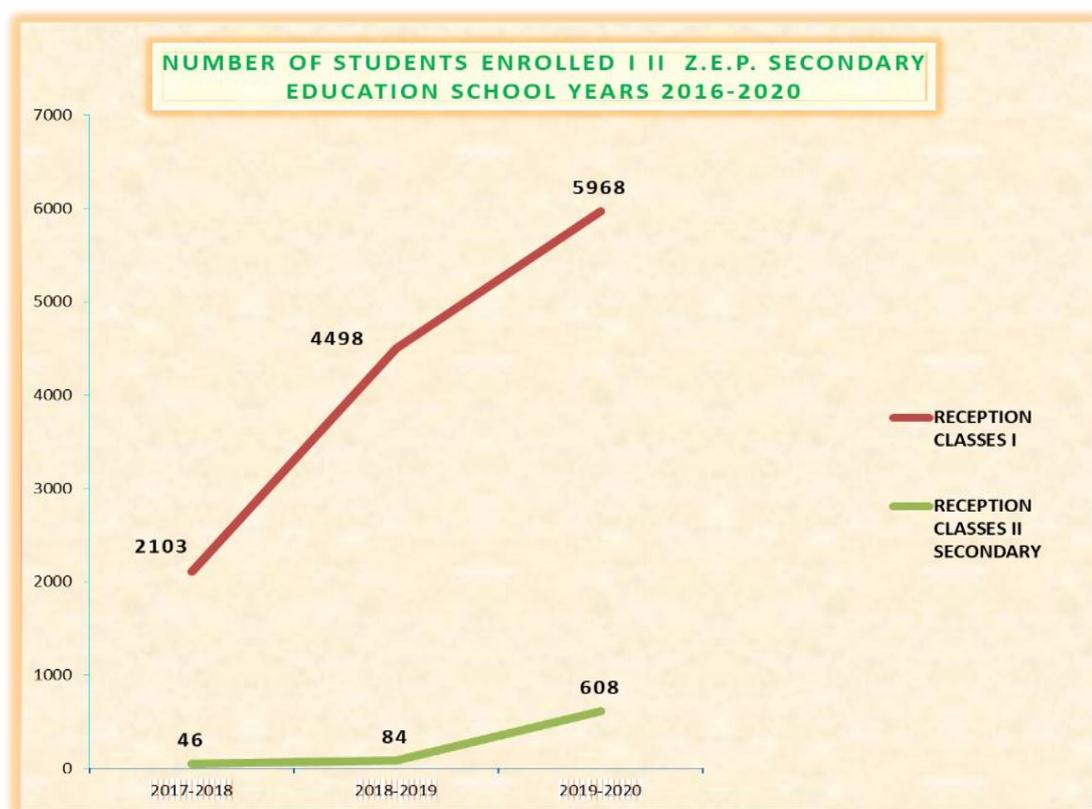
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Table 5: Number of Students enrolled in Reception Classes Z.E.P. I & II Secondary Education (2017-2020)



Source: myschool

Note: Number of students enrolled in Reception Classes I = Students in R.C. I Lower Secondary Schools + students in R.C. I Upper Secondary Schools +students in R.C. I VET Schools



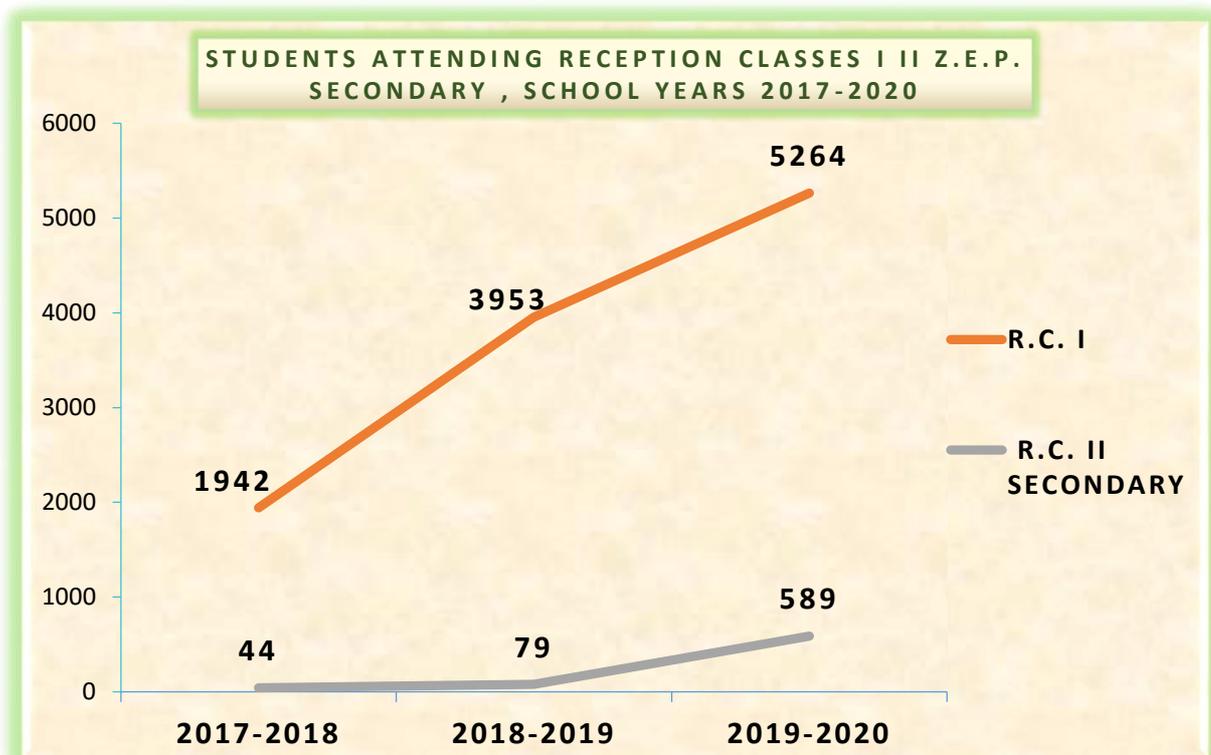
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Table 6: Number of Students attending Reception Classes Z.E.P. I & II Secondary Education (2017-2020)



Source: myschool

Note: Number of students attending Reception Classes I = Students in R.C. I Lower Secondary Schools + students in R.C. I Upper Secondary Schools + students in R.C. I VET Schools



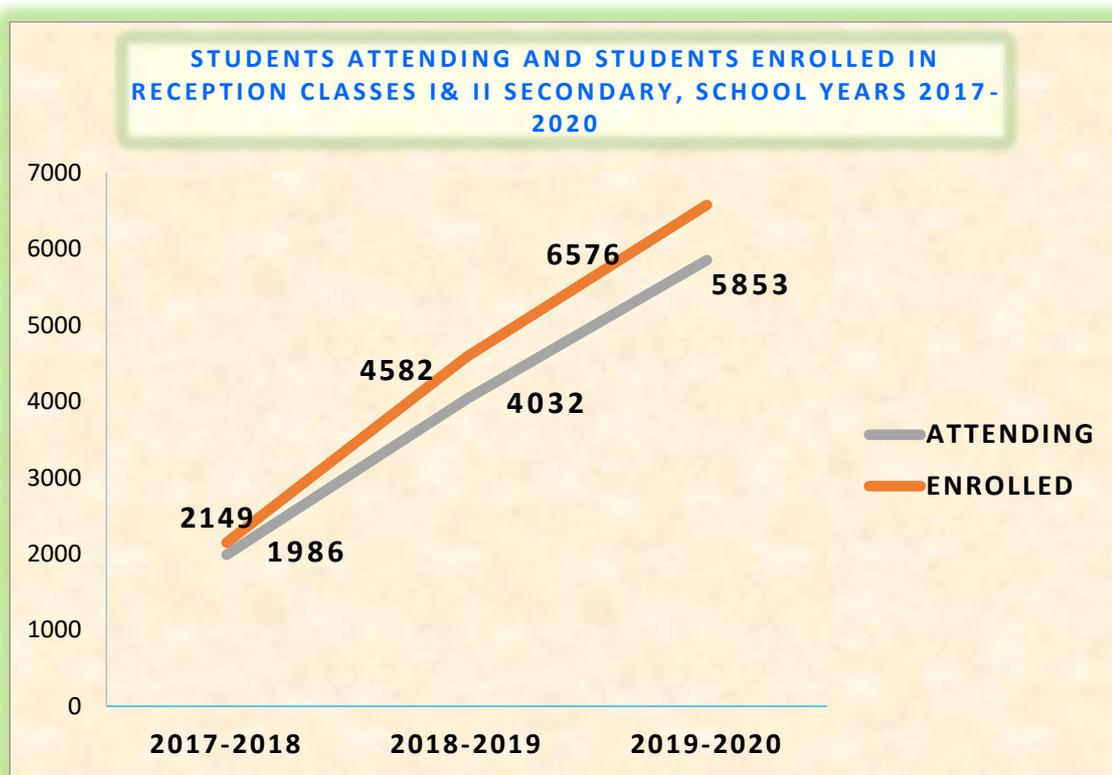
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Table 7: Number of Students attending and students enrolled in Reception Classes Z.E.P. I & II Secondary Education (2017-2020) Source: myschool



Source: myschool

Note: Number of students attending and students enrolled in Reception Classes I = Students in R.C. I Lower Secondary Schools + students in R.C. I Upper Secondary Schools + students in R.C. I VET Schools

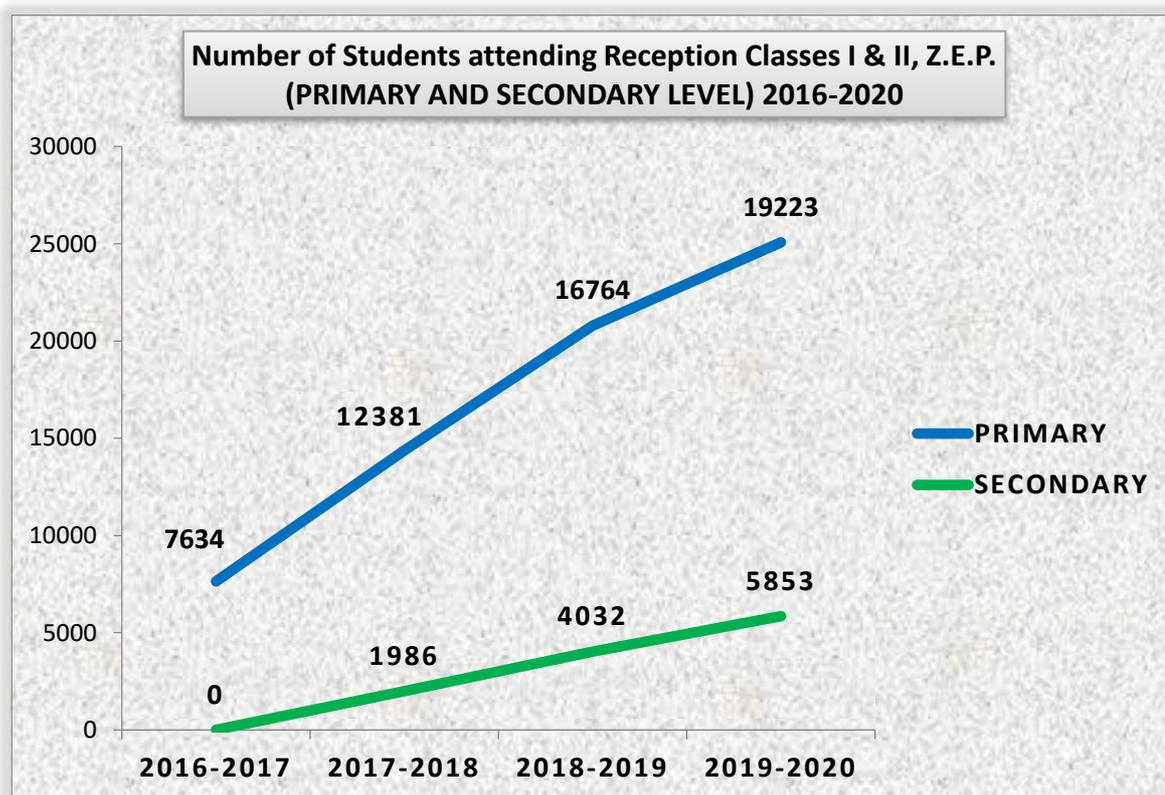
School dropout for migrant and refugee students has been: for 2017-18, 8%; for 2018-19, 12%; for 2019-20, 11%¹⁵. Additional students, who do not enroll, are very likely to have dropped out from school. School dropout may be due to: a. frequent travelling of migrant population from one place of Greece to the other; family relocation to other countries; difficulty of students to successfully attend school and subjects in Greek; puberty and other psychological and social reasons.

¹⁵ The percentages reflect school dropout only for migrant and refugee students, not all students.



✚ Students attending Reception Classes I & II, Z.E.P Primary and Secondary Education

Table 8: Number of Students attending Reception Classes I & II, Z.E.P. (PRIMARY AND SECONDARY LEVEL), School years 2016-2020



Source: myschool

During the last two years, the total number of students are: 20.796 for 2018-19 and 25.076 for 2019-2020. In any case, the number of students attending Primary education has been 4 times higher.



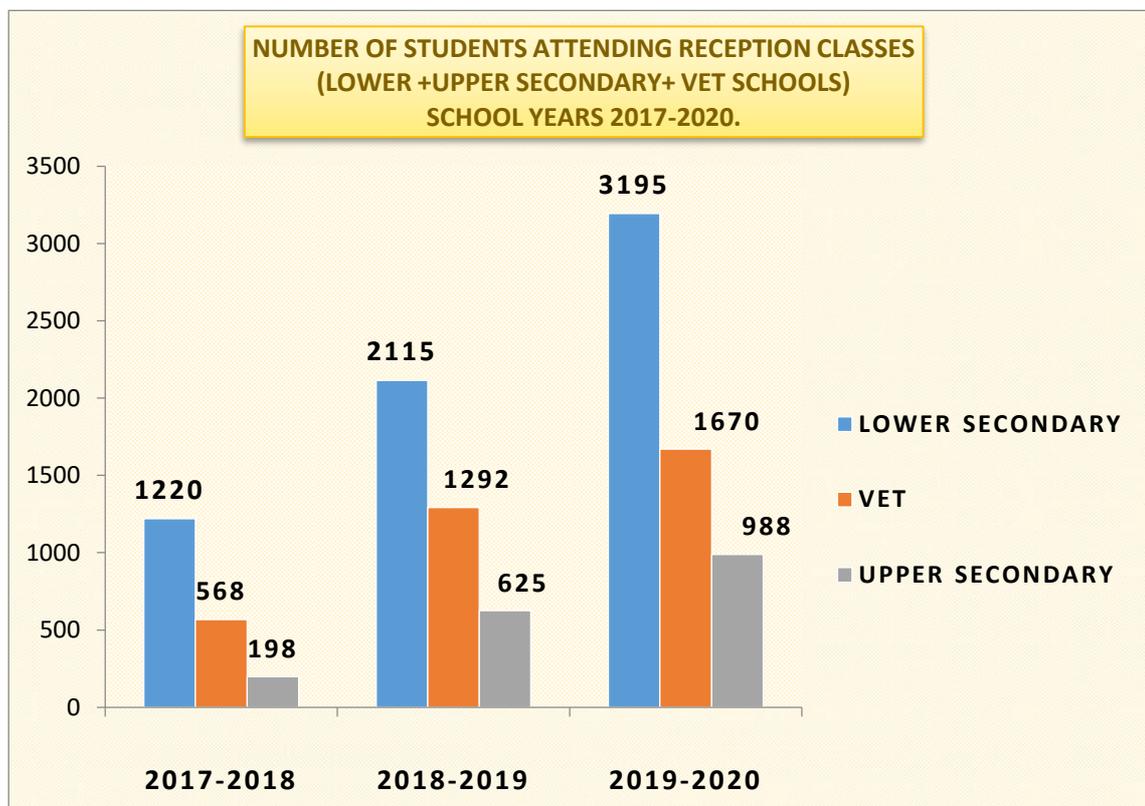
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Table 9: Number of Students attending Reception Classes I & II, Z.E.P. (Lower Secondary, Upper Secondary, VET) School years 2017-2020



Source: myschool

The above Table shows that a number of 1220, 2115 and 3195 students have been attending Lower secondary schools for 2017-18, 2018-19 and 2019-20 school year respectively. Comparing Upper Secondary to VET students' attendance, the number of students attending VET is almost double than those in Upper secondary schools. This may be due to a number of reasons: the age level of migrant students, lack of prior education and training, lack of official certificates/qualifications or students' desire to attend VET education in order to increase their professional opportunities in Greece or when relocating to other countries. Reinforcement of VET education and training in Greece is advisable, so that education adapts to contemporary needs; this is valid not only for migrant students but also all students in the Hellenic school system.



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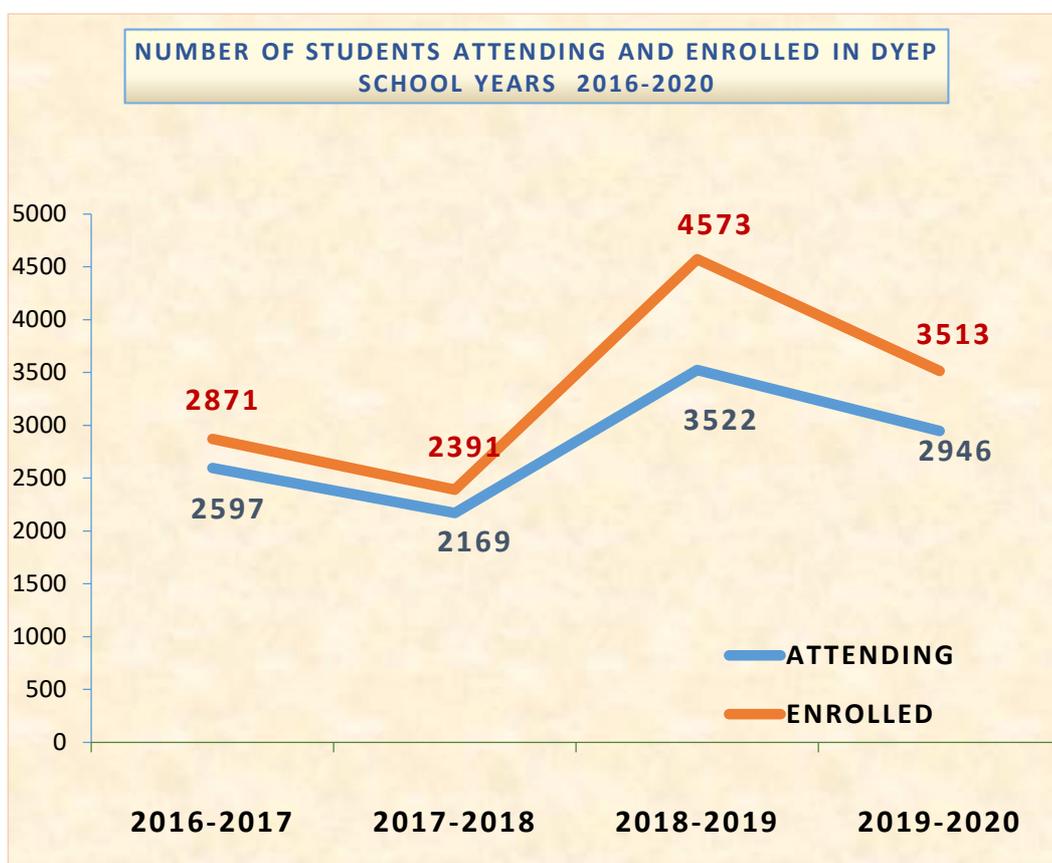


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✚ Reception School Facilities for Refugee Education (D.Y.E.P.)

Table 10: Number of Students enrolled and students attending D.Y.E.P.



Source: myschool

Reception School Facilities for Refugee Education (D.Y.E.P.) operate either within the reception centers or within the school units. They are evening classes with pure migrant student human potential, with the aim to create a feeling of security and stability. D.Y.E.P. are organized on the basis of open curriculum -that meets adaptation needs of refugee students – with the following subjects: the teaching of Greek language, Mathematics, English, ICT, Arts and Sports activities/Physical education.

Differences in the numbers of students attending and students enrolled during the years in the Table 10 (2.597 students, 2.391 students and 3.522 students) show that there are students who may transfer from D.Y.E.P. to Reception Classes the following years, while some others may interrupt schooling (dropout) or relocate.



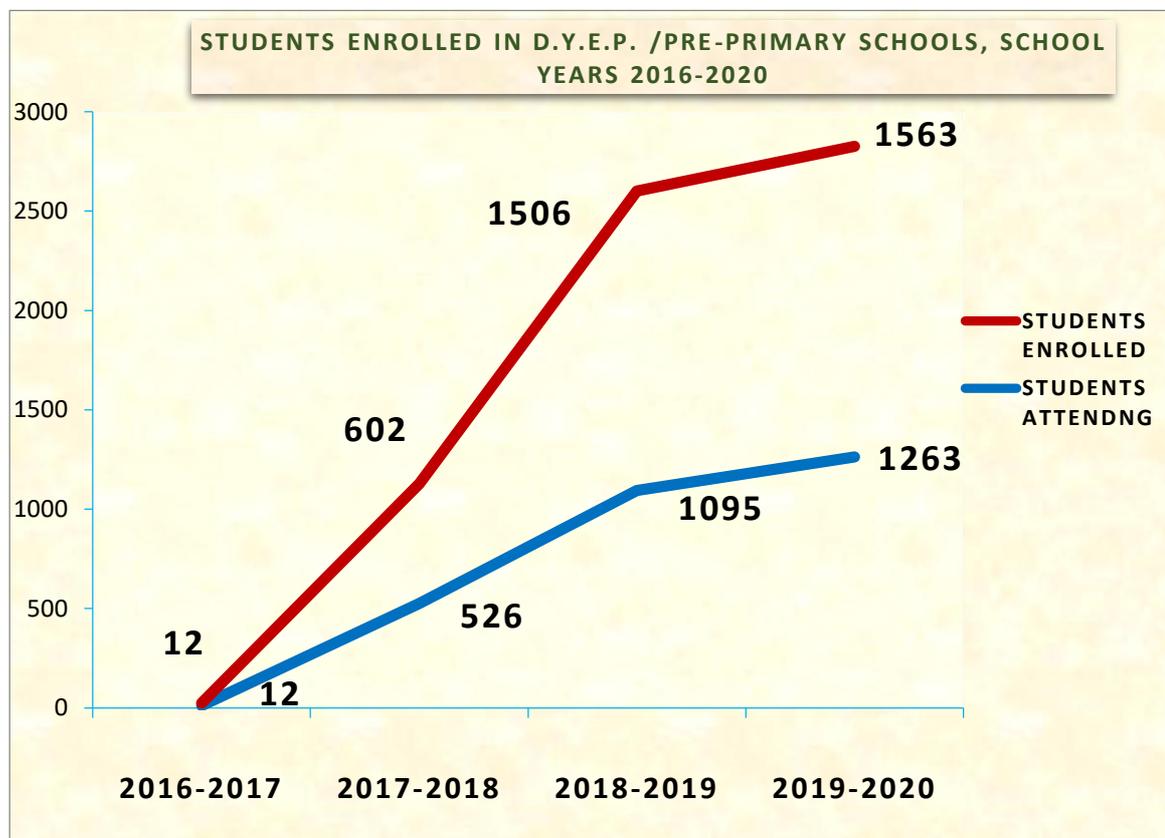
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Table 11: Number of Students enrolled and students attending Pre-Primary schools in D.Y.E.P.



Source: myschool

The Table above shows a significant increase in the number of students attending Pre-Primary schools for the school years 2017-2018-2019-2020, compared to 2016-2017, which is compatible to the increased flow of migrants and refugees coming to Greece. Pre-primary schools operate within the Reception Structures (D.Y.E.P.). For safety reasons and in order to avoid daily movement to and from schools, location of pre-primary schools in D.Y.E.P. was the optimal transitional solution. In addition, kindergartens scattered around the Reception Structures would make it difficult for mothers to participate in their children's activities and even having a mediating role. School dropout for migrant and refugee students has been: for 2017-18, 13%; for 2018-19, 27%; for 2019-20, 19%¹⁶. This is due to a number of reasons: very young age, immaturity to attend pre-primary education, frequent relocation to other countries.

¹⁶ Numbers reflect school dropout for migrant and refugee students, not the school dropout for all students.



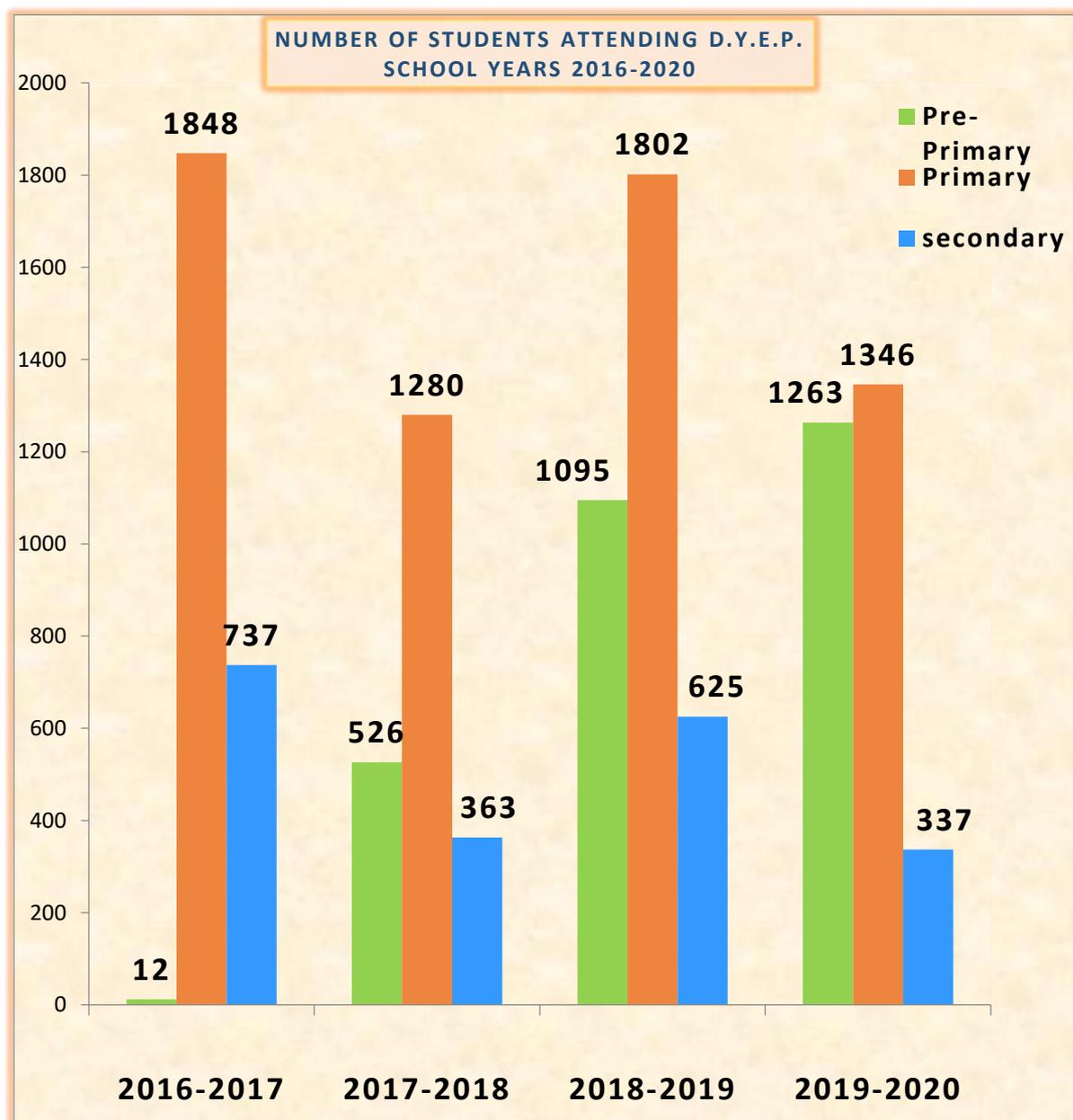
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Table 12: Number of students attending D.Y.E.P. School years 2016-2020



Source: myschool

The Table above shows that the number of students attending primary education is much higher than the number of students attending secondary education (3 to 4 times higher for school years 2018-2019-2020). The number of students in Pre-primary has significantly increased.



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THIRTEEN (13) REGIONAL DIRECTORATES FOR PRIMARY & SECONDARY EDUCATION OF GREECE

Primary Education / Z.E.P. I

Table 13: Number of Reception Classes Z.E.P. I (2016-2020)

RECEPTION CLASSES I Z.E.P. PRIMARY EDUCATION SCHOOL YEARS 2016-2020					
NUMBER OF RECEPTION CLASSES Z.E.P. I					
A/A	REGIONAL DIRECTORATE FOR PRIMARY & SECONDARY EDUCATION	2016-2017	2017-2018	2018-2019	2019-2020
1	EASTERN MACEDONIA & THRACE	174	167	184	181
2	ATTICA	340	662	871	1037
3	NORTHERN AEGEAN	47	79	83	103
4	WESTERN GREECE	93	97	113	109
5	WESTERN MACEDONIA	16	23	30	47
6	HPEIROS	20	36	83	113
7	THESSALIA	52	42	114	140
8	IONIAN ISLANDS	16	42	71	93
9	CENTRAL MACEDONIA	247	391	508	546
10	CRETE	105	123	212	157
11	SOUTHERN AEGEAN	50	101	81	117
12	PELOPONNESE	70	103	101	146
13	CENTRAL GREECE	59	165	185	239
TOTAL		1289	2031	2636	3028

Source: myschool



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Table 14: Number of students enrolled in Z.E.P. I (2016-2020)

STUDENTS ENROLLED Z.E.P. I					
A/A	REGIONAL DIRECTORATE FOR PRIMARY & SECONDARY EDUCATION	2016-2017	2017-2018	2018-2019	2019-2020
1	EASTERN MACEDONIA & THRACE	594	592	548	603
2	ATTICA	1211	2118	2895	3208
3	NORTHERN AEGEAN	127	189	263	268
4	WESTERN GREECE	325	335	305	366
5	WESTERN MACEDONIA	48	47	51	98
6	HPEIROS	45	79	223	341
7	THESSALIA	225	242	462	497
8	IONIAN ISLANDS	35	110	209	268
9	CENTRAL MACEDONIA	724	1023	1483	1568
10	CRETE	259	297	511	422
11	SOUTHERN AEGEAN	126	281	286	309
12	PELOPONNESE	192	294	297	455
13	CENTRAL GREECE	208	529	637	721
TOTAL		4119	6136	8170	9124

Source: myschool



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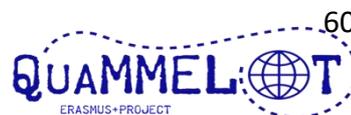


Table 15: Number of students attending Z.E.P. I Primary Education (2016-2020)

		STUDENTS ATTENDING Z.E.P. I			
A/A	REGIONAL DIRECTORATE FOR PRIMARY & SECONDARY EDUCATION	2016-2017	2017-2018	2018-2019	2019-2020
1	EASTERN MACEDONIA & THRACE	592	552	531	585
2	ATTICA	1162	2091	2815	3176
3	NORTHERN AEGEAN	119	181	251	248
4	WESTERN GREECE	325	333	302	362
5	WESTERN MACEDONIA	47	47	51	98
6	HPEIROS	45	77	191	309
7	THESSALIA	225	242	449	477
8	IONIAN ISLANDS	35	110	209	268
9	CENTRAL MACEDONIA	714	1004	1376	1507
10	CRETE	259	283	506	414
11	SOUTHERN AEGEAN	126	275	263	301
12	PELOPONNESE	192	294	297	453
13	CENTRAL GREECE	208	466	546	669
TOTAL		4049	5955	7787	8867

Source: myschool

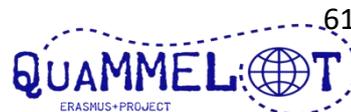
As mentioned before, the number of Reception Classes is not precise; from the Tables it seems that there are 8867 students attending 3.028 Reception classes in all regional Directorates around Greece. Actually Table 13 refers to groups of 2-3 students attending, not classes of minimum 9 students. For pedagogical purposes, students are divided into groups of 2-3 in Primary education.



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Primary Education / Z.E.P. II

Table 16: Number of Reception Classes II Z.E.P. Primary

RECEPTION CLASSES II Z.E.P. PRIMARY EDUCATION SCHOOL YEARS 2016-2020					
NUMBER OF RECEPTION CLASSES Z.E.P. II					
A/A	REGIONAL DIRECTORATE FOR PRIMARY & SECONDARY EDUCATION	2016-2017	2017-2018	2018-2019	2019-2020
1	EASTERN MACEDONIA & THRACE	171	324	388	453
2	ATTICA	195	497	836	972
3	NORTHERN AEGEAN	36	59	63	50
4	WESTERN GREECE	100	187	272	303
5	WESTERN MACEDONIA	27	44	45	46
6	HPEIROS	29	41	48	69
7	THESSALIA	46	80	106	118
8	IONIAN ISLANDS	21	48	71	114
9	CENTRAL MACEDONIA	317	453	575	634
10	CRETE	143	239	356	454
11	SOUTHERN AEGEAN	60	110	145	182
12	PELOPONNESE	81	128	204	217
13	CENTRAL GREECE	50	92	121	138
TOTAL		1276	2302	3230	3750

Source: myschool



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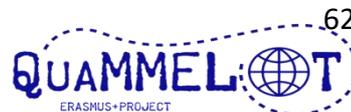


Table 17: Students enrolled in Reception Classes II Z.E.P. Primary

STUDENTS ENROLLED IN RECEPTION CLASSES Z.E.P. II					
A/A	REGIONAL DIRECTORATE FOR PRIMARY & SECONDARY EDUCATION	2016-2017	2017-2018	2018-2019	2019-2020
1	EASTERN MACEDONIA & THRACE	457	846	1072	1231
2	ATTICA	620	1448	2380	2789
3	NORTHERN AEGEAN	93	138	140	120
4	WESTERN GREECE	353	625	803	909
5	WESTERN MACEDONIA	62	86	93	99
6	HPEIROS	69	119	128	145
7	THESSALIA	181	262	398	399
8	IONIAN ISLANDS	65	123	210	320
9	CENTRAL MACEDONIA	844	1239	1596	1804
10	CRETE	348	637	896	1094
11	SOUTHERN AEGEAN	152	320	412	503
12	PELOPONNESE	216	337	514	591
13	CENTRAL GREECE	142	270	385	404
TOTAL		3602	6450	9027	10408

Source: myschool



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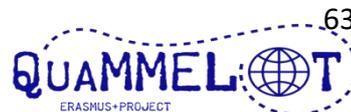


Table 18: Students attending Reception Classes II Z.E.P. Primary

STUDENTS ATTENDING RECEPTION CLASSES Z.E.P. II					
A/A	REGIONAL DIRECTORATE FOR PRIMARY & SECONDARY EDUCATION	2016-2017	2017-2018	2018-2019	2019-2020
1	EASTERN MACEDONIA & THRACE	455	843	1068	1230
2	ATTICA	615	1439	2355	2760
3	NORTHERN AEGEAN	93	137	139	119
4	WESTERN GREECE	351	625	800	908
5	WESTERN MACEDONIA	62	86	93	99
6	HPEIROS	69	119	128	141
7	THESSALIA	181	259	398	397
8	IONIAN ISLANDS	65	123	207	320
9	CENTRAL MACEDONIA	839	1238	1590	1792
10	CRETE	347	633	893	1094
11	SOUTHERN AEGEAN	151	318	410	503
12	PELOPONNESE	215	337	513	589
13	CENTRAL GREECE	142	269	383	404
TOTAL		3585	6426	8977	10356

Source: myschool

As mentioned before, the number of Reception Classes is not precise; from the Tables it seems that there are 10.356 students attending 3.750 Reception classes in all regional Directorates around Greece. This is because, for pedagogical purposes, students are divided into groups of 2-3; so the numbers in the Table 16 concerns groups, not classes of minimum 9 students.



Table 19: TOTAL NUMBERS FOR ALL REGIONS / PRIMARY EDUCATION Z.E.P. I & II

RECEPTION CLASSES I II Z.E.P. PRIMARY EDUCATION SCHOOL YEARS 2016-2020				
NUMBER OF CLASSES	2016-2017	2017-2018	2018-2019	2019-2020
Z.E.P. I	1289	2031	2636	3028
Z.E.P. II	1276	2302	3230	3750
TOTAL	2565	4333	5866	6778

STUDENTS ENROLLED	2016-2017	2017-2018	2018-2019	2019-2020
Z.E.P. I	4119	6136	8170	9124
Z.E.P. II	3602	6450	9027	10408
TOTAL	7721	12586	17197	19532

STUDENTS ATTENDING	2016-2017	2017-2018	2018-2019	2019-2020
Z.E.P. I	4049	5955	7787	8867
Z.E.P. II	3585	6426	8977	10356
TOTAL	7634	12381	16764	19223

Source: myschool



SECONDARY EDUCATION (2017-2020)

Table 20: Reception Classes I & II Z.E.P.

RECEPTION CLASSES I II Z.E.P. SECONDARY EDUCATION SCHOOL YEARS 2017-2020							
NUMBER OF RECEPTION CLASSES							
A/A	REGIONAL DIRECTORATE FOR PRIMARY & SECONDARY EDUCATION	2017-2018		2018-2019		2019-2020	
		RECEPTION CLASSES I	RECEPTION CLASSES II LOWER SECONDARY	RECEPTION CLASSES I	RECEPTION CLASSES II LOWER SECONDARY	RECEPTION CLASSES I	RECEPTION CLASSES II LOWER SECONDARY
1	EASTERN MACEDONIA & THRACE	20		46	3	49	15
2	ATTICA	69	4	156	3	188	37
3	NORTHERN AEGEAN	25	1	14		17	1
4	WESTERN GREECE	11		8		9	1
5	WESTERN MACEDONIA	0	1	5		11	
6	HPEIROS	5	1	21	2	47	4
7	THESSALIA	9		32	1	47	6
8	IONIAN ISLANDS	3		0		0	
9	CENTRAL MACEDONIA	54	1	121	2	142	26
10	CRETE	3		11		11	2
11	SOUTHERN AEGEAN	10		9	1	23	2
12	PELOPONNESE	3		5		9	7
13	CENTRAL GREECE	19		30		35	9
TOTAL		231	8	458	12	588	110

Source: myschool

Note: Reception Classes I = Reception classes I Lower Secondary + Reception Classes I Upper Secondary + Reception Classes I VET

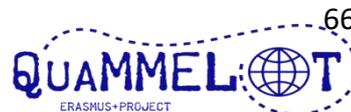
Table 21: Students enrolled in Reception Classes I & II Z.E.P.



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RECEPTION CLASSES I II Z.E.P. SECONDARY EDUCATION							
SCHOOL YEARS 2017-2020							
STUDENTS ENROLLED							
A/A	REGIONAL DIRECTORATE FOR PRIMARY & SECONDARY EDUCATION	2017-2018		2018-2019		2019-2020	
		RECEPTION CLASSES I	RECEPTION CLASSES II LOWER SECONDARY	RECEPTION CLASSES I	RECEPTION CLASSES II LOWER SECONDARY	RECEPTION CLASSES I	RECEPTION CLASSES II LOWER SECONDARY
1	EASTERN MACEDONIA & THRACE	198		424	30	377	75
2	ATTICA	655	34	1649	25	2075	240
3	NORTHERN AEGEAN	318	2	221		244	10
4	WESTERN GREECE	69		74		97	12
5	WESTERN MACEDONIA	0	1	54		141	
6	HPEIROS	69	3	336	8	566	26
7	THESSALIA	83		278	3	479	44
8	IONIAN ISLANDS	9		0		0	
9	CENTRAL MACEDONIA	449	6	1036	12	1280	107
10	CRETE	16		70		79	9
11	SOUTHERN AEGEAN	35		29	6	171	6
12	PELOPONNESE	23		30		34	23
13	CENTRAL GREECE	179		297		425	56
TOTAL		2103	46	4498	84	5968	608

Source: myschool

Note: Students enrolled in R.C. I = Reception classes I Lower Secondary + Reception Classes I Upper Secondary + Reception Classes I VET

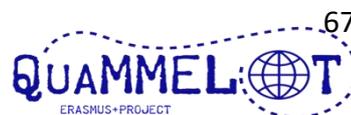
Table 22: Students attending Reception Classes I & II Z.E.P.



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RECEPTION CLASSES I II Z.E.P. SECONDARY EDUCATION							
SCHOOL YEARS 2017-2020							
STUDENTS ATTENDING							
A/A	REGIONAL DIRECTORATE FOR PRIMARY & SECONDARY EDUCATION	2017-2018		2018-2019		2019-2020	
		RECEPTION CLASSES I	RECEPTION CLASSES II LOWER SECONDARY	RECEPTION CLASSES I	RECEPTION CLASSES II LOWER SECONDARY	RECEPTION CLASSES I	RECEPTION CLASSES II LOWER SECONDARY
1	EASTERN MACEDONIA & THRACE	193		396	30	349	75
2	ATTICA	645	33	1553	22	1929	232
3	NORTHERN AEGEAN	259	2	155		201	5
4	WESTERN GREECE	63		64		81	12
5	WESTERN MACEDONIA	0	1	24		95	
6	HPEIROS	59	2	228	6	420	25
7	THESSALIA	72		245	3	444	41
8	IONIAN ISLANDS	9		0		0	
9	CENTRAL MACEDONIA	403	6	881	12	1122	105
10	CRETE	16		70		79	9
11	SOUTHERN AEGEAN	35		29	6	171	6
12	PELOPONNESE	23		30		34	23
13	CENTRAL GREECE	165		278		339	56
ΣΥΝΟΛΟ		1942	44	3953	79	5264	589

Source: myschool

Note: Students attending R.C. I = Reception classes I Lower Secondary + Reception Classes I Upper Secondary + Reception Classes I VET

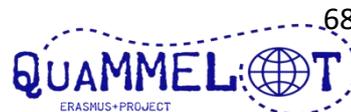
Table 23: TOTAL NUMBERS FOR ALL REGIONS / SECONDARY EDUCATION



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RECEPTION CLASSES I II Z.E.P. SECONDARY EDUCATION SCHOOL YEARS 2017-2020			
NUMBER OF RECEPTION CLASSES	2017-2018	2018-2019	2019-2020
RECEPTION CLASSES I	231	458	588
RECEPTION CLASSES II SECONDARY	8	12	110
TOTAL	239	470	698

RECEPTION CLASSES I = Number of Reception Classes I Lower Secondary + Reception Classes I Upper Secondary + Reception Classes I VET

STUDENTS ENROLLED	2017-2018	2018-2019	2019-2020
RECEPTION CLASSES I	2103	4498	5968
RECEPTION CLASSES II LOWER SECONDARY	46	84	608
TOTAL	2149	4582	6576

RECEPTION CLASSES I = Number of Students Enrolled I Lower Secondary + Students Enrolled I Upper Secondary + Students Enrolled I VET

STUDENTS ATTENDING	2017-2018	2018-2019	2019-2020
RECEPTION CLASSES I	1942	3953	5264
RECEPTION CLASSES II LOWER SECONDARY	44	79	589
TOTAL	1986	4032	5853

RECEPTION CLASSES I = Number of Students Attending I Lower Secondary + Students Attending I Upper Secondary + Students Attending I VET

Source: myschool



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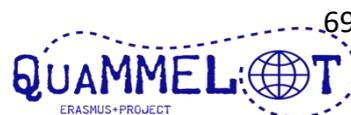


Table 24: Number of Students attending in Reception Classes I & II Secondary Education for all regions

Number of students attending RECEPTION CLASSES I II Z.E.P. SECONDARY EDUCATION (2017-2020)										
A/A	REGIONAL DIRECTORATE FOR PRIMARY & SECONDARY EDUCATION	2017-2018			2018-2019			2019-2020		
		No of Students attending I II Reception Classes Lower Secondary	No of Students attending Reception Classes I Upper Secondary	No of Students attending Reception Classes I VET	No of Students attending Reception Classes I II Lower Secondary	No of Students attending Reception Classes I Upper Secondary	No of Students attending Reception Classes I VET	No of Students attending Reception Classes I II Lower Secondary	No of Students attending Reception Classes I Upper Secondary	No of Students attending Reception Classes I VET
1	EASTERN MACEDONIA & THRACE	153	11	29	350	64	12	287	114	23
2	ATTICA	372	114	192	827	269	479	1078	366	717
3	NORTHERN AEGEAN	118		143	73		82	123		83
4	WESTERN GREECE	42		21	42		22	71		22
5	WESTERN MACEDONIA	1			1	13	10	32	36	27
6	HPEIROS	42	9	10	71	109	54	195	156	94
7	THESSALIA	72			151	29	68	302	49	134
8	IONIAN ISLANDS	9			0			0		
9	CENTRAL MACEDONIA	239	64	106	362	141	390	591	220	416
10	CRETE	16			55		15	88		
11	SOUTHERN AEGEAN	35			35			177		
12	PELOPONNESE	23			30			57		
13	CENTRAL GREECE	98		67	118		160	194	47	154
TOTAL		1220	198	568	2115	625	1292	3195	988	1670



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Table 25: Number of D.Y.E.P. Classes in all Regional Areas (Source: myschool)

NUMBER OF D.Y.E.P. Classes in Regional Areas						
A/A	Regional Directorate	Type of School	2016-2017	2017-2018	2018-2019	2019-2020
1	EASTERN MACEDONIA & THRACE	Secondary Schools	2			
		Primary Schools	3	14	6	6
		Pre-primary schools		3	3	2
2	ATTICA	Secondary Schools	18	4	2	
		Primary Schools	53	44	21	12
		Pre-primary schools		7	13	17
3	NORTHERN AEGEAN	Secondary Schools			7	5
		Primary Schools		2	28	20
		Pre-primary schools		15	16	8
4	WESTERN GREECE	Secondary Schools	3			
		Primary Schools	8	2	6	
		Pre-primary schools		1	1	2
5	WESTERN MACEDONIA	Secondary Schools			2	
		Primary Schools			5	6
		Pre-primary schools			2	2
6	HPEIROS	Secondary Schools	8	8	8	2
		Primary Schools	12	15	24	15
		Pre-primary schools		3	10	9
7	THESSALIA	Secondary Schools	4		5	2
		Primary Schools	12	7	12	6
		Pre-primary schools		3	6	5
8	CENTRAL MACEDONIA	Secondary Schools	17	15	18	13
		Primary Schools	45	28	33	37
		Pre-primary schools	1	10	22	27
9	SOUTHERN AEGEAN	Secondary Schools			1	2
		Primary Schools			3	3
		Pre-primary schools		2	3	4
10	PELOPONNESE	Secondary Schools				
		Primary Schools			4	
		Pre-primary schools				
11	CENTRAL GREECE	Secondary Schools	5	2	3	1
		Primary Schools	12	4	13	8
		Pre-primary schools			9	9



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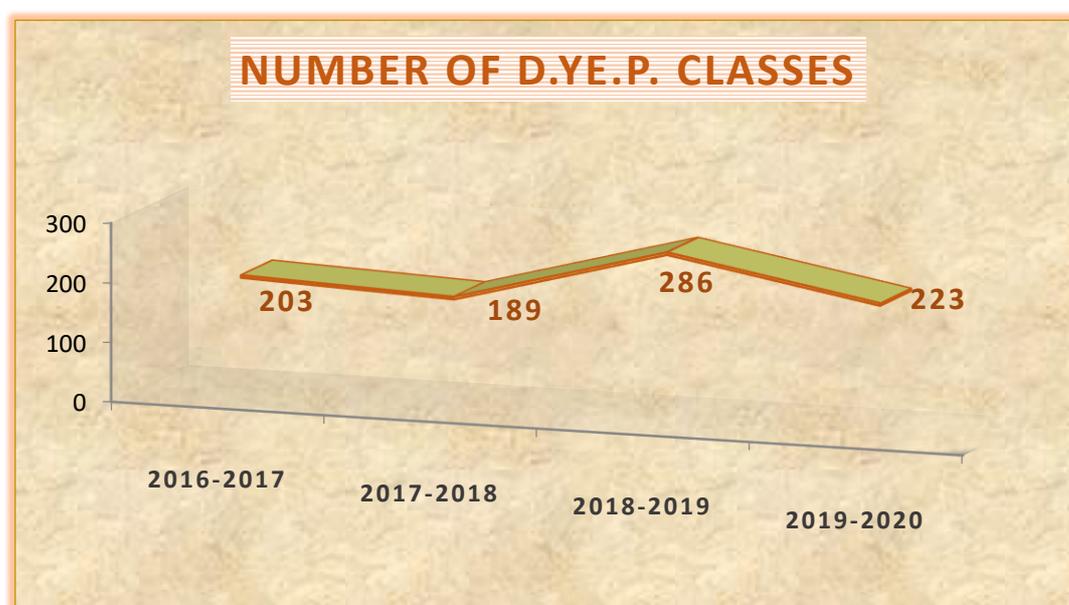


Table 26a: Total number of D.Y.E.P. Classes in all regional areas

NUMBER OF D.Y.E.P. CLASSES			
2016-2017	2017-2018	2018-2019	2019-2020
203	189	286	223

Source: myschool

Table 26b: Total number of D.Y.E.P. Classes in all regional areas



Source: myschool

Both Tables show small fluctuations in the number of D.Y.E.P. Classes during the period 2016-2020 and the number is considered stable.



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5. CONCLUSIONS, CHALLENGES AND RECOMMENDATIONS

5.1 General Conclusions for the operation of Reception Classes and D.Y.E.P.

To summarise, migrant education in Greece has been moving around three axes:

- The development of pre-school education inside the Reception Centres;
- The creation of Reception School Facilities for Refugee Education (D.Y.E.P.) for children living in Reception Centres, which operate in nearby primary and secondary schools, between 14:00 and 18:00 afternoon hours;
- The creation of Reception Classes into the regular morning classes of local and neighbouring schools for the integration of refugee children living in various locations.

Since 2016 onwards, the model of inclusion through Reception Classes seems to be promoted rather than the model of segregation through D.Y.E.P. schools (this concerns Primary and Secondary education, not Pre-schooling). Originally, it was realistically impossible to create Reception Classes for all newcomer migrant and refugee children in regular morning schools. Reception Facilities for Refugee Education was the only choice due to the crisis, the urgent implementation time, the lack of stability in terms of migrant living conditions, and the reality of over-concentration of students in some schools in central Athens. Thus, a kind of a two-speed schools have been running in certain regional areas. In addition, since many migrant students have been out of school for several years or have never been to school, they would need at least one 'preparatory' year before they could be integrated into the regular morning classes.

Refugee students are integrated rather smoothly into Reception Classes of the morning school curriculum, having the necessary educational support and, at the same time, getting socialized and integrated in the local school community. However, especially during 2016–2017 and 2017–2018, the incoming number of migrants was too large to be accepted by schools, which were confronted with big waiting lists of students to be enrolled.



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As some teachers point out, the students' educational achievements in D.Y.E.P. were limited without the possibility of interaction with Greek classmates. There was some kind of interaction with the students of all-day primary schools during school breaks, whereas no interaction was visible in secondary schools. Moreover, certain schools had organized events related to the culture of migrant students in school communities. In any case, the migrants' language skills could not sufficiently develop, thereby reducing the students' motivation and creating a negative public view.

It also seems that migrant students who attend regular morning classes, have better progressed. However, the enrolment of children who live in areas where they can attend morning schools is, in many cases, complicated. As mentioned before, students attending morning classes are supported through reception classes attending Language for 15 hours per week; the rest of the time they attend the school's mainstream classes, with the aim of gradually moving into mainstream schooling within one to two years (policy towards full integration). In practice, however, a considerable number of refugee students attend reception classes only-this is also a kind of segregation. Students are required to attend regular classes; however, it is not possible for them to fully attend the curriculum of secondary schools.

In D.Y.E.P. structures, teachers, mostly part-time and substitute teachers, teach for a year only and, thus, do not continue teaching the same students in the same structure the following year; this may create a kind of insecurity and non-continuity in the teaching and learning style. Moreover, D.Y.E.P. provide certificates of attendance, whereas formal schools provide a graduation certificate; the latter facilitates students' promotion from one class to the other and from primary to secondary education.

Table 27 below presents the total number of students attending D.Y.E.P. and Reception Classes during the period 2016-20 (the last 4 school years) per Regional Directorate around Greece. The total number of students concern those who have attended R.Cs I and R.Cs II in the following types of school levels: Primary, Lower Secondary, Upper Secondary and VET. In D.Y.E.P., the total number of students attending Pre-Primary schools (operating in the Structures during morning hours) and those attending Primary and Secondary Schools (operating within schools 14:00-18:00) can be seen.



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Table 27: Comparative Table per Regional Directorate between numbers of Students attending Reception Centres for Refugee Education (D.Y.E.P.) and students in Reception Classes (R.Cs)

Number of Students attending Reception Centres for Refugee Education (D.Y.E.P.) and students in Reception Classes (R.Cs) Per Regional Directorate For Primary and Secondary Education, 2016-2020						
A/A	REGIONAL DIRECTORATE	RECEPTION TYPE	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
1	EASTERN MACEDONIA AND THRACE	D.Y.E.P.	45	128	103	80
		R.Cs	1047	1588	2025	2239
2	ATTICA	D.Y.E.P.	1034	594	603	579
		R.Cs	1777	4208	6745	8097
3	NORTHERN AEGEAN	D.Y.E.P.		206	453	313
		R.Cs	212	579	545	573
4	WESTERN GREECE	D.Y.E.P.	66	54	36	19
		R.Cs	676	1021	1166	1363
5	WESTERN MACEDONIA	D.Y.E.P.			119	62
		R.Cs	109	134	168	292
6	HPEIROS	D.Y.E.P.	211	309	460	318
		R.Cs	114	257	553	895
7	THESSALIA	D.Y.E.P.	224	81	361	258
		R.Cs	406	573	1095	1359
8	IONIAN ISLANDS	D.Y.E.P.				
		R.Cs	100	242	416	588
9	CENTRAL MACEDONIA	D.Y.E.P.	686	668	893	896
		R.Cs	1553	2651	3859	4526
10	CRETE	D.Y.E.P.				
		R.Cs	606	932	1469	1596
11	SOUTHERN AEGEAN	D.Y.E.P.		17	86	146
		R.Cs	277	628	708	981
12	PELOPONNESE	D.Y.E.P.			66	
		R.Cs	407	654	840	1099
13	CENTRAL GREECE	D.Y.E.P.	331	112	342	275
		R.Cs	350	900	1207	1468

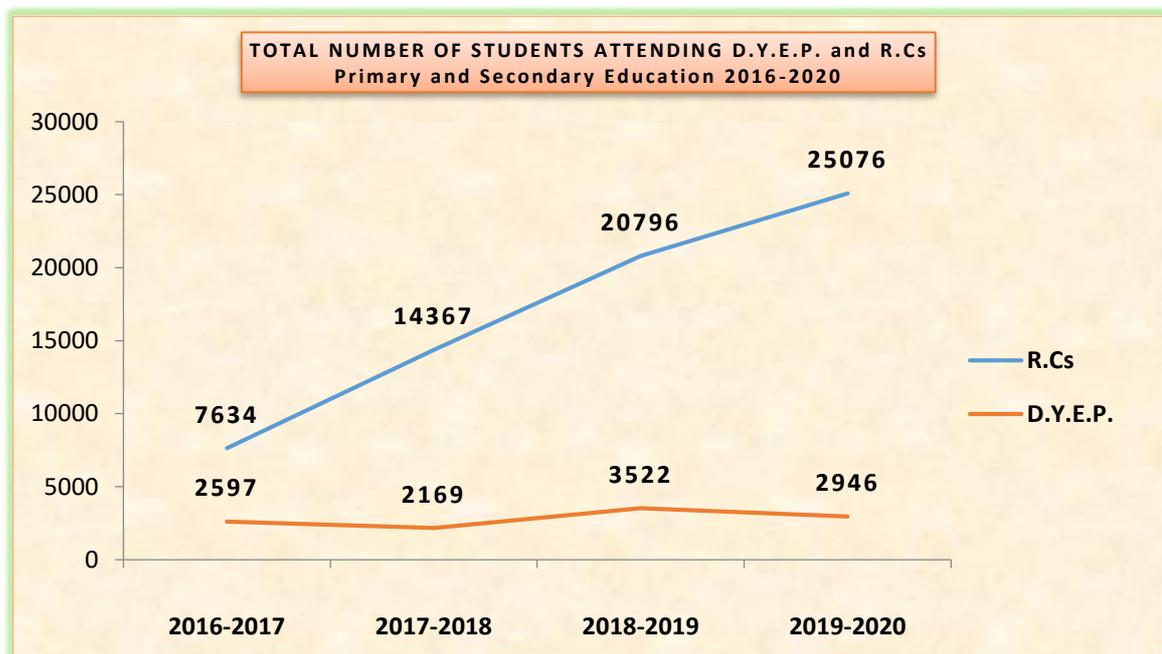
The following findings can be stated:



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- 1) In all regional areas the number of students attending Reception Classes is much higher than the number of students attending D.Y.E.P. The number of students attending Reception Classes is up to 7 times higher than DYEP.
- 2) Reception Classes I and II have operated in all regional areas during the four years period.
- 3) D.Y.E.P. were not established in the regions of Crete and the Ionian Islands; in Peloponnese, there were 66 students attending D.Y.E.P. only for the school year 2018-2019.
- 4) In all regions, there is a large increase in the number of students attending Reception Classes from one year to the following. During the same period the number of students in D.Y.E.P. seems to show small fluctuations in these regions.
- 5) A significant number of students have attended D.Y.E.P. in Northern Aegean and Hpeiros (Epirus). For these regions, the smallest ratio / relation between Reception Classes / D.Y.E.P. is justified. In the islands of Chios, Samos and Lesvos the number is associated with the maintenance of an increased number of refugee students and the obvious difficulties of enrolling all students in the regular classes.

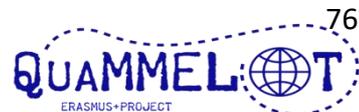
Table 28: Total Number of students attending D.Y.E.P. and R.Cs for Primary and Secondary Education for 2016-2020



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Finally, in the Table 28 above, it is concluded that in all regional areas, there is a highly increasing number of students attending Reception Classes; the number is 3 to 8 times higher than D.Y.E.P.

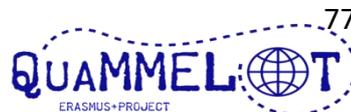
The number of students attending D.Y.E.P. seems to show small fluctuations and is considered stable; on the other hand, there is a very high increase in the number of students attending Reception Classes. The results show the inclusive character of migrant education in Greece.



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5.2 Challenges in Practice for Migrant Education

Refugee and migrant students are in a transitional phase. Having experienced hard situations, they have acquired various life skills, among others survival, adjustment, and flexibility. Cognitive background is rather questionable, as in many cases they have been out of school for many years. Adaptation, thus, to the school system becomes even harder. Teachers working for migrants and refugee children have reported a number of difficulties, the hardest of which are summarized below:

School dropout: Many students are out of school or have very high school dropout rates for economic and social reasons or lack of funding and infrastructure. However, the basic feature is the unstable enrolment. In most cases it is not a permanent dropout, but a non-systematic presence at school. It also seems that adaptation at school is much more difficult for adolescents than younger children (possibly due to more sensitive psychology and resistance).

Late tracking or no tracking: Late tracking and a lack of systematic monitoring of migrant students' enrolment, attendance and school performance the more comprehensive a system, may lead to higher risks of early school leaving and less possibilities of academic success for non-native speakers-students who come from a disadvantaged starting position and/or from non-academic family backgrounds.

Language barriers has often be reported as the biggest issue. This problem is occasionally mitigated through the use of English; still it is a big issue and affects not only communication but also the learning process and behavior in class. What is more important is that parents (and students) do not seem to consider it necessary for their children to learn the Greek language because of the prospect of relocation. So it is not whether they value education as a right and obligation but rather it is an issue related to the use of language in the countries they expect to move; this is possibly why they are more eager to learn English or German.

Psycho-social support in primary and secondary schools is often lacking to assist teachers and refugee and migrant children, who may have difficulties to concentrate and learn in class due to stress and trauma accumulated in countries of origin, in transit or at destination or related to potential family reunification and asylum procedures.



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Classroom culture and behavior. Stereotypes and judgment based on perceptions at school may lead to discrimination, prejudice and bullying as refugee and migrant children are seen as different, and teachers are not always sufficiently equipped to promote multiculturalism and openness to diversity. The difficulty of a large number of students to discipline and to obey rules, and the conflicts has been a reality in many Facilities. In the case of Reception Classes in schools, things are much more under control. Apart from psychological reasons behind this behavior, there is still discrimination against this population on behalf of the local society which is portrayed within and outside school.

Family Culture and Mindset. Parents with a background in strict and traditional country education policies, find it difficult to appreciate contemporary and democratic pedagogical methods applied in the Greek schools. So, the attitude towards school depends not only on the students but mainly parents and mostly their expectations, as the latter have to do with the prospect of staying or moving from Greece.

Organization of structures in relation to teachers' appointment. Frequent and successive changes in teachers' appointment hinders the educational process and contributes to school dropout, as children do not have a stable point of reference and a continuity in what concerns the person that teaches. Moreover, inexperienced teachers (mainly substitute teachers) with limited special knowledge or experience in teaching migrant/refugee students get frustrated, as communication is hard due to limited or no knowledge of the Greek language.

Familiarity of teachers with the Differentiated Curriculum needed for Migrant Education. The proposed curricula -posted on the educational platforms mentioned before- provide an alternative, differentiated method to be used by teachers, much different than the standard curricula applied in schools. The majority of teachers are not familiar with this kind of teaching and, what is more, they are not trained for alternative teaching. The difficulty in practicing the material in class combined with lack of structural organization usually leads to frustration.

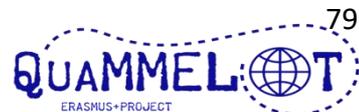
Other issues related to teaching Migrant students: apart from the lack the teacher training, teacher competences and experience with issues of migration and diversity, there also exist issues in teaching the national language as a second language, in providing psychosocial support and in making connections with the prior education of students. It is also true that Greece and many other EU countries had limited prior



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experience in teaching multicultural classrooms. Upon the arrival of great numbers of migrant students, it has been revealed that teachers are the least prepared for this.

Limited information strategy among all stakeholders. Information is rather limited in relation to how the structures operate, especially in what concerns collaboration between the teachers working in Reception Classes and other supportive professional teams existing in structures with an equally significant role (i.e. school psychologists, social workers, school consultants).

Perceived discrimination. It is a strong negative factor for the targeted person itself but also for whole school entities and communities. Migrants are often discriminated against in housing, education, health, work or social security; discrimination affects both the countries of origin, the countries of transit and the countries of arrival.

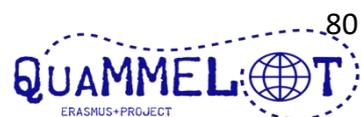
Perceived social minority culture: It is usually considered that a social minority culture is not compatible to the host majority culture; in every day school practice, students are separated in social cultural groups and treated as differentiated inferior cultures.



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5.3 Suggestions and Recommendations

Refugee education focuses on the inclusion of ‘perspectives, examples and information from a variety of cultures and groups’ in the curriculum and teaching materials¹⁷. As such, it has many specificities, among others the heterogeneity of the refugee student population, diversity in culture and mentality, segregation, racism and social exclusion, the need for psychological support, the management of previous non- schooling or dropout, the absence of a parent/guardian, the ignorance of the host country language, the question on settlement etc.

Thus, when designing migrant education, integration of children should be addressed from many points of view. Moreover, educational policies should not be isolated actions undertaken by policymakers and expert professionals who are distanced from everyday educational realities.

In the case of Greece, it is quite certain that a basis for inclusion has already been established. The whole educational policy provides evidence towards the full inclusion model that is education of migrants and refugees within the mainstream education system. Evidence also reflects a preliminary effort towards social integration through initiatives addressing parents/guardians and the local community. Taking into account the Good practice Initiatives described in Section 3 and the challenges reported by teacher educators and practitioners (Section 4), the following recommendations are proposed:

5.3.1 Recommendations at School level Policy

Reducing educational segregation

The Greek educational policy has been gradually moving from segregation/isolation to inclusion; this is fully evident in the decrease of the afternoon classes (RFREs) and the increase of morning mainstream classes’ operation (Reception Classes).

¹⁷ Nusche, Deborah. 2009. ‘What Works in Migrant Education? A Review of Evidence and Policy Options.’ OECD Education Working Papers 22, OECD Publishing:
<http://dx.doi.org/10.1787/227131784531>



Any type of school segregation tends to have a significant negative effect. Parallel classes create isolation and do not support social inclusion. In order to achieve school inclusion and social integration, two factors are to be taken into account: human and financial resources in mainstream schooling; guidance and training of teachers and education practitioners who work with refugee and migrant students in mainstream schooling. Frequent movements of refugees and migrants from one type of accommodation to another, the distance between accommodation and schools, as well as insufficient information provision to families about procedures and services available, may also seriously impact school enrolment and attendance in Reception Classes. Thus, facilitating administrative challenges is also important when dealing with migrants' enrolment.

Early Tracking

Enrolling migrant children in mainstream structures, such as early childcare and kindergarten, facilitates second language teaching and support in later stages of their educational pathways. It also helps migrant parents familiar with the educational system from the start.

Thus, early tracking is quite significant. The more comprehensive a system, the more likely are migrant children to show their potential, to succeed academically, to adapt and avoid early school leaving.

Early Enrolment

Even though it seems obvious that newly arriving migrant and refugee children should first learn the basics of the host country before they can be incorporated into mainstream schooling, this should be limited to a minimum period of time – depending on the age and grade. It is possible to integrate them from the very start, and once there is a basic knowledge of the host language, native classmates will be an important element for speeding-up the learning process; the role of supportive personnel is equally important.



Recruiting and retaining teachers who are sufficiently trained for migrant education

Teachers is the most important resource factor shaping student learning outcomes regardless of student socio-economic, cultural and ethnic background. Research has shown that teacher training and teaching experience are closely linked to students' success. If migrant students are to be integrated in education, recruitment of well-trained teachers is suggested; teachers who are trained to be effective in multicultural classes and who enjoy staying on the job for several years. Hiring more teachers and more effectively trained teachers is correlated to more effective individualised pedagogical support and more opportunities for migrant students to integrate.

Approach to learning the host country language

An early start in language learning improves school readiness. Language learning is part of the educational policy and it is crucial for adaptation in new environments, for communication and for employment purposes. Focusing equally on host country language learning and migrant languages consolidation is more than necessary. The earlier the host language is provided (that is the language of instruction), the better it is for migrant students to achieve similar skills as the children of the host country. Kindergartens already established is a good start: host language learning for migrants can take place within school timetable hours and can follow the national curriculum for second language learning; language support can be provided by second language teachers, as the Law foresees. This would facilitate host language acquisition when migrant students attend primary and secondary school.

Addressing mother language between school and migrant families

One of the big challenges is related to the linguistic and cultural differences between schools and migrant families. Valuing the mother language is equally important for successful integration, as is for the host language.

A basic measure to confront this is the use of interpreters. Interpreters can be professionals or persons working as volunteers, or teachers who speak the languages of migrants or migrant adults. Migrant children are also used as interpreters for their families as well as other families speaking the same language. It is advisable



interpreters to become a statutory right for families and the national public authorities to provide schools with specific resources to serve this purpose.

Another measure could be a liaison person between schools and migrant families. This person could be a school staff member who can provide assistance to students' integration or support their teachers in activities.

A third measure is the publication of information about the school system (all levels of education), available in the languages of the most widely represented migrant groups. This could be organized in collaboration with NGOs who are usually staffed with interpreters' personnel.

Peer-Mentoring for Migrant students

The Good Practice mentioned should be further reinforced and promoted by school teachers. Peer-mentoring is quite useful not only for migrant students (but also students with special needs and other contexts); it can take place within the school structure or at home. Peer mentoring in the migrants' language promotes self-confidence and safety, especially in cases where parents cannot support their children or monitor their work at home due to language barriers. Teachers are encouraged to urge peers help each other.

5.3.2 Recommendations at System level Policy

Institutional Policies

The establishment of greater numbers of reception classes operating in morning hours in public schools is the inclusive model that fights isolation and ghettoization. Additional teachers and supportive personnel can contribute to migrant students attending all curricular subjects and school routine. D.Y.E.P. are to be established only in regional areas where no alternative is foreseen. Securing transition from D.Y.E.P. to Reception Classes should be the migration policy, including integration of pre-primary school children in mainstream public schools.



Policies supporting diversity in School Curricula

National curricula and school textbooks have been “monocultural” in Greece until lately, when a policy effort has been made to include multicultural elements in textbooks. Curriculum reform and textbooks’ adaptation in order to include different cultural perspectives require institutional and administrative changes which are time-consuming. Alternative techniques can be in place, being equally effective.

A proposed measure is for teachers to be trained in flexible teaching material, which can work complementary to the national curricula – certain optional teaching material is already mentioned in Section 3. Focusing on the communicative aspect of language should be the core aim of such teaching material because it provides confidence and supports students’ smooth adaptation. Thus, learning techniques and lesson plans should be further developed towards this direction. Teachers, in addition, who teach multicultural classes and/or migrants should be properly trained before teaching. Specialised pre-service training should be a prerequisite for teaching migrant students.

Policies supporting in-service training and professional development of teachers

As mentioned before, a current challenge for migrant education is the frustration and difficulties encountered by teachers working with migrants. In-service teacher training on migrant education must be encouraged in a systematic way for all teachers. In-service training can be a way of helping teachers develop the skills necessary to take their students’ diversity into account. However, teachers in most countries have no obligation to undertake professional development related to migrant education. A first decisive measure would be the systematic and obligatory in-service teacher training for all teachers, undertaken as part of professional development¹⁸. Equally important is the systematic and timely training of teachers working in Reception Classes, not only of the Greek Language teachers, but also other specialties, who work in schools with migrant and refugee students or socially vulnerable groups.

¹⁸ A good practice in-service teacher training course –which is optional - has already been mentioned: **“teach4integration” in-Service Teacher Training Course¹⁸**



Policies supporting appointment of teachers and other professionals

Stability in a school post is of high importance for migrant children (and a prerequisite in migrant education). A first measure includes the potential -on behalf of the state school policy- for substitute teachers to remain in their post in the same school year or consecutive years. Systematic support in their pedagogical work and relevant training is quite important especially for the newly-appointed substitute teachers. Equally important measures are: the timely recruitment of teachers in Reception Classes and the timely provision of textbooks for the teaching of Greek as a second or a foreign language. As a second measure, practitioners and relevant professionals are also suggested to be recruited on a systematic and permanent basis (psychologists, social workers, interpreters, cultural mediators and others) so that teachers can be adequately supported; exchange of information in what concerns the existing social services is vital for collaboration.

Policies empowering teacher professional development

Creating networks among mainstream teachers and teachers for migrants especially in what concerns the core content in curricula can lead to better student attainment but also to teachers' professional development. Clusters of teachers from different schools and across countries may also collaborate through using cooperative learning strategies and implementing research-based methods on effective teaching for migrants in classroom practice. Sharing best practices, resources, tools, information etc. can further reinforce professional development and psychological well-being of teachers.

Policies supporting students' academic performance and transition from education into labor

Limited opportunities for adolescents, particularly those aged 15-17 years, lead to greater challenges in academic performance in high school, tertiary or post-secondary education (including vocational training). The risk of leaving school early and school dropout is a reality more evident for migrant students. Challenges are summarised as follows:

- Disproportionate attendance at high schools
- Large gaps in missed teaching time
- Lack of continuity while adjusting to different curricula, expectations, and school environments every time they move



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- Being over-age in many cases, yet not being able to perform at grade level due to interrupted schooling, late-entry into the country, and others.

As first measures to support the above challenges, it is suggested that additional classes operate in Second Chance Schools and that there be legislation so that migrants over 17 can enroll even without prior knowledge accreditation. Additionally, 'non-formal education' courses or special programs of formal and non-formal professional education (VET) for refugee children in structures outside schools (i.e. labor centers, KEK, IEK) can be developed so that to support students' professional development and improve the labour market opportunities of migrants.

Policy Approaches to Family engagement

While migrant parents often have high aspirations for their children, they are usually unwilling to engage with the school because they face multiple challenges:

- Isolation from the communities where they live;
- Family separation;
- Socio-economic disadvantages;
- Lower levels of parents' educational attainment;
- Parents' lack of language proficiency.

For students, engagement in school includes the following challenges:

- Access to fully-qualified or adequately prepared teachers and staff;
- Enrollment in preparatory language courses;
- Resources for unmet learning needs;
- Access to information on higher education or post-secondary vocational options.

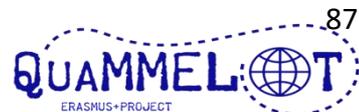
Thus, building partnerships with migrant families is more than necessary. Special professionals are to be appointed to ensure effective liaison between schools and homes. Mediators or interpreters or psychologists operating on a systematic basis, funded by public services rather than depending on voluntary organisations, can work positively towards this direction. Creating a list of helpful social service resources and advocacy organizations that families can call on is desirable. Parental involvement is not only beneficial for the psychological stability of a student but can also have an impact on her/his education outcomes.



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In addition, initiatives towards schools reaching out to parents can foster family engagement. Schools may encourage parents to become engaged in school-based or outdoor-based activities. Encourage volunteering is an effective way to attract parents in the educational procedure through assigning voluntary tasks. Schools should secure that families of migrant students know what to do to navigate the system better once they are ready to move on.

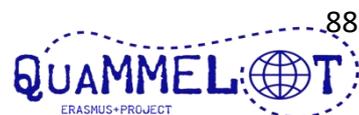
In conclusion, the visibility of migrants and refugees is evident in the Greek society, considering the wider European picture. So far, the achievements have been significant in the area of migrant education; there is more to be done both in the area of education as well as social integration opportunities. However, it is a well-established effort towards migrants' integration in mainstream schooling. Democracy and economy require well-informed, educated and active citizens as well as a culture of respect to diversity by all stakeholders. Thus, additional solid efforts are necessary to address the diverse challenges that keep migrant/refugee students and all students from fully reaching their potential.



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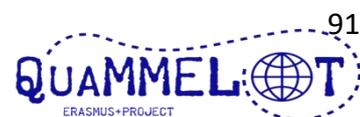
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