

## **Scientific Committee to assist the work of the Committee of Support of Refugee Children**



## **Educational actions for refugee children**

Athens  
June 2016



*Cover photo:*

*Refugee boat from plasticine. Gift of a Syrian refugee child to volunteer teachers and students at the Skaramangas Refugee Accommodation Center.*



## Educational actions for refugee children

### CONTENTS

<b>A. The Committee's work</b>	<b>6</b>
<b>Formation of a Scientific Committee in support of refugee children</b>	<b>7</b>
<b>The work of the Committee</b>	<b>8</b>
<b>B. Survey of Refugee Children and educational activities in Refugee Accommodation Centers</b>	<b>10</b>
<b>Establishment of the Planning Team and Implementation of the Survey</b>	<b>11</b>
<b>The planning and implementation team of surveying</b>	<b>11</b>
<b>Supervision at local level of the data collection process</b>	<b>11</b>
<b>Collection of data</b>	<b>12</b>
<b>Thanks</b>	<b>13</b>
<b>1. The survey process</b>	<b>14</b>
<b>2. The centers where the survey was made</b>	<b>15</b>
<b>3. Population</b>	<b>15</b>
<b>4. Results</b>	<b>17</b>
4.1. Adequacy and suitability of logistical infrastructure used for educational activities at the Centers	18
4.2. Bodies involved in the organization of educational activities	18
4.3. Content of activities	21
4.4. Activities inside/outside the structures	21
4.5. Participation of refugees as teachers	22
<b>Annexes</b>	<b>22</b>
<b>Annex I</b>	<b>22</b>
<b>Annex II</b>	<b>24</b>
<b>5. Accommodation Centers: Attica</b>	<b>25</b>
5.1. Description of areas- Attica	27
5.2. Bodies organizing activities for children - Attica	29
5.3. Details of activities for children - Attica	32
5.4. Activities for adults - Attica	47
<b>6. Accommodation Centers: North Aegean</b>	<b>52</b>



6.1. Description of areas - North Aegean	54
6.2. Bodies organizing activities for children - North Aegean	55
6.3. Details of activities for children - North Aegean	59
6.4. Activities for adults - North aegean	69
<b>7. Accommodation Centers: Western Greece - Peloponnese</b>	<b>74</b>
7.1. Description of areas- Andravida	74
7.2. Bodies organizing activities for children - Andravida	75
<b>8. Accommodation Centres - Epirus</b>	<b>76</b>
8.1. Description of areas - Epirus	78
8.2. Bodies organizing activities for children - Epirus	78
8.3. Details of activities for children - Epirus	80
8.4. Activities for adults - Epirus	83
<b>9. Accommodation Centers: Central Greece - Thessaly</b>	<b>84</b>
9.1. Description of areas - Central Greece - Thessaly	86
9.2. Bodies organizing activities for children - Central Greece - Thessaly	87
9.3. Bodies organizing activities for children - Central Greece - Thessaly	90
9.4. Activities for adults - Central Greece - Thessaly	98
<b>10. Accommodation Centers: Eastern Macedonia</b>	<b>101</b>
10.1. Description of areas - Eastern Macedonia	102
10.2. Bodies organizing activities for children - Eastern Macedonia	102
10.3. Details of activities for children - Eastern Macedonia	103
<b>11. Accommodation Centers: Central Macedonia</b>	<b>104</b>
11.1. Description of areas- Central Macedonia	107
11.2. Bodies organizing activities for children - Central Macedonia	108
11.3. Details of activities for children - Central Macedonia	116
11.4. Activities for adults - Central Macedonia	137
<b>Annex III</b>	<b>143</b>
<b>C. Recommendations by the Scientific Committee for the psychosocial support of refugee children and their education</b>	<b>148</b>
<b>Introduction</b>	<b>149</b>
<b>Seeking funding methods</b>	<b>149</b>
<b>Cooperation and synergies</b>	<b>150</b>
<b>Alternative scenarios</b>	<b>150</b>
<b>A. General objectives and principles</b>	<b>154</b>
<b>B. Planning for summer months (June-August 2016)</b>	<b>155</b>



<b>C. Scenarios for the school year 2016 -2017</b>	<b>157</b>
C.1. Data on the characteristics of children population	157
C.2. Cooperation and coordination	158
C.3. Planning	158
C.4. Scenarios for education of children up to 7 years old	160
C.5. Scenarios for education of children ages 7- 12	161
<b>D. Scenarios for teens 12+</b>	<b>163</b>
<b>E. Sports, artistic activities and activities using technology for all phases and all ages</b>	<b>165</b>
<b>F. Scenarios for higher education</b>	<b>167</b>
<b>G. Activities for refugee children's parents</b>	<b>169</b>
<b>H. Training of educators, education officials, parents, etc.</b>	<b>170</b>
<b>I. Certification issues</b>	<b>172</b>
<b>J. Administrative issues</b>	<b>174</b>
<b>Epilogue</b>	<b>175</b>



## **A. The Committee's work**



## **Formation of a Scientific Committee in support of refugee children**

The Scientific Committee for the support of refugee children was established by order of the Minister of Education (GG1/47070 of 18/03/2016). Its tasks' objective was:

1. To record the educational activities undertaken in Accommodation Centers, to identify activities that have already been tested in the field and decide on which can be applied during the summer period, initially as a pilot program in certain camps and then, gradually, in their entirety,
2. To undertake the organization and supervision of the activities,
3. To formulate recommendations for the education of refugee children and their integration into the educational system structures during the school year 2016-2017.

## **The Scientific Committee is composed of the following professors and scientific collaborators of Greek Universities:**

Lina Ventoura, Chairwoman	Giannis Betsas
Alexandra Androussou, Deputy Chairwoman	Alexandra Bounia
Georgios Angelopoulos	Nikolaos Nagopoulos
Evgenia Arvaniti	Vasilios Nitsiakos
Kanella Askouni	Vasilios Pantazis
Savvas Dimitriadis	Efthimios Papataxiarchis
Maria Dikaiou	Athina Spinthouraki
Angeliki Ziaka	Anna Spyrtou
Eleni Karamalegkou	Andreas Takis
Anna Koukou	Evangelia Tressou
Pantelis Kyprianos	Konstantinos Tsitselikis
Gerasimos Makris	Petroula Tsokalidou
Georgios Mavrommatis	Eleni Chontolidou

The SC worked closely with YPPETH Secretary General, Giannis Pantis, Coordinator of the Strategic Committee for the Support of Refugee Children, deputy coordinator Nikos Belavilas, and Panagos Georgopoulos and Alexandros Astrinidis, educators detached to the YPPETH.

## **The work of the Committee**

A. Census of educational activities: A special sub-group of the SC was formed, consisting of Savvas Dimitriadis, IT expert, and two sociologists, Nelly Askouni and Nikos

Nagopoulos, who undertook the census of educational activities in Accommodation Centers. The three colleagues formed the Census Report for Refugee Accommodation Centers, coordinated and supervised the process and carried out the data processing.

B. Proposals' text: The chairwoman and the deputy-chairwoman of the SC prepared a detailed multi-page text of proposals for the education of refugee children, which, after all the comments were incorporated, was approved by all members of the SC.

C. Costing: Colleagues Giorgos Angelopoulos, Alexandra Androussou, Nelly Askouni, Nikos Belavilas and Vasilis Pantazis formed and processed an indicative costing of educational activities until the end of the summer.

D. Activities' guide for the summer: Colleagues Alexandra Androussou and Eleni Chontolidou formed a guide of creative/educational activities in order to assist in the task of educators/motivators. In the same context, Mrs. Androussou, along with students of EKPA, organized the volunteer training.

E. Meetings with Greek bodies: Meetings were held with officials of the Ministry of Migration Policy, the Ministry of Health, the Municipalities, the IEP, the KANEP, GSEE and the Museums, in which the possibilities of cooperation were discussed.

G. Meetings with international organizations: Meetings were held with representatives of the UN High Commissioner for Refugees and UNICEF. The cooperation was agreed between the ministry and the two international organizations along with the creation of a joint Working Group on Education. It was also agreed that a framework of principles is required that will define the actions of NGOs and other bodies in camps as regards to issues of education of refugee children. UNICEF has raised the issue of the legal framework for cooperation between Greece and the organization and members of the Committee participated in meetings with the aim of signing an agreement between them. It was agreed, finally, to establish a special joint working group on data gathering, consisting of the census sub-group of the Scientific Committee and the specialists of the two organizations.

Based on the above, the SC submits:

1. The survey of educational activities in Refugee Accommodation Centers
2. The Scientific Committee recommendations for the psychosocial support of refugee children and their education.





## **B. Survey of Refugee Children and educational activities in Refugee Accommodation Centers**

## **Establishment of the Planning Team and Implementation of the Survey**

The Committee for the Support of Refugee Children (CSRC) and the Scientific Committees for assisting its work were established following a decision by the Minister of Education, Research and Religious Affairs, Nikos Filis.

At the first meeting (11/4/2016) of the Scientific Committee (SC) for assisting the work of the CSRC, a survey was decided of the pedagogical - educational activities organized at Refugee Accommodation Centers Hospitality by various bodies. In this context, a three-member group was designated for the planning and implementation of the survey. The aim of this survey is to reflect both the number of preschool and school-age children in the Centers, as well as the overall image of the interventions, along with the vacancies, elements which are necessary for the planning and coordination of actions on the part of the Ministry of Education.

### **The planning and implementation team of surveying**

Nelly Askouni, associate professor, National and Kapodistrian University of Athens

Savvas Dimitriadis, research associate, University of Ioannina

Nikos Nagopoulos, associate professor, University of the Aegean

### **Supervision at local level of the data collection process**

Giorgos Angelopoulos, assistant professor, Aristotle University of Thessaloniki

Pantelis Kyprianos, professor, University of Patras

Giorgos Mavrommatis, assistant professor, Democritus University of Thrace

Giannis Betsas, assistant professor, University of W. Macedonia

Vasilis Nitsiakos, professor, University of Ioannina

Vasilis Pantazis, associate professor, University of Thessaly

Eleni Chontolidou, associate professor, Aristotle University of Thessaloniki

### **Collection of data**

The survey of data from the Accommodation Centers was carried out by educators:



Eirini Asvesta	Panagiotis Papazoglou
Alexandros Astrinidis	Paraskeui Papapetrou
Dimitrios Goulis	Dionysis Pavlou
Antonia Dardioti	Ilemonia Rachiotou
Elpiniki Demertzi	Georgios Saitas
Anastasia Dimitriou	Efstathios Simeonidis
Sophia Eleftheriadou	Chrisoula Tsamboula
Aikaterini Efstathiou Selacha	Melpomeni Tsigra
Christos Ioannidis	Theodosia Chailatzidou
Erikka Karathanasi	Fotios Chaliarnalias
Dimitrios Karvounis	Petros Charavitsidis
Ioanna Katsamagka	Vasilios Chassiotis
Ioannis Katsanos	Angelos Chatzinikolaou
Maria Keroglou	Georgios Chatzipavlou
Anastasios Kessidis	Smaro Chiona
Foteini Kostoudi	Eriphylli Chiotelli
Victoria Lagopoulou	Panagiotis Papazoglou
Ermioni Magaliou	Paraskeui Papapetrou
Effrosyni Moschou	Dionysis Pavlou
Olympia Betsa	Ilemonia Rachiotou
Vasiliki Bouratzi	Georgios Saitas
Aikaterini Boutsi	Efstathios Simeonidis
Sevasti Paida	Chrisoula Tsamboula
Angeliki Palaini	Melpomeni Tsigra
Giasemi Panselina	Theodosia Chailatzidou
Dimitrios Papadopoulos	Fotios Chaliarnalias

The researchers of the Urban Environment Laboratory of NTUA, Polina Prentou and Katerina Christoforaki, contributed to the processing of the material and the graphical editing of the final issue.



## **Thanks**

Many thanks are expressed by the Scientific Committee members to all Administrators, Military and Civil, of the Refugee Accommodation Centers, who willingly provided surveyors with the necessary information and facilitated their work. We also thank all mayors and representatives of municipal authorities, representatives of NGOs, collectives, solidarity support or other bodies, which provided additional information on the activities they organize. Finally, without the voluntary participation of dozens of colleagues, the implementation of this survey would not have been impossible.

## **1. The survey process**

The collection of data is based on a questionnaire (see. Annex III) which is completed for each Center-Accommodation Structure and includes 3 question sections regarding:

A) The population:

- total number of refugees of the Center
- number of children and adolescents by age groups (0-2, 3-15, 16-18 years)

B) The pedagogical - educational activities organized in each Center, a. For children and b. For adults

The relevant questions concerning the identity and nature of the bodies involved (NGOs, collectives, universities, solidarity supporters, etc.), the status of persons implementing the activities (salaried, volunteers), the content, frequency and duration of activities and the number of children or adults involved in each action.

C) The infrastructures: information about the area available to each Structure for the implementation of educational activities, of its size and other characteristics, the suitability and potential for development / improvement.

The survey was made by approximately 50 volunteer educators, from May 11 to 26, 2016. The educators - surveyors visited the accommodation structures one or -in some cases- more times. They drew information from leaders/coordinators of each structure. In many cases, at the suggestion of the leaders/coordinators, they also addressed representatives of bodies that organize educational interventions in the structure.

After completing the questionnaires, the surveyors inserted the data into a special electronic platform which was made by S. Dimitriadis. The platform facilitates the processing of data, and also allows for its continuous updating. The survey of educational activities was planned not as one single survey, but as a continuous process. In a fluid condition such as with the Accommodation Centers, the constant renewal of information is essential. The electronic platform, on one hand is designed in a way that allows the surveying of any changes in the information in each Center at any time, and, on the other, is able to add new survey features, which are currently not included, but may take place in the future.

Once the surveyors completed the insertion of data, the survey's planning and implementation team then proceeded to check the data and carry out the processing and final presentation of detailed information on each center.

## **2. The centers where the survey was made**

The survey of the educational activities was conducted in 40 Centers-Refugee Accommodation structures (see. Annex I), distributed by geographical region as follows:

Attica: 9  
 North Aegean: 6  
 Peloponnese: 1  
 Epirus: 5  
 Central Greece: 5  
 Eastern Macedonia: 2  
 Central Macedonia: 12

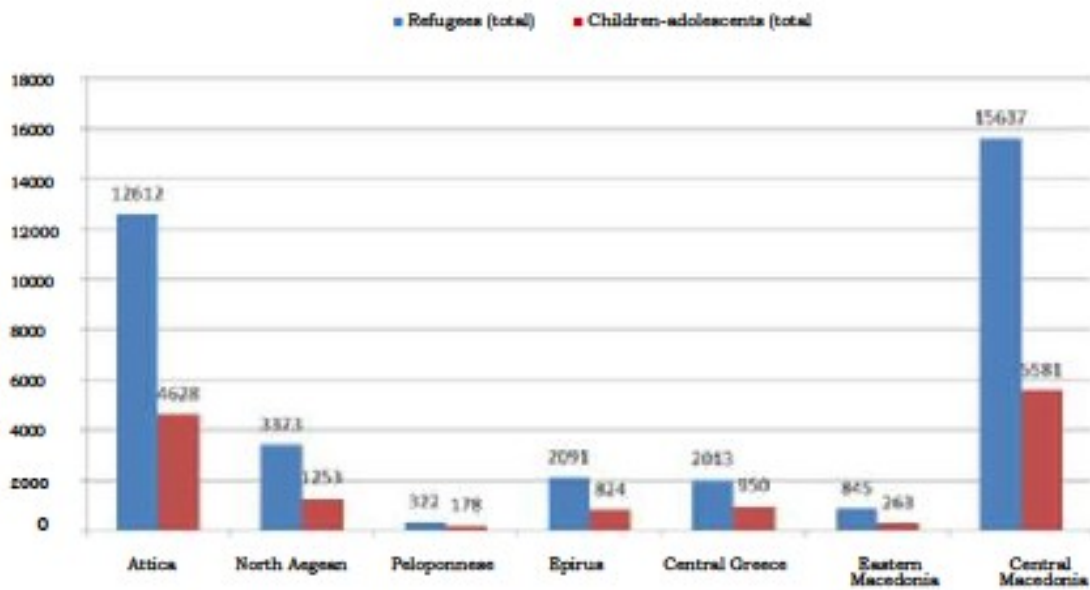
### 3. Population

The total number of refugees hosted in the Centers where the survey took place amounts to 36.890 individuals. The deviation from the total number of refugees (approximately 52,000 at this moment) is due to the fact that it does not include camps like Idomeni (where the unofficial camp was still operating during the survey period), Moria in Lesvos, the Port of Piraeus, the PATHE camp in Polykastro - Plaza. As shown in the table below, the total number of underage refugees (0-18 years) is about 37% of the total population.

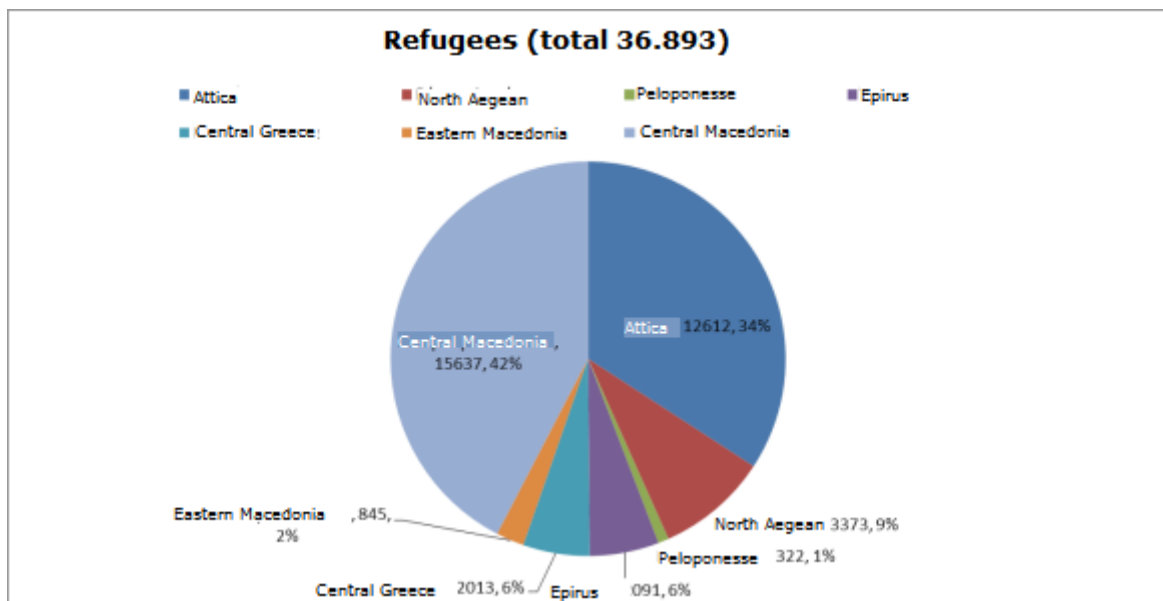
	<b>Refugees (total)</b>	<b>Children-adolescents (total)</b>
<b>Attica</b>	12.612	4.628
<b>North Aegean</b>	3.373	1.253
<b>Peloponnese</b>	322	178
<b>Epirus</b>	2.091	824
<b>Central Greece</b>	2.013	950
<b>Eastern Macedonia</b>	845	263
<b>Central Macedonia</b>	15.637	5.581
<b>Total</b>	<b>36.893</b>	<b>13.677</b>



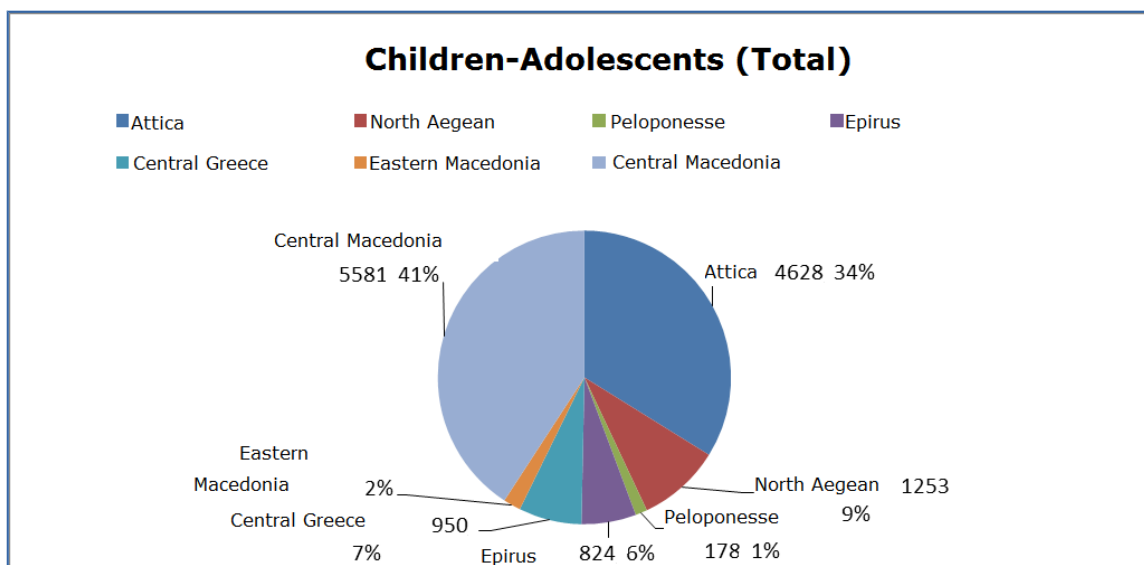
Table 1: Total number of refugees/children at the Centers surveyed1



Graph 1: Total number of refugees/children at the Centers surveyed



Graph 2: Total number of refugees at the Centers surveyed



**Graph 3: Total number of children at the Centers surveyed**

Regarding the distribution into age groups, we cannot have the entire picture. Although most accommodation structures have data on age distribution of child refugees, the available data does not always follow the same categorization. It is however estimated that, in the particular population of the surveyed Centers, the children aged 3-15 (ages concerning preschool and compulsory education) should be approximately 8,000-8,500.

#### **4. Results**

The Annex II includes the detailed data on the 40 Centers-Accommodation structures where the survey was carried out. For each Center, tables are presented regarding:

- The population of refugees and children
- The site and infrastructure
- The bodies involved in educational activities
- The educational activities for children (content, frequency, participation)
- The educational activities for adults (content, frequency)

Next is a summary of the main results of the survey.



#### **4.1. Adequacy and suitability of logistical infrastructure used for educational activities at the Centers**

After evaluating the adequacy and suitability of all sites that have been created to accommodate activities with children, basic deficiencies have been found, but also unsuitable conditions, which in many cases are deemed to expose participants to risk. Containers have been placed in certain Centers. There are very few Centers where education and activity rooms have been created. Many of the educational activities are carried out in the yard or outdoor areas, thus directly dependent on weather conditions.

In most Centers, the educational activities and sports games take place in tents or in tents open on their sides. The absence of organized educational areas is generally observed. A key problem is the absence of heating/air conditioning. In most cases, significant deficiencies of equipment are noted, and especially educational equipment.

A few centers have playgrounds and play areas, but it seems that supervision is not always ensured. Few (4-5) Centers have covered areas operating for educational activities. These areas, which until recently had been used for other activities, offer a better image, both in terms of hygiene and as to their equipment level. The camps that are used are stated as in good condition, as they appear to be clean, tidy and well organized.

There is also a dispersion of different "blue dots" noted in the major Centers in accordance with the delimitation of each organization. In some cases, tents are apparently erected and dismantled whenever activities are carried out.

#### **4.2. Bodies involved in the organization of educational activities**

Surveyed at the 40 Accommodation Centers were:

- 105 educational-type interventions for children and
- 48 educational-type interventions for adults.

These interventions are organized by various bodies. It is a heterogeneous assortment of 76 bodies, including NGOs - international or Greek, various collectives (associations, unions, etc.), universities, solidarity groups etc. To these bodies, 7 cases should be added of lessons organized by the refugees themselves residing in the camps. The overview of the bodies involved is as follows:

36 Associations, unions, volunteer groups

32 NGOs

5 Universities

3 Public bodies (Central Greece, OAED, Public Library)

7 refugee initiatives

Of the 32 NGOs involved, some employ salaried associates, while others consist of volunteers. Also, some are involved in more than one Accommodation Centers. They are as follows:

	<b>NGOs<sup>1</sup></b>	<b>Salaried</b>	<b>Volunteers</b>	<b>In how many Centers</b>
1	Save the children	✓		7
2	Red Cross	✓		6
3	SOS Children's Villages	✓		4
4	PRAXIS	✓		3
5	I.R.C.	✓		3
6	The Smile of the Child	✓		3
7	ACTION AID	✓		2
8	ARSIS	✓		2
9	Doctors Without Borders	✓		1
10	REMAR	✓		1
11	Because We Carry	✓		1
12	HSA	✓		1
13	ADRA	✓		1
14	INTERSOS	✓		1
15	Life guard Hellas	✓		1
16	Network for Children's	✓		1
17	Antigone	✓		1
18	Mission of Love of the	✓		1
19	Be aware and share		✓	1
20	Boat Refugee Foundation		✓	1
21	Greenpeace		✓	1
22	Iliaktida GSSE		✓	1
23	Humanity Crew		✓	2
24	I Am You		✓	1
25	IsraAid		✓	1
26	JRS		✓	1
27	Clowns Without Borders		✓	1
28	Lesvos Solidarity		✓	1
29	Light House Relief		✓	3
30	Olvidados		✓	1
31	Portuguese Refugee		✓	1

<sup>1</sup> Followed by the characterization given by the surveyors of the actions. For some of these organizations, the NGO characterization may not apply, being e.g. non-profit companies.

	NGOs	Salaried	Volunteers	In how many Centers
32	Street Lights		✓	1

**Table 2: NGOs involved in Centers that were surveyed2**

The largest number of NGOs is observed in the camps of the Aegean islands (mainly because of Lesbos). An interesting detail is the concentration observed in certain Centers. Particularly, of the 105 surveyed educational activities for children, 40 are located in 4 Centers:

Center	Total refugees	Bodies
Diavata	1.804	13
Municipality of Lesbos (Kara Tepe)	2.380	11
Elaionas	1.000	9
Thessaloniki Port	350	7

**Table 3: Concentration of bodies3**

This concentration is not proportional to the number of refugees accommodated in each structure. There are Centers with very large populations (e.g. Cherso, Helliniko etc.) where very little to no intervention is observed.

In one third of the cases (about 35%), the educational interventions of bodies are implemented by salaried associates, with volunteers in other cases. Note also that salaried associates are usually employed with larger bodies. Lastly, in order to develop multifaceted educational activities and to allow for the adequate participation of salaried staff or volunteers, partnerships between bodies that support such actions are sometimes observed.

### **4.3. Content of activities**

#### Activities for children

Of the interventions organized, about two thirds of cases are for educational activities of creative engagement, games, painting or psychosocial support. In only one third of the cases (35 to 105 bodies surveyed) lessons are mentioned.

They are primarily English lessons and secondarily Greek or -more rarely- maths. In 7 cases, Arabic lessons were organized.

Also, some of the activities have as content the self-organization of children, providing lessons on personal hygiene and social protection. Also note that, in a few cases, the intervention program is co-shaped according to the desires and suggestions of refugees.

#### Activities for adults

In usually larger Centers, actions for adults are implemented which primarily focus on activities for empowerment, artistic creation, counseling, creation of joint discussion groups on issues regarding the Centers, learning the Greek and English language and the facilitation of adults on visiting libraries, museums, etc. Some of these initiatives are undertaken by University Departments which are based in the location of these Centers.

#### **4.4. Activities inside/outside the structures**

The pedagogical/educational activities are organized primarily within the Accommodation Centers. There are very limited cases where activities are organized outside the structures. Specifically, 11 such cases have been recorded, of which:

- 3 concern lessons in school sites
- 1 music lesson at a conservatory
- 7 visits to museums, cinema, libraries.

In some Centers intervention groups are also active in the task of training volunteers or other groups that wish to organize interventions in those structures.

#### **4.5. Participation of refugees as teachers**

In 7 cases, refugees residing at the Centers participate in the organization-implementation of educational activities, mainly English or Arabic lessons. They are not necessarily educators, but also students, scientists or individuals with a relatively high educational level.

## **Annexes**

### **Annex I**

#### **Refugee Accommodation structures in which educational activities was surveyed**

##### **Attica**

1. Schisto
2. Elaionas
3. Baseball Stadium Hellinikon
4. Hockey Stadium Hellinikon
5. Arrivals area Hellinikon
6. Agios Andreas
7. Malakasa
8. Lavrio (Summer Camp. of Agr. Bank)
9. Skaramangas Pier

##### **North Aegean**

10. Municipality of Lesvos (Kara Tepe)
11. Iliaktida AMKE- Lesvos
12. Caritas-Lesvos
13. Former PIKPA Lesvos
14. Chios -Souda
15. Chios -KEPYT-VIAL

##### **Western Greece-Peloponnese**

16. Myrsini- Andravida, Ilia

##### **Epirus**

###### **Ioannina**

17. Doliana, Ioannina
18. Katsikas, Ioannina
19. Tsepelovo, Ioannina
20. Konitsa (Municipality)

###### **Preveza**

21. Filippiada (Petropoulakis Camp)

## **Central Greece**

22. Evia - Ritsona (Pa Camp)
23. Viotia, Oinofyta
24. Fthiotida, Thermopyles
25. Larisa, Koutsochero - Efthimiopoulou Camp
26. Volos (Mozas)

## **Eastern Macedonia**

### **Drama**

27. Drama (VIPE)

### **Kavala**

28. Chalkero (Kavala Municipality)

## **Central Macedonia**

### **Thessaloniki**

29. Diavata (Anagnostopoulou Camp)
30. Thessaloniki (port)
31. Oreokastro, Thessaloniki (Fessa warehouses)

### **Kilkis**

32. Cherso (Mazarakis Camp)
33. Polykastro (Nea Kavala)

### **Pieria**

34. Pieria -Petra Olympus (Formerly Psych. Hospital of Iera Moni Olympou PSIMPO)
35. Pieria (Iraklis estate)
36. Campsite Nireas-Pieria
37. Nea Chrani

### **Pella**

38. Giannitsa (Old Slaughterhouse)

### **Imathia**

39. Alexandria, Imathia (G. Pelagou Camp)
40. Ag. Varvara, Veria, Imathia (Armatolou Kokkinou, Imathia Camp)

## **Annex II**



**Detailed tables for the 40 Centers-Accommodation structures where the survey  
was carried out**



## 5. Accommodation Centers: Attica

Structure	Number of refugees	Number of infants (0-2 years)	Number of children (3-15 years)	Number of adolescents (16-18)	AGE GROUPS (As determined by surveyors)	Total (0-18 years)	Number of students
Skaramangas	2909				Data from the Center administrator: Men: 761 Women: 691 Boys 6-18 years: 553 Girls 6-18 years: 400 Children up to 5 years: 504 Data from the Piraeus "Open School for Immigrants": Children 5-13: 565 of which: 441 Syrian, 87 Kurdish 37 Afghan origin	1457	
Elaionas	2.380	164	537	92		793	100
Schisto	1810	70			0-2 years: 70 3-10 years: 200 11 to 18 years: 200	470	
Hockey Stadium Hellinikon	1350				0-15 years: 145 5-18 years: 356	501	
Arrivals Area Hellinikon	1300				0-5 years: 66 5-18 years: 176	242	
Hockey Stadium Hellinikon	976				0-5 years: 100 5-18 years: 394	494	
Malakasa	1311				0 -6 months: 15 6 months - 1 year: 30-35 1 - 12 : 350	400	
Lavrio (Summer Camp of Agr.	385				0-5 years: 77 6-10 years: 52	175	

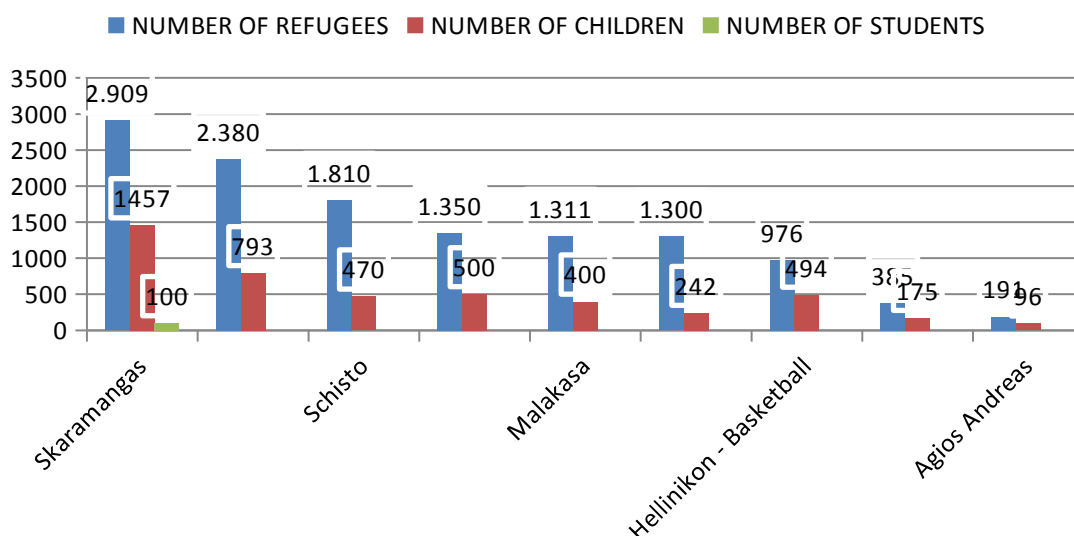




Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
**Educational actions for refugee children - June 2016**

<b>Structure</b>	<b>Number of refugees</b>	<b>Number of infants (0-2 years)</b>	<b>Number of children (3-15 years)</b>	<b>Number of adolescents (16-18)</b>	<b>AGE GROUPS (As determined by surveyors)</b>	<b>Total (0-18 years)</b>	<b>Number of students</b>
Bank)					11-17 years: 46		
Agios Andreas	191	25	55	16		96	
<b>Total</b>	12.612					4.628	100

**Table 4: Population - Attica4**



**Graph 4: Population - Attica**

### 5.1. Description of areas- Attica

Structure	Is there a special area ("Blue Dot" for children or playground or kiosk or tent or other) for activities with children? Is it deemed suitable?
Skaramangas	There is currently no "Blue dot". There a tent of the NGO "Movement on the Ground" (open on its sides) for sports games.
Elaionas	There is a playground (400sq.m.) which is a large tent with a roof and sides that can open and close. It has light. There are no electrical sockets and heating/air conditioning. There is also a rudimentary soccer field with goals and two basketball courts that could be used for sports activities.
Schisto	There is a multiple-use hall, which is a covered area of about 150sq.m. (It was the old military camp restaurant). It is cool, clean, tidy, suitable for activities, it has natural lighting and electricity, and also has benches, about 100 children. Of course it is not enough for all the children of the Center, other smaller areas may need to be created, if all children are to attend lessons simultaneously. There is a special BLUE DOT SERVICES for social benefits, health care, food, psychological support for families. Such as 2 containers of the SAVE THE CHILDREN NGO which are used for storage of their material and for activities.
Hockey Stadium Hellinikon	There is a large hall in the covered area in which all activities take place. It is around 120 sq.m., completely empty of equipment. There are 2 rectangular columns in the middle of the hall that help divide the space in two.



Structure	Is there a special area ("Blue Dot" for children or playground or kiosk or tent or other) for activities with children? Is it deemed suitable?
Arrivals Area Hellinikon	
Hockey Stadium Hellinikon	In the interior of the field there are two small halls of about 70sq.m. each; one is equipped with tables and chairs for children and is already used for painting. The second is empty and not yet used.
Malakasa	Two large tents without heating and air conditioning.
Lavrio (Summer Camp of Agr. Bank)	The Accommodation Center operates within the site of the summer camps of the Ministry of Rural Development. The camp is located within a pine forest, where there are many open, safe, clean and suitable places where children play. There are also kiosks, small plazas and a basketball court. There is an open space with a kiosk and several benches deployed in the form of a classroom; also, since the beginning of May, a wooden kiosk was organized (already on site but closed) for the pastime of children as well as for Greek and English lessons (for children and adults). It is neither a very large area, nor is it small. It was a single space that has been divided with the use of a library into two halls. Each hall has a computer (old but functional) connected to the internet, tables and chairs, rudimentary materials for the children's pastime (board games). In one area they have placed rugs and foam material on the floor for the younger children's pastime. On the ceiling there are fans, and there are also air-conditioners (their functionality is unknown). (There are photos of the site)
Agios Andreas	<ol style="list-style-type: none"> <li>1) A football field, five a side, with artificial turf. There is problem with its fallen enclosure on one side and the dogs in an adjacent plot on that side.</li> <li>2) A basketball court.</li> <li>3) Two playgrounds that can be used by about thirty individuals.</li> <li>4) A shed, as a following of an enclosed space of about forty square meters (it is unknown whether the space is functional in winter)</li> <li>5) A second enclosed dining room of about five hundred square meters with corresponding kitchen and refrigerators and three cooling/heating units, unknown if functional.</li> </ol>

Table 5: Description of areas - Attica5

## 5.2. Bodies organizing activities for children - Attica

Skaramangas				
Body	Type of Body	Visitation program	Work status	Activities in other structures
Piraeus Open School for Immigrants	Collectivity	Eight-hour work on a daily basis (working days). They had not started the program at the time of the survey.	Volunteers	Piraeus
Red Cross	Other	All days of the week from 09:00 - 14: 00 and 16: 00- 18:00	Salaried	

Table 6: Bodies that organize activities for children - Skaramagas6

Elaionas				
Body	Type of Body	Visitation program	Work status	Activities in other structures
Greenpeace	NGO	Tuesday, 12:00- 2:00	Volunteers	
Street Lights	NGO	Saturday 4:00 - 6:00	Volunteers	
Clowns Without Borders (International organization)	NGO	Wednesday, 7:00-8:00	Volunteers	Through Elaionas, there are discussions about contacts of the group "Clowns Without Borders" with the structures in Hellinikon
SOS Children's Villages	NGO	Mon. through Sat. 10:30-12:30 and 4:30 to 6:30 Fri. 12:00- 3:00 Sat. 12:00- 3:00	Salaried	Through Elaionas, there are discussions about contacts of the group "SOS Children's Villages" and other structures in order to begin interventions.
Art and Action Network	Other	Wednesday 05:00 to 07:00	Volunteers	
Red Cross	NGO	Wednesday, 12:00- 2:00, (they stay until 3:00)	Volunteers	
Hill School	Other	Mon, Tues, Thursday and Fri 4:30 to 7:30 They move children outside structure	Volunteers	
TEAPI-EKPA	University	Tuesday 5:00 - 7:00 and Thursday 10:30 - 12:30	Volunteers	The group educates other groups in Thessaloniki and Lesvos involved in other structures.
"Time Bank" (Papagou Vol. Womens' Group)	Solidarity support	Monday 12:00 to 2:00	Volunteers	

Table 7: Bodies that organize activities for children - Elaionas7



<b>Schisto</b>				
<b>Body</b>	<b>Type of Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Activities in other structures</b>
Save the children	NGO	Mon- Sat. 10:00 -19:00 (16:00- 19:00 actions take place with very young children and mothers of infants	Salaried	They conduct similar programs in Hellinikon 1 and 2 (not in Arrivals) and state that they will also begin soon in Skaramangas.
ACTION AID	NGO	Mon. - Fri 13:30 - 17:00.	Salaried	
Network for Children's Rights	NGO	Partnered with Save the children. Developing joint actions since early May.	Salaried	
Group of officers and soldiers from the Schisto Center	Other	Daily 12:00 -13:30	Volunteers	

Table 8: Bodies that organize activities for children - Schisto8

<b>Hellinikon - Baseball Stadium</b>				
<b>Body</b>	<b>Type of Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Activities in other structures</b>
Save the children	NGO	Monday to Friday: 10:00-16:00	Salaried	At the Hellinikon Hockey Stadium

Table 9: Bodies that organize activities for children - Hellinikon Baseball Stadium 9

<b>Hockey Stadium Hellinikon</b>				
<b>Body</b>	<b>Type of Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Activities in other structures</b>
Save the children	NGO	Monday to Friday: 10:00-16:00	Salaried	At the Hellinikon Baseball Stadium

Table 10: Bodies that organize activities for children - Hellinikon Hockey Stadium10

<b>Malakasa</b>				
<b>Body</b>	<b>Type of Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Activities in other structures</b>
REMAR	NGO	Every day 10am - 7pm	Salaried	Active in Mytilene and previously in Galatsi

Table 11: Bodies that organize activities for children - Malakasa11

<b>Lavrio (Summer Camp of Agr. Bank)</b>				
<b>Body</b>	<b>Type of Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Activities in other structures</b>
D.Y.P.LA .: Lavrio Refugee Support Network	Collectivity	Every Mon. and Fri. afternoon, 1 or 2 hours (5:00-7:00)	Volunteers	At the older Lavrio refugee reception center (Open Center of Asylum Seekers)



<b>Lavrio (Summer Camp of Agr. Bank)</b>				
<b>Body</b>	<b>Type of Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Activities in other structures</b>
Initiative of two Syrian refugees of the Center, Mr. Mohamed Zidane and Mr. Finda Marouf	Other	Daily 1.00- 2.00pm except Monday	Volunteers	
Mesogeion Companionship	Other	Once a month	Volunteers	
P.E. Educators Association of East. Attica "Kostas Sotiriou"	Collectivity	Wed. ,Thurs, Sat, 5.00-7.00pm	Volunteers	

**Table 12: Bodies that organize activities for children - Lavrio (Summer Camp of Agr. Bank)12**



### 5.3. Details of activities for children - Attica

Skaramangas							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
PIRAEUS OPEN SCHOOL FOR IMMIGRANTS	Eight-hour work on a daily basis (working days). At the time of the survey the program had not yet started.	Volunteers	18 Volunteers/ volunteers educators or independent volunteers	Education and assistance in self-organization of refugees (area cleaning, child and adult education, repairs - electrical, hydraulic, wood-working etc.) Lessons on Personal Hygiene. Teaching Greek as a second language. Teaching English, maths or whatever else refugees suggest	Not for now	The goal is to cover all children aged 5-13 years	Separated



Skaramangas							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Red Cross	All days of the week from 09:00 - 14: 00 and 16: 00- 18:00	Salaried	None	Every Tuesday-Wednesday-Friday, creative actions are implemented for children in order to promote health and cleanliness of the area. Children are educated on matters of personal hygiene, cleanliness and taking care of their living areas (experiential games, clowns, etc.). For adolescents and adults: From 18/05/2016, psychosocial support will be provided to vulnerable groups (diseases, disabilities, abuse)	Not organized	The total number of boys and girls living in the structure, aged 6-18 years, amounts to 953, and engagement of all in the activities is difficult. In the next period, the grouping of children will be organized. A limited number of children is currently engaged with activities.	Separated

Table 13: Details of actions for children – Skaramagas





Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
**Educational actions for refugee children - June 2016**

Elaionas							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Greenpeace	Tuesday, 12:00- 2:00	Volunteers	3-4 people	Creative activities		Mainly children -around 30-40 each time- participate in creative activities.	Addressed to all
Street Lights	Saturday 4:00 - 6:00	Volunteers	12-14 people	Creative activities, artistic		Around 30-40 children and adolescents participate each time in creative activities.	Addressed to all
Clowns Without Borders (International organization)	Wednesday, 7:00-8:00	Volunteers	3-4 people, but are equivalent to ten, as Mahmoud characteristically said	Artistic activities		More than 100 people of all ages as well as adults participate in this action each time. The group of clowns enters the area with music, goes around the entire camp, calling people to follow them.	Addressed to all

## Attica - Elaionas

Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
SOS Children's Villages	For creative activities from Monday to Saturday 10:30-12:30 and 4:30 to 6:30 For language lessons Friday and Saturday 12:00- 3:00	Salaried	For creative activities 2 per team For language courses 1 for each group	Creative activities (for children), Greek/English/Arabic lessons (children and adolescents).		Mainly children -about 30 each time- participate in the creative activities. Sometimes they go to both the morning and the afternoon class. The actions take place at the playroom. The language groups consist of classes of 7-8 children and adolescents, and have advanced and novice sections. The language lesson actions take place in a container allotted to them.	Addressed to all
Art and Action Network	Wednesday 05:00 to 07:00	Volunteers	The number of motivators depends on the activity.	Artistic activities, music, painting, drama, concerts - theater performances in collaboration with other artists		The number and age of participants depends on the type of activity.	Addressed to all
Red Cross	Wednesday, 10:00- 2:00, they usually stay until 3:00	Volunteers	8 people	Creative activities and languages in the playroom. It is the oldest group that systematically intervenes;they wear a uniform, the children and adolescents recognize them and		Over 30 children and adolescents participate each time in creative activities.	SEPARATED



Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
**Educational actions for refugee children - June 2016**

**Table 14: Details of actions for children - Elaionas14**



Schisto							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
SAVE THE CHILDREN	Monday to Saturday 10:00 -19:00 (16:00 - 19:00) actions take place with very young children and mothers of infants.	Salaried		They develop outdoor creative activities by forming an interactive playground, team games, crafts, painting, puzzles, number games. They stated that it is harder to work with adolescents, so, lately, together with the Network for Children's Rights, they have been setting up photography seminars and other related activities. Through these activities they have the experience to distinguish children with problems or unaccompanied children, which they refer to Social Workers or take care for their support in structures outside the Center, if possible. The SAVE THE CHILDREN NGO has lately developed a cooperation in its actions at Schisto with the NETWORK ON THE RIGHTS OF THE CHILD (active there since early May).		The children are divided into groups: infants up to 3-4 years 5-8 years 8-14 14-18 years. In general, they engage 50 to 200 children in activities daily. They try to be flexible in their actions, and provide a permissive context so that children can come freely and with a good mood and without feeling oppressed	Separated
ACTION	Daily from	Salaried	No educators	The activities concern the		Exclusively girls	Separated



Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
Educational actions for refugee children - June 2016

Schisto							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
AID	Monday to Friday 13:30-17:00.		were mentioned in the action. About 10 psychologists, 2 social workers and 2 translators participate in the action.	psychosocial support of refugee girls and the teaching of hygiene and daily living practices, as well as activities such as crafts, knitting.		over the age of 10. They are divided into groups: 10-14 years and 15 years and above. They stated that approximately 50 individuals participate in the groups.	
NETWORK FOR CHILDREN'S RIGHTS	The Network for Children's Rights is jointly developing actions since early May with SAVE THE CHILDREN.	Salaried		They engage in outdoor activities by creating an interactive playground, team games, crafts, painting, puzzles, number games, and creative activities in general.			
GROUP OF OFFICERS AND SOLDIERS FROM SCHISTO	Daily 12:00 -13:30	Volunteers	These officers and soldiers serve in the structure and in rotation offer lessons to refugees. In English classes, refugees also participate as	Greek and English lessons take place. As to the content of the teaching of the two languages, Greek-English, more emphasis is placed on exercising the spoken word and the acquirement of a basic vocabulary and phrases related to a simple and direct level of communication.		About 50 children attend daily, but the group is not constant. Girls have a larger participation than boys	Addressed to all



Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
**Educational actions for refugee children - June 2016**

<b>Schisto</b>							
<b>Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Educators involved in each action</b>	<b>Activities</b>	<b>Activities outside structures</b>	<b>Children covered by the action</b>	<b>Separation of actions</b>
			teachers				

**Table 15: Details of actions for children - Schisto15**

<b>Hockey Stadium Hellinikon</b>							
<b>Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Educators involved in each action</b>	<b>Activities</b>	<b>Activities outside structures</b>	<b>Children covered by the action</b>	<b>Separation of actions</b>



Ministry of Education Research and Religious Affairs  
 Scientific Committee to assist the work of the Committee of Support of Refugee Children  
**Educational actions for refugee children - June 2016**

Save the children	From Mon. - Friday: 10.00-16.00	Salaried		Sports activities Painting and team games, especially outdoors English lessons (for the age group 11-18 years)	No	About 70 children 19 children 2-5 years 29 Children 6-10 years 19 children 11 to 18 years (English lessons)	Separated
-------------------	------------------------------------	----------	--	--	----	--	-----------

**Table 16: Details of actions for children - Hellinikon Hockey Stadium16**

<b>Hockey Stadium Hellinikon</b>							
<b>Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Educators involved in each action</b>	<b>Activities</b>	<b>Activities outside structures</b>	<b>Children covered by the action</b>	<b>Separation of actions</b>
Save the children	From Mon. - Friday: 10.00-16.00	Salaried		Sports activities. Painting and team games, especially outdoors	No	100 children 3 to 17 years	ADDRESSED TO ALL

**Table 17: Details on actions for children - Hellinikon Baseball Stadium17**

<b>Malakasa</b>							
<b>Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Educators involved in each action</b>	<b>Activities</b>	<b>Activities outside structures</b>	<b>Children covered by the action</b>	<b>Separation of actions</b>
REMAR	Every day 10am - 7pm	Salaried	5-6	Actions relating to creative activities for children (sports, painting, soccer, games)	No	All children	Addressed to all



**Table 18: Details of actions for children - Malakasa18**

<b>Lavrio (Summer Camp of Agr. Bank)</b>							
<b>Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Educators involved in each action</b>	<b>Activities</b>	<b>Activities outside structures</b>	<b>Children covered by the action</b>	<b>Separation of actions</b>
D.Y.P.LA .: Lavrio Refugee Support Network	Monday and Friday 5.00-7.00pm	Volunteers	1	English, Greek lessons and games- creative activities		About 30 children aged 4 -14 years	Addressed to all





Lavrio (Summer Camp of Agr. Bank)							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Initiative for self-organization by two Syrian refugees living in the Center, Mr. Mohamed Zidane and Mr. Finda Marouf	Daily 1.00-2.00pm noon except Monday	Volunteers	They are not educators (one is a seaman in the merchant navy and the other a dentist).	English lessons		About 30 children, aged 7-12 years	Addressed to all
Mesogeion Companionship	Once a month	Volunteers	About 15 people (2-3 adults and children aged approximately 15 years). They are not educators.	Music-movement games and dancing		The Administrator-Coordinator of the center did not know	Addressed to all
P.E. Educators Association of East. Attica "Kostas Sotiriou"	Every Wednesday, Thursday, Saturday, 2 hours, 5.00pm-7.00pm	Volunteers	Two (2) educators and two (2) Syrian refugees who organize lessons (see. above)	English, Greek lessons and games - creative activities		About 20 children, 4-8 years	Addressed to all

Table 19: Details of actions for children - Lavrio19



#### 5.4. ACTIVITIES FOR ADULTS - ATTICA

Skaramangas					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
Red Cross	International Humanist Movement	All the days of the week from 9:00 to 14:00 and 16:00 to 18:00	Salaried	Actions: 1) Health Post: At the center, the Greek R.C. in collaboration with the Spanish R.C. employ a pediatrician, nurse, midwife, lawyer and translators who provide services to refugees. 2) Social services: support to vulnerable individuals by a social worker, every day from 09:00- 14:00. 3) Psychological Social Support: psychosocial support in collaboration with the Spanish R.C. to vulnerable individuals. Counseling and interactive programs are planned on being implemented by a social worker and a psychologist. When there is a serious problem an appointment will be made through the National Center for Health Operations (EKEPY) and the patient will be transferred to the appropriate unit in a vehicle of the R. C.	They are active at the Elaionas Center every Wednesday (playground) and in Ritsona daily (promoting health, psychosocial support, child activities)



Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
**Educational actions for refugee children - June 2016**

Skaramangas					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
				4) Hygiene Promotion: teaching children and adults about hygiene and cleanliness -personal and the site's. The Red noses (clowns) via the R.C. implement playful activities for children. 5) Restoring Families Links: The family links restoration service will soon be activated. 6) Technical support of structures (repairs, etc.). 7) dental clinic (The creation of a dental clinic is planned in cooperation with the Navy. A container will be set up. The Dental Association of Athens will contribute with equipment and a volunteer dentist. The consumables will be offered by the Spanish Red Cross).	

**Table 20: Actions for adults - Skaramangas20**



Elaionas					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
Art and Action Network	Art teachers	Wednesday 05:00 to 07:00	Volunteers	Artistic activities, concerts - theater performances in collaboration with other artists	
Red Cross	NGO	Wednesday, 12:00- 2:00	Volunteers	Empowerment/construction (women)	
Clowns Without Borders (International organization)	NGO	Wednesday, 7:00-8:00	Volunteers	Artistic activities. More than 100 people of all ages as well as adults participate in this action each time.	Through Elaionas, there are discussions about contacts of the group "Clowns Without Borders" with the structures in Hellinikon
Sunday School for Immigrants (begins 20/5)	Collegiality	It will start from 20/5, initially as a pilot program, once a week for 20 to 30 people per three-hour lesson and will soon take place twice a week. The lessons will take place on Saturday - Sunday 11:00 to 1:00 outside the	Volunteers	Greek lessons in the organization's site at Kolonos. The objective is for 150 adults to participate. They will be also able to take their children with them, which will be engaged in creative activities.	Also organizes lessons in other structures in Attica.



Elaionas					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
		Elaionas structure.			
SOS Children's Villages	NGO	Monday - Friday - Saturday 5:00 to 8:00	Salaried	Greek/English lessons Soccer (men), also playing outside the structure. Psychological support, 2 psychologists, 3 times a week	Through Elaionas, there are also contacts of the "SOS Children's Villages" group with other structures in order to perform actions.
Time Bank (Papagou Volunt. Women's Group)	Solidarity support	Monday 12:00 to 2:00	Volunteers	Knitting/handicrafts (women)	Only in Elaionas

Table 21: Actions for adults - Elaionas21



Schisto				
	Type of Body	Visitation program	Work status	Activities
N AID	NGO	Daily from Monday to Friday 13:30 to 17:00	Salaried	The activities concern psychological support for women, as many have suffered violence, either in family environments or during their journey. Women are also supported on the new conditions faced in the host country. They exercise daily living and hygiene skills and also engage in activities such as crafts, knitting
P OF OFFICERS AND ERS FROM SCHISTO	Other	Daily 10:00-12:00 program for women 17:00-19:00 program for men	Volunteers	Greek-English language lessons take place. Emphasis is placed on exercising the spoken word and acquiring new vocabulary and phrases related to a simple and effective mode of communication. Greek is taught by Greek of the host country soldiers, while refugee teachers also participate in the teaching of English.

Table 22: Actions for adults - Schisto22

Hockey Stadium Hellinikon					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
Refugees of the Center	Self-organization		Volunteers	Informal English lessons, self-organized by refugees. Around 100 people attend in mixed adult and children classes	

Table 23: Actions for adults - Hellinikon Hockey Stadium

Malakasa					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures



REMAR	NGO	Daily	Salaried	There is no action for adults except for tea offered at a covered area within the structure.	
-------	-----	-------	----------	--	--

Table 24: Actions for adults - Malakasa24

Lavrio (Summer Camp of Agricultural Bank)					
BODY	Type of Body	Visitation program	Work status	Activities	Activities in other structures
Initiative of two Syrian refugees of the center	Self-organization	The classes take place for one hour every day except Thursdays. They are taught by Mr. Finda Marouf, dentist.	Volunteers	English lessons for adults and adolescents aged 15-18	

Table 25: Actions for adults -Lavrio25



## 6. Accommodation Centers: North Aegean

Structure	Number of refugees	Number of infants (0-2 years)	Number of children (3-15 years)	Number of adolescents (16-18)	AGE GROUPS (as determined by surveyors)	Total Children-adolescents	Number of students
Open Accommodation Center of the Municipality of Lesvos	1000	50	100	100		250	10
Open Accommodation Center - CARITAS HELLAS	196	25	73	10		98	
Open Accommodation Center ILIAKTIDA AMKE	111	5	42	10		57	2
Open Accommodation Center - (Former PIKPA)	80	6	13	5		24	1
Chios Souda	800	80	150	70		300	
Chios KEPYT-VIAL	1186				0-1: 30 people 1-12 306 people 12-18: 188 people	524	
<b>Total</b>	3.373					1.253	13

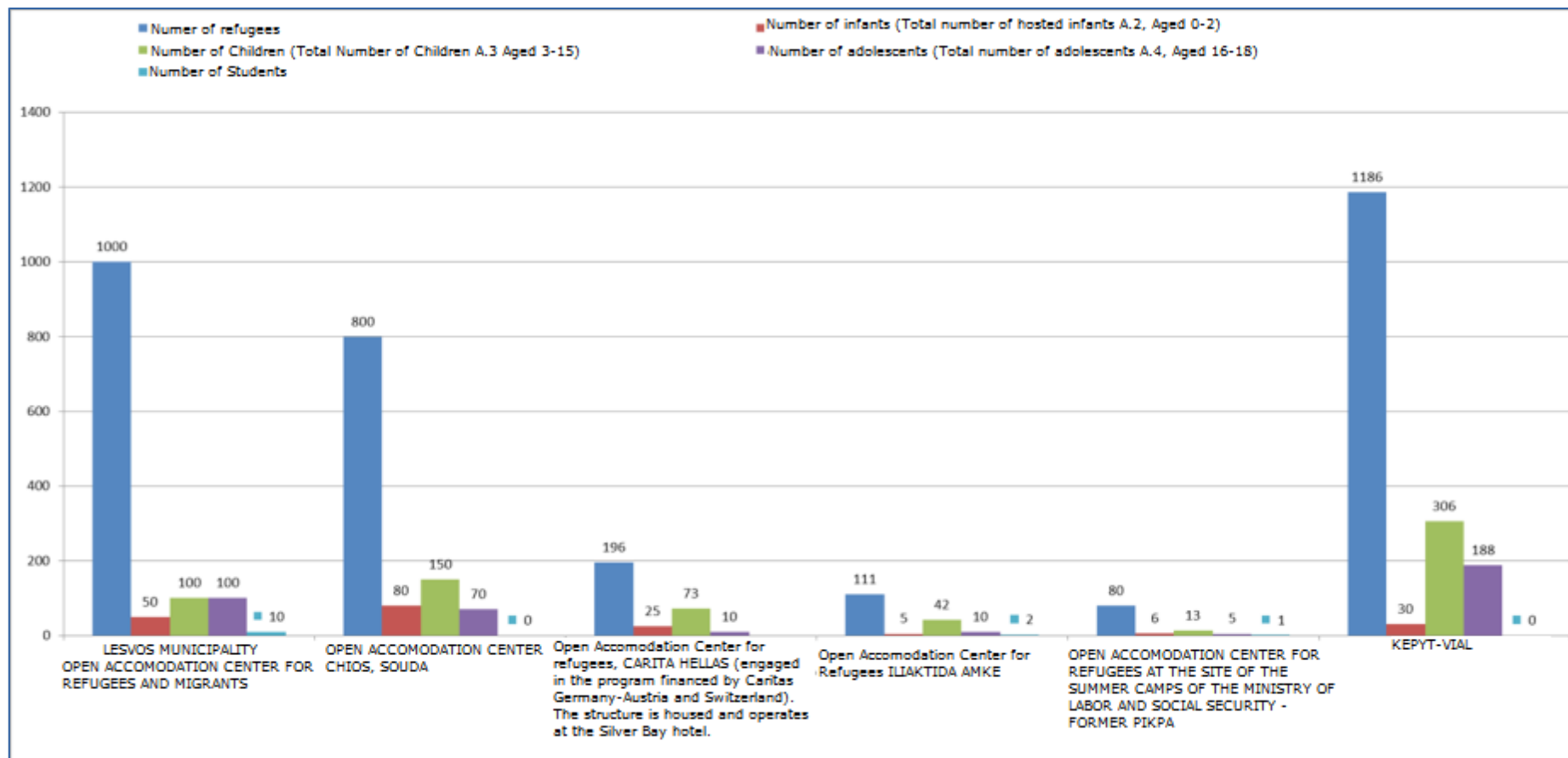




**Table 26: Population - North Aegean<sup>26</sup>**



Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
Educational actions for refugee children - June 2016



Graph 5: Population - North Aegean

## 6.1. Description of areas - North Aegean

Structure	Is there a special area ("Blue Dot" for children or playground or kiosk or tent or other) for activities with children? Is it deemed suitable?
Lesvos - Open Refugee Accommodation Center - CARITAS HELLAS	There is a playground, a basketball court, a specially arranged outdoor area for activities and a similar interior area.
Lesvos - Open Refugee and Migrant Accommodation Center of the Municipality of Lesvos	There is an area quite friendly for children where two playgrounds have been arranged with a few games each, such as a slide and a rotating bench. It is the site of the former traffic-education park of the Municipality of Mytilene. The wider area around these sites, as well as the small amphitheater there, is used by children for playing.
Lesvos - Open Refugee Accommodation Center - ILIAKTIDA AMKE	No
Lesvos - Open refugee accommodation area (former PIKPA)	There is a common kitchen, playground and basketball area
Chios - Open Accommodation Center - Souda	Yes
Chios KEPYT-VIAL	No

Table 27: Description of areas - North Aegean27

## 6.2. Bodies organizing activities for children - North Aegean

Lesvos - Open Refugee Accommodation Center - CARITAS HELLAS				
Body	Type of Body	Visitation program	Work status	Activities in other structures
Boat Refugee Foundation	NGO	daily	Volunteers	Yes
IsraAid	NGO	On a daily basis	Volunteers	Yes
JRS	NGO	2-3 times per week	Volunteers	Yes
Portuguese Refugee Platform	NGO	Daily	Volunteers	Yes

**Table 28: Bodies that organize activities for children - Lesvos - Open Refugee Accommodation Center - CARITAS HELLAS28**

Lesvos - Open Refugee Accommodation Center of the Municipality of Lesvos (KARATEPE)				
Body	Type of Body	Visitation program	Work status	Activities in other structures
ACTION AID	NGO	Visual arts-painting actions: 16:00 - 18:00 except Sundays	Salaried	
Because We Carry	NGO	Daily except Sunday: <u>Morning schedule</u> German: 11:00 -12:00 <u>Afternoon schedule</u> Sports activities: 18:00 to 20:00. Painting, crafts and visual arts: 16:00 -18:00. Music: 18:00 -20:00	Salaried	
HSA (Humanitarian Support Agency)	NGO	Daily except Sunday: <u>Morning schedule</u> English (9:00-10:00, 10:00-11:00) French (13:00 -14:00) <u>Afternoon schedule</u> Sports Activities (18:00 to 20:00)	Salaried	

<b>Lesvos - Open Refugee Accommodation Center of the Municipality of Lesvos (KARATEPE)</b>				
<b>Body</b>	<b>Type of Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Activities in other structures</b>
IRC	NGO	Daily except Sunday: <u>Morning schedule</u> English (9:00-10:00, 10:00-11:00) Greek (12:00 to 13:00) <u>Afternoon schedule</u> Sports Activities (18:00 to 20:00)	Salaried	
Life guard Hellas	School	Every day except Sunday, after 10am.	Salaried	
Light House	NGO	Cinema viewing daily 20:00 to 21:00 except Sundays.	Salaried	
PRAXIS	NGO	<u>Afternoon schedule</u> Painting/crafts (4-6) except Sundays.	Salaried	
Save the children	NGO		Salaried	
Red Cross -	NGO	Daily except Sunday: <u>Morning schedule</u> English: (9-10, 10-11) <u>Afternoon schedule</u> Sports Activities(6-8)	Salaried	
SOS Children's Villages	Other		Salaried	
University of the Aegean - Department of Social Anthropology and History	University	Every Tuesday and Sunday 6-8 pm.	Volunteers	No

**Table 29: Bodies that organize activities for children - Lesvos - Open Refugee and Migrant Accommodation Center of the Municipality of Lesvos 29**

Lesvos - Open refugee accommodation area (former PIKPA)				
Body	Type of Body	Visitation program	Work status	Activities in other structures
HUMANITY CREW	NGO	Daily	Volunteers	Yes
LESVOS SOLIDARITY	NGO	Daily	Volunteers	Jointly organizes activities at the site of PIKPA with the PRAXIS AND METADRASI NGOs
DOCTORS WITHOUT BORDERS (MSF)	NGO	Occasionally for specific incidents after a call by LESVOS SOLIDARITY	Salaried	Yes
RED CROSS	NGO	Occasionally, after a call by the Lesvos Solidarity Group	Salaried	On occasion
ODYSSEUS	University of the Aegean	DAILY	Salaried	-

**Table 30: Bodies that organize activities for children - Lesvos - Open refugee accommodation area (former PIKPA)30**

Lesvos - Open Refugee Accommodation Center - ILIAKTIDA AMKE				
Body	Type of Body	Visitation program	Work status	Activities in other structures
ILIAKTIDA AMKE	AMKE	Daily	Volunteers	

**Table 31: Bodies that organize activities for children - Lesvos - Open Refugee Accommodation Center - Iliaktida AMKE31**

Chios				
Body	Type of Body	Visitation program	Work status	Activities in other structures
Be aware and share	NGO	Daily 10-1 and 5-8	Volunteers	
CFS (Child friendly space from Save the Children)	NGO	Every day at VIAL. For the past 1.5 months, volunteers have withdrawn as it is considered a detention camp	Salaried	
SAM SAM	Educator Ggroup	2-3 times a week, depending on availability. Saturdays 5-7	Volunteers	Occasionally when needed, they set up on site within the premises where refugee children were accommodated. The group's actions are not allowed in VIAL which is a closed structure.

Chios				
Body	Type of Body	Visitation program	Work status	Activities in other structures
Hellenic Red Cross	NGO	Every day 9-5 in a specially arranged area	Salaried	

**Table 32: Bodies that organize activities for children - Chios32**



### 6.3. Details of activities for children - North Aegean

Lesvos - Open Refugee Accommodation Center - CARITAS HELLAS							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Boat Refugee Foundation	Daily	Volunteers	4-5 educators	English - German lessons, chess lessons, creative activities.	Yes, (Hiking)	Children of all ages about 40	Separated
IsraAid	Daily	Volunteers	No educators participate	Psychosocial support, other educational or artistic activities	No	About 110 children of all ages	Separated
JRS	2-3 times per week	Volunteers	2-3 educators	English lessons and other educational or artistic activities	No	Children of all ages about 40	
Portuguese Refugee Platform	Daily	Volunteers	No educators participate	Creative activities,, psychosocial support and other artistic activities	No	Children of all ages about 40	Separated

Table 33: Details of actions for children - Lesvos - Open Refugee Accommodation Center - CARITAS HELLAS33





Lesvos - Open Refugee Accommodation Center of the Municipality of Lesvos (KARATEPE)							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
ACTION AID	The actions for visual arts and painting take place on an afternoon schedule(16:00 to 18:00), except Sundays.	Salaried	Two (2) salaried.	Painting, Visual arts	No	In each activity, approximately 15 children participate. The actions are aimed at children aged 3-12 and 12-18.	Separated
Because We Carry	Daily except Sunday: <u>Morning schedule</u> German: 11:00 -12:00 <u>Afternoon schedule</u> Sports activities: 18:00 to 20:00. Painting, crafts and visual arts: 16:00 -18:00. Music: 18:00 -20:00	Salaried	4 Salaried	German, Sports activities, Painting, Crafts, Visual arts, Music	No	German: addressed to children 12-18. 4 groups of 5 children each are formed. Visual arts, crafts, painting: children 3-12 and 12-18. About 30 children participate each time. Sports activities: children 3-12 and 12-18. About 40 children participate.	Separated



Lesvos - Open Refugee Accommodation Center of the Municipality of Lesvos (KARATEPE)							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
HSA (Humanitarian Support Agency)	Daily except Sunday: <u>Morning schedule</u> English (9:00-10:00, 10:00-11:00) French (13:00-14:00) Afternoon schedule Sports Activities (18:00 to 20:00)	Salaried	(2) Two salaried	English, French, Sports activities	No	The teaching of foreign languages is carried out in two groups: minors (12 -18 years) and adults (18 and over). Classes are held in groups of children that do not surpass 15 in each group. Sports activities take place in age groups of 3 -12 and 12-18. About 40 children participate in sports activities each time.	Separated



Lesvos - Open Refugee Accommodation Center of the Municipality of Lesvos (KARATEPE)							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
IRC	Daily except Sunday: <u>Morning schedule</u> English (9:00-10:00, 10:00-11:00) Greek (12:00 to 13:00) <u>Afternoon schedule</u> Sports Activities (18:00 to 20:00)	Salaried	2 salaried	Greek, English, Gymnastics		Greek: 10 children English: 10 children Gymnastics: 25 children	Separated
Life guard Hellas	Every day except Sunday, after 10am.	Salaried	At an earlier stage, Lifeguards from Spain and New Zealand also participated in the action.	Swimming lessons at the nearby coast of Kara Tepe.	Swimming lessons at the nearby coast of Kara Tepe.		
Light House	Cinema viewing daily, 20:00 to 21:00, except Sundays.	Salaried	2 to 4 educators	A viewing of two films.	No	The action is aimed at the entire population of KARATEPE	Addressed to all



Lesvos - Open Refugee Accommodation Center of the Municipality of Lesvos (KARATEPE)							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
PRAXIS	Afternoon schedule (4-6) except Sundays.	Salaried	(2) Two salaried.	Painting, Visual arts	No	From 3 years to 12 and from 12 years to 18. About 30 children participate each time.	Separated
Save the children		Salaried	4 salaried	English, Sports activities, crafts, visual arts	No	English: 10 Sports activities, crafts, visual arts: up to 20	
Red Cross	<u>Morning schedule</u> English (9-10, 10-11) except Sundays. <u>Afternoon schedule</u> Sports activities: (6-8) except Sundays.	Salaried	2 salaried and volunteers	Sports activities, English		Sports activities: up to 30 children (3-12, 12-18) English: up to 15 (children ages 12 to 18)	Separated
SOS Children's Villages		Salaried	3 salaried	English, Greek, Sports activities, Gymnastics	No	English, Greek: 10 children (minors aged 12-18) Sports activities, Gymnastics: 30 children (ages 3-12, 12-18)	Separated



Lesvos - Open Refugee Accommodation Center of the Municipality of Lesvos (KARATEPE)							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
University of the Aegean - Department of Social Anthropology and History	Every Tuesday and Sunday 6-8 pm.	Volunteers	6 educators (1 of higher education, 3 of secondary and 2 of primary) together with a group of 19 students from the University of the Aegean - Department of Social Anthropology and History.	Creative activities through team play outdoors. The intervention is organized based on the theoretical approach of Critical Pedagogy.	No	Addressed mainly to children aged 2 to 12. On average 40 children at a time participate in the intervention.	Separated

Table 34 Details of actions for children - Lesvos - Open Refugee and Migrant Accommodation Center of the Municipality of Lesvos 34



Lesvos - Open refugee accommodation area (former PIKPA)							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
HUMANITY CREW	Daily	Volunteers		Psychosocial support, creative workshops	Outing to the Theater	0-6: up to 8 children 7-15: up to 10 children 16 to 18: up to 10 children	Addressed to all
LESVOS SOLIDARITY	Daily	Volunteers		Greek-English lessons, painting, music, theater play, film viewings, acrobatic-clown lessons, yoga, gardening	Outings to the theater, to city schools, soccer games, children's celebrations.	6 years: 4-15 children 7-15 years: 4-15 children 16-18: 4-15 children	Separated
DOCTORS WITHOUT BORDERS (MSF)	Occasionally after a call by LESVOS SOLIDARITY	Salaried	1 person, not an educator	Psychosocial support	-	0-6 years up to 2 7-15 years up to 5 16-18 up to 5	Separated
RED CROSS	Occasionally after a call by the Lesvos Solidarity Group	Salaried	-	Psychosocial support	-	1-2 persons per age	Separated



Lesvos - Open refugee accommodation area (former PIKPA)							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
ODYSSEUS	Daily	Salaried		Greek -English lessons	Organizes outings to the theater and sporting activities	16-18 years and 10 adolescents	Separated

Table 35: Details on actions for children - Lesvos - Open refugee accommodation area (former PIKPA)35

Lesvos - Open Refugee Accommodation Center - ILIAKTIDA AMKE							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
ILIAKTIDA AMKE	Daily	Volunteers	2	Teaching Greek and English	No	About 50	Separated

Table 31: Details on actions for children - Lesvos - Open Refugee Accommodation Center - ILIAKTIDA AMKE36

Chios							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Be aware and share	Every day at their site 10-1 and 5-8	Volunteers	6 from the community of refugees from Souda and DIPETHE	Arabic and English lessons while the plan is to start maths and projects	The activities take place outside the structure	150 children in 3 groups 6-7, 8-10, 11-13, and a group of adolescents 14-17	Separated



Ministry of Education Research and Religious Affairs  
 Scientific Committee to assist the work of the Committee of Support of Refugee Children  
 Educational actions for refugee children - June 2016

Chios							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Cfs child friendly space by Save the Children	Every day at VIAL. For 1.5 the past months, volunteers have withdrawn as it is considered a detention camp	Salaried	Educators not educators	Entertainment, support and development of children with educational elements.		50	Separated
SAM SAM (Acronym: Socio-emotional Awareness Management Sharing Arts Music)	2-3 times a week, depending on availability. Saturdays 5-7	Volunteers	10 educators	Activities for the development of psychosocial skills of children through music, painting and cooperative games		From ages one to 12	Addressed to all
Hellenic Red Cross	Every day 9-5 in a specially arranged area	Salaried	There are no educators. A nurse engages children in activities.	Creative activities, psychological support.		From infants to 8 years	

Table 37: Details on actions for children - Chios37



#### 6.4. Activities For Adults - North Aegean

Lesvos - Open Refugee Accommodation Center - CARITAS HELLAS					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
Boat Refugee Foundation	NGO	daily	Volunteers	English-German lessons, chess	Yes
IsraAid	NGO	On a daily basis	Volunteers	Psychosocial support, other educational or artistic activities	Yes
JRS	NGO	2-3 times per week	Volunteers	English lessons	Yes
Portuguese Refugee Platform	NGO	Daily	Volunteers	Creative activities,, psychosocial support and other artistic activities	Yes

Table 38: Actions for adults - Lesvos - Open Center for Refugee Accommodation - CARITAS HELLAS38

Lesvos - Open Refugee Accommodation Center of the Municipality of Lesvos (KARATEPE)					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
ACTION AID	NGO	The actions for visual arts and painting take place on an afternoon schedule(16:00 to 18:00), except Sundays.	Salaried	Painting, Visual arts	
Because We Carry	NGO	Daily except Sunday <u>Morning schedule</u> German 11:00 -12:00 <u>Afternoon schedule</u> Sports activities 18:00 -20:00. Painting, crafts,	Salaried	German, Sports activities, Painting, Crafts, Visual arts, Music	



Lesvos - Open Refugee Accommodation Center of the Municipality of Lesvos (KARATEPE)					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
		visual arts: 16:00 -18:00. Music: 18:00 -20:00.			
HSA (Humanitarian Support Agency)	NGO	Daily except Sunday <u>Morning schedule</u> English (9:00-10:00 10:00-11:00) French (13:00 to 14:00) Afternoon schedule Sports activities (18:00 to 20:00).	Salaried	English, French, Sports activities	
IRC	NGO	Daily except Sunday <u>Morning schedule</u> English (9-10, 10-11) Greek (12-1) except Sundays. <u>Afternoon schedule</u> Sports activities (18:00 to 20:00).	Salaried	Greek, English, Gymnastics	
Life guard Hellas	Other	Every day except Sunday, after 10am.	Salaried	Swimming lessons at the nearby coast of Kara Tepe.	
Light House	NGO	Cinema viewing daily 20:00 to 21:00 except Sundays.	Salaried	2 to 4 educators	
PRAXIS	NGO	The action for painting / crafts takes place on an afternoon schedule (4-6) except Sundays.	Salaried	Painting, Visual arts	

Table 39: Actions for adults - Lesvos - Open Refugee and Migrant Accommodation Center of the Municipality of Lesvos



Lesvos - Open refugee accommodation area (former PIKPA)					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
HUMANITY CREW	NGO	daily	Volunteers	Celebrations with refugees, discussion groups on camp issues, individual support, sports activities	Yes, on occasion
LESVOS SOLIDARITY	NGO	daily	Volunteers	Greek -English lessons, sports activities, music lessons, crafts workshops, gardening, workshop for creating objects from recyclable materials, refugee empowerment group.	They participate in a program of Mercy Corps in Moria for lessons and crafts for refugees
RED CROSS	NGO	Occasionally, after a call by the Lesvos Solidarity Group	Salaried	Psychosocial support	Yes
ODYSSEUS	University of the Aegean	Daily	Salaried	Greek, English lessons, Outside visits	-
DOCTORS WITHOUT BORDERS (MSF) TO THE OPEN AREA OF THE FORMER PIKPA	NGO	Occasionally, when called by the body	Salaried	Psychosocial support	

Table 40: Actions for adults - Lesvos - Open refugee accommodation area (former PIKPA)



Lesvos - Open Refugee Accommodation Center - ILIAKTIDA AMKE					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
ILIAKTIDA AMKE	AMKE	daily	Volunteers	Learning Greek and English	

Table 41: Actions for adults - Lesvos - Open Refugee Accommodation Center - ILIAKTIDA AMKE41

Chios					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
Be aware and share	NGO	Daily	Volunteers	Daily, the teachers who teach children participate in empowerment activities, as they have arranged the teaching program, have separated sections, operate the school and the contribution of the NGO concerns administration issues. This action-school is a cooperation between various bodies. It has received financial support from other bodies - for example the chairs have been provided by NRC They are also supported in their work by the office responsible for refugees and social integration of the North Aegean Region. The action aims to focus on the involvement of the local	



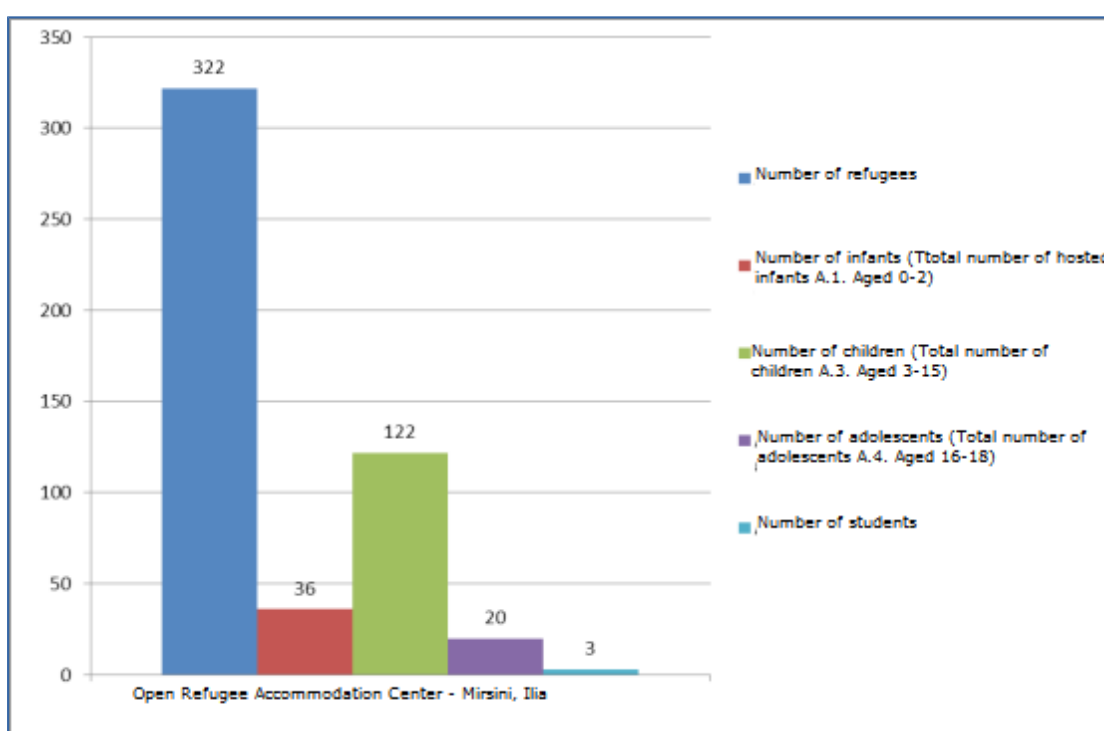
Chios					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
				community.	
Nurture Project	NGO	Every day 10:00-5:00	Volunteers	Empowerment to nursing mothers and their children. Education on hygiene	

Table 42: Actions for adults - Chios42

## 7. Accommodation Centers: Western Greece - Peloponnese

Structure	Number of refugees	Number of infants	Number of children	Number of adolescents	TOTAL Children / Adolescents (0-18)	Number of students
Andravida -Open Refugee Accommodation Center - Myrsini, Ilia	322	36	122	20	178	3

Table 43: Population - Andravida43



Graph 6: Population - Andravida

### 7.1. Description of areas- Andravida

**Is there a special area ("Blue Dot" for children or playground or kiosk or tent or other) for activities with children? Is it deemed suitable?**

There is a large shed. It is suitable for creative activities and entertainment especially during the summer months.

Table 44: Description of areas - Andravida44



## 7.2. Bodies organizing activities for children - Andravida

Body	Type of Body	Visitation program	Work status	Educators involved in each action	Activities	Act. outside structures	Act. in other structures	Children covered by the action	Separation of actions
LITERATE REFUGEES	LITERATE REFUGEES	Daily	Volunteers	3	Arabic, English lessons.	No	No		Separated
Creative Activities Group of Refugee Children	Solidarity support	Once a week	Volunteers	5	Creative activities	No	No	About 30 children 4-15 years	Addressed to all
UNIVERSITY OF PATRAS	University		Volunteers	10	Greek lessons	No	No		Separated

Table 45: Details on actions for children - Andravida45

## 8. Accommodation Centres - Epirus



Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
Educational actions for refugee children - June 2016

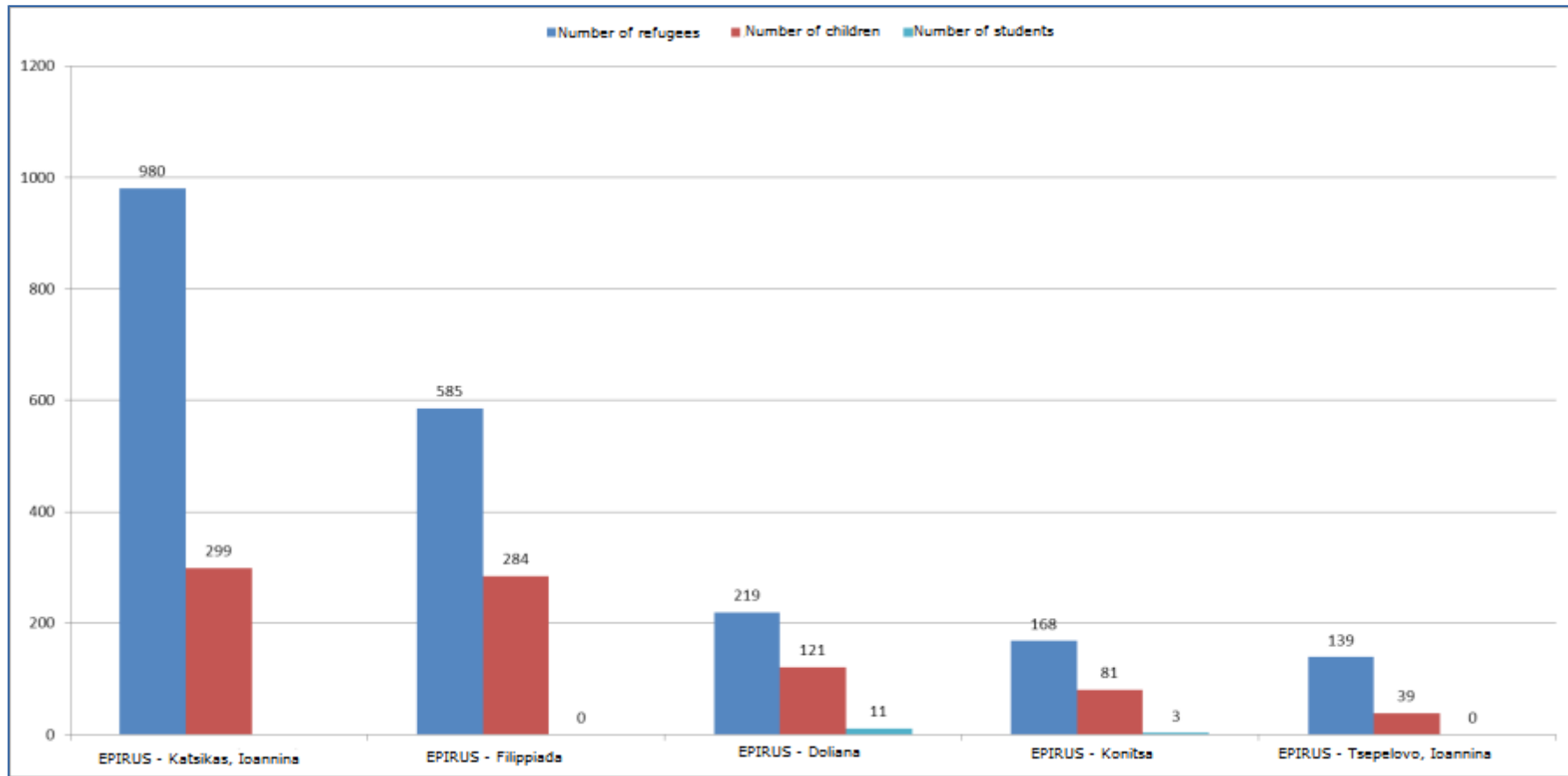
Structure	Number of refugees	Number of infants (0-2 years)	Number of children (3-15 years)	Number of adolescents (16-18 years)	AGE GROUPS (as determined by surveyors)	Total children-adolescents (0-18)	Number of students
Katsikas, Ioannina	980	44	209	46		299	
Filippiada	585	57	227		The number of adolescents is not available, because from 16 years onwards they are incorporated into adult categories	284 +	
Doliana	219	26	95		The 95 children include adolescents	121	11
Konitsa	168				The center administrators provided the following categorization 0-5 31 people 5-10 25 people 10-17 25 people	81	3
Tsepelovo, Ioannina	139	6	33		The number of adolescents is not discernible because adolescents appear with adults	39 +	0
<b>Total</b>	2.091					824 +	14

Table 46: Population - Epirus46





Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
**Educational actions for refugee children - June 2016**



Graph 7: Population - Epirus

## 8.1. Description of areas - Epirus

Structure	Is there a special area ("Blue Dot" for children or playground or kiosk or tent or other) for activities with children? Is it deemed suitable?
Katsikas, Ioannina	Four tents have been set up and are used by Light House Relief and one tent by MSF
Filippiada	One 100-person tent, provided by the UNHCR and the Army, which was being set up on the day of the survey
Doliana	No
Konitsa	No
Tsepelovo, Ioannina	No

Table 47: Description of areas- Epirus47

## 8.2. Bodies organizing activities for children - Epirus

Katsikas, Ioannina				
Body	Type of Body	Visitation program	Work status	Activities in other structures
LIGHT HOUSE RELIEF	NGO	Every day except Saturday	Volunteers	No
OLVIDADOS	NGO	At regular intervals	Volunteers	No
THE CARAVAN OF JOY	Solidarity support	Especially active in the first month of refugee arrivals	Volunteers	Doliana Accommodation Center from early April

Table 48: Bodies that organize activities for children - Katsikas, Ioannina48



Doliana, Ioannina				
Body	Type of Body	Visitation program	Work status	Activities in other structures
THE CARAVAN OF JOY	Solidarity support	They have visited the center three times	Volunteers	At the Katsika center from April

Table 49: Bodies that organize activities for children - Doliana49

Konitsa				
Body	Type of Body	Visitation program	Work status	Activities in other structures
Volunteer teacher	Solidarity supporter	For 2 weeks 3 times a week	Volunteer	-
OAED	OAED	3 times a week	Salaried	-
Refugee who lives in the Center		There is no specific program	Volunteer	-

Table 50: Bodies that organize activities for children - Konitsa50

Tsepelovo, Ioannina			
Body	Type of Body	Work status	Activities in other structures
ANNINA REFUGEE FORUM	Solidarity support	Volunteers	-

Table 51: Bodies that organize activities for children - Tsepelovo51



### 8.3. Details of activities for children - Epirus

Katsikas, Ioannina						
Body	Visitation program	Work status	Educators involved in each action	Activities	Children covered by the action	Separation of actions
LIGHT HOUSE RELIEF	Every day except Saturday	Volunteers	4-10 educators and 1-2 assistants	Educational (learning English, Arabic, German, maths)	The number ranges from 3 to 25	Addressed to all
OLVIDADOS	At regular intervals	Volunteers	The number ranges	English lessons, gymnastics	The number varies depending on the demand from 4 to 18	Addressed to all
THE CARAVAN OF JOY	Especially active in the first month of refugee arrivals	Volunteers	Approximately 15 people	Theater, pantomime, games and happenings	From 3 to 15 years. several children participated.	Addressed to all

Table 52: Details on actions for children - Katsikas, Ioannina52



Doliana, Ioannina						
Body	Visitation program	Work status	Educators involved in each action	Activities	Children covered by the action	Separation of actions
THE CARAVAN OF JOY	They have visited the center three times	Volunteers	10	Theater, pantomime, games and other happenings	Several children from 3-15 years	Addressed to all

Table 53: Details on actions for children - Doliana, Ioannina53

Konitsa						
Body	Visitation program	Work status	Educators involved in each action	Activities	Children covered by the action	Separation of actions
Volunteer teacher	For two weeks, three times a week	Volunteers	One volunteer retired teacher from the area	Learning the Greek Language	About 15 people of a young age	Addressed to all
OAED	3 times a week	Salaried	One psychologist	Psychosocial support	The number is not constant	Addressed to all
Refugee from the Center	There is no specific program	Volunteers	One	Painting lessons	There is no exact number	Addressed to all

Table 54: Details on actions for children - Konitsa54

**Tsepelovo, Ioannina**



Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
**Educational actions for refugee children - June 2016**

<b>Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Educators involved in each action</b>	<b>Activities</b>	<b>Children covered by the action</b>	<b>Separation of actions</b>
Ioannina refugee FORUM	Until the survey, the body only went twice	Volunteers	Two to three people	Painting	14 children up to 6 years old and about 10 from 7 to 15 years	Addressed to all

**Table 55: Details on actions for children - Tsepelovo, Ioannina55**

## 9.2 8.4. Activities for adults - Epirus

Katsikas, Ioannina					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
LIGHT HOUSE RELIEF	NGO	Daily except Saturday from 3 pm to 5 pm	Volunteers	Creative activities for women (knitting, yoga and psychological support, English lessons 3-4pm and German 4-5pm)	

**Table 56: Actions for adults - Katsikas, Ioannina56**

Konitsa					
BODY	BODY TYPE	Visitation program	Work status	Activities	Activities in other structures
OAED	OAED	3 times a week	Salaried	Psychosocial support	

**Table 57: Actions for adults - Konitsa57**



### 9. Accommodation Centers: Central Greece - Thessaly

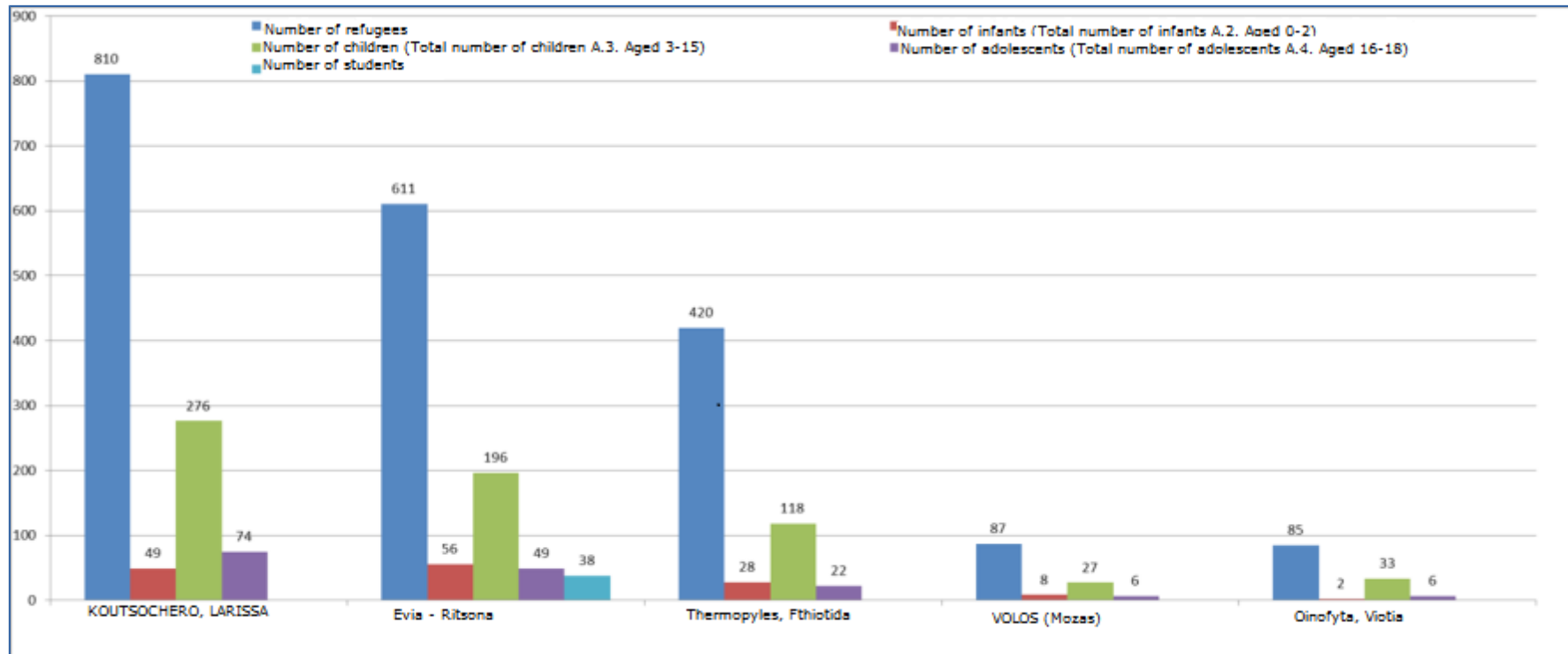
Structure	Number of refugees	Number of infants (0-2 years)	Number of children (3-15 years)	Number of adolescents (16-18 years)	Age groups (as determined by surveyors)	Total number of children - adolescents	Number of students
Koutsochero Larissa	810	49	276	74		399	
Volos (Mozas)	87	8	27	6		41	
Thermopyles, Fthiotida	420	28	118	22		168	
Oinofyta, Viotia	85	2	33	6		41	
Evia-Ritsona	611	56	196	49	0-18 months: 42 (25 Boys +17 Girls) 2-12: 176 (89 B+ 87 G) 3-12: 162 (82 B + 80 G) 13-17: 66 (28 B+ 38 G) 18+ = 327 (177 B + 150 G)	301	38
<b>Total</b>	2013					950	38

Table 58: Population - Thessaly58





Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
Educational actions for refugee children - June 2016



Graph 8: Population - Thessaly

### 9.1. Description of areas - Central Greece - Thessaly

Structure	Is there a special area ("Blue Dot" for children or playground or kiosk or tent or other) for activities with children? Is it deemed suitable?
Central Greece - Thessaly - Koutsochero, Larissa	There is a large 250sq.m. tent. There is also a small tent available beside it, when fewer children are participating. The tent is located at the center of the facilities. At the front end of the Structure, there is also a small soccer field, where older children usually play soccer.
Central Greece - Thessaly - Volos (Mozas)	- There are various sites, internal and external, that may be used for actions with children and adults, e.g. a small loft of about 20sq.m;a large basement, which can be used if the weather does not allow the implementation of actions in the courtyard;part of a ground-floor within the accommodation center;the courtyard, which is in very good condition;a large tent, when not used as a dining area
Central Greece - Thessaly - Thermopyles, Fthiotida	The educational activities of both the Region and the volunteer are implemented outdoors. The corresponding self-organized actions are implemented in small spaces within the buildings. Note: It should be noted that there is a significant deficiency of logistical infrastructure in classrooms. Shortages are observed in educational equipment (such as blackboards and desks), but even items such as chairs are not enough. These shortages combined with the absence of organized teaching spaces hinder educational activities, since the teaching areas must be "set up again" every morning, as chairs and tables are also used by the community members for other activities (such as dining). Moreover, the Accommodation Center has two military tents. In particular: • A military tent of 200 square meters for lessons. • A second military tent used for the distribution of food, while the rest of the time it is used for educational activities. Note: Both tents are not suitable for educational activities when climatic conditions are not favorable. Especially during the summer months, the temperature inside them is expected to be detrimental to the implementation of lessons during the day. Additional facilities: Playground, table tennis.
Central Greece - Thessaly - Oinofyta	There is a tent used as a school. It does not however cover needs. It is essentially a large tent.
Central Greece - Thessaly - Evia- Ritsona	Yes, there are. For the prevailing basic conditions, they are elementary: 1 tent of the Red Cross (child friendly space), 2 tents by the NGO Lighthouse Relief (child friendly space), 2 tents by the NGO I YOU AM (learning center/kids library)

**Table 59: Description of areas - Thessaly59**

## 9.2. Bodies organizing activities for children - Central Greece - Thessaly

Koutsochero, Larissa				
Body	Type of Body	Visitation program	Work status	Activities in other structures
The voluntary group of bodies for children action, consisting of the Scouts of Greece, volunteers from the Smile of the Child, Solidarity Network of party body, XEN, Active Citizens of Larissa, Red Cross.	Collegiality	Once a week, every Thursday. Most actions take place from 17:30 - 19:30	Volunteers	
The Educators' Solidarity Committee	Solidarity support	Once or twice a week, weekends.	Volunteers	
The University of Thessaly	University	About once a week, Friday or Saturday. Most actions take place from 17:30 - 19:00	Volunteers	At the Accommodation Center of Mozas, Volos

Table 60: Bodies that organize activities for children - Koutsochero, Larissa 60

Volos (Mozas)				
Body	Type of Body	Visitation program	Work status	Activities in other structures
University of Thessaly	University	Every Monday and Friday a Psychologists team (18: 00-20:00) 17.05.2016:18:00-20:00 18.05.2016:18:00-20:00 26.05.2016:18:00-20:00 07.06.2016:18:00-20:00 21.06.2016:18:00-20:00 28.06.2016:18:00-20:00	Volunteers	Accommodation Center Koutsochero, Larissa

Table 61: Bodies that organize activities for children – Volos



<b>Thermopyles, Fthiotida</b>				
<b>Body</b>	<b>Type of Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Activities in other structures</b>
Central Greece Region	Central Greece Region	The educational activities of the Central Greece Region began being implemented daily and on weekends from 9 to 5pm	Salaried, Volunteers	No
Refugees of the Self-organization Center	Refugees	The self-organized refugee structures operate daily except Sundays, from 11 to 4 pm. The volunteer action for English learning is implemented every Monday, Wednesday and Friday.	Volunteers	No

**Table 62: Bodies that organize activities for children - Thermopyles, Fthiotida62**

<b>Oinofyta, Viotia</b>				
<b>Body</b>	<b>Type of Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Activities in other structures</b>
Thebes Educators' Association	Collegiality	3-4 times per week	Volunteers	No
XEN Thebes	Collegiality	Once a week	Volunteers	No

**Table 63: Bodies that organize activities for children - Oinofyta63**



<b>Evia-Ritsona</b>				
<b>BODY</b>	<b>Type of Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Activities in other structures</b>
I AM YOU	NGO	Daily 10.00-11.00 and 15.30-18.30	Volunteers	Oinofyta Camp
I AM YOU	NGO	4 hours a day creative activities	Volunteers	Oinofyta Camp
LIGHTHOUSE RELIEF	NGO	Daily except Friday 14.00-19.30	Volunteers	Yes. Lesvos, Katsikas and Idomeni
RED CROSS	NGO	Daily 11.00 to 13.00	Volunteers	Yes. The Red Cross is active in almost all structures.
SECONDARY EDUCATION OFFICIALS UNION	Collegiality	3 organized 3-hour lessons with movement of pupils to a school in Chalkida departure from camp with escort at 16.00, arrival at the camp with escort at 22.00, three consecutive Wednesdays April 27 - May 4 - May 11	Volunteers	
ASSOCIATION OF PRIMARY AND KINDERGARTEN TEACHERS	Collegiality	March 17 to 19, Tuesday, Thursday, Friday. April-May, every Tuesday 17.00 - 19.00	Volunteers	NO

**Table 64: Bodies that organize activities for children - Evia-Ritsona64**



### 9.3. Bodies organizing activities for children - Central Greece - Thessaly

Koutsochero, Larissa							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
The Scouts of Greece, volunteers from the Smile of the Child, Solidarity Network of party body, XEN, Active Citizens of Larissa, Red Cross.	Once a week, every Thursday. Most actions take place from 17:30 - 19:30	Volunteers	From 1 to about 10 people.	Open space group games (concentric circles, hands down, leapfrog, running with balls in the air ...). Movement songs without words. Painting and simple handicrafts. Utilization of flash cards, images captured with Greek and Arabic words, in order to learn certain words of everyday communication through images		The games and painting concern all children aged 3-4 to 10 years old. The flash cards method also covers older children and adolescents.	Separated
The Educators' Solidarity Committee	Once or twice a week, weekends.	Volunteers		Press releases indicate that they showed a movie, organized a dance night. They teach Greek to children at a level of everyday communication.			
The University of Thessaly	About once a week, Friday or Saturday. Most actions take place from 17:30 -19:00	Volunteers	From 5 to about 10 people.	Psychomotor activities, music and visual art happenings, educational games, group games, fairy tales and storytelling.		children aged: 3-5 years, 10-15 years, 15-18 years	Separated



Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
**Educational actions for refugee children - June 2016**

**Table 65: Details on actions for children - Koutsochero, Larissa 65**



Volos (Mozas)							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
University of Thessaly	Every Monday and Friday a Psychologists team (18: 00-20:00) Dates 17.05.2016 18.05.2016 26.05.2016 07.06.2016 21.06.2016 28.06.2016	Volunteers	Mainly students participate in the actions. About 7 to 15 volunteers participate in each group	Recognition-expression of feelings, psychosocial support Pedagogical-creative games Musical, psychomotor happenings Games with books visual art happenings group games	Not for the moment	about 25 children	Addressed to all

Table 66: Details on actions for children - Volos66





Thermopyles, Fthiotida							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Central Greece Region	The educational activities began being implemented daily and on weekends from 9 to 5 pm	Salaried	An educator participates in each action.	<ul style="list-style-type: none"><li>- English, French, Geography, Greek lessons.</li><li>- Music and visual art happenings, educational games, group games, fairy tales and creative activities.</li></ul>	In the last half of May, there were dance lessons and other activities in preparation for the festival/event on raising awareness within the local community of Lamia regarding refugees and multiculturalism. The event will be organized in cooperation with the Solidarity Initiative of Lamia, which assists in supporting refugees, without however being directly involved with educational activities.	Children from 4 to 10 or 11 years old. The total number of children participating in the actions is approximately 50. However, not all 50 children participate in the activities on a permanent basis. As there is no attendance book to offer a clear picture of their participation in these activities, the assessment of the teachers is that each child participates from one to five times per week.	Separated



Thermopyles, Fthiotida							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Refugees of the Self-organization Center	The self-organized refugees structures operate daily except Sunday, from 11 to 4 pm	Volunteers	A male refugee (Muhammad Ali) and a Syrian female teacher. An educator participates in each action.			<ul style="list-style-type: none"> <li>• Action of Muhammad Ali: about 40 children aged 4-12 (under his own assessment).</li> <li>• Action of Syrian teacher: 47 children aged 4-12 (under her own attendance book). Many children appear to participate in more than one action (e.g. a child participates in a class of the Region's teacher 1-2 days a week and of the Syrian teacher another 2 times in the same week). This is a dysfunctional issue for the educational activities of the center.</li> </ul>	Separated
Volunteer educator	Monday, Wednesday and Friday	Volunteer	One educator	English			

Table 67: Details on actions for children - Thermopyles, Fthiotida



Oinofyta, Viotia							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
THEBES EDUCATORS' ASSOCIATION	3-4 times per week	Volunteers	April 1	Greek/English lessons, painting, music-dance, puzzles, various sports	No	Two groups are usually formed (up to 7-8 years / 8 -16 years)	Separated
XEN THEBES	Once a week	Volunteers	April 2	Painting with children, fairy tales (with the help of a Greek translator who knows the language)	No	Two groups are usually formed (up to 7-8 years / 8 -16 years)	Separated

Table 68: Details on actions for children - Oinofyta68



Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
Educational actions for refugee children - June 2016

Evia-Ritsona						
Body	Visitation program	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
I AM YOU	DAILY 10.00-11.00 and 15.30-18.30	10	Creative activities, music, language teaching		about 20 children aged 6 -13 years Arabic, Maths, Greek about 20 children aged 12-15 years English	Separated
I AM YOU	4 hours a day creative activities	3-4 in each class	Painting, sports, children's library (readings) and other creative activities	No	10 children from 0-6 years 20 children from 7-15 years	Addressed to all, but also separated
LIGHTHOUSE RELIEF	Daily except Friday 14.00-19.30	1 NGO Supervisor for the site -always, one teacher and four assistants	Hygiene, psychosocial support through games and activities in child-friendly tents, Yoga and physical education.	No	25 children 0-6 years, 40 children 7-15 years	Separated
RED CROSS	Daily 11.00 to 13.00	From 3 to 7	creative activities, education, games.	No	20 to 40 pupils aged 7-15 years	Separated



Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
**Educational actions for refugee children - June 2016**

Evia-Ritsona						
Body	Visitation program	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
SECONDARY EDUCATION OFFICIALS UNION	3 organized 3-hour lessons with transfer of pupils to a school in Chalkida; departure from camp with escort at 16.00, arrival at the camp with escort at 22.00, three consecutive Wednesdays April 27 - May 4 - May 11	10 educators in each lesson	each consisted of 1 hour of English, 1 hour of Greek, 1 hour at the computer lab, 1 hour tour of the city	our activity was mainly outside the structures; 3 organized 3-hour classes at a school in Chalkida, April 27 - May 4 - May 11	70 pupils aged 12-18	Separated
ASSOCIATION OF PRIMARY AND KINDERGARTEN TEACHERS	On March, Tuesday, Thursday, Friday 17.00-19.00 April-May, every Tuesday 17.00 - 19.00	7-10	Creative activities, psychosocial support,	No	50-100 pupils from 4 to 8 years	Addressed to all

Table 69: Details on actions for children - Evia-Ritsona69



#### 9.4. Activities for adults - Central Greece - Thessaly

Koutsochero, Larissa					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
The voluntary group of bodies for children action, consisting of the Scouts of Greece, volunteers from the Smile of the Child, Solidarity Network of party body, XEN, Active Citizens of Larissa, Red Cross.	Collegiality		Volunteers	There is intention to use the method of learning basic Greek words for daily communication with flash cards	
The Educators' Solidarity Committee	Solidarity support				
University of Thessaly	University		Volunteers	Certain actions are set out by the University of Thessaly and particularly by a Social Anthropology team.	

Table 70: Actions for adults - Koutsochero, Larissa70



Volos (Mozas)				
Body	Type of Body	Visitation program	Work status	Activities
University of Thessaly	University	No date has been set	Volunteers	Cultural/historical tour of the city, Narrations of the city, Language-skill issues - English

Table 71: Actions for adults - Volos71

Thermopyles, Fthiotida			
Body	Visitation program	Work status	Activities
Central Greece Region	The educational activities of the Central Greece Region for adults are available on a daily basis. They are however implemented only when there are interested adult students (which does not occur daily or at least constantly).	Volunteers	The educational activities of the Central Greece Region also include adult classes (with a small participation), where English is taught and sports activities are implemented, such as volleyball matches (in a rudimentary makeshift field).
Refugee of the Center- Self-organization	The self-organized structure of Muhammad Ali is addressed to about 20 adults daily (by his own estimate).	Volunteers	The self-organized structure of Muhammad Ali includes the teaching of Arabic and English.
Volunteer educator	Every Monday, Wednesday and Friday.	Volunteer	Teaching English

Table 72: Actions for adults - Thermopyles, Fthiotida72



Oinofyta, Viotia				
Body	Type of Body	Visitation program	Work status	Activities
THEBES EDUCATORS' ASSOCIATION	Collegiality	3-4 times per week	Volunteers	Volunteers have placed a ping pong table, an area for volleyball has been created, two baskets, and we are now in the phase of creating a small area for soccer. There are also Greek and English lessons.

Table 73: Actions for adults - Oinofyta, Viotia73

Evia-Ritsona					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
SECONDARY EDUCATION OFFICIALS UNION OF VIOTIA	Collegiality	3 organized 3-hour lessons with transfer of adult and underage pupils to a school in Chalkida, departure from camp with escort at 16.00, arrival at the camp with escort at 22.00, three consecutive Wednesdays April 27 - May 4 - May 11	Volunteers	Each lesson consisted of 1 hour of English, 1 hour of Greek, 1 hour at the computer lab, 1 hour tour of the city, for adults along with the underage pupils.	No

Table 74: Actions for adults - Evia-Ritsona74

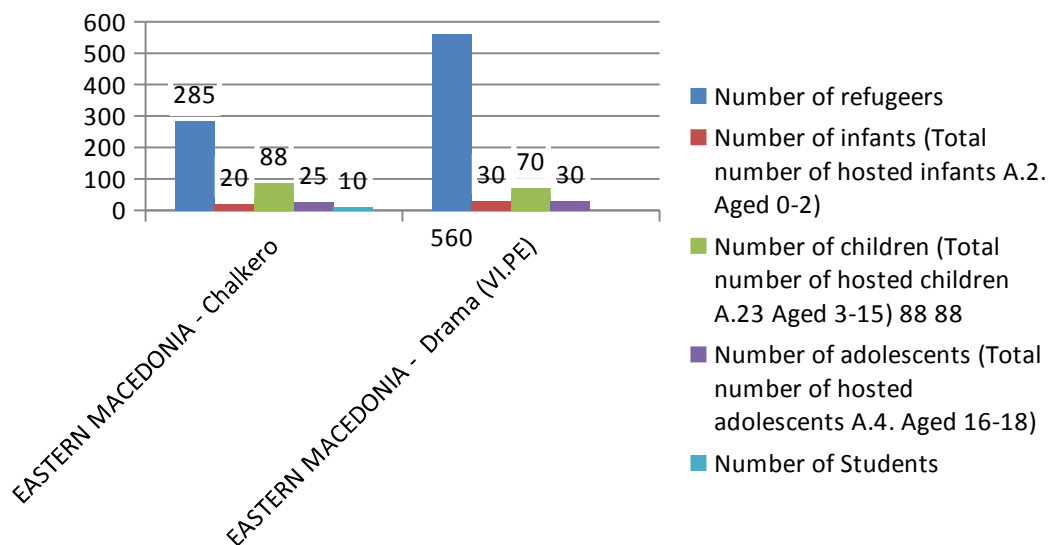




## 10. Accommodation Centers: Eastern Macedonia

Structure	Total refugees	Children - Adolescents (0-18)			Total (0-18)	Number of students
		Number of infants	Number of children	Number of adolescents		
Eastern Macedonia-Drama (VIPE)	560	30	70	30	130	10
Eastern Macedonia-Chalkero, Nea Karvali - Kavala	285	20	88	25	133	-
Total	845	50	158	55	263	10

Table 75: Population - Eastern Macedonia<sup>75</sup>



Graph 9: Population - Eastern Macedonia

### 10.1. Description of areas - Eastern Macedonia

Structure	Is there a special area ("Blue Dot" for children or playground or kiosk or tent or other) for activities with children? Is it deemed suitable?
Drama (VIPE)	Provided for, but not implemented; there is simply a 20X6 tent at a spot in the camp, for this purpose, provided by NGO Inetrvolver along with an awning by the UN. The site is completely unsuitable, as it is located on a hillside, full of stones and dangerous spots for children, while the tent is so hot that no one can enter it when the sun is out.
Chalkero - Nea Karvali, Kavala	It is designed in collaboration with the UNHCR but has not yet been implemented. It provides for a large tent and a container. Within the building, the construction using plasterboard has been completed for 3 rooms, for lessons and activities for 25 people each (already painted, the doors are installed and there is equipment).

Table 76: Description of areas - Eastern Macedonia76

### 10.2. Bodies organizing activities for children - Eastern Macedonia

Structure	Body	Type of Body	Visitation program	Work status	Activities in other structures
Chalkero, Nea Karvali, Kavala	German-Greek Association of Kavala  The Smile of the Child	NGO	There is no data	Volunteers	There is no data

Table 77: Bodies that organize activities for children - Eastern Macedonia77



### 10.3. Details of activities for children - Eastern Macedonia

Chalkero - Nea Karvali, Kavala						
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action
German-Greek Association of Kavala, the Smile of the Child	There is no data	Volunteers	3 people from the German-Greek Association and 3 from the Smile of the Child	There is no data	There is no data	They only cover children aged 3 to 15, i.e. a total of 88 children in this age group

Table 78: details of actions for children - Chalkero - Nea Karvali, Kavala78



### 11. Accommodation Centers: Central Macedonia

Structure	Number of refugees	Number of infants (0-2 years)	Number of children (3-15 years)	Number of adolescents (16-18 years)	Age groups (as determined by surveyors)	Total number of children - adolescents	Number of students
Alexandria, Imathia	671	56	44	42		142	
Varvares Imathia - "Armatolou Kokkinou"	403	36	128	30	0-0.5: 3 (2 Girl, 1 Boy) 1: 18 (11 G, 7 B) 2: 15 (6 G, 9 B) 3: 10 (5 G, 5 B) 4: 9 (5 G, 4 B) 5: 8 (2 G, 6 B) 6: 17 (7 G, 10 B) 7: 12 (6 G, 6 B) 8: 12 (6 G, 6 B) 9: 5 (4 G, 1 B) 10: 13 (10 G, 3 B) 11: 11 (8 G, 3 B) 12: 7 (4 G, 3 B) 13: 8 (5 G, 3 B) 14: 10 (6 G, 4 B) 15: 6 (2 G, 4 B) 16: 8 (4 G, 4 B) 17: 7 (2 G, 5 B) 18: 15 (7 G, 8 B)	194  Immediately after the survey, the number was decreased by 12 people:: 182	
Giannitsa	700				0-18 years: 187 people	187	
Diavata, Thessaloniki	1804	175	604	68	Children per age: <1: 17 1: 85 2: 73 3: 66 4: 52 5: 60 6: 59 7: 66 8: 49 9: 29 10: 53 11: 49 12: 37 13: 31 14: 21 15: 24 16: 31 17: 37	847	
Estate Iraklis, Pieria	197	18	53	5		76	



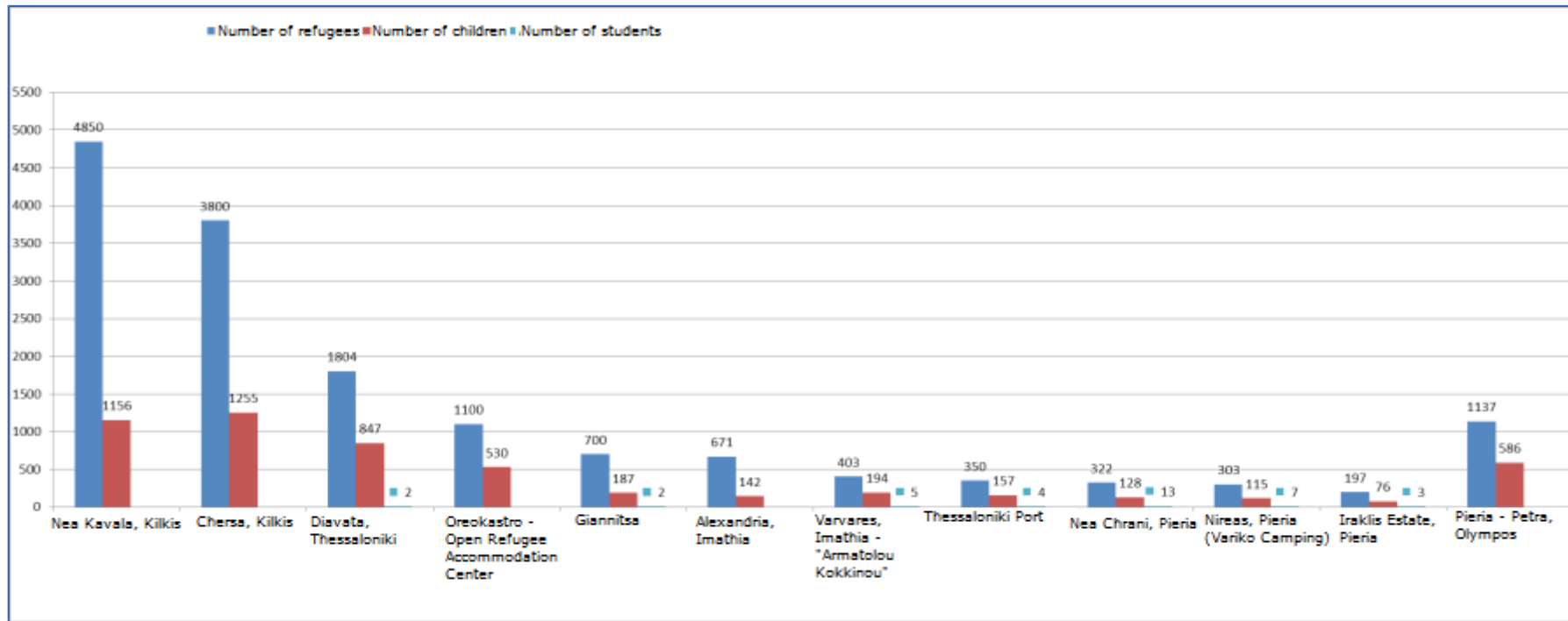
Ministry of Education Research and Religious Affairs  
 Scientific Committee to assist the work of the Committee of Support of Refugee Children  
 Educational actions for refugee children - June 2016

Structure	Number of refugees	Number of infants (0-2 years)	Number of children (3-15 years)	Number of adolescents (16-18 years)	Age groups (as determined by surveyors)	Total number of children - adolescents	Number of students
Thessaloniki port	350 [Of these, 5 are temporarily staying at a hotel and as guests at a home.]	29	117	11	Category 3-15 in detail: 3-5: 29 6-8: 32 9-11: 37 12-15: 19 Category 16-18: 7 16-year-olds and 4 18-year-olds	157	
Nea Kavala Kilkis	4850	156	600	400		1.156	
Nea Chrani, Pieria	322				0-12 months: 10 infants 1-12 years: 118 12 and over: 189 people	317	
Nireas, Pieria (Variko Camping)	303	31			3-6: 37 people, 7-10: 28 people 11-17: 50 people	146	
Pieria - Petra, Olympos	1137	63	373	150		586	
Cherso, Kilkis	3800	211	800	244	0-1 121 individuals, 1-3 187 individuals, 4-7 289 individuals, 8-11 245 individuals, 11-14 171 individuals, 14-17 172 individuals, 18 70 individuals	1.255	
Oreokastro	1100	100	350	80	3-15 years: 350 (3-5:100, 5-15:250)	530	
	15.637					5581	

Table 79: Population - Central Macedonia79



Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
Educational actions for refugee children - June 2016



Graph 10: Population - Central Macedonia



### 11.1. Description of areas- Central Macedonia

Structure	Is there a special area ("Blue Dot" for children or playground or kiosk or tent or other) for activities with children? Is it deemed suitable?
Alexandria, Imathia	The actions and the survey of children by the NGO are carried out in their own special tent, of about 40sq.m.
Varvares Imathia - "Armatolou Kokkinou"	There are two parking areas with a roof made of sheet metal that are used for now. In the smaller one, which is sheltered by metal sheets on its sides, there is a wire door that locks with a padlock, while the municipality is planning to place protective material on the sheets and utilize the power supply for a computer connection, etc. So, as the spaces are arranged at the present stage, they are not suitable. Recently, desks and chairs were placed, collected from schools by the Education Deputy Mayor of the Municipality of Veria.
Giannitsa	There is a 150sq.m. tent
Diavata, Thessaloniki	Playground Suitable but without supervision
Iraklis Estate, Pieria	There is a building configured into a classroom There are two roofed kiosks with tables and chairs There is a playground
Thessaloniki port	No. Each organization creates its own "blue dot", designating a fixed point in the outer area that children are aware of. ARSIS brings a tent which it dismantles when ending its activities.
Nea Kavala Kilkis	In the area there is a "Blue Dot". The area is designated as unsuitable for children. There are 6 small plastic structures 5m x 8m (Refugee Housing Units). There is also a playground which was set up by the army.
Nea Chrani, Pieria	
Nireas Pieria (Variko Camping)	A large camping tent functions as a school. The area is not deemed suitable.
Pieria - Petra, Olympos	The second floor of a building with six rooms is used for educational activities. The rooms are very small. In them, tables, chairs and mattresses have been placed.
Cherso, Kilkis	There is a tent of about 300sq.m. with a wooden floor used by the NGO.
Oreokastro	There is none

Table 80: Description of areas- Central Macedonia<sup>80</sup>

### 11.2. Bodies organizing activities for children - Central Macedonia



Alexandria, Imathia				
Body	Type of Body	Visitation program	Work status	Activities in other structures
I.R.C.	NGO	Daily except Sunday	Salaried	Activation at the Giannitsa structure

Table 81: Bodies that organize activities for children - Alexandria, Imathia<sup>81</sup>

Varvares Imathia - "Armatolou Kokkinou"				
Body	Type of Body	Visitation program	Work status	Activities in other structures
Network of Solidarity and Volunteer Citizens of Veria Municipality	Solidarity support	Every day, usually mornings	Volunteers	No
Veria Central Public Library	Veria Central Public Library	Once a week, a mobile library unit goes to the center	Salaried	It is active at the Alexandria Accommodation Center
Intersos	Italian NGO	3 times a week	Salaried	In various places where there are refugees (in Europe, Africa, Asia). This particular group is active in Giannitsa and Alexandria
Hand to hand	Solidarity support	The actions take place daily from 18.00 to 21.30	Volunteers	NO

Table 82: Bodies that organize activities for children - Varvares, Imathia - "Armatolou Kokkinou"<sup>82</sup>

Giannitsa				
Body	Type of Body	Visitation program	Work status	Activities in other structures





I.R.C	NGO	Monday to Friday	Salaried	Alexandria and Cherso
-------	-----	------------------	----------	-----------------------

**Table 83: Bodies that organize activities for children - Giannitsa83**

<b>Diavata, Thessaloniki</b>				
<b>Body</b>	<b>Type of Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Activities in other structures</b>
Crazy balloon	Collegiality	Tuesday 16.00-19.00	Volunteers	No
HUMANITY CREW	Collegiality	Every day and weekends from 11.00 - 18.30 with 1 hour break at noon.	Volunteers	Moria, Mytilene PIKPA, Mytilene hospital (psychol. support, translation, materials)
I.R.C	NGO	daily 9.00-17.00	Salaried	Cherso, Alexandria, Giannitsa, Nea Kavala, Kara Tepe
"ANTIGONE - Information & Documentation Center on Racism, Ecology, Peace and Non-Violence"	NGO	Monday, Thursday and Friday afternoon 16.00-19.30	Salaried	No. There is interest from the group to also visit other structures. Unfortunately, the main issue is the group's movement (there are no means of transport). If this issue is settled, they can operate in other structures
Independent artists group	Collegiality	Saturday 10.00-13.00	Volunteers	No
Independent English group	Solidarity support	Every Thursday 10.00 - 13.00	Volunteers	No
Koperti	Private nursery and kindergarten	Daily for two hours	Volunteers	Port, Cherso
A.U.T. PEDAGOGICAL SCHOOL GROUP	University	2 times a week until Easter. After May 1 once a week	Volunteers	No



<b>Diavata, Thessaloniki</b>				
<b>Body</b>	<b>Type of Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Activities in other structures</b>
SOS CHILDREN'S VILLAGES	NGO	1. Mon - Wed.- Fri. 10.00-13.00 (creative activities - gymnastics for adolescents) 2. Tue.- Thursday 10.00 -13.00 (gymnastics for adolescents) 3. Sat. afternoon gymnastics for adolescents(soccer)	Salaried	PORT OF THESSALONIKI, ELAIONAS, SCHISTO, SKARAMANGAS, KARATEPE, MORIA, CHIOS, THESSALONIKI UNACCOMPANIED HOSTEL, SERRES.
EPATH Friend Association	Collegiality	Tuesday 10.00-13.00	Volunteers	Port
Greek Guiding Association	Greek Guiding Association	Wed. 11.00-13.00	Volunteers	Trikala, Elaionas, Kos
The Smile of the Child	NGO	Mon. 16.00-18.30	Salaried	Oreokastro, Port, Cherso (only humanitarian aid)
YMCA	Christian Brotherhood	Tuesday and Sunday 10.00-13.00	Volunteers	Only humanitarian aid

**Table 84: Bodies that organize activities for children - Diavata, Thessaloniki84**

<b>Iraklis Estate, Pieria</b>				
<b>Body</b>	<b>Type of Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Activities in other structures</b>
Pegasus Theater	Collegiality	Twice	Volunteers	



Iraklis Estate, Pieria				
Body	Type of Body	Visitation program	Work status	Activities in other structures
Pan-Pierian coordinating body	Solidarity support	Daily	Volunteers	
Panhellenic Maternity Nurses Association	Collegiality	Once	Volunteers	

Table 85: Bodies that organize activities for children - Iraklis Estate Pieria85

Thessaloniki port				
Body	Type of Body	Visitation program	Work status	Activities in other structures
PRAKSIS	NGO	Every day 9.00-17.00: 5 students 9.00-17.00: 1st social worker from PRAKSIS 12.00-20.00: 2nd social worker from PRAKSIS. Every day for a few hours 1 translator from PRAKSIS (whenever necessary)	Salaried	
Arsis	NGO	Monday to Friday, 9:00 to 17:00. Saturday morning (not always)	Salaried	Idomeni (from early April) Petra, Olympos (from May 2)
Teachers of Solidarity	Solidarity support	Friday 10:00 to 12:30.	Volunteers	Cherso, Kilkis, Diavata ,Thessaloniki (until April 20 they went every day for two hours).



Thessaloniki port				
Body	Type of Body	Visitation program	Work status	Activities in other structures
SOS Children's Villages	Non-profit association	Tuesday and Thursday 10:00 to 13:00	Salaried	Almost from the beginning, in Diavata, Elaionas, Schisto, Skaramangas, Mytilene (Kara Tepe & Moria), Chios. Also, in the following period hostels for unaccompanied children will begin operating in Thessaloniki and Serres.
SCHOOL OF NATURE	Nursery-kindergarten	Every Monday, 10.00-12.30 am	Volunteers	They have accommodated families with children from Cherso in three sponsor houses (parents or school owners) in Thessaloniki and Kozani. With the children of these families they organize activity visits to book fairs, playgrounds in the city and integrate them into various school activities.
Association of Friends Volunteers of the Juvenile Protection Company of Thessaloniki	Association	Thursday 10:00 - 13:00	Volunteers	Not anymore. Earlier they were active in Diavata, Thessaloniki.



Thessaloniki port				
Body	Type of Body	Visitation program	Work status	Activities in other structures
THE SMILE OF THE CHILD	NGO	Every Friday, 16.00-18.30	Salaried, Volunteers	Diavata (creative activities) - from the beginning Cherso (distribution of relief items and medicines in consultation with the army) They are considering organizing activities in Oreokastro.

Table 86: Bodies that organize activities for children - Thessaloniki Port86

Nea Kavala Kilkis				
Body	Type of Body	Visitation program	Work status	Activities in other structures
Save the children, We are here	NGO	Daily from 10:00 to 18:00	Salaried	The organization "Save the children" engages in the same activities in the accommodation structure of Cherso.

Table 87: Bodies that organize activities for children - Nea Kavala, Kilkis87

Nireas, Pieria				
Body	Type of Body	Visitation program	Work status	Activities in other structures
Litochoro Solidarity Supporters	Solidarity support	Rarely (once a week)	Volunteers	
Pegasus Theater	Solidarity support	Rarely (once a month)	Volunteers	Yes, the Pegasus Theater also visited the Iraklis Estate (refugee hostel in Milia, Pieria)



Nireas, Pieria				
Body	Type of Body	Visitation program	Work status	Activities in other structures
Pan-Pierian coordinating body	Collegiality	Rarely, without a program	Volunteers	Yes, at the Iraklis Estate
Panhellenic Maternity Nurses Association	Collegiality	Once	Volunteers	Yes, at the Iraklis Estate
Association of Primary School Teachers of Pieria County	Collegiality	2 times, one film viewing, and one painting	Volunteers	

Table 88: bodies that organize activities for children - Nireas, Pieria88

Pieria - Petra, Olympos				
Body	Type of Body	Visitation program	Work status	Activities in other structures
ADRA	NGO	Permanent establishment in the center and daily action.	Salaried	No
ARSIS	NGO	daily except weekends	Salaried	No

Table 89: Bodies that organize activities for children - Pieria - Petra, Olympos89



Cherso, Kilkis					
Body	Type of Body	Visitation program	Work status	Activities outside structures	Activities in other structures
Save the Children	NGO	Daily all-day presence	Salaried	Not carried out	The NGO is also active in the camps of S. Kavala (from 3/2016) and Idomeni (from 9/2015).

Table 90: B that organize activities for children - Cherso, Kilkis90

Oreokastro				
Body	Type of Body	Visitation program	Work status	Activities in other structures
Mission of Love of the Evangelical Church of Greece	NGO	Four times a week	Salaried, Volunteers	No

Table 91: Bodies that organize activities for children - Oreokastro91



### 5.1 11.3. Details of activities for children - Central Macedonia

Alexandria, Imathia							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
I.R.C.	Daily except Sunday	Salaried	No	Mental support and empowerment, learning hygiene rules	No	All	Addressed to all

Table 92: Details on actions for children - Alexandria, Imathia92





Varvares Imathia - "Armatolou Kokkinou"							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Network of Solidarity and Volunteer Citizens of Veria Municipality	Every day, usually mornings	Volunteers	The number varies (from 2-5 people)	All creative activities are organized, Greek and other language lessons and artistic activities, apart from psychosocial support.	It organizes activities outside the structures; about a month ago they went to the city's cinema to watch cartoons (Heidi), while a tour of the Vergina Museum is being planned with creative activities for children.	It covers about 170 children up to the age of 16.	Separated
Veria Central Public Library	Once a week, a mobile library unit goes to the center	Salaried	2 to 3 people from the library staff	Access to <b>pressreader</b> , the largest online newsstand in the world, which includes newspapers and journals from 100 different countries in about 60 languages.	Yes. Participation in the activities and structures of the library, for those who acquire a membership card.	All children who can read	Addressed to all



Varvares Imathia - "Armatolou Kokkinou"							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
				Books in English Illustrated children's books and other in English and Arabic Board Games in English Games without words Granting of a temporary library user card for those traveling to Veria. Tablets with downloaded books and applications			
Intersos Italian NGO	3 times a week	Salaried	We do not know yet	Specific educational activities have not yet been planned. The organization is currently exploring the needs and wishes of children, records data and provides psychosocial support.	No	We do not know yet	



Varvares Imathia - "Armatolou Kokkinou"							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Hand to hand	The actions take place daily from 18.00 to 21.30	Volunteers	11 educators are participating, including 4 refugees hosted in the center. The educators are of the following specialties (English literature, Greek literature, history, early childhood education, primary education, computer science, arts, music and gymnastics)	Greek as a foreign language, Arabic teaching, Visual art activities, Creative Writing, English teaching, Music	Music lessons at a private conservatory in the city of Veria, whose owner is involved in the initiative.	Up to 6 years: 14 7-14: 55 15-18: 5	Separated

Table 93: Details on actions for children - Varvares, Imathia - "Armatolou Kokkinou"93



Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
Educational actions for refugee children - June 2016

Giannitsa							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
I.R.C	Monday to Friday	Salaried	One literature teacher with additional studies in political science	Educational activities on language, math and reading. Specifically: Arabic, English, Greek and French. For kindergarten children they organize creative actions	No	150 total 50 children aged 3-6	Separated

Table 94: Details on actions for children - Giannitsa94



Diavata, Thessaloniki							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Crazy balloon	Tuesday 16.00-19.00	Volunteers	18 to 20 people, alternating, in a total of 25	Team ball games, music-movement games, painting, handicrafts	No	80 people, 8 to 10 children up to 6-years-old, 50 children aged 7-13, 20 children aged 14-16	Addressed to all
Humanity Crew	Every day and weekends from 11.00 - 18.30 with 1 hour break at noon.	Volunteers	3 educators: 1 psychologist, 1 art therapist, 1 for general duties. they do not provide education but entertaining - educational activities	1. psychosocial support 2. entertaining games that include Arabic learning 3. social activities (cooking, conversation, gifts to children with educational toys) 4. psychological support for unaccompanied children	No	from 8-17 1. psychosocial support from 8-17 2. psychosocial support for adolescent girls 12-16 3. art therapy for young children	Separated



Diavata, Thessaloniki							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
I.R.C	daily 9.00-17.00	Salaried	12	Health education (personal cleanliness, proper use of premises)	No	10 to 20 children aged 7-15 years	Addressed to all
ANTIGONE - Information & Documentation Center on Racism, Ecology Peace and Non Violence	Monday, Thursday and Friday 16.00-19.30	Salaried	In the group there is always at least one educator from ANTIGONE and usually 5-6 of the volunteers; it is related to education (students of pedagogical departments and/or teachers/pedagogues /educators)	Music-movement games, sports activities, chess lessons, painting, cartoon viewings dubbed in Arabic and Farsi.		- 20 to 30 children up to 6 years - 40-50 children 7-15 years - 10-15 children 16-18 years, which usually help with the translation - coordination of activities for younger children	Addressed to all



Diavata, Thessaloniki							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Independent artists group	Saturday 10.00-13.00	Volunteers	23 people initially and then 15	painting	No	60-80 people. 12-15 children 4-6 years 40-55 children 7-12 years and fewer 13-18	Separated
Independent English group	Every Thursday, 10.00 - 13.00	Volunteers	1 Coordinator/10 Students	1. English learning 2. Communication games with English as their target	No	50 children of all ages. English has the form of a game in ages 3-6, a normal lesson in a playful form (6-9 years) and normal English (9-15-year-old girls), (15 - adults, boys separately)	Addressed to all



Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
Educational actions for refugee children - June 2016

Diavata, Thessaloniki							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Koperti	every day for 2 hours	Volunteers	10-14 alternating of a total of 30	creative activities (painting, theater and movement games).	No	250 people under 12 years	Separated
A.U.T. Pedagogical School group	2 times a week until Easter. After May 1, once a week	Volunteers	2-3 coordinators, 10 students	Music-movement activities, motor actions (Kroustophono)	No	60-80 Children mostly girls	Addressed to all





Diavata, Thessaloniki							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
SOS CHILDREN'S VILLAGES	1. Mon. -Wed. - Fri. 10.00-13.00 creative activities - gymnastics for adolescents 2. Tue -Thur. 10.00 -13.00 gymnastics for adolescents 3. Saturday afternoon gymnastics for adolescents (soccer)	Salaried	Initially 50 volunteers and 5 salaried (1 coordinator, 1 PE teacher, 1 literature teacher, one kindergarten teacher, one arts teacher) and two translators (Arabic, Farsi). A total of 10 volunteers at a time participate in every action.	1. socialization activities 2. painting 3. puppet construction, handicrafts without scissors 4. music-movement mimetic games 5. cooperation with Clowns without borders	No	80-120 children. A boys' soccer team with the PE teacher 6-12: participate in handicrafts without scissors and puppetry.	Addressed to all
EPATH Friend Association	Tuesday 10.00-13.00	Volunteers	8 people	Creative activities (painting, handicrafts, music-movement games)	No	20-50 people. 8-15 children up to 6 years, 15-35 children under 13 years	Addressed to all



Diavata, Thessaloniki							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Greek Guiding Association	Wednesday 11.00-13.00	Volunteers	4-15 people alternate out of a total of 25 people	International singing-games by the Scouts-Guides	No	Children 80 to 12 years	Addressed to all
The Smile of the Child	Monday 16.00-18.30	Salaried	7-9 people	Creative activities (games, painting, handicrafts), ground games (snake-hopscotch)	No	40-50 children up to 10 years	Addressed to all
YMCA	Tuesday and Sunday 10.00-13.00	Volunteers	10-15 educators each time in a total of 70-80 alternating volunteers	Sports, arts music-movement games, team games	Currently not, but in the immediate goals	80-150 people (maximum on Sundays) 10-20 people up to 6 years, 60-110 people 7-15 years 10-20 people aged 16-18	Addressed to all

Table 95: Details on actions for children - Diavata, Thessaloniki95



Estate Iraklis, Pieria							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Pegasus Theater	Twice	Volunteers		Theatrical game		35 children	Addressed to all
Pan-Pierian coordinating body	Daily	Volunteers	Two	English lessons by refugee students in five different classes: children, adolescents and adults. Arab lessons by refugees to children. Sports activities with adults.		7-15 years: 15 children 7 and over: 100 people	Separated
Panhellenic Maternity Nurses Association	Once	Volunteers	eight maternity nurses	Music-movement education, creative activities and theatrical expression		35 children	Addressed to all

Table 96: Details on actions for children - Iraklis Estate Pieria96



Thessaloniki port							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
PRAKSIS	Every day, from 9.00-17.00 the 5 students 9.00-17.00 1st social worker from PRAKSIS 12.00-20.00 2nd social worker from PRAKSIS Every day for a few hours 1 translator from PRAKSIS (whenever necessary)	Salaried	Five graduate students from the Philosophy and Pedagogical School of the A.U.T., who provide English and Greek practice lessons for adults (4 salaried through a program and 1 volunteer).	Games and drawings by children and simple Greek and English lessons with songs without organization, and, when there is time, between 9.00-17.00 (when they are not providing lessons to adults and are not helping in food distribution or other camp needs). English lessons to adolescents aged 16-18 with the male adult group.	No	About 70 (from 3-15 years) 3-4 adolescents (16-18 years) in English lessons with adults.	Addressed to all
Arsis	Monday to Friday, 9:00 to 17:00. Saturday morning (not always)	Salaried	One pedagogue Also active pedagogically: 1 psychologist 1 social worker 2 translators	Lessons on maths, science, English, Arabic. Open kindergarten (psychomotor and educational games) music-movement games (puppet) theater,	Not yet. The possibility of doing so is under deliberation.	50-60 children in total. 20 children 2-6 years 30 children 7-15	Separated



Thessaloniki port							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
				psychological exploration activities (through painting, movement, discussion), team games, crafts.			
Teachers of Solidarity	Friday 10:00 -12: 30	Volunteers	10 to 15 each time	Creative activities (painting, movement, musical, theatrical games) playground.	They are planning to implement two proposals: 1. visit of 50 children to the equestrian club. 2. Concert at the city beach with Syrian and Greek musicians.	On average 60 children on their visit. 90% of these children are 5-12 years old, few children are under five.	Separated
SOS Children's Villages	Tuesday and Thursday 10:00 to 13:00	Salaried	about 7	Creative activities (painting, handicrafts, music-movement and	No. The AUT refused to grant its university	40-80 children (boys and girls) 3-12 years old. The children aged 12-	Addressed to all



Thessaloniki port							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
				traditional games)	gym for one day.	15 become assistants in the actions.	
School of Nature	Every Monday, 10.00-12.30	Volunteers	Started with 5, now 3 educators.	Music-movement games, visual art and traditional Greek games (e.g. sack-racing) Simple Greek lessons with pictures and words in game form	No	From 25 to 50 children (from 2 to 12 years). The number increases when they have activities with music.	Addressed to all
Association of Friends Volunteers of the Juvenile Protection Company of Thessaloniki	Thursday 10:00 - 13:00	Volunteers	8 people: 1 teatrologist 1 psychologist 2 social workers 4 volunteers for general actions	Creative activities: Music-movement games, painting, handicrafts, games.	No	The total number of children is often above 50, reaching 80 children. About 30-35 children are under the age of 6.	Separated
THE SMILE OF THE CHILD	Every Friday, 16.00-18.30	Salaried, Volunteers	2 salaried και 5 to 7 volunteers (not constant each time)	Creative activities, outdoor games, mainly with balls. They have experimentally started activities with painting and handicrafts on the floor and are	No	30 to 40 children (mainly 3-8 years)	Addressed to all



Thessaloniki port							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
				exploring the possibility of more outdoor team ground games (e.g. ground snake, hopscotch etc.)			

Table 97: Details on actions for children - Thessaloniki Port97

Nea Kavala Kilkis								
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Activities in other structures	Children covered by the action	Separation of actions
Save the children, We are here	Daily 10:00-18:00	Salaried	4	Language and communication skills in Greek, English and Arabic. Simple maths. Reinforcement of their role in society.	There is no action outside the structure.	The Save the children organization develops the same activities in the Cherso Accommodation structure.	In total for all age groups: a) Child Protection 600. b) Food 300. c) Education 400.	Separated

Table 98: Details on actions for children - Nea Kavala, Kilkis98



Nireas, Pieria							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Litochoro Solidarity Supporters	Once a week	Volunteers		Psychomotor games, creative activities	No		
Pegasus Theater	Rarely (once a month)	Volunteers	5	Theater - music-movement games	No	30 children, aged 6-12 years	Addressed to all
Pan-Pierian coordinating body	Rarely, without a program	Volunteers		Sports activities			Addressed to all





Panhellenic Maternity Nurses Association	Once	Volunteers		Psychomotor games			
Association of Primary School Teachers of Pieria County	2 times, one film viewing, and one painting	Volunteers	4	Film viewing for children, painting	No	30 children, 5 to 15 years	Addressed to all

**Table 99: Details on actions for children - Nireas, Pieria**



Ministry of Education Research and Religious Affairs  
Scientific Committee to assist the work of the Committee of Support of Refugee Children  
Educational actions for refugee children - June 2016

Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
ADRA	Permanent establishment in the center and daily action.	Salaried	4	Creative and psychomotor support activities. English language lessons.	No	All children of the center in rotating groups.	Addressed to all
ARSIS	Daily except weekends	Salaried	5	Creative activities and psychomotor support	No	All children of the structure	Addressed to all

Table 100: Details on actions for children - Pieria - Petra, Olympos100



Cherso, Kilkis							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Save the Children	Daily all-day presence	Salaried	A total of 20 people are engaged, of various specialties including educators.	There are creative activities and games and not purely educational activities.	Not carried out	The action of the NGO covers about 300 children from 3-15 years.	Separated

Table 101: Details on actions for children - Cherso, Kilkis101

Oreokastro							
Body	Visitation program	Work status	Educators involved in each action	Activities	Activities outside structures	Children covered by the action	Separation of actions
Mission of Love of the Evangelical Church of Greece	Four times a week	Salaried, Volunteers		They organize gaming groups with kindergarten and school-aged children	No	30-50 children but not consistently the same	Separated

Table 102: DETAILS ON ACTIONS FOR CHILDREN - Oreokastro102

#### 11.4. Activities for adults - Central Macedonia

Alexandria, Imathia					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
I.R.C.	NGO	Daily except Sunday	Salaried	Informing and empowering women towards self-determination.	Active at the Giannitsa structure

Table 103: Actions for adults - Alexandria, Imathia103

Varvares Imathia - "Armatolou Kokkinou"					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
Network of Solidarity and Volunteer Citizens of Veria Municipality	Solidarity support	Daily - mainly in the morning hours, but also on some nights when evening parties are organized	Volunteers	Sports (a soccer team is being organized) - Entertainment (creation of self-managed vegetable garden by refugees, creation of a needlework workshop by women)	No
Veria Central Public Library	Veria Central Public Library	Once a week	Salaried	- Access to information via Internet - Tourist Guides - Lebanese newspapers - Granting temporary user card for those who can visit the Library of Veria	At the Alexandria Accommodation Center



Varvares Imathia - "Armatolou Kokkinou"					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
Hand to hand	Solidarity support	daily 18.00-21.30	Volunteers	Greek as a foreign language, Arabic teaching, visual art activities, creative writing, English teaching, music	No

Table 104: Actions for adults - Varvares, Imathia - "Armatolou Kokkinou"104

Giannitsa					
BODY	Type of Body	Visitation program	Work status	Activities	Activities in other structures
I.R.C	NGO	Monday - Friday	Salaried	I.R.C. empowerment activities	Cherso and Alexandria Centers

Table 105: Actions for adults - Giannitsa105



<b>Diavata, Thessaloniki</b>					
<b>Body</b>	<b>Type of Body</b>	<b>Visitation program</b>	<b>Work status</b>	<b>Activities</b>	<b>Activities in other structures</b>
HUMANITY CREW	Collegiality	Every day and weekends from 11.00 - 18.30, with a one-hour break at noon.	Volunteers	1.Psychosocial support of men and women 2. Social activities (cooking, conversation, coffee and conversation with men)	Moria, Mytilene PIKPA, Mytilene hospital (refugee rescue from sea, life jackets, psychological support, translation, materials)
IRC	NGO	daily 9.00 -17.00	Salaried	Health education for adults (visits to showers, instructions for use)	Cherso, Alexandria, Giannitsa, Nea Kavala, Kara Tepe
Independent artists group	Collegiality	Saturday 10.00-13.00	Volunteers	Painting	No
Independent English group	Solidarity support	Every Thursday 10.00-13.00	Volunteers	1. Learning English 2. learning Greek there are women who are interested in setting up a school within the structure, for both Greek and English.	No
SOS CHILDREN'S VILLAGES	NGO	Mon. - Wed. -Fri. 10.00-13.00 periodically on Saturday 10.00-13.00 Greek lesson to 2 groups, 1 1/2 hours for Arabic-speaking and 1 1/2 hour for Farsi-speaking. Language learning in a real environment	Salaried, Volunteers	1. Greek lessons to 2 groups, 1 1/2 hours for Arabic-speaking and 1 1/2 hour for Farsi-speaking. Language learning in a real environment 2. Outings for learning the Greek/English language in a real environment in cooperation with Polydromo 3. Psychosocial support, documenting requests, sessions with mothers or families, personal sessions (1 coordinator, 1 literature teacher, 2 psychologists,	Port of Thessaloniki, Elaionas, Schisto, Skaramangas, Karatepe, Moria, Chios, Thessaloniki Unaccompanied Hostel, Serres.



Diavata, Thessaloniki					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
				2 translators) and 2 translators (Arabic, Farsi). A total of 10 volunteers at a time participate in every action.	
Polydromo	Collegiality	Once a month without a regular schedule	Volunteers	Providing educational material for Greek lessons to adults in cooperation with the SOS Children's Villages	Reception of groups for learning Greek and tours in the area of "Polydromo"

Table 106: Actions for adults - Diavata, Thessaloniki106



Estate Iraklis, Pieria					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
Pan-Pierian coordinating body	Solidarity support	Daily	Volunteers	Sports activities	

Table 107: Actions for adults - Iraklis Estate Pieria107

Pieria - Petra, Olympos					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
ARSIS	NGO	Daily except weekends	Salaried	Counseling, psychosocial support, providing information.	

Table 108: Actions for adults - Pieria - Petra, Olympos108

Oreokastro					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
Mission of Love of the Evangelical Church of Greece	NGO	Four times per week	Salaried, Volunteers	Hygiene, information and psychological support to mothers with babies	No

Table 109: Actions for adults - Oreokastro109





Thessaloniki port					
Body	Type of Body	Visitation program	Work status	Activities	Activities in other structures
PRAKSIS	NGO	Every day (Monday to Friday) 9.00-17.00 The courses are usually in the morning but their time changes, if the key students who know English and help run the courses are away for various tasks outside the camp.	Salaried, Volunteers	English lessons in a group of 10 young men (Monday, Wednesday, Friday), 1.5 hour duration. Usually in the morning. 3-4 adolescents (16-18 years) also participate in these. English lessons in a group of 10 young women (every day), 1 hour duration Greek lessons to a group of 5-6 young men who know English (not constantly, every other day), 1 hour duration. Discussions with various adult groups (e.g. with the aid of a map) and exchange of information about their lives, words in English and in their own language. Private English lessons on the premises (tent) for some men or women who requested it or are more advanced than the group	

Table 110: Actions for adults - Thessaloniki Port110



**QUESTIONNAIRE**

**A. IDENTITY OF THE ACCOMMODATION CENTER (OR STRUCTURE)**

**Open Refugee Accommodation Center**

.....  
 .....

(e.g. Diavata, Thessaloniki)

**Municipality**.....

.....

(e.g. Thessaloniki)

**Body of liability**.....

.....

(e.g. Ministry of Defense)

A.1 Total number of refugees ..... Total number of accommodated infants, children and adolescent refugees

A.2 Aged 0-2 years .....

.....

A.3 Aged 3-15 years .....

.....

A.4 Aged 16-18 years.....

.....

A.5 Are there student refugees in the camp?

If so, how many (estimate)? .....

.....

**B. SURVEYOR**

Name.....

.....

Surname.....

.....

Telephone.....

.....

e-mail.....

.....

Date:.....

.....

B.1 Who provided the information:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



**C. EDUCATIONAL ACTIVITIES FOR CHILDREN**

C.1 Which bodies, local collectives, informal groups, NGOs, are active in the structure (open accommodation center or other) in respect to actions relating to creative activities, psychosocial support and education:

**a) of children (3-15 years)**

.....  
 .....  
 .....  
 .....

**b) of adolescents (16-18 years)**

.....  
 .....  
 .....  
 .....

For each body (e.g. university), collective (e.g. teachers association) or NGO we need the following information (please fill in the questions on separate pages for each body):

C.2 Since when has it become active in this particular structure?

.....  
 .....  
 .....

C.3 How often does the particular body go (days and hours if possible)?

.....  
 .....  
 .....

C.4 Do the motivators / educators work on a voluntary basis or are they salaried?

.....  
 .....  
 .....

C.5 How many educators are involved in each action?

.....  
 .....  
 .....

C.6 What kind of activities does it organize: creative activities, psychosocial support, Greek lessons, other language lessons (e.g. English, Arabic, etc.) or other educational or artistic activities?

.....  
 .....  
 .....  
 .....

C.7 Does it organize activities outside the structures (e.g. children outing for theater lessons or games)? Please specify.

.....  
 .....



.....  
 .....

C.8 Does it organize activities in other refugee structures and since when has it been organizing them?

.....  
 .....  
 .....  
 .....  
 .....

C.9 How many children does the action of each body roughly cover, and, if possible, for what age groups (up to 6 years, 7-15, 16-18)?

.....  
 .....  
 .....  
 .....

C.10 Are the activities separated by age or are they addressed to all children?

.....  
 .....  
 .....  
 .....

C.11 Do the activities involve all ethnicities / language groups / ethnic groups in the structure or are they specifically addressed to a group? (CAUTION: Do not define the groups yourselves)

.....  
 .....

.....  
 .....

C.12 Do they use translators? Do they have their own translators or do they use the translators available in the structure?

.....  
 .....  
 .....  
 .....

**D. ACTIONS FOR ADULTS**

D.1 Which bodies, local collectives, informal groups, NGOs are active in the structure in relation to actions concerning adults e.g. empowerment or entertainment activities (sports, mobile libraries, etc.), lessons etc?

.....  
 .....  
 .....  
 .....  
 .....

For each body or NGO active in the structure in relation to actions involving adults (fill in the questions on separate pages for each body):

D.2 Since when has it become active in this particular structure?

.....  
 .....  
 .....  
 .....

D.3 How often does the particular body go (days and hours if possible)?

.....  
 .....



.....  
 .....  
 .....  
 .....

.....  
 .....  
 .....  
 .....

D.4 Do the motivators / educators work on a voluntary basis or are they salaried?

.....  
 .....  
 .....  
 .....

.....  
 .....  
 .....  
 .....

D.5 What kind of activities do they organize?

.....  
 .....  
 .....  
 .....

.....  
 .....  
 .....

D.6 Do they organize activities in other refugee structures and since when have they been organizing them?

.....  
 .....  
 .....  
 .....

E.2 Are there plans for arranging a special area for such actions (e.g. consultation with solidarity groups, volunteers, donors or the Municipality for providing e.g. a tent, or a body e.g. OSK to bring a prefabricated building, etc.)?

.....  
 .....  
 .....  
 .....

**E. AREAS FOR CHILDREN WITHIN THE CENTERS**

Information on the **area**of each structure (wherever possible to map it):

E.1 Is there a special area ("Blue Dot" for children or a playground or a kiosk or a tent or other) for activities with children? It is deemed suitable? A brief description of it would help.

E.3 Are there areas within the camp or around it that could be used for actions with children? For example unfinished buildings, abandoned buildings, etc.

.....  
 .....



.....  
.....  
.....  
.....  
.....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**SURVEYOR'S NOTES**

**C. Recommendations by the Scientific Committee for the psychosocial support of refugee children and their education**

## **Introduction**

The Scientific Committee for assisting the work of the Committee of Support of Refugee Children of the Ministry of Education and Religious Affairs (SC), under the Ministerial Order of 18/03/2016, has completed and submitted its proposals.

It has studied international literature on the education of refugee children and on dealing with emergencies in education, has discussed with officials of the Ministry of Education, international organizations and Greek bodies specialized in refugee and education issues, proceeded and completed the surveying of educational activities taking place in Accommodation Centers and the analysis of generated data, and, based on this knowledge, the information gathered as well as the accumulated experience of many of its members, is submitting its proposals for the education of refugee children. The SC has developed its proposals taking into account the principles and rights established in international and national law for children.<sup>23</sup>

The SC proposals concern actions that need to be implemented under the auspices of the Ministry of Education for the children of refugees residing in Greece. The implementation of the proposals requires a political decision by the Ministry's leadership to which they have been submitted for evaluation and approval.

## **Seeking funding methods**

None of the SC's proposals can be implemented without funding from national or international resources. It is therefore necessary to create a group within the Ministry which will identify funding sources, formulate -under the political supervision of the Ministry- the economic agreements, organize the claim, allocation and disbursement of funds, etc. This group will need to think of additional funding methods for schools that will receive refugee students as well as the issue of increased travel costs of children to and from the Accommodation Centers for their education. To ensure funding, synergies with international organizations and NGOs are also necessary. An important issue is also the consideration of the potential sponsorships by institutions or companies for the funding of specific actions.

## **Cooperation and synergies**

---

2 Article 2 of the Universal Declaration of Human Rights Article 2 of Protocol 1 of the European Convention on Human Rights

[Guiding Principles on Child Protection and Welfare of the UNHCR](#)

Articles 22 and 28 of the Convention on the Rights of the Child

3 Law 3386/2005, Government Gazette 212/23.08.2005, Entry, residence and social integration of third country nationals into the Greek territory PD 220/2007 Government Gazette 251/13.11.2007, Adaptation of Greek Legislation as to the provisions of the Directive of the Council of 27 January 2003, on minimum requirements for the reception of asylum seekers in member states (EEL 31/ 6.2.2003).



To achieve the objectives of the Ministry of Education for the education of refugee children, synergies are necessary with the Ministry of Migration Policy, the Ministry of Defense and the Ministry of Solidarity, with education officials and educators, municipalities and regions, with the Universities-Technical Educational Institutions, international organizations and other bodies. We consider especially crucial the issue regarding the conclusion of an agreement between the Ministry and UNICEF. The coordination of actions of various stakeholders is essential in all phases, from the survey of educational activities to the implementation of proposals; it is therefore necessary to define a steering committee (centrally and regionally), to establish an information dissemination mechanism, to decide the responsibilities of each body, to organize the distribution of resources, etc. We also propose the participation of a Ministry representative in the interministerial coordination.

The text mentions indicative proposals for partnerships with government bodies (e.g. Universities), bodies of private law (e.g. KANEP- GSEE), Greek or international organizations (e.g. UNICEF, Greek Guiding Association), etc. These proposals are indicative. resulting either from exploratory contacts and discussions with those bodies made by members of the SC in order to prepare the task of the committees as best as possible, or from their knowledge of the task and their capabilities. There is currently no written commitment, no cooperation protocol with these diverse bodies. Furthermore, the list of bodies proposed for cooperation is not exhaustive. The sub-committees to be established for processing specific issues are called to explore and propose more collaborations.

### **Alternative scenarios**

Due to the high fluidity characterizing the refugee population and the positioning of its accommodation centers and due to the lack of data on its demographic and other characteristics, the proposals that we submit necessarily include alternative scenarios and versions, so that, whatever the situation is on September, there will be a plan for all children, whether they live in cities (e.g. in apartments) or in camps, or are integrated into local schools, or alternative forms of education are adopted, with reception classes, afternoon classes, etc. We are forced to formulate proposals without having details either on the social and educational profile of families, the expectations and educational cultures, any upward social mobility expectations through education, or even of their age distribution. Finally, given that the funding framework of actions is still unclear (the Ministry is exploring possibilities), it is obvious that the implementation of part or all of the proposals will also depend on the ability or not to fund them. Unfortunately, there is nothing that can be considered constant and fixed, therefore it is even more necessary to concretize and prioritize goals and to seek the best possible result with a minimum of resources.

In any case, it is imperative that the Ministry is directly and systematically involved with the education of refugee children and their gradual integration into the educational system as soon as possible. Any delay could lead to explosive tensions within the camps. It is equally

imperative to timely inform and raise the awareness of the educational community, and take care for the preparation of educational institutions and the Greek society in general in order to avoid adverse reactions to the participation of refugee children in the Greek educational system. It is also necessary to cooperate with the HCDCP and timely inform the educational community and parents on the vaccination of refugee children.

The proposals are initially divided according to the time frame of their implementation:

- in the first phase, actions are proposed for the summer months within the camps (creative activities while at the same time learning elements of the Greek language), as well as outside the accommodation sites (such as summer camps, entertainment, visits to museums, etc.).
- in the second phase, scenarios are presented for the operation of pre-school education areas within the camps for the gradual integration of children aged 7-13 in the Greek educational system (reception classes, afternoon classes) as well as educational activities for older adolescents. The school year 2016 -17 will be a transitional year during which the first integration steps will begin, with differentiated scenarios per camp, per region and per age group. In any case, the committee proposes reception classes or afternoon classes in schools for most children, integration of a limited number of refugee children with basic knowledge of the Greek language in the morning program and small interventions in the morning program wherever possible. (See below in detail).

For all phases (summer and new school year) Greek lessons are proposed for children and adults (inside and outside the camps, e-learning, organized by the NKUA Language Teaching Center, the AUT's Center for the Greek Language, the Greek Language and Culture of the University of Ioannina, the EAP, the KANEP-GSEE or other bodies), sports, cultural and other activities for all ages, synergies with universities etc.

Also, the proposals concerning the educational part of the actions (curriculum, teaching materials), teacher training, and the broader actions for connecting schools with the local community and the social integration of refugee families.

Two issues deserve particular attention, given the uncertainty regarding the country in which the refugees will be invited to live in the future:

### **1. The question of teaching the mother tongue of children.**

Special care is needed for teaching the mother tongue to children which have a high possibility of returning to their home country. However, for all children, all modern linguistic and pedagogical literature emphasizes the fact that the learning of the mother tongue is a prerequisite for conquering a second or foreign language (in this case the Greek language).

The teaching of the mother tongue of children is therefore desirable. However, for obvious reasons, we believe that it is extremely difficult for the Greek state to undertake the organization of lessons, supervision of content, etc. Given the varied origin of refugees, the teaching of more languages would have to be provided for (Arabic, Farsi, Kurdish, etc.) and of course finding the respective educators. Our recommendation at this point is therefore limited to providing, alongside the teaching of the Greek language, lessons of the mother tongue by teachers from the refugee community, or other native speakers of the mother tongues of children, with the necessary skills (e.g. Arab-speaking teachers established for years in Greece, students of the NKUA Language Teaching Center, etc.) and monitored preferably by an international organization, and, if this is not possible, by experienced staff from one of the Ministry's Directorates for Refugee Children Education.

## **2. The issue of offering lessons in other European languages e.g. English, German.**

Attendance of study programs in other European languages should not be completely ruled out for any children having high possibilities of relocating soon to another European country. These programs, however, must be provided by a recognized body that will ensure the certification of their studies and the parallel teaching of Greek. Attendance of study programs at foreign schools in Greece (e.g. through scholarships) should be sought out for as many children desire it and are accepted. In any case, the teaching of other European languages to refugee children is deemed absolutely necessary, as it is for indigenous children, and there are many foreign language teachers which could be utilized in this task, as well as the experience of foreign language departments of Universities.

Provision is also required for the possible reduction or increase in the number of refugees, and hence their children, during the summer or during the school year 2016-2017.

At the end of the school year 2016-2017, when there will be a clearer picture of the future of refugees and the number of children who will stay in Greece, will have to re-evaluate the situation and plan anew the methods for the further integration of refugee children into the Greek educational system, that will correspond to the conditions that have been shaped.

The text of SC proposals follows the structure below:

- A. General objectives and principles** for the integration of refugee children and their families in the Greek educational system and the Greek society
- B. Planning for summer months** (June-August 2016)
- C. Scenarios for the school year 2016 -17 for ages 3-15**
- D. Scenarios for adolescents 15+**
- E. Sports, artistic and activities using technology for all phases and all ages**
- F. Scenarios for higher education**

**G. Actions for parents**

**H. Training for educators and education officials**

**I. Certification issues**

**J. Administrative proposals.**

## **A. General objectives and principles**

The objective of the state is to ensure the psychosocial support and the integration of children of refugees into the Greek educational system after a preparation period, and, in any case, as soon as possible, without the burdening of schools with an excessive number of children who do not know Greek and are not suitably prepared for attending a Greek school.

The integration into the Greek educational system should be planned in a way that supports the refugee children's chances of success so that they stay in school and do not drop out early.

A transitional phase from life in the camps towards integration into the Greek educational system is necessary in order for refugee children to acquire the ability to learn Greek and fill in any gaps in their education due to the lengthy removal of many of these from their home country's schools. The Ministry's task, its structures, and the educators it employs, in this transitional phase, may be aided - to the extent that the required coordination is provided - by the informal learning processes organized by volunteer groups throughout the country.

To achieve the integration and stay of refugees children in the Greek educational system, a prerequisite is:

- a. Greek learning,**
- b. the organization of intensive course programs for any children that have been out of school for a long time and have knowledge gaps, and**
- c. the planning of the support of refugee children that become integrated into the Greek school.**

The educators who will work with the children of refugees and the informal and formal programs that will be designed for them should take account the possible traumatic experiences of refugees and their children and any previous experience of organized learning and schools that the children have had (discrimination experiences, intermittent attendance, short or long term removal from the educational environment, other types of pedagogical methods, other expectations from teachers, education learning, etc), to meet their learning needs, to gradually introduce child-or-pupil-centric teaching methods (to which children may not be familiar), to promote respect for cultural and religious differences, to build harmonious relations within the education unit, participation, critical thought and social cohesion in general. The educators, pupils, families and local communities (Greeks and refugees) should become involved in the education of refugee children, to the extent possible .

## **B. Planning for summer months (June-August 2016)**

### **Activities at Accommodation Centers**

The planning of pedagogical-educational interventions for the summer period will take into account the educational activities which are already implemented at the Accommodation Centers (based on the relevant survey carried out by the Committee). The aim is for the educational interventions that will be organized to be combined with the existing ones, in order to cover the needs in the best possible way.

A sub-committee must necessarily formulate the criteria and methods of evaluation or approval of the action, mechanisms of certification, supervision and codes of conduct for bodies beyond the Ministry which implement educational activities for children of refugees inside and outside the camps (NGOs etc.). Then, the criteria etc. as well as their required approval and supervision procedures must be communicated by circulars and other ways of information distribution.

The primary concern of the state during the summer is to ensure supervised creative activities for refugee children aged 3-12 years inside and outside the accommodation centers, which respond to their psychosocial and learning needs, leading them to a sense of normality, continuity, stability and hope. Outings from the accommodation centers should be pursued (accompanied by parents when the children are young).

Particular care should be taken for adolescents aged 13 to 18 years, by organizing sporting and cultural activities, activities and games with the use of new technologies, Greek and English language lessons, etc. Outings from the accommodation centers in small groups should be pursued.

The Committee, in cooperation with the Ministry, will evaluate and prioritize the needs of the accommodation centers based on the survey of existing educational activities carried out and will propose supplementary actions in specific centers, in order to meet the needs of all children of refugees and the accommodated population.

Based on the above, the following are proposed:

#### **Scenario 1: Creative activities**

- Planning and organizing creative/educational activities for the summer (late June - early August) for children between ages 3-12 and 13-18. These activities should include literacy elements in Greek and perhaps also English. This can be done not only through typical courses but also through creative activities. These activities may include the children's outings from camps, such as visits to museums, archaeological sites, sports sites, ecological parks etc. Universities or other bodies (e.g. Municipalities) may also submit and implement proposals.

- Costing and seeking activity funding. It is obvious that if the issue of activity funding is not resolved, the existence of actions at all of the Accommodation Centers and their continuity cannot be ensured.
- It is also proposed to create mobile units (used with great success in similar programs) that can be equipped with suitable material for these activities, covering several accommodation centers, and can also transport educators - motivators. This action is recommended for remote camps, located far from cities, to which access is difficult.
- To utilize the mobile libraries of Municipalities or other bodies(e.g. a mobile library van from the Thessaloniki Municipality goes to Diavata once a week, carrying books in many languages and games).
- Selection of educators/motivators for the activities: depending on funding, positions should be announced and a profile of suitable individuals proposed for these activities.
- Identifying appropriate educational material, technical equipment, appropriate sites and means of transport.
- Training of educators who will organize these activities. The training can be based on existing experience from relevant activities conducted for several months in centers such as Elaionas, Diavata etc., so that individuals that already have experience in such activities can train the educators.

### **Scenario 2: Intensive Greek courses**

- Planning Greek intensive courses for the summer (early June - late August) for children (can be implemented in collaboration with bodies such as KANEP-GSEE and Universities that have experience with summer programs).
- Use of new technologies and electronic games in teaching the Greek language.
- Identifying appropriate educational material, technical equipment, appropriate sites or means of transport.
- Selection of educators/motivators for the Greek courses: depending on funding, positions should be announced and a profile of suitable individuals proposed for these activities e.g. individuals who have been trained in the teaching of Greek as a second language, educators who have experience in reception classes or intercultural schools or have served in countries of the Middle East. At this point, it must be determined whether unemployed teachers will be allocated points or not, and-in general- what the selection criteria will be. To utilize the members of the Association of Teachers of Greek as a second/foreign language.
- Training educators who will teach these courses.
- Costing and seeking activity funding.

### **Scenario 3: Summer camps**

- Some children will be able to go to summer camps, where activities and courses will be organized, accompanied by their parents (e.g. in Attica, Agios Andreas).

Some children will be able to go to summer camps without their parents but with their approval, where activities and courses will be organized.

- Clarification of the number of families-children that will be able to go to summer camps, of the stay period and mode of transport. Given the implementation difficulties and required attention, the solution of summer camps can only be tested in consultation with the Ministry of Migration Policy and if the administration of the camp considers that this is feasible and does not cause disruption and tensions.
- It is proposed to explore the possibility of cooperation with the Greek Guiding Association and the Scouts who have extensive experience in the organization of day-camps as well as a nationwide network. A preliminary discussion on this issue and the possible funding of such synergies was carried out together with UNICEF and YMCA.
- Formulation of selection criteria in the event that there are more families-children who desire to go, in relation to the provided positions.
- Costing and funding of costs for transport, accommodation, catering, education.

## **C. Scenarios for the school year 2016 -2017**

### **C.1. Data on the characteristics of children population**

The programming of the refugee children's education requires prior **gathering, processing and updating of data with the aid of experts and specialized databases or programs**. The survey Committee, in cooperation with the Ministry, the UNHCR, universities, research centers and other bodies, should undertake the coordination of this project.

More specifically, data is needed:

- a. on the number of children, their age distribution, spoken languages and their percentage distribution, as well as their previous education; on children with special needs.**
- b. on their educational needs and desires in this area.**
- c. a realistic assessment of the bodies responsible for the areas where refugees will stay during the school year 2016-2017 (how many will settle in cities and which ones? How many will stay at Accommodation Centers and which ones?).**
- d. mapping of schools which are close to the refugee places of residence and can accept refugees, respective educators/pupils in these schools, number of foreign students already attending them and identification/cataloging of educators who are familiar with the education of foreign speaking students and who wish to work in classrooms with children from different social and cultural environments. The aid of the Municipalities may be requested for the mapping of schools.**
- e. a realistic assessment of the bodies responsible for the relocation possibilities of part of the refugees (percentages by ethnicity or other characteristics or due to family reunification etc.) or their stay for a long period in Greece.**



## **C.2. Cooperation and coordination**

- Cooperation with and provision of information from the Ministry of Migration Policy. Continuous information sharing is required for the accommodation structures, the specificities of each camp and its needs.
- Funding of individuals specialized in data collection/processing and the necessary research, acquisition/identification of logistics and database entry etc.
- Cooperation with UNHCR and UNICEF in the collection and analysis of this data.

## **C.3. Planning**

- Shaping alternative scenarios for the education of all refugee children during the school year 2016-2017.
- Planning for logistically aiding schools and appointment of additional qualified staff (educators, psychologists, social workers, cultural mediators). Utilization of the experience of SCS and the Melina program.
- Creation of a special website by the Ministry which will gather all information regarding the education of refugee children (in Greek, English and in the languages spoken by refugees).
- To examine platforms: eTwinning School Education Gateway, Education of International Newly Arrived Migrant Pupils.
- To examine the possibility of providing incentives to schools which collaborate on the project of refugee children integration.
- To study the practices of other countries which integrate refugee children into their education system, e.g. Germany or Lebanon.
- Costing and funding of alternative scenarios, logistics, additional staff.

## **Allocation**

The allocation is required of children in groups according to the age, level and type of education they will receive during the school year 2016-2017.

It is advisable, wherever possible, to enroll children into classes corresponding to their age.

## **Age groups**

A. Those aged 0-3 years will remain under the responsibility of their parents, those aged 3-7 years will remain in sites close to their parents (in the Accommodation Centers, if parents reside in them) and will attend some form of preschool education (see below).

B. Those aged 7 to 12 years that will attend reception classes or other alternative forms of primary education according to their age, their previous education or their learning abilities.

C. Those over 12-years-old that will attend reception classes or other alternative forms of secondary education according to their age, their previous education or their learning abilities.

D. Children from 15-18 years who:

a. will attend reception classes or other alternative forms of non-compulsory secondary education (high school level) depending on their age, their previous education or learning abilities.

b. will join forms of formal or informal technical or vocational education.

E. youths over 18 years of age who wish to continue some form of education/training:

a. have completed high school (12 years of study) in their home countries and wish to study in higher education.

b. were already students in their home countries.

c. wish to join forms of formal or informal technical or vocational education.

F. children with special needs [to design policies and pilot actions from the SC members who are experts].

G. unaccompanied children and adolescents [to clarify the legal status and responsibilities of the Ministries involved in the protection of unaccompanied children by the legal advisors of the Committee K. Tsitselikis and A. Takis, to design policies and actions by SC members who know the subject].

#### **C.4. Scenarios for education of children up to 7 years old**

Children up to 7 years old are not easily removed from their parents and also need to improve the knowledge of their native language. All four scenarios that follow them therefore relate to the organization of educational actions in Accommodation Centers.

##### **Scenario 1**

The community of refugees organize informal kindergartens at the places of residence, where their native languages will be taught (if there are certified teachers in their communities). The refugees are not a group with homogeneous ethnocultural characteristics (language, religion, etc.), so the kindergartens and educators should correspond to the population of each camp. The safety of young children is a particularly important issue and so those responsible for their protection must have recognized/certified qualifications and are supervised.

##### **Scenario 2**

International organizations, under their responsibility, organize educational activities in their languages (see above on the issue of teaching the mother tongue).

### **Scenario 3**

The Greek state organizes kindergartens where Greek-speaking kindergarten teachers will work (aided wherever possible by intermediaries or mothers), so that the children gradually also learn to communicate in Greek (for this age group there will also be certain activities in summer that will introduce them to the Greek language).

### **Scenario 4**

Children whose parents reside in villages or cities where typical kindergartens operate have the opportunity of attending them. To organize specific activities in these kindergartens, in the mother tongue of children in cooperation with refugee communities and parents.

#### **Steps to be taken:**

- Arrangement of suitable premises.
- Identifying educational material in the native languages of refugees in electronic form or in conventional form (cooperation with other countries, UNICEF has material in at least some of the refugees languages etc.)
- Identifying educational material for learning Greek. There are already several documented experiences (Educational Priority Zones, education program for Migrants and Repatriated Immigrants, Roma, Muslim children and others).
- Training kindergarten teachers (Greek and refugees).
- Costing and funding allocation for the needs of preschool education for appropriate sites, kindergarten teachers and other language mediators etc.
- Consultation with the EAP, which has experience in the training of mediators and operates an online training platform (SONETOR). There is also an intercultural mediators register. (See. <https://www.amazon.ca/Intercultural-Mediation-Europe-Professional-Transformation/dp/1612294758>).

### **C.5. Scenarios for education of children aged 7- 12**

At this time (May 2016), the exact number of children who will stay for a long time in Greece remains unclear, and for whom the learning of Greek and integration is essential. So we must prepare for different versions.

The overall objective of the Ministry is the gradual integration of children into school structures and not their exclusion/ghettoization within the camps. However, because this step poses many difficulties (acceptance by educators, society, etc.) and our experience from

such programs has shown that their success requires the synergy of all involved, **a transitional phase with differentiated interventions is proposed**, in order to gradually create the conditions for the success of such a venture. 2016-2017 is proposed to be a school year during which an attempt will be made so that the larger part of the school-aged children will attend parallel classes or afternoon Greek lessons. In our opinion, only pilot actions should be tested in the morning schedule and exclusively where suitable prerequisites have been ensured (i.e. trained educators who are willing to teach integration classes in the morning program, sympathetic parent associations and local communities). It is very important not to make hasty steps in order to avoid reactions and tensions.

A limited number of young refugee children with elementary knowledge of Greek, whose parents live scattered in city apartments, will join the schools' morning program.

The Ministry of Education should ensure the smooth enrollment of all children into the Greek educational system, even those who do not have the required documents. It should be taken into account that many children do not have birth certificates, that their age is not accurately known and that the continuous movement of refugee families makes it difficult to know the exact number of refugee children in each area.

The refugee children to join Greek schools will need:

- remedial teaching in parallel classes (Greek, English language, knowledge of the history, politics, social and cultural life of the host country). Wherever possible, they will be taught their mother tongue within school units or camps.
- activities or lessons in the afternoon at the school site in collaboration with various bodies of the local community. In parallel, language support classes can be offered to refugee families and the organization of cultural or sporting events (music, theater, dance, etc.). It is recommended, wherever possible, to cooperate with Local Government. The regions and municipalities have many useful structures and services (e.g. sports facilities, transportation means, vocational training centers, youth centers etc.). The possibilities for cooperation with the Municipality of Athens have already been discussed.

**Steps to be taken:**

- Mapping of school units that are within reasonable distance from the camps.
- Where there are no nearby school units to which children of refugees can be distributed in small groups, to identify other available buildings, e.g. municipality sites that can host afternoon classes.
- To select schools where there are educators who have experience of such actions and have indicated a desire to integrate refugee children into classes (e.g. an educator group from central Athens schools are already informally discussing solutions for integration of children from Elaionas).

- To plan for the possibility of the children's education within camps for a while if better solutions are not found.
- To evaluate and use the experience, programs and material of **reception classes and intercultural schools**. The experience of reception classes and intercultural schools should be discussed with educators and education officials who have experience. Proposal for meetings with educators and officials and cooperation with the IEP.
- If deemed necessary, to design programs that support children which will join the formal primary education on September.
- If deemed necessary, to design one-year intensive courses for learning Greek, arithmetic, etc. for those children who will follow alternative forms of primary education (in Accommodation Centers?) that correspond to all primary classes.
- To evaluate the initial actions that have been made on a small scale up to now (e.g. 45 children of different nationalities from Elaionas attended courses, mainly English, for 2 months, taught by the teachers of the Hill school, in a public school, 4 afternoons a week), in order to identify difficulties and to draw conclusions from this experience for the planning. To continue recording any other small-scale actions that will consequently be developed, because their results will be very useful in the future.
- Costing and funding needs for primary education.

Special care is required:

- a) for children who are older than that corresponding to their knowledge and learning skills because of the inability to attend school at their home country
- b) for the education of girls where there are cultural barriers and
- c) children with special needs.

#### **D. Scenarios for adolescents 12+**

The access to and completion of compulsory secondary education is a powerful incentive for parents and children in order for the latter to complete the primary education and is an important component of successful integration of refugee children into the Greek society and labor market.

For children over 12 years old who will follow reception classes or other alternative forms of compulsory secondary education:

- Planning **intensive one-year study programs** for learning Greek, maths and other necessary skills in order to access compulsory secondary education (reception classes or alternative forms of education in Accommodation Centers and cities), for children who have completed primary education or/and some of the secondary education classes in their home country, and who will be integrated into the next school year in high school classes.

- Identifying educational material from reception classes and intercultural education programs in secondary education.
- Mapping school units and corresponding structures for reception classes and afternoon classes.
- Teacher training.
- Costing and funding needs for compulsory secondary education.

Special care is needed: a) for children who are older than that corresponding to their knowledge and learning skills because of the inability to attend school at their home country b) for the education of girls where there are cultural barriers and c) for children with special needs.

### **Non-compulsory secondary education - high school**

The access to and completion of non-compulsory secondary education is a powerful incentive for parents and children in order for the latter to complete the compulsory secondary education and is an important component of successful integration of refugee children into the Greek society and labor market.

For children from 15-18 years who:

a. will follow reception classes or other alternative forms of non-compulsory secondary education (high school) in order to be integrated into the next school year in high school classes.

b. will join forms of formal or informal technical or vocational education:

- Designing intensive one-year courses for learning Greek, maths and other knowledge necessary for accessing high school or forms of technical or vocational, for children who have completed compulsory secondary education (or 9 years of study) in their home country for all classes/types of high school.
- Teacher training.
- Identifying educational materials.
- Searching for respective practices from other states
- Searching for solutions in evening schools which have experience with respective social and cultural groups and ages.
- **OAED apprenticeship schools**
- Organization of technical and vocational education courses for children aged 15-18 who do not wish to join formal forms of education.
- Cooperation with KANEP-GSEE in the area of organization of technical or vocational education.

- Organization of familiarization programs with new technologies, sports activities, etc. for children aged 15-18 who do not wish to join formal forms of education.
- Costing and funding needs for non-compulsory secondary education.

Special care is needed: a) for children who are older than that corresponding to their knowledge and learning skills because of the inability to attend school at their home country b) for the education of girls where there are cultural barriers and c) for children with special needs.

- Special care for illiterate adolescents. Possible integration into structures such as Odysseus in Thessaloniki. <http://sxoleioodysseas.weebly.com/> and exploration of cooperation possibilities.

## **E. Sports, artistic activities and activities using technology for all phases and all ages**

### **Familiarization with the use of new technologies**

The familiarization of children of all ages with the use of new technologies is an important incentive for joining the education system. New technologies can be used so that more children can access special educational material or for distance courses. Moreover, beyond the vitally important communication with relatives and friends and their updating with the latest news from their home countries or elsewhere, their rights etc., familiarization with the use of new technologies can facilitate the learning of the mother language of children, certification, attendance of courses in English or the completion of higher education at a distance, etc.

Organization of programs for familiarization with new technologies for all education levels and all ages.

Identifying or formulating virtual games in order to aid language learning and other subjects.

Costing and funding of the purchase of additional computers, special programs, teachers, etc.

- To explore the possibility that there is unutilized functional equipment (PCs, monitors, projectors), both in Regional Education Directorates and in Universities.

- To seek the possibility for cooperation with the UNHCR and UNICEF for the purchase of inexpensive equipment and creating similar educational projects. A typical example is the Raspberry Pi (a complete, credit-card-sized computer). UNICEF has funded such projects. See <http://www.UNICEFstories.org/2014/02/17/innovating-non-formal-education/>

<http://www.UNICEFstories.org/2014/05/08/raspberry-pi-for-learning-initiative-pi4l/>

Their cooperation is also mentioned there with the Foundation for Learning Equality (<https://learningequality.org/>) with an available online (<https://www.khanacademy.org/>) and offline platform ([https://learningequality.org/ka -lite /](https://learningequality.org/ka-lite/)) for the presentation and

understanding of concepts from various scientific fields and in various languages, including Arabic. The use of the software is free.

### **Sports activities**

Sports activities support the development of individual and social skills, enhance social ties, teamwork and cooperation. They are important for the physical and psychosocial shaping of children.

- Seeking synergies with trainer associations, physical education departments of Universities and -mainly- community and local sports teams and associations.
- The mobilization -particularly of soccer- clubs and the coexistence of indigenous and refugee children could contribute decisively towards integration and acceptance.

Planning, organizing, costing and funding sports activities

### **Artistic activities [the Ministry of Education has a special committee for their planning]**

Music, dancing, theater, fairy tales, poems, cinema, visual arts, help in overcoming traumas and fears, identifying children in need of special aid, support the development of individual and social skills, enhance imagination, expression of emotions and creativity, teamwork and cooperation. They are important for the physical and psychosocial shaping of children.

- Planning, organizing, costing and funding of artistic activities.

### **F. Scenarios for higher education**

The access to and completion of higher education is a powerful incentive for parents and children in order for the latter to complete secondary education and is an important component of successful integration of children of refugees into the Greek society and labor market.

Youths over 18 years of age who wish to continue some form of education/training:

- a. who have completed high school (12 years of study) in their home countries and wish to study in higher education.
- b. who were already students in their home countries.
- c. who wish to join forms of higher technical or vocational education.

### **Steps**



- Planning intensive study programs for learning Greek from adults during the summer and during the next academic year for those wishing to attend and especially those who wish to study in higher education.
- Cooperation with the Greek Language Teaching Center of NKUA and the Greek Language Center of the AUT, the Greek Language and Culture Center of the University of Ioannina and other organizations for the planning of rapid Greek learning programs, including distance learning versions (e-learning program NKUA). Also, exploring the cooperation with the Greek Open University for designing intensive one-year courses for Greek distance learning for adults. Introduction to scientific or technical terminology.
- To ask of the AEI-TEI to consider how to facilitate the enrollment of students who lack documents.
- To request of the IKY and the AEI-TEI to provide scholarships, positions in dormitories and catering for refugee children.
- - To gather, within a special website of the Ministry, for the education of children of refugees, information about the registration process in AEI-TEI, the administrator of every higher institution, the programs/courses offered in English, scholarships made available to refugees, housing, catering possibilities etc.
- Identifying or designing distance programs of higher education in English for certain subject areas and the organized informing of young people about the available possibilities.
- Cooperation with the Ministry of Education Directorate dealing with international students that has experience with methods of enrollment in universities, diplomas' certification etc. A similar process can be followed for the children of refugees.
- To consider the possibilities of programs such as Erasmus + helping refugees through European School, VET and Adult Education, multilingualism, Erasmus + helping refugees through Higher Education, and the EU Sirius network, in order to contribute to the education of refugee children.
- To implement systematic monitoring and coordination with:
  - a) the respective actions discussed at the Council of Rectors, and
  - b) the actions promoted as common good practices at a EU level on the basis of the decisions for "Recognition of skills, access to HE and Integration of Researchers: for refugees, see proposals of the European Commission of 24/09/2015, the recommendations of the meeting of Erasmus + national delegations of 06/10/2015).
- Organization in cooperation with the Council of Europe of two two-week summer schools (each for 25-30 refugee students), with the aim of informing them about their access and integration possibilities into higher education in Europe in general and particularly in Greece, for their rights, the language teaching etc.
- To integrate refugee students in summer school programs in English which are already in operation, such as the summer school on migration of the University of the Aegean, etc., by providing scholarships for young men and women who will be able to attend. To ask of Universities to organize summer schools.
- Costing and funding of intensive Greek courses for adults and other actions.

## **G. Activities for refugee children's parents**

Parent refugees may have formed a negative attitude towards school from previous experiences of themselves or their children, do not believe they will remain for a long time in Greece or do not understand why their children and themselves need to learn Greek. There must therefore be a dialogue with their representatives, in order to determine what they want and to attempt to convince those who will remain for a long time in Greece that it is worth enrolling their children in the Greek educational system. Parents must be convinced that the Greek education will provide useful future skills for their children, to participate in decision making regarding the education of their children and become mobilized in order to devote time and human resources for their education.

**Informing:** It is essential to inform refugees about the Greek educational system and the possibilities that education opens up for their children's future.

- Organizing the informing of parents on educational issues, on the structure and the claims of the Greek education system but also on issues such as child health, hygiene, shaping free time.

- The KANEP-GSEE is preparing a special brochure in languages spoken by refugees regarding the Greek educational system. This brochure could also be posted in a special website of the Ministry for refugees.

- Creation of a website by the Ministry which will gather all the information regarding the education of refugee children for all types and levels of education (in Greek, English and languages spoken by refugees).

In order to achieve the integration of children, it is necessary for parents to learn Greek and to also form cultural mediators (see above).

- Organization of intensive Greek courses for parents-adults. Special care for mothers.
- The provision of free courses to parents at the same site and at the same time as their children's lessons is a powerful incentive for the former to watch over them and familiarizes them with the experiences of their children.
- Literacy empowers parents and the refugee community and enhances their chances for independent financial support of their families. Organizing literacy courses for adults (second chance schools?). Special care for mothers.
- Integration of new mothers in accelerated Greek programs and utilizing them as mediators in the operation of kindergartens within the camps. To build on the experience of major intercultural projects developed in previous years (Roma, Muslim children, immigrants) and in which cultural mediation programs have been developed.
- Cultural content actions for families, e.g. outings to museums, archaeological sites, etc. with their children. There are already such actions taking place in Veria and Thessaloniki,

and are now organized in Athens. It is useful to identify the difficulties of these actions, so that they can be better organized in all regions of the country.

- Costing and funding of actions for parents.

#### **H. Training of educators, education officials, parents, etc.**

Planning of informing, preparing and training education officials, educators, pupils, parents, local authorities and communities for the entry of refugee children into the Greek educational system, on the history of refugees and their religion, their rights, their manner of inclusion, the intercultural school etc. The chances for discrimination and racist attitudes developing are greater, if and as long as all those involved in the operation of the education system address the education of refugee children as a problem.

It is highly important that the training be addressed not only to teachers but also to education officials (councilors, administrators, education directors). It is not possible to make major interventions on the education of refugee children without synergy with the administration of education.

Such actions must now be prepared and placed into operation on September with the start of the school year.

- These trainings should also present the "good practices" and propose solutions to educators, including everything from educational material to how they will act in practice, in each region per occasion and per issue. The trainings should be focused on issues of concern and a booklet should perhaps be prepared for schools or a special website that informs educators on all relevant issues.

- The education of students of pedagogical or professorial schools is required, along with the training of teachers already serving, in the reception, understanding, teaching and support of foreign-language children and in working within classrooms with children from different social and cultural environments.

- Students and already serving teachers should be made aware of the diverse forms of discrimination, to identify cases of racist behavior at school and to know how to address them.

- To build on the experience of major intercultural education programs from the training of educators as well as that of other bodies such KANEP- GSEE, UNHCR, Welfare etc.

#### **Steps:**

- Designing the content of training actions and preparation of coexistence.
- Consultation and synergies with the Municipalities and the Ministry of Migration Policy

- Proposals to universities for inclusion in the curricula of Pedagogical Departments and of Literature or Philosophy and Pedagogical Studies of courses addressed to prospective educators and concerning refugees.
- Mobilization at a university level of postgraduate curricula that can contribute with tools, practical exercises, etc. on issues related to the education of refugee children.
- Cooperation with the UNHCR and UNICEF towards raising awareness of educators on issues relating to refugee children. The UNHCR has extensive experience and appropriate material and could cover a wide range of schools and educators.
- Planning, organization, costing and funding of special courses for students and educator training.

### **The educators who will teach refugee children need:**

- Systematic orientation, guidance and support for dealing with the psychosocial and learning problems of refugee children, as well as the linguistic and cultural differences in the classroom
- Support for strengthening links with refugee parents and with members of the refugee community in order to better understand the educational background of the refugees.
- Knowledge about the background of the crisis and the war, but also about the history and culture of the areas from which the refugee children come from.
- Placement of refugee educators as support staff in the classroom for language support and translation needs.
- They should also be supported by other professional groups such as school psychologists, social workers etc.

### **Special topic: refugee educators**

The identification, certification of degrees and training of educators among refugees is required. The utilization of kindergarten teachers, teacher-educators among refugees is indispensable in kindergartens, for teaching the mother tongue, etc. and for shaping cultural mediators. Besides, it will also assist in the integration process of refugees.

The merit-based recruitment, equal pay and equal treatment of kindergarten-teachers-teachers-educators among refugees is of paramount importance.

- Planning the utilization of kindergarten-teachers-teachers-educators among refugees, which body will assume their administration, organization, costing and funding of their training and employment.

- Finding solutions to the issue of certification of typical qualifications and their educational experience and training. The issue is delicate and requires attention as to whom is involved with children, especially for young ages as there are safety issues, etc.
- Refugees with language skills (in the mother tongue, Greek or English) can be trained and participate as auxiliary staff in the teaching process.

## **I. Certification issues**

In order to integrate refugee children into the Greek educational system, it is necessary to reassure parents that the studies it offers them are internationally recognized and that their investment in the education of their children will be useful for their future. Particularly important for the integration in it of refugee children is the capability of the Greek education system to provide children with a certification of their knowledge or studies at any time, which can be used in the refugee children's countries of origin and/or in other countries.

For children over 7 years old who have attended part of the formal education in their home country but do not have the required certificates, a certification system of their education level must be organized (literacy, numeracy, etc.).

Generally, certification systems need to be developed for the integration of children who do not have the required certificates into the Greek education system at the level corresponding to their knowledge/previous education/age. Cooperation with experts and certification bodies as well as with the EU, UNICEF and other bodies.

For their entry into Greek school classes, a certification system for their knowledge of Greek is also required. Collaboration with specialists and certification bodies of the Greek language.

The integration of young people, 18 years of age, into the AEI-TEI, when not having their school-leaving certificate with them, requires a certification system for their knowledge and a certification system for their knowledge in Greek.

For students who have completed part of the higher education in their home country but do not have the required certificates, the organization of a certification system for their specialty and level of education is required.

For their distribution to the relevant study year in the Greek TEI-AEI will then require a certification system for their knowledge in Greek.

Certification issues pertain to numerous matters broadly related to the education of refugee children.

The key points - also mentioned above- are:

- a) certification of adult diplomas, e.g. of educators, for lessons in the children's languages
- b) certification of student diplomas

- c) knowledge level certification for children
- d) knowledge level certification in the Greek language
- e) technical and vocational qualification certification

- Utilization of institutions and experts dealing with certification in Greece, formulating a group of experts in order to design direct certification systems adapted to the specific needs of refugees in Greece.
- Cooperation with international organizations for the use of internationally accepted criteria.
- Organization and funding of workshops with international experts in the issue of certification of diplomas.

## **J. Administrative issues**

### **Proposals for coordinated action for the education of refugee children**

Given the fact that the planning for the education of refugee children involves many bodies and is a delicate issue, those involved must make a coordinated effort.

- To timely inform education officials on the policy and actions of the state in relation to the matter.
- To create a centralized structure or a Directorate within the Ministry that will deal with the education of refugee children.
- To define the tasks and responsibilities of the structure.
- Until this happens, to create a coordinating/supervisory body for the education of the refugee children at the Ministry.
- For as long as the Accommodation Centers operate, to designate a representative of the Ministry in each center, who will be accountable to the respective regional education directorate and to a special central administration structure or to a coordinating/supervisory body set up by the Ministry (with sub-groups per region) and in which members of the Scientific and Artistic Committee will participate for the support of the refugee children.
- To define criteria for appointing the Ministry representatives, their tasks, responsibilities and working conditions.
- Monitoring and supervision by the Ministry of all structures/programs relating to the education of refugee children for improvements. It is necessary to develop a system for monitoring the refugee pupils and educators, in order to ensure a successful transition and integration, from the moment of enrollment until the completion of their education.
- To the extent that we are concerned with the course of the refugee children and the effectiveness of the Ministry's actions, it is necessary to ensure the accountability of the institutions and individuals during their planning and implementation.

- It is proposed to periodically evaluate the obstacles faced by children within the school in order to attempt to address them.
- Coordination with the IEP for issues of programs, materials, teacher training, leaves of absence, etc.
- To seek solutions regarding scholarships, catering, housing in structures of the Ministry for pupils and students.
- To explore all possibilities for providing scholarships to refugee children of all ages for all types of education at home and abroad.

## **Epilogue**

The support of refugee children and the educational actions organized up to now were based on the enormous work of hundreds of volunteers, men and women, educators, students and other citizens across Greece. The contribution of international organizations and NGOs in several cases has been significant, in others symbolic, and in some worthless, despite the generous funding of some of them.

The Scientific Committee, staffed by academics who worked voluntarily, many of whom working in the field months ahead of its establishment, did whatever possible to implement the mandate of the State: in less than 90 days it completed the task of surveying the engagement and educational activities in accommodation centers nationwide, and formulated its present operational proposition for the period from summer 2016 until the end of the school year 2016-2017.

June 2016  
The Scientific Committee for the  
Support for Refugee Children  
YPPETH