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INTEGRATION OF REFUGEES INTO THE EDUCATIONAL SYSTEM OF GREECE.

THE CASE OF TRIKALA.....

TRIKALA EMBRACES REFUGEES!!

PRAGUE, OCTOBER 2018

MIGRATION FLOWS IN GREECE

HISTORICAL DATA

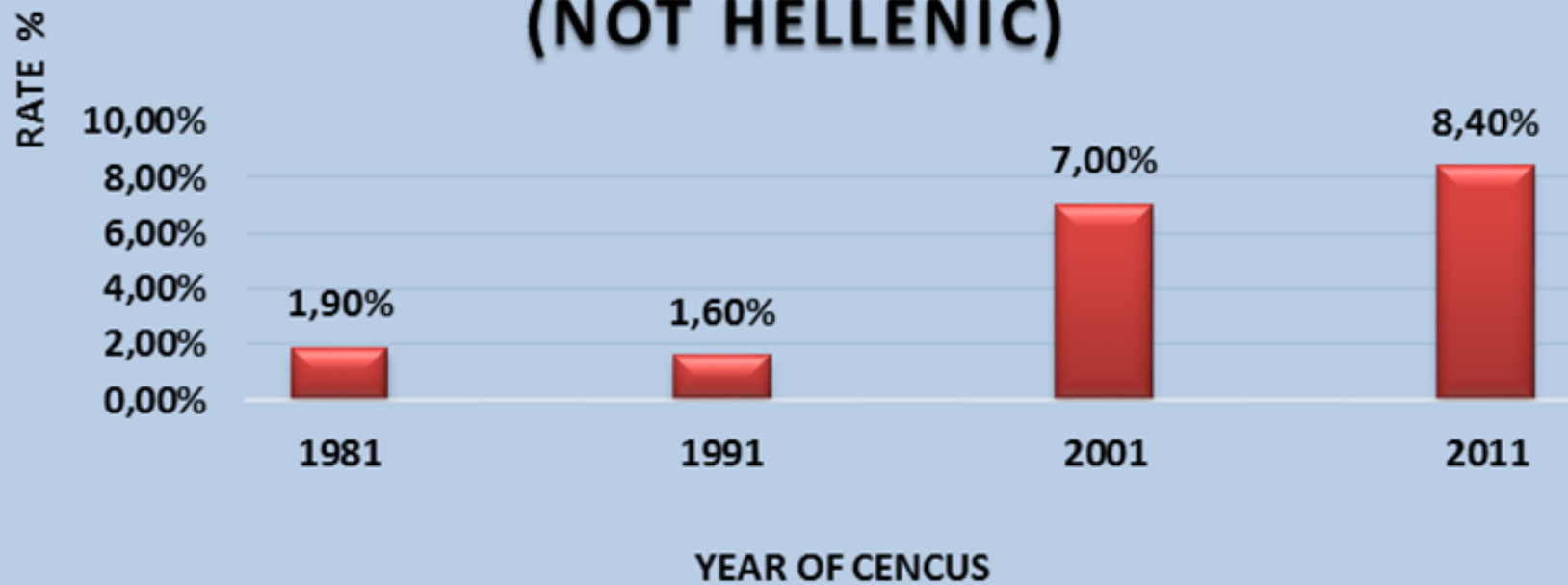
- The issue of immigration in Greece (over the last twenty years) has been a central point in public debates
- From the end of the Second World War to the 1980s, Greeks were forced to emigrate.
- After the end of the 1980s, it changed into a migrant host country

**Table 1: Greece, total population and population of Greek and foreign citizenship
in census 1981, 1991, 2001, 2011 (population in thousand)**

	1981	1981	1991	1991	2001	2001	2011	2011
TOTAL POPULATION OF GREECE	9.739,6	100%	10.259,9	100%	10.934,1	100%	10.816,3	100%
POPUPATION WITH HELLENIC NATIONALITY	9.559,0	98,2%	10.092,6	98,4%	10.171,9	93,0%	9.904,3	91,6%
POPUPATION WITH NON HELLENIC NATIONALITY	180,6	1,9%	167,3	1,6%	762,2	7,0%	912,0	8,4%

SOURCE: HELLENIC STATISTIC AUTHORITY

POPULATION WITH OTHER NATIONALITY (NOT HELLENIC)



SOURCE: HELLENIC STATISTICAL AUTHORITY

In the first period (2006-11)

- 50% of the immigrants came from another European country (mainly Albania)
- They were economic migrants

The reasons:

- The economic and political situation of the countries of origin
- The need for a workforce in the black economy of Greece
- Geographical proximity to the countries of origin and
- Ease of access due to the difficulty of guarding maritime borders.

Over the decade 2006-2016, more than 1,9 million people have illegally entered

Πίνακας 2: People who illegally entered Greece
between 2006 and 2015

Time period	2006 - 11	2012 - 16	2006 - 16
Total number of people	711 977	1 283 789	1 995 766

Source: Ministry of the Interior and Administrative Reconstruction

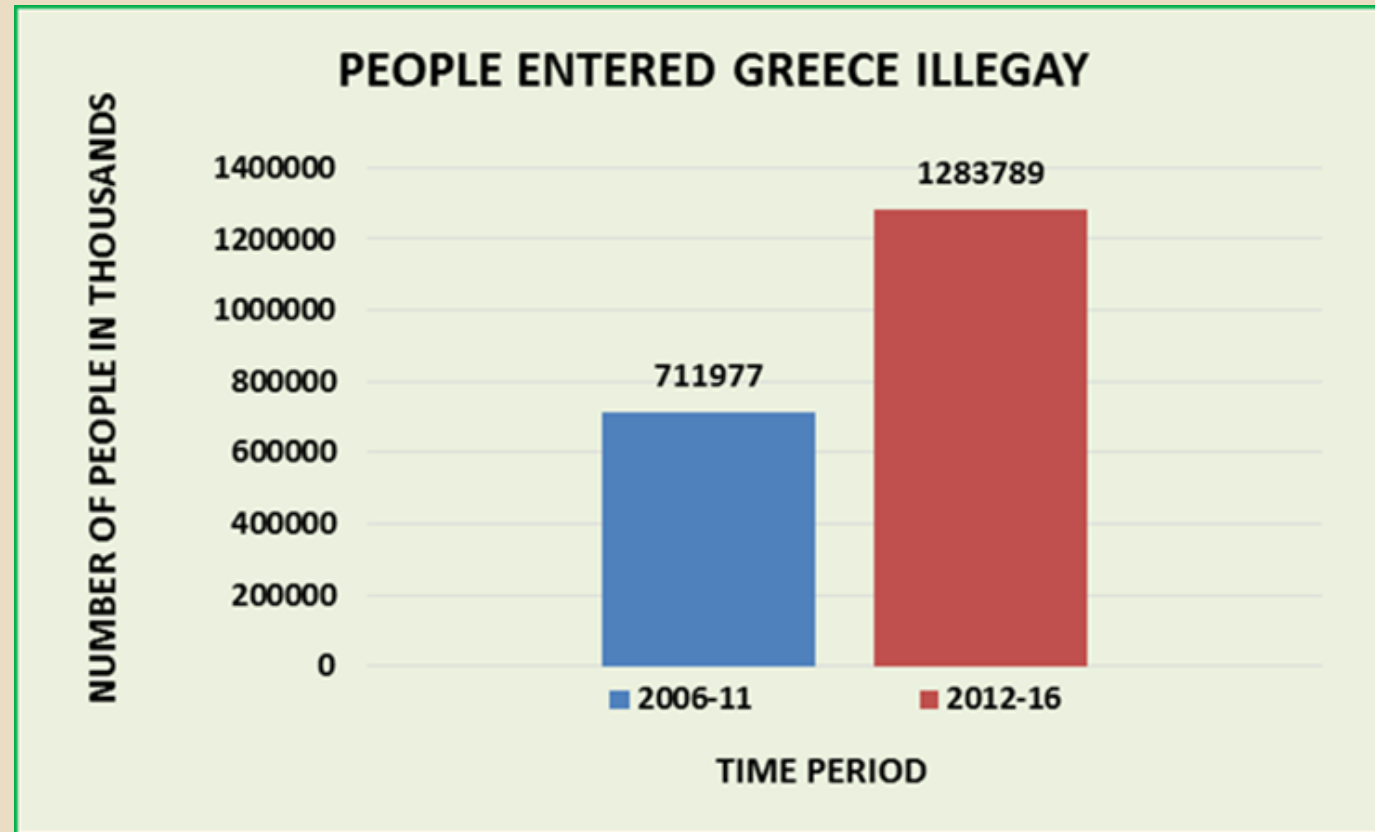
Since 2006, the number of people illegally entering the country has started to increase significantly.

In the second period (2012-16)

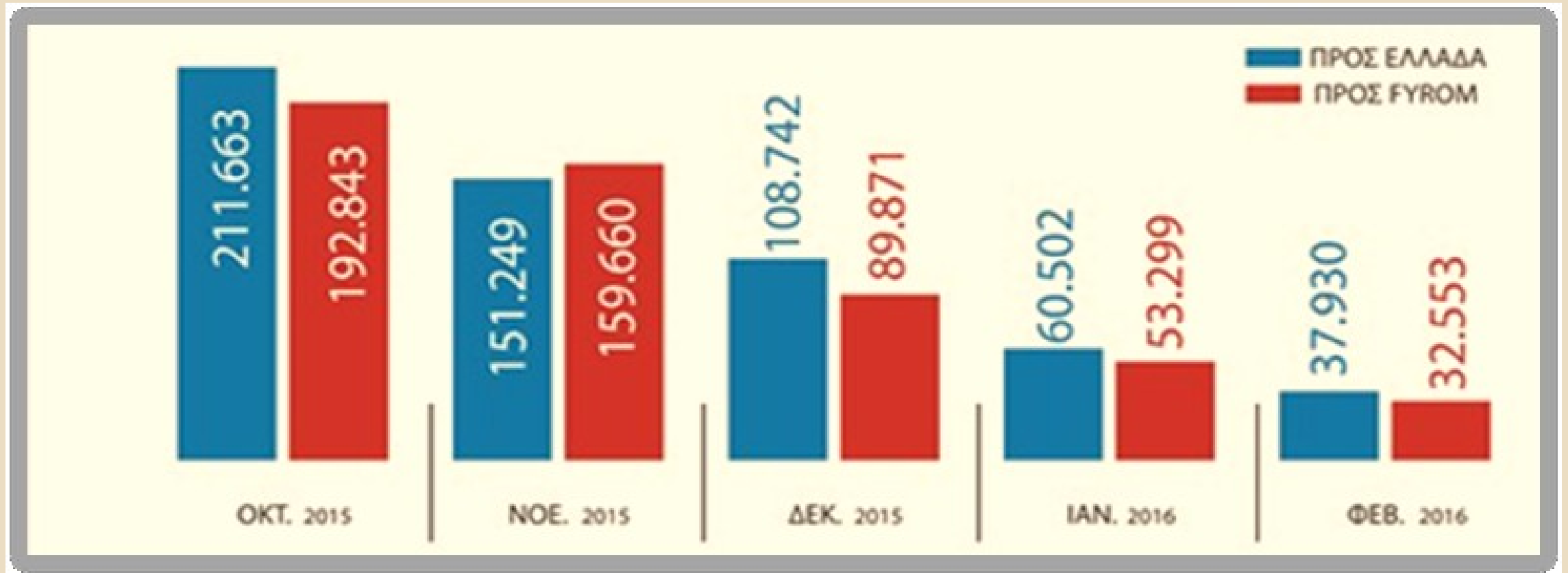
- More than 80% of those arriving in Greece came from the countries Syria, Iraq and Afghanistan
- They are Refugees

The reasons:

- The war in their countries



NUMBERS OF REFUGEES TO AND FROM GREECE: OCT. 2015-FEB 2016

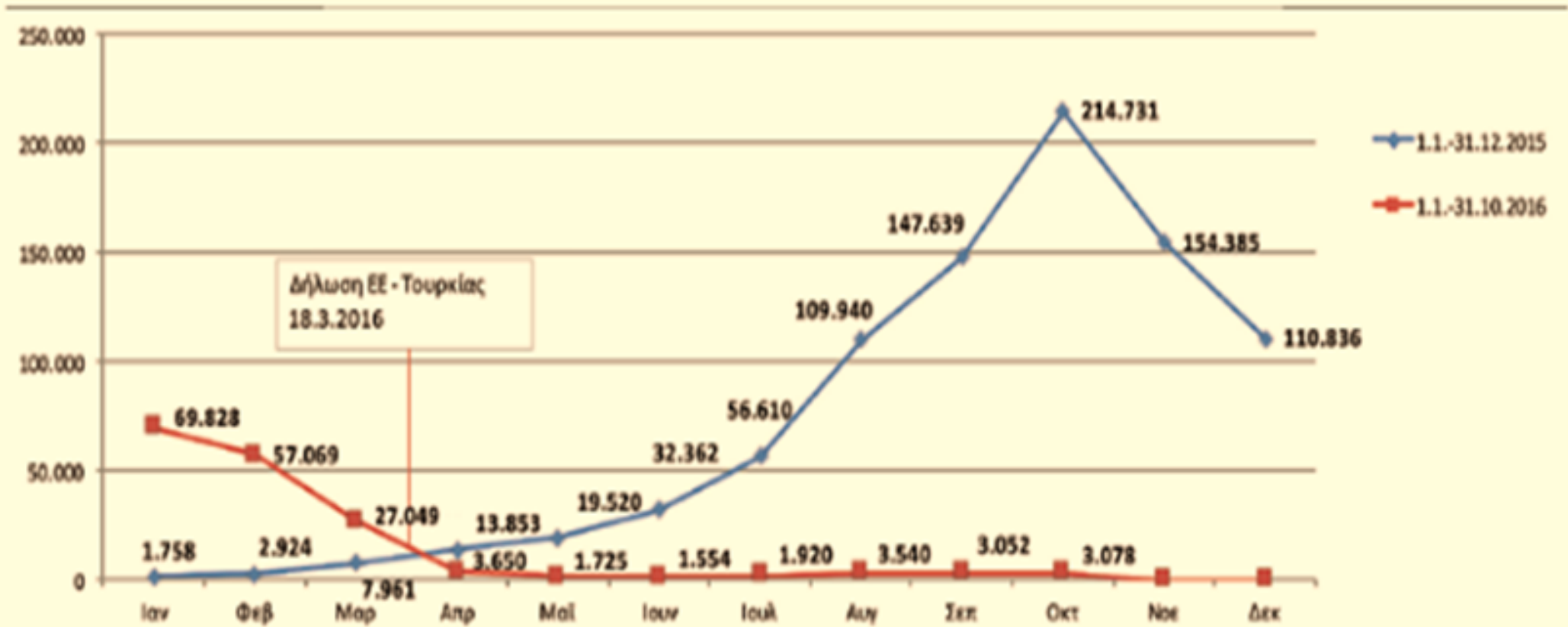


SOURCE: UNHCR

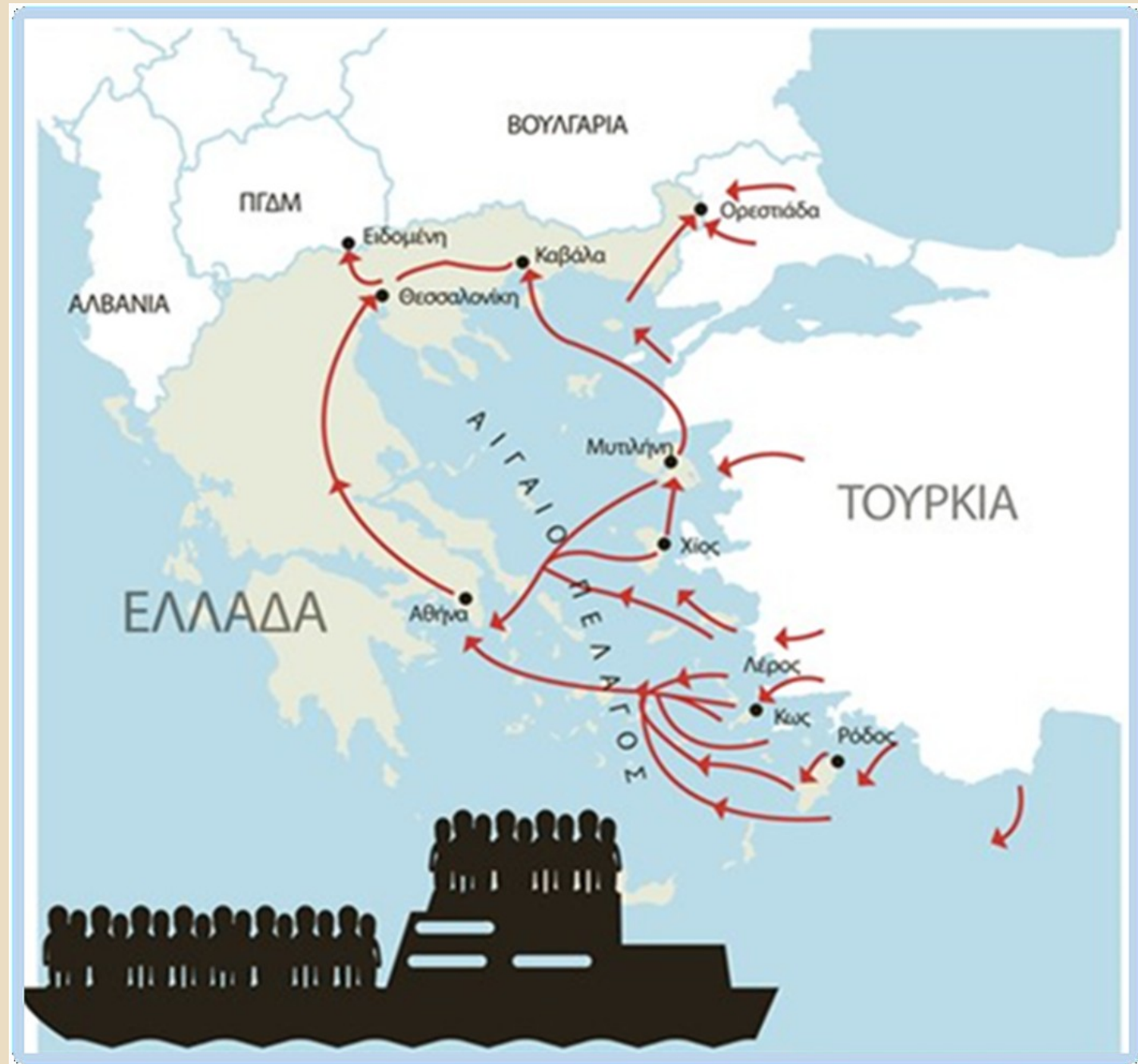
There is no interest in staying in Greece but moving quickly to one of the "rich countries" in Europe.

This is apparent from the very small number of those who have applied for asylum.

Arrivals from the sea per month (2015-2016)



This population initially headed for Piraeus and then crossed the country towards the border between Greece and FYROM and the passage of Idomeni.



FLOWS OF REFUGEES TO AND FROM GREECE



After the closure of the border and the EU - Turkey agreement in March 2016, about 60,000 refugees were trapped in Greece

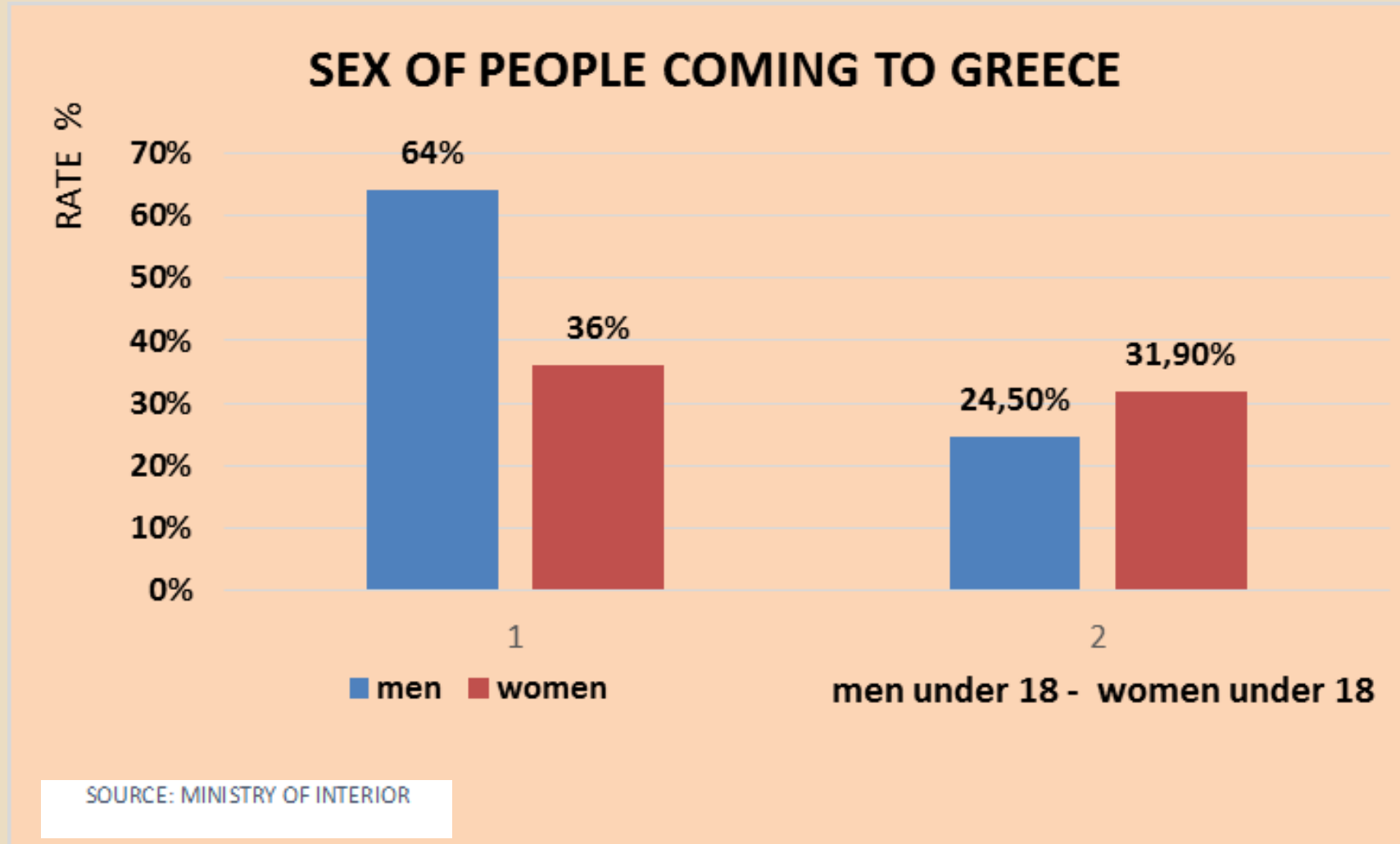
The refugee population that entered the country was not homogeneous.

According to the General Secretariat of Migration and Refugee Policy within two years (2015-2016) we had:

- **1,200,000 arrivals in the islands**
- **7,000 arrivals through landal borders**
- **50,000 savings at the sea**
- **765 arrests of traffickers**



During the period 1.1.2016 to 31.10.2016 the percentages of men and women varied



A very high number of people under 18

THE REFUGEE CRISIS

- It is the largest and most pressing refugee influx to European soil since the Second World War
- Refugee flows are mixed with migrants
- Refugees and immigrants arrived in the Greek islands crossing a sea border, which is extremely difficult to control.
- Greece has been forced to take on the role of a European leader in tackling the crisis under unusual and very difficult conditions
- Greek Society and the State have achieved a huge work in just 18 months, giving a daily battle to the fundamental European values of humanity and solidarity and defending the security of European borders, through a tough economic crisis

TACKLING THE CRISIS

- The Greek authorities have set up host structures as soon as possible.
- In addition to state reception facilities, the United Nations High Commissioner for Refugees (UNHCR) and other NGOs have created other host structures (apartments, hotels, hospitality in families) in the islands and in the hinterland.



Host structure in Larisa

TACKLING THE CRISIS

A Vaccination program applied to children residing in Structures or elsewhere by the Ministry of Health, in cooperation with the Ministry of Immigration Policy



Particular attention was paid to unaccompanied children.

In March 2017, according to the UNHCR:

- 2,100 unaccompanied minors,
- 92% of which were boys,
- most of them over 14 years old (main nationalities: Pakistan, Afghanistan, Syria)

48 hostels for unaccompanied minors were created, a total of 1,256 places under the supervision of the Greek State

EDUCATION OF CHILDREN OF REFUGEES

- Greece has set as a priority to ensure that refugees' children have access to the public education system
- For the Greek State, it is a Duty, an Obligation and a Political decision to facilitate access to education for all minors living in Host structures
- The training program has been developed by the cooperation of the Ministry of Migration Policy and the Ministry of Education.
- It is implemented with mass support from local communities despite the exceptions

OBJECTIVES OF THE PROGRAM

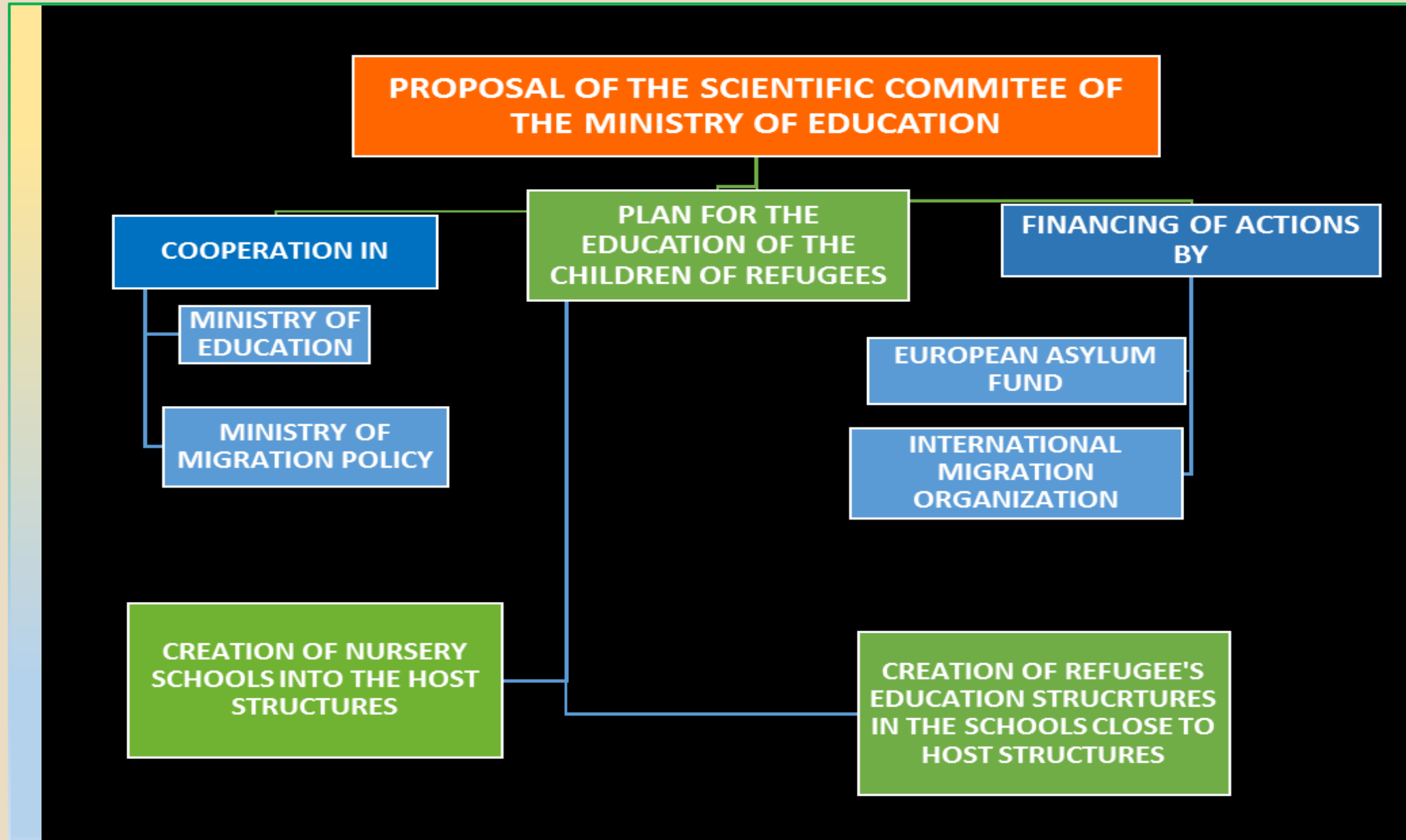
Ensuring the right to education, psychological support and gradual integration of refugees into educational system of Greece

In March 2016, the Ministry of Education set up the Scientific Support Committee to develop the Training plan which was implemented by :

- The Management Team
- The administrative mechanism of the Ministry of Education' and
- The Refugee Training Coordinators

The Coordinator's duties : monitor, manage and coordinate whatever is related to the education of refugee students

THE EDUCATION PROGRAM ORGANIZED BY AGE

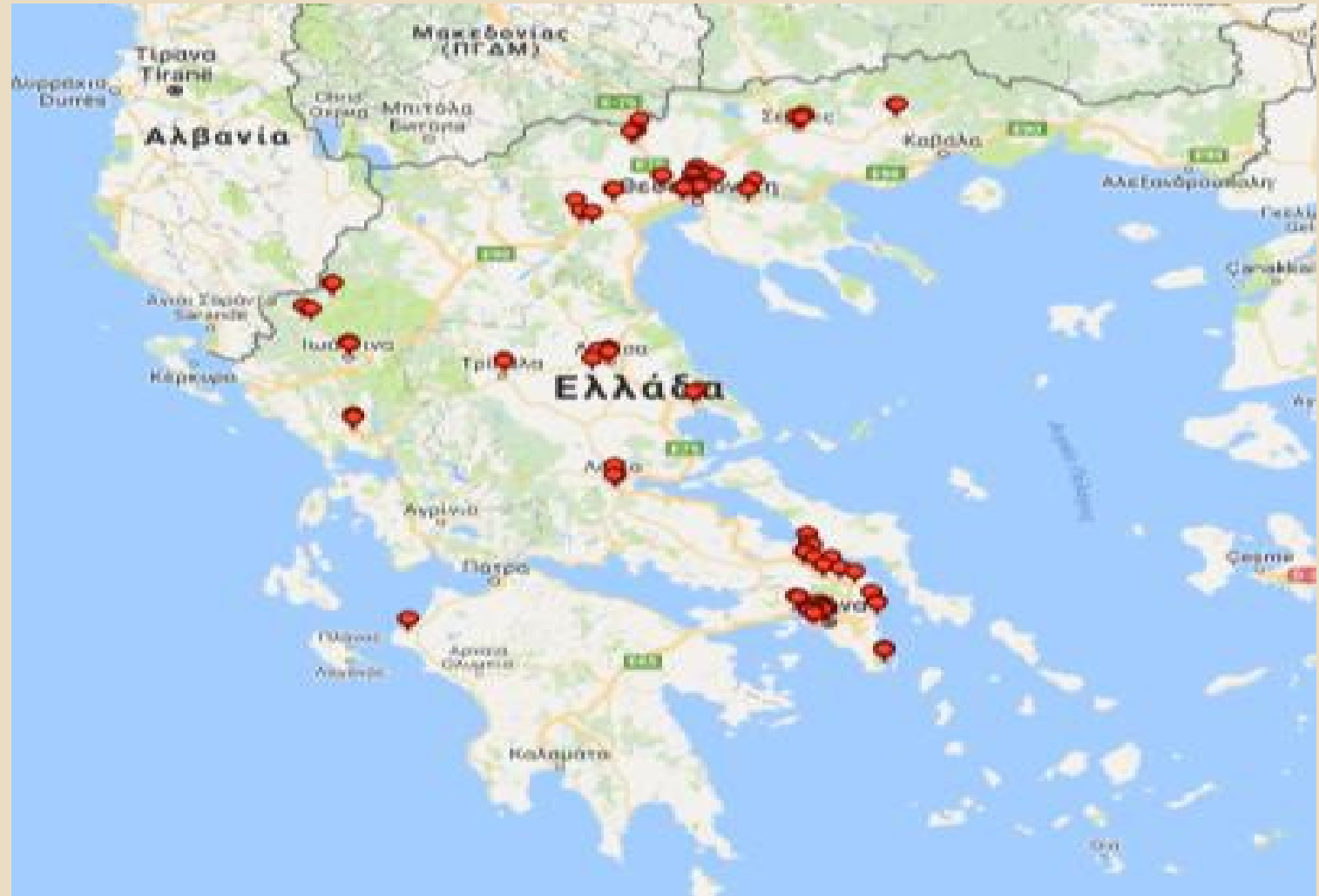


From October 2016 to March 2017, were created :

111 training structures
with 145 classes

involving 2,643 pupils

(of primary and secondary
education)



Operating Education Structures, Greece (March 2017)

Source: Ministry of Health management team

Problems, failures and delays

- Coordination problems, overlapping responsibilities and competition between services
- Continuous changes in the location of host camps and refugees population movements
- A lot of children had not access to formal education (Islands)
- Lack of evidence of high school diploma and ways of matching foreign high school diplomas with Greek
- Incomplete guidance of coordinators
- Delay in the operation of kindergartens

Problems related to the way the Educational Structures work:

- the way teachers are selected / placed
- their inadequate training,
- the continuing mobility of teachers for professional / formal and economic reasons,
- the great difficulties of teachers to operate within the particular conditions of the educational structures
- to handle both the subject of communication with children and the peculiarities of the open curriculum.

In general, the educational integration of students at the level of the high school involved more difficulties than primary school.

Despite the difficulties the refugees' children :

- Have adapted to the educational process and rules required by school life
- Responded to lessons,
- Involved quite a lot in different activities,
- There was a progress in learning Greek, Mathematics and English.

School Leakage

The rate of attendance is varied

- from region to region
- between elementary and secondary (it is clearly lower in high school)
- between schools in the same region

The main feature is the unstable participation

GOOD PRACTICES DEVELOPED BY REFUGEE COORDINATORS

Activities with parents

- Involving parents in accompanying children during their transportation to school
- Regular informative meetings with parents.
- Creating of parents' associations and visiting the reception classes to get to know the Teachers and be informed.
- Holding visits of teachers at host camps to get to know the parents and inform them about their children's progress, communicate and exchange opinions.
- Informing teachers about parents' concerns and anxieties
- Participation of teachers in events in the hospitality centers (e.g. in celebrations with the students' families).

GOOD PRACTICES DEVELOPED BY REFUGEE COORDINATORS

Activities with parents

- Educational meetings with agencies offering informal or non-formal education at hospitality centers (UNHCR, NGOs and other civil society organizations).
- Co-ordinate or participate in lessons (e.g. Greek, foreign languages) aimed at student parents

Activities outside the hospitality centers with the students' families:

- visits to museums, archaeological sites, monuments,
- getting to know the city
- attending theatrical plays

Activities with Children

Outings

- Getting to know the natural environment, the city and its history.
- Using public transport so that children get to know the city and its habitants.
- Educational visits to activity parks, museums, archaeological sites, monuments, sites of environmental interest.
- Participation of children in educational workshops, games and experiential activities held at museums, education institutes, libraries.
- Attending shows without language barriers (i.e. music shows, Puppet Theater, charade)

Relationships with community / society

- Organizing open-school educational events with parents, teachers, representatives of local authorities.
- Open events - talks about the refugee.
- Presentation of pupils' artistic activities to the wider audience
 - exhibition of children's paintings,
 - screening of documentaries created by students in the framework of a seminar,
 - presentation of musical works with the participation of children,
 - creation of e-books from children's artistic projects.
- Contact with universities and promote the attendance of courses by refugees as observers

THE EDUCATION OF REFUGEES IN TRIKALA

What happen In Trikala?

1. School Year 2016 -2017

- 60 families with 256 people were established in a host structure in Trikala
- Families were asked if they wanted their children to go to school.
- Some families hesitated to send their children to school.



School Year 2016-17

A total of 106 students

Attended school :
60 students aged 5-15

There was no interest
or the age was more
than 15

Kindergarten
11 students aged 4-6

Primary school
35 students aged 6-12

High school
14 students aged 12-15

Daily program Into
the host camp

Daily
program
2p.m.-6 p.m.

Greek and English Language,
Mathematics, Informatics, Arts,
Physical Education

2. School Year 2017 -2018

- The situation was better
- The housing of about 400 mainly Syrian and Iraqi refugees in 70 apartments
- The refugees went to school in their neighborhood like the Greek students and attended the morning school program.
- The results were very good in terms of integration due to the more attractive school environment
- The school looked like a paradise for them, since security was their fundamental need,

School Year
2017-18

A Total of 135
students
aged 4-18

Kindergarten
25 students aged 4-6
in their neighborhood

Primary School
65 students aged 6-12
10 Elementary schools
in their neighborhood

Secondary
School
45 students
aged 12-18

3 High school
41 students
aged 12-15

1 Vocational
school 4
students aged
15-18

2. School Year 2018 -2019

- The program is continuing.
- The families are housed in 70 apartments.
- They are about 430 people Syrian, Kurds, Iraqi and some Palestinians.
- There is fluidity and mobility among refugees.
- For the moment, 120 students are distributed in the same way, as last year, in their neighborhood schools.

TRAINING TEACHERS

Live and/or distance training sessions were organized by the Institute for Educational Policy (IEP).

117 Teachers of Primary and Secondary Education and RECs were trained in four periods. The training sessions included:

- A brief description and analysis of the cultural, social and pedagogic parameters for the education of refugee children**
- A presentation of the open curriculum and educational materials**
- A presentation of teaching practices by teachers with experience**

Many school counselors have tried to support teachers by making mandatory training sessions

Separate training sessions for refugee coordinators and teachers were also organized by other stakeholders, such as the Hellenic Open University.

The following steps have been taken in Trikala

Meetings for each level of education have been scheduled by school advisors and refugee training coordinators to share experiences and good practices.

A working group of teachers who have refugee students in their classes has been set up, coordinated by a psychologist, to discuss the difficulties they have

A group of volunteer teachers, trained by a psychologist, has been created to interact with refugee parents.

A two-day workshop for educators have been organised aiming to raise their awareness on the matter

**Nursery training was satisfactory.
In all kindergartens
Diversity acceptance programs have been implemented in collaboration with the
school advisors .
Values such as solidarity, friendship and cooperation have emerged**





There was also an exhibition of children's drawings in a central city hall attended by parents...

1^ο ΕΠΑΛ Τρικάλων







The difficulties we encountered were:

Teaching the Greek language, there was the language barrier

The students formed a heterogeneous group:

- children from Syria and Iraq
- from a village or cities
- families have decided to stay in Greece or, to leave..

Traumatic experiences:

- Their beloved persons killed,
- the boats that transported them to Greece sank,
- they have been separated from their families.

Each child did not had the same needs and priorities.

Insufficient number of teachers to teach the Greek language.

The existing teachers are not trained to teach Greek as a foreign language.

Despite the difficulties,

The integration of refugees into the school community has been satisfactory.

The first year some Greek parents opposed to refugee students attending public school even in the afternoon program

The second year, there were no objections .

Many parents have stood by refugee students and were doing their best to create a safe, friendly and supportive school environment for them.

The refugees' attitude contributed to the creation of a cooperative environment since they have caused no trouble

Refugees have been in our lives for 3 years.

How did the local community accept, the refugees?

In the beginning, public opinion was divided:

- the xenophobic
- those who believe in humanitarian values, solidarity and respect for every human being

Eventually, the second one prevailed.

We have welcomed and accepted refugees the way a civilized open society has to and we are proud of it.

Life has proved that nothing terrible happened. On the contrary, we have gained a lot

- We highlighted very important values; solidarity, respect and support for every person regardless of origin, religion or other differences, and this is important for everyone.
- We come into contact with people of different nationalities; culture, similarities, differences
- We gave some hope to desperate people but we received much love, gratitude
- We took strength from them, realizing how strong we are when we face great difficulties.
- There is financial benefit for the local community as their money is spent on the local market.
- We have sent the message that our city is a safe one with hospitable citizens promoting solidarity thus it is worth visiting.

All the above is taught with actions, not just with words to the citizens of tomorrow who are our children and our pupils at school.



We thank the inhabitants of Trikala for hospitality and solidarity

euronews.



THANK YOU!!!

<https://www.youtube.com/watch?v=Luzs7nFpHVQ>