



ALL CHILDREN IN EDUCATION

Ensuring a Pathway to Education for Refugee and Migrant Children in Greece

Programme Brief

March 2024



HELLENIC REPUBLIC
Ministry of Migration & Asylum



MINISTRY OF EDUCATION AND RELIGIOUS AFFAIRS
INSTITUTE OF EDUCATIONAL POLICY



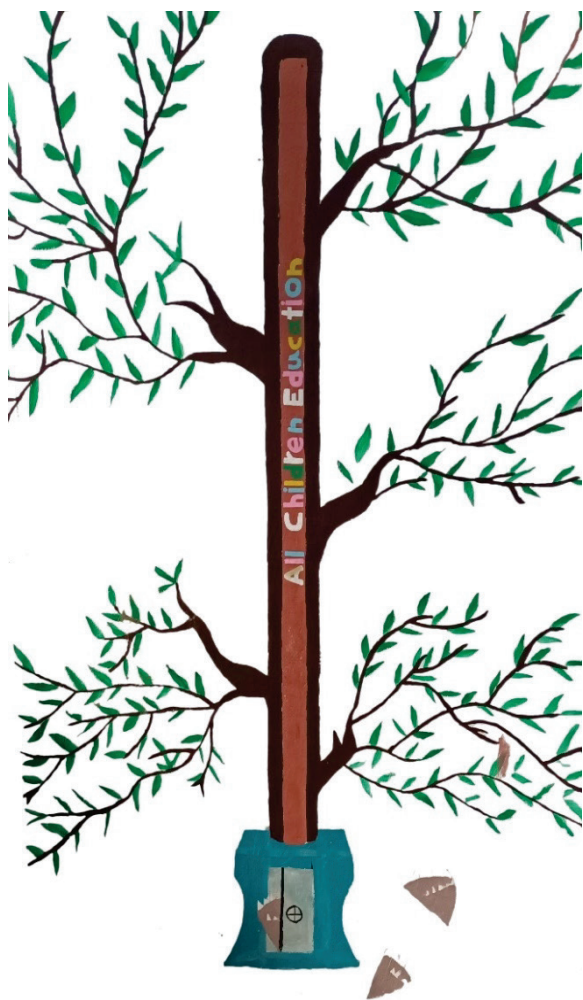
Co-funded by
the European Union

UNICEF works in the world's toughest places to reach the most disadvantaged children and adolescents – and to protect the rights of every child, everywhere. Across more than 190 countries and territories, we do whatever it takes to help children survive, thrive and fulfil their potential, from early childhood through adolescence.

And we never give up.



At a glance



- **All Children in Education (ACE)** is a UNICEF-led initiative that provides formal and/or non-formal education opportunities to refugee and migrant children in Greece.
- Between September 2021 and February 2024, UNICEF and its partners have assisted a total of **24,057** refugee and migrant children (14,518 boys and 9,539 girls) aged between 4 and 17 years old to:
 - Access **non-formal education**, including Greek and English language classes, through **Homework and Creative Activities Centres (HCACs)**
 - Prepare for **formal education and enroll in formal schools**
 - **Complete homework and accelerate their learning** to catch up with their peers
 - Improve their **communication with** teachers and other students at school
 - Receive psychosocial support from trained educators and inter-disciplinary teams
- **The majority of children** participating in ACE are also enrolled in formal education. UNICEF and its partners work closely with local and

national educational authorities to help children and their families **complete the necessary paperwork for enrolment**. Interpreters and translators are available in most of the sites to assist in facilitating communication for children in the school environment.

- ACE has introduced **innovative educational methods** to assist teachers in addressing daily challenges. The initiative has:
 - Implemented a comprehensive **professional development programme** for both formal and non-formal teachers, with a focus on **inclusive pedagogy**
 - Introduced, for the first time in Greece, a **harmonized** approach to non-formal education setting common standards and indicators for education quality and content
 - Facilitated the creation of quality **teaching and learning materials** as well as a **common framework for non-formal student assessment**
- The programme "All Children in Education" is a **UNICEF initiative** in collaboration with the **Ministry of Migration and Asylum**, co-funded by the **European Union**, and implemented in cooperation with a number of partners, including ARSIS, the Danish Refugee Council (DRC), ELIX, METAdrasi, Junior Achievement Greece and Solidarity Now, as well as the Universities of Athens, Thessaly, Thessaloniki, Patras.

ACE beneficiaries

24,057
Beneficiaries

Top-5 Nationalities

Data refer to Feb 2024

Afghanistan
Syria
Iraq
Somalia
Ukraine

267 children
with disabilities*

**Within the context of this programme, disability is captured as self-reported by children and/or their parents*

5,868
unaccompanied and
separated children

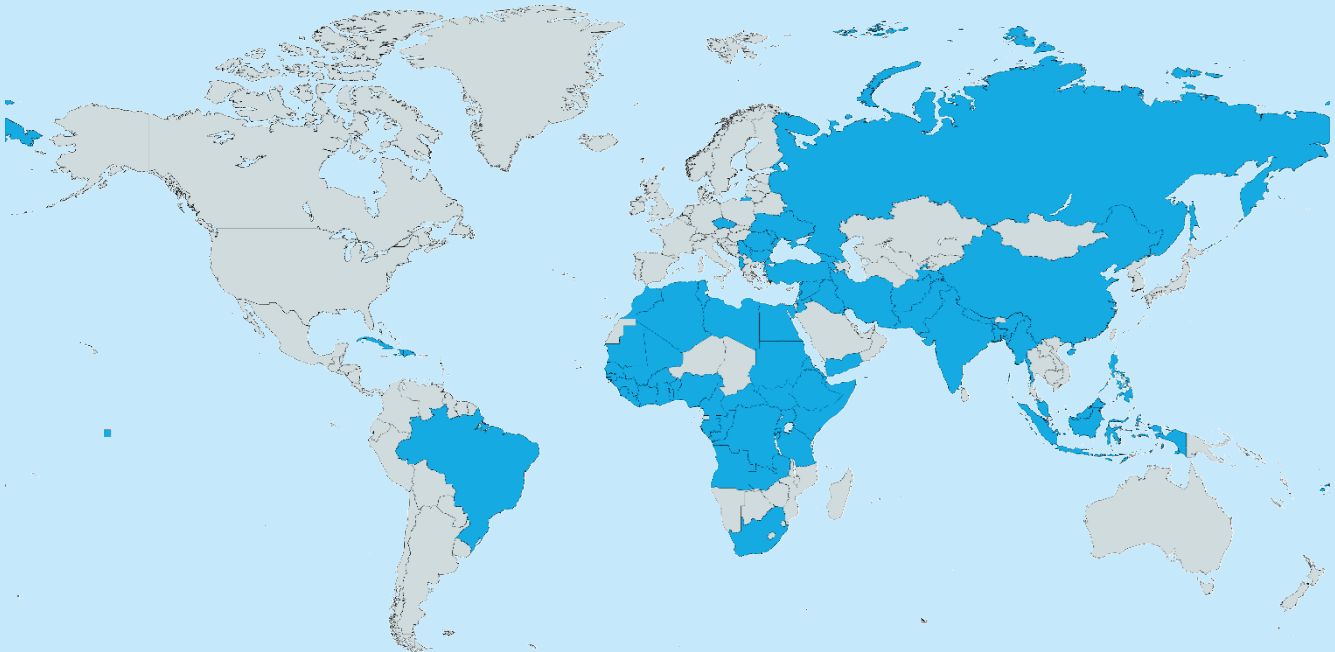
8,322 children
provided with structured
psycho-social and/or
tailored support

521 children
referred to
specialized
services



■ Girls 40% ■ Boys 60%

Countries of origin of students attending ACE classes



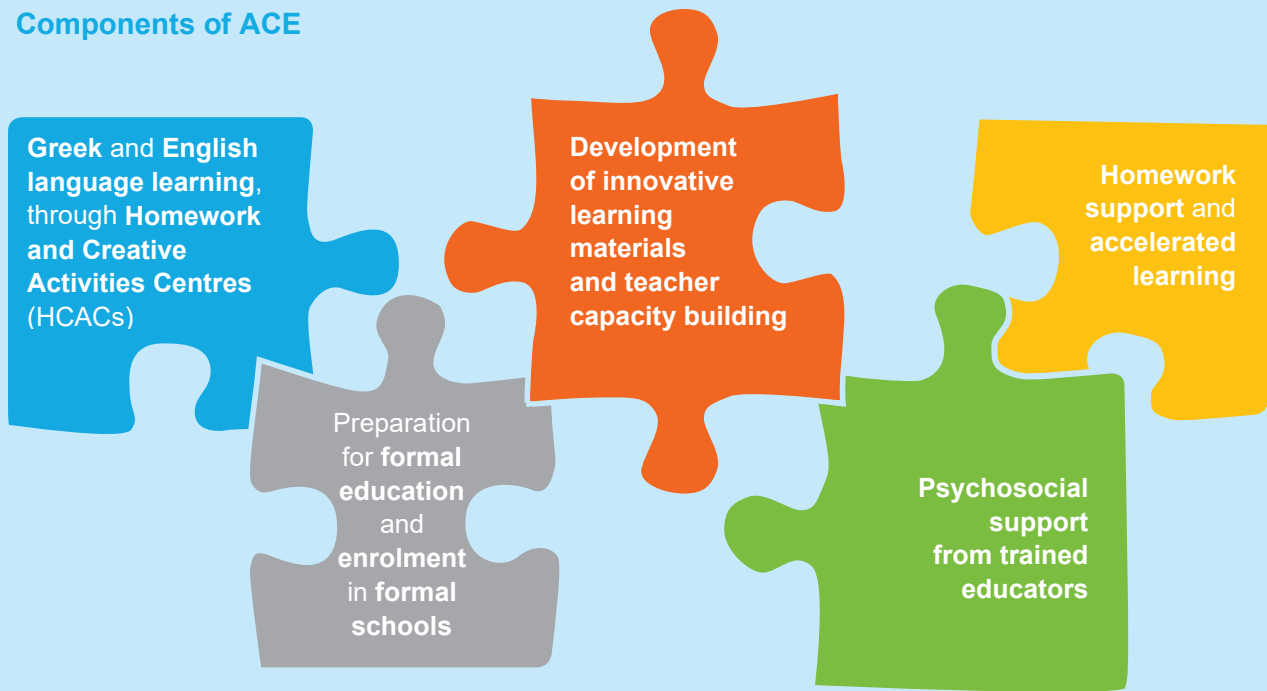
This map does not reflect a position by UNICEF on the legal status of any country or territory or the delimitation of any frontiers.

Preparing children to thrive

- The **Homework and Creative Activities Centres** (HCACs) offer comprehensive support to refugee and migrant children and their families as they transition from non-formal education to a formal classroom environment.
- To ensure the quality of non-formal education provision UNICEF and its partners have developed a **harmonized approach** through standard operating procedures and guidelines. The guidelines cover a wide range of aspects, including learning spaces, outreach procedures, programme development and evaluation and practitioner qualifications, and professional development.
- At HCACs, children attend classes of **Greek, English, Mathematics, and Science**, among others. Greek language learning is the primary focus of the curriculum, as it plays a vital role in helping children integrate successfully into formal classrooms.
- Children also have the opportunity to participate in **skills-building sessions**, such as music and movement-based learning, sports activities, photography, dance, and even web radio shows.
- A **team** of trained educators is available along with psychologists, social scientists and cultural mediators to provide specialized support. This includes facilitating communication with schools to ensure formal education enrolment and referring children in need of additional care to specialized services.
- After enrolling in school, children can receive **homework support** to improve their academic performance and keep them engaged in their studies. This type of assistance is especially valuable for secondary school-age children, including many unaccompanied minors with limited access to educational opportunities. Thus far, the programme has supported **5,868 unaccompanied or separated** children residing temporarily in Accommodation Centers, Semi-Independent Living Apartments, Emergency Accommodation Facilities, Reception and Identification Centers and Closed Controlled Access Centers throughout Greece.
- Starting from November 2022, ACE has launched **job-readiness workshops** for adolescents, with the aim of equipping them with the necessary skills and knowledge for a successful transition into adulthood and the job market. The workshops are based on a hybrid methodology, comprising both face-to-face and online components, and cover essential topics such as job market information and vocational guidance. Refugee students are supported in creating employability or entrepreneurship plans, while targeted job-shadow workshops are being implemented in selected areas. A total of **1,326** refugee and migrant children benefited from 21st century skills development and job readiness workshops.
- UNICEF and its partners have a **presence in all areas** where refugee accommodation facilities have been set up, including both **border** and **mainland locations**, as well as in **urban centres** like Athens, Thessaloniki and Herakleio.

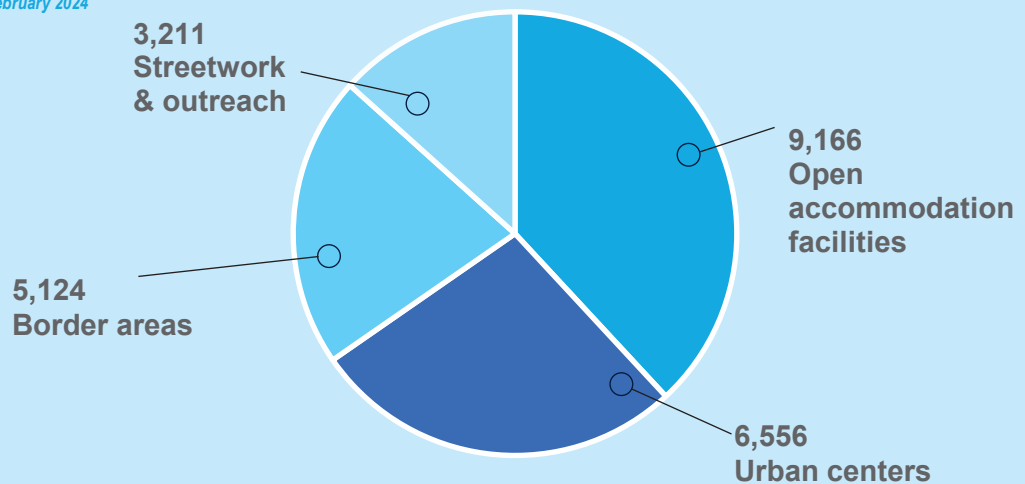


Components of ACE

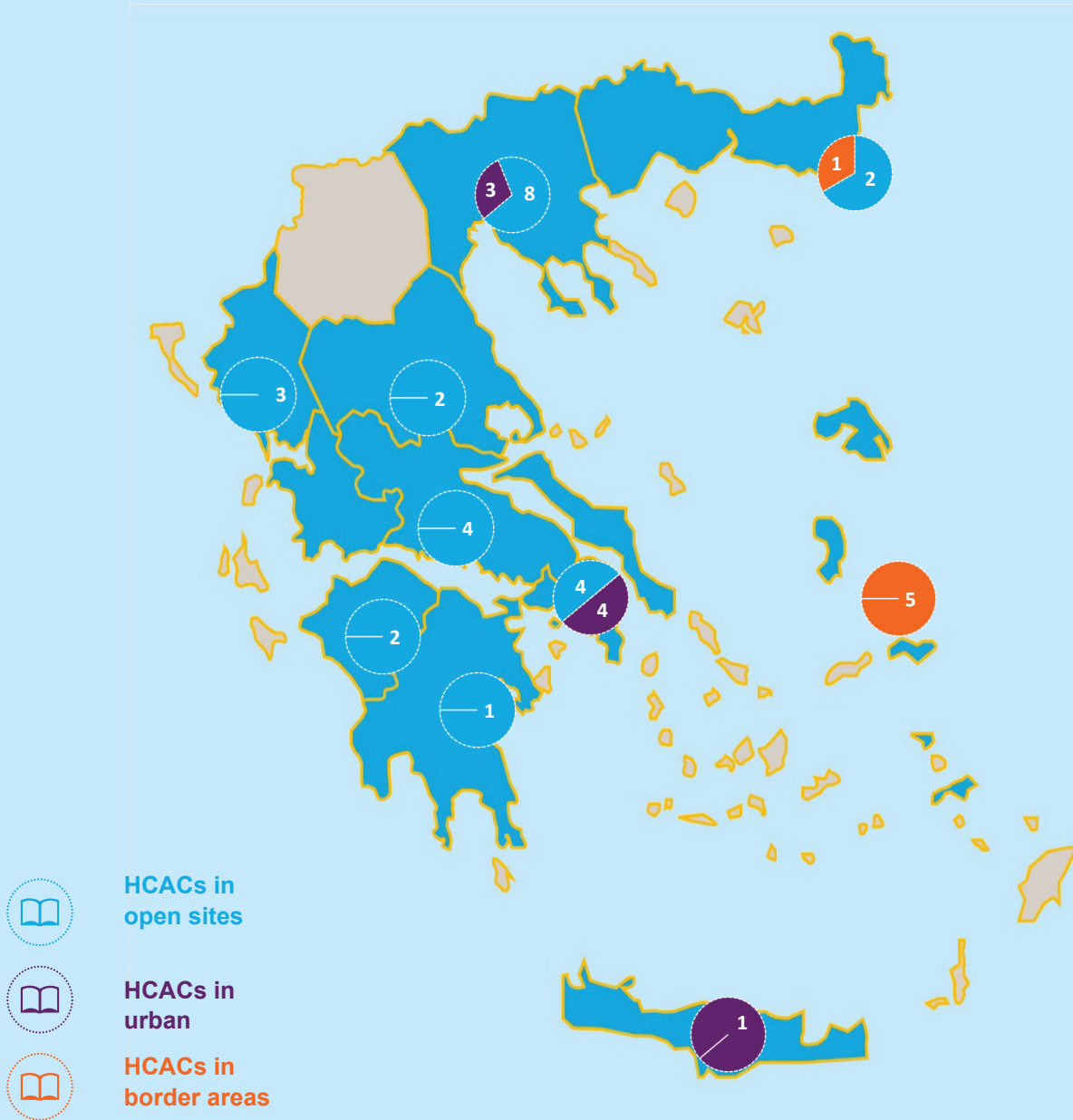


Children beneficiaries by area of intervention

Data refer to February 2024



ACE Implementation Sites*



*February 2024

Central Macedonia

Alexandria, Diavata, Kleidi, Lagadikia, Nea Kavala, Serres, Vagiochori, Veria
Thessaloniki

Epirus

Agia Eleni, Filipiada, Katsikas

Central Greece

Oinofyta, Ritsona, Thermopyles, Thiva

Thessaly

Koutsochero, Volos

Western Greece

Andravida, Pyrgos

Peloponnese

Corinth

Crete

Herakleio

Eastern Macedonia and Trace

Drama, Kavala
Evros

Attica

Elefsina, Malakasa I & II, Schisto
Athens

Aegean Islands

Chios, Kos, Leros, Lesvos,
Samos,

Empowering young minds Fostering aspiration and dreams



“The ideal school should be like a community, like a small village!”

Patrick and Daniel express their creativity through the courses at the Homework and Creative Activities Center of DRC Greece and are inspired for the future.

Daniel and Patrick are brothers and live in an accommodation facility in Attica with their father. They came to Greece a few months ago and say that they really like school, as well as all the activities that help them learn and develop.

Daniel has already dreamt of his future:

“I want to be a scientist! I like science and I want to discover something great!”

Patrick, Daniel’s brother, writes music and sings, he is interested in the arts as well as football, and he would like to have more opportunities at school to do what he likes. The two brothers visit the DRC Greece Homework and Creative Activities Centre every day in the open accommodation facility where they live. Daniel and Patrick participate in various activities and classes at the centre - but the robotics workshop is their favourite. Within a few weeks, Daniel built a small robot and Patrick finished a video for the song he wrote about children’s rights. As Daniel explained, a small robot takes a few days to build, a medium one maybe 2 to 3 weeks, while a huge robot will require more effort.

While discussing the above activities, the children thought of many ideas about how they would like the ideal school to be:

“It would have brave teachers with patience and respect towards the students!” says Patrick, adding: ***“A big yard and facilities for sports activities! It would also have dance lessons!”***

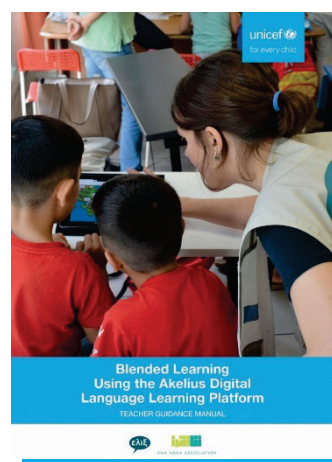
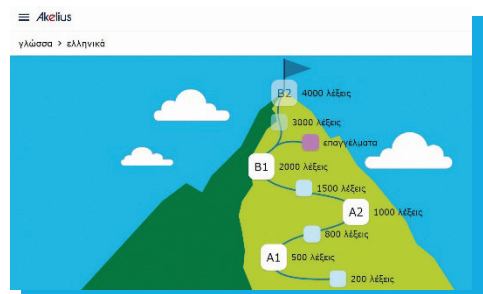
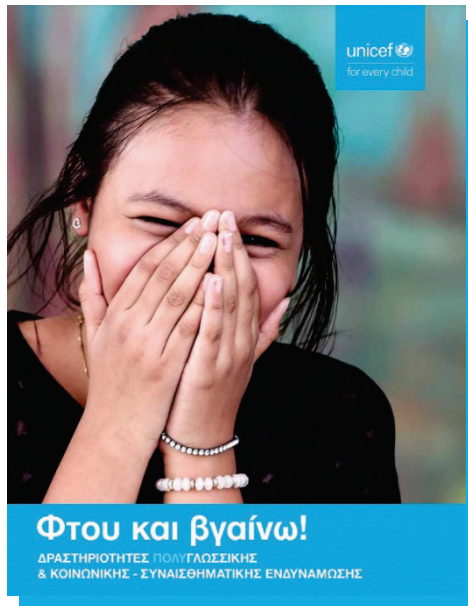
Daniel adds: ***“It would have very large spaces and paintings on the walls, a large laboratory with everything necessary to help us learn! It would definitely be green, and it would have a garden with various plants!”***

“We want more children in school!” concludes Daniel.

“Schools should be like a community, like a small village!”

Bringing teachers and students closer through innovative material

- UNICEF and its partner institutions of higher education have collaborated to create a collection of **certified teaching and learning materials** for both formal and non-formal education settings. These resources have been approved by the **Institute of Educational Policy** and include an **Accelerated Learning Programme (ALP)** for high school students.
- The ALP is fully compatible with existing curricula and was developed to equip students with the skills to excel in Biology, History, Social Science, Mathematics, Physics, and Chemistry. It includes materials for students, teacher guides, glossaries, and diagnostic tests. These materials condense three years of Gymnasium knowledge and skills into one year, allowing students to join regular classes effectively and succeed.
- Learning materials include **textbooks** to teach the **school language**, supported by **glossaries** in the **main languages of refugees** and **toolkits** connecting Greek and English language, as well as Maths & Science, with social-emotional learning goals. These toolkits aim to enhance 21st-century skills, school readiness, and resilience through experiential activities and games. They promote differentiated teaching in student-centered learning spaces, characterized by positive interaction and high expectations, and celebrate plurilingual identities and diversity in the classroom.



- Εκπαιδευτικά υλικά σε 6 αντικείμενα (μαθηματικά, φυσική, χημεία, βιολογία, ιστορία, κλπ)
- Οδηγοί για τους/τις εκπαιδευτικούς
- Δοκιμασίες αποτίμωσης δεξιοτήτων
- Γλωσσάρια σε 10 γλώσσες
- Εκτυπωμένο και ψηφιακό υλικό
- Μια πλήρης μεταφρασμένη σύντομη εκδοχή - υποστηρίζει εν μέρει αυτομάθηση

Leveraging technology to unlock learning



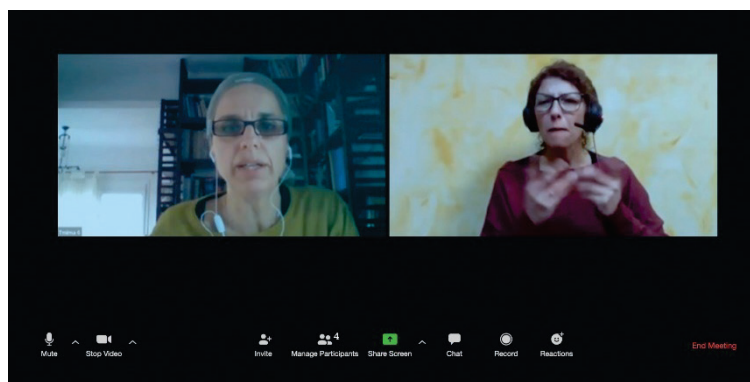
- Since 2018, UNICEF has been collaborating closely with the **Akelius Foundation** and the **UNICEF Swedish National Committee** on the creation and use of the **Akelius Digital Language Learning Course**.
- The Akelius Digital Language Learning Course is an effective and flexible tool that promotes **language learning** among refugee and migrant children in both **Greek** and **English**. It is easily accessible online or on Android devices and features thematic unit series, quizzes, and interactive exercises that cater to learners of all levels. The course also provides additional content such as books and songs to enrich the learning experience.
- Through the use of **interactive** and **engaging** content, the Akelius course enables children to learn at their **own pace** and in a way that suits their **individual needs**. This not only fosters language development but also helps to build **digital literacy**.

- Furthermore, by **training teachers in blended learning techniques**, the programme enhances the quality of education provided to refugee and migrant children. It equips teachers with the skills and knowledge needed to create **effective blended learning environments** that maximize learning outcomes for students.
- To date, **1,943 instructors** have undergone training in blended learning and the implementation of the Akelius course, which is implemented in formal and non-formal education classrooms across **77 locations in Greece**, including urban settings in Athens and Thessaloniki, as well as accommodation facilities on the mainland and islands. Since the project's inception **19,531** people in Greece have benefited from the Akelius digital language learning course initiative.

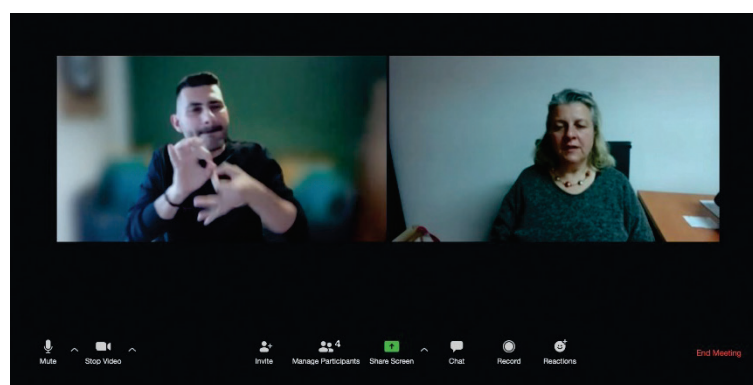


Preparing educators for diverse classrooms

- **Teach for Integration**, a 400-hour professional development programme, has been designed under ACE to equip educators with the necessary skills to **effectively integrate refugee and migrant children** into their classrooms. The programme is addressed to all teachers and education executives in the country, with priority to those who staff Reception Classes or whose classes are attended by students with a refugee/migrant background.
- The programme focuses on enhancing the competencies of educators in various areas, including **teaching Greek as a second language**, offering **psychosocial support**, utilizing **accelerated learning tools, digital and blended learning** techniques, and managing a mixed classroom and group dynamics. The programme is also made accessible to **teachers with disabilities**.



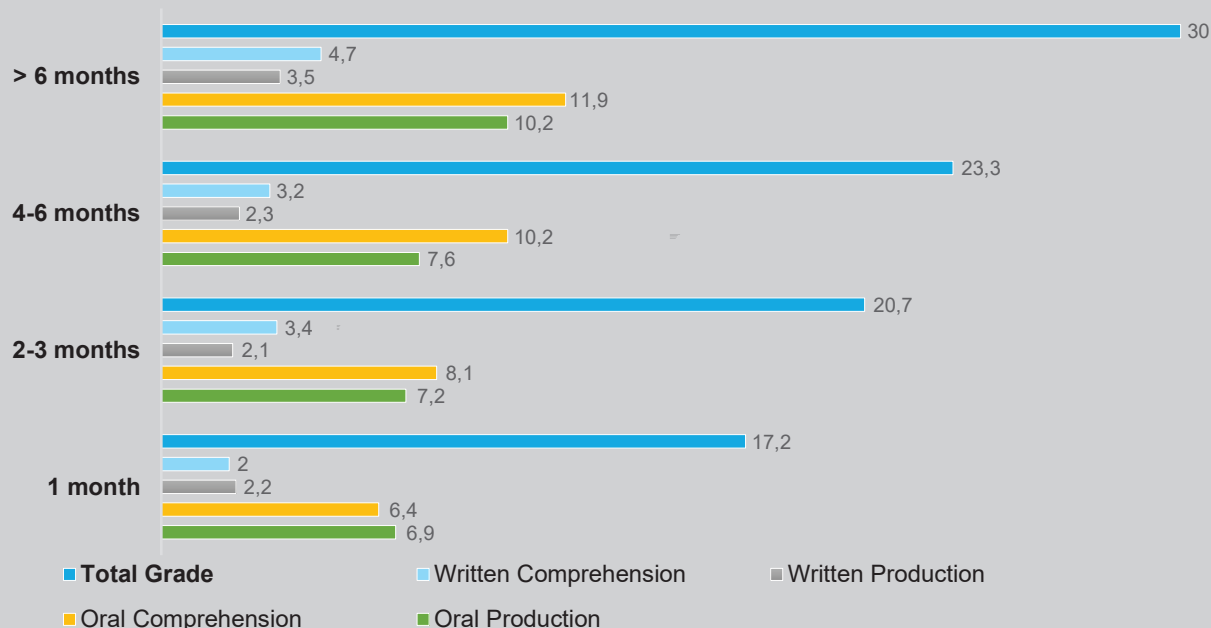
- Teach for Integration is the result of collaboration with four Institutions of Higher Education under the supervision of the national Institute for Educational Policy and has so far supported **4,949 teachers** and **education staff**. Additionally, **3,152 teachers** and **education staff** have participated in short-term induction programmes, including for those receiving Ukrainian pupils in their classrooms.



Understanding how children learn

- The **Ministry of Migration and Asylum** has created an electronic platform called **ACEMON** to monitor the learning progress of ACE beneficiaries, focusing on Greek and English language acquisition. UNICEF also records progress in four language skills –**listening, speaking, reading and writing**– and categorizes progress according to the Common European Framework of Reference for Languages.
- Data collected capture essential **demographic information** such as age and gender, as well as other parameters, including the duration of a child’s formal and non-formal education enrolment, the nature of educational activities received, and the type of accommodation provided.
- **Five assessment rounds** targeting children living in accommodation sites, reception and identification centers, and urban areas were conducted in **October 2022, February, June, November 2023 and February 2024**. The assessment tools used to evaluate Greek and English language skills were based on the Common European Framework of Reference for Languages and the MoERAS-IEP curricula, which were adapted to align with the context of refugee and migrant education.
- Analysis of the results **for Greek language acquisition** indicates that **contextual factors** play a pivotal role in language development. Specifically:
 - **Longer participation in ACE** is positively associated with the overall enhancement of linguistic skills, including abilities that are deemed academically more challenging such as written and oral comprehension (see Figure 1).
 - **Participation in formal education** is positively associated with an increased level of Greek language understanding.

Figure 1: Greek language scores per length of ACE participation*

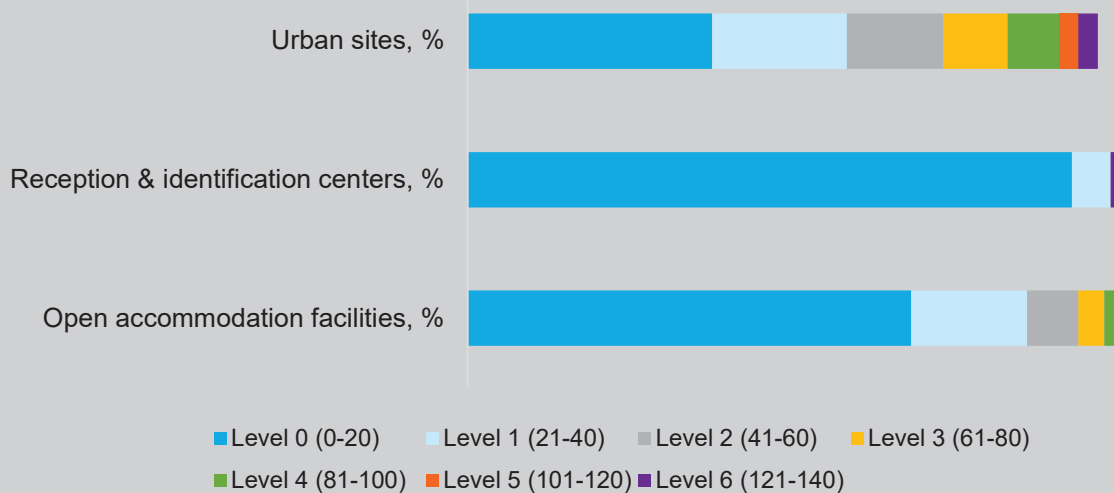


*Results analysis of the first linguistic round, October 2022



- **The place of residence of children** has a considerable impact on their performance. Children residing in urban centers demonstrate superior performance in Greek language proficiency as compared to those residing in open accommodation sites, while the latter exhibit better performance compared to children residing in reception and identification centers (see Figure 2).

Figure 2: Scoring at Greek assessment per type of accommodation*



*Results analysis of the first linguistic round, October 2022

From Egypt to Athens and from there, higher up!



Born and raised in Egypt, Yonathan came to Greece a year ago with his sister and mother. They came to live with his father, who had already emigrated to Greece some years ago to find work and secure a better future for him and his family.

Yonathan, together with his parents and sister, live in the area of Agios Panteleimon and are a very close-knit family. He speaks fondly of his older sister Lydia, with whom he does everything together: school, studying and strolls in the city.

The two children wake up every day at 7 am to get ready and take the bus to Elliniko, where their school is.

Yonathan goes to Secondary school, the Intercultural Lyceum of Elliniko, and he loves going to school both for the lessons as well as for the friends he has made!

Waking up in the morning is a bit of a struggle but also has its perks:

"We have formed a very nice group at school, there are a lot of Egyptian kids and we play a lot of volleyball, although I admit I need some improvement! But apart from the company, I really like the lessons my teachers deliver," says Yonathan.

He likes Math most of all, followed by Greek language lessons, which he says he prefers to English.

Yonathan has big dreams for when he grows up:

"I want to travel a lot and become a pilot! I really like planes and I'm curious to explore and fly them."

For the past nine months, Yonathan has been attending classes after school at the ELIX Homework and Creative Activities Centre in the centre of Athens, as part of the "All Children in Education" programme.

These are learning support classes for Greek and Mathematics and he also enjoys the crafts and creative activities he does, as part of the classes.

The course he likes most is Job Readiness, which he attends at the centre, with ELIX social worker Savvas Kalokairinos. He enjoys discussing about jobs and careers and finds Mr. Savvas' work interesting!

Yonathan is making a great effort to be able to participate in the Panhellenic exams next year, with the aim of achieving his dream.

As for life in Athens and his free time, he says:

"We live in the centre of Athens, which I love, and I love going for walks in the areas of Acropolis, Syntagma and the parks of Thiseion," adding jokingly:

"There's no traffic in Athens, in Egypt the streets are chaos!"



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Contact Details:

UNICEF Greece Country Office
Lochagou Spiliotopoulou 8
157 73, Zografou
Athens, Greece
Office: +30 211 2340 297
Email: greece@unicef.org
www.unicef.org/greece