



**“Access to housing and education  
for children in migration: challenges  
and good practices”  
European Migration Network (EMN)**

**Gelly Aroni**

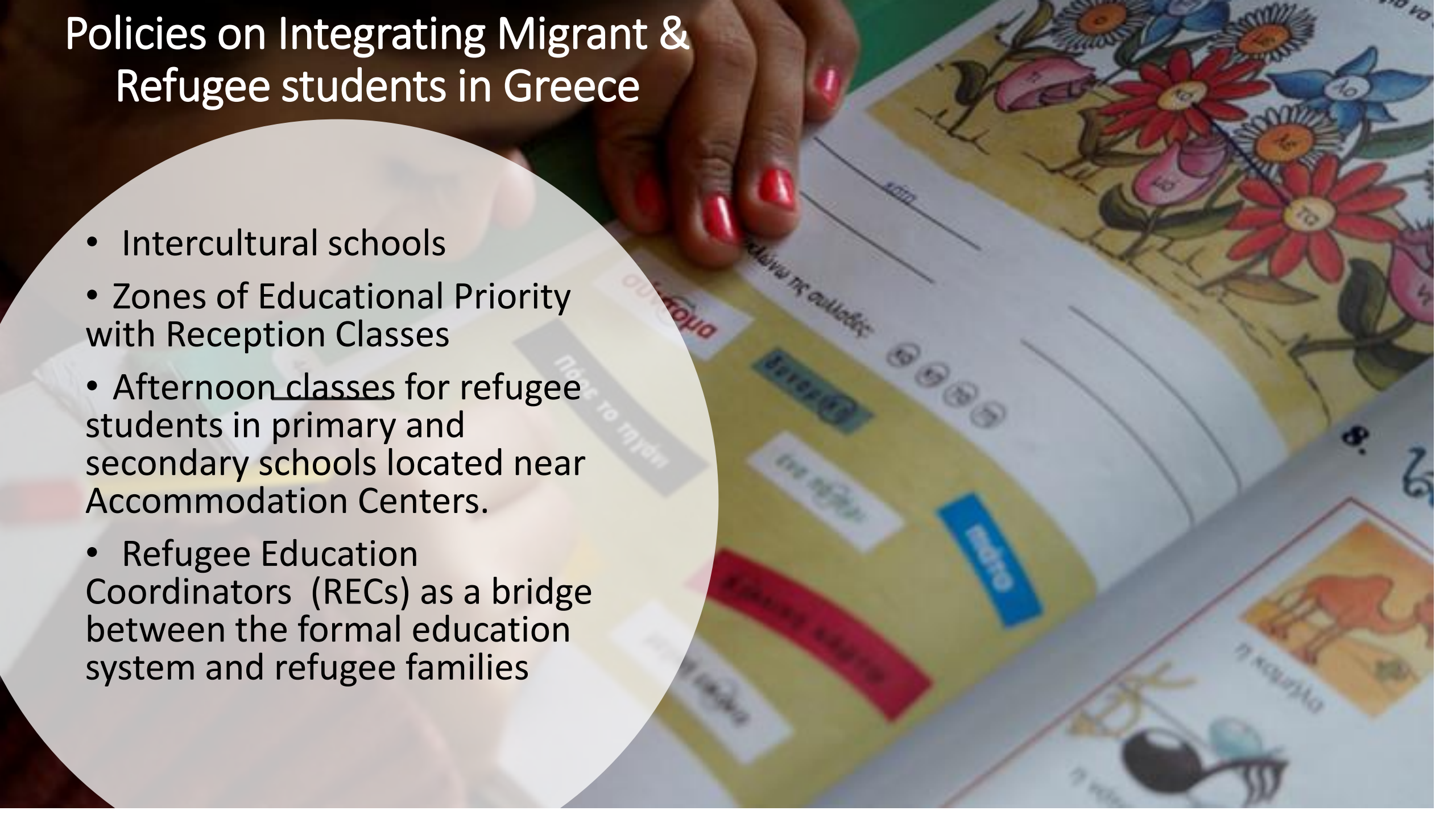
**Unit for Integration and Support of  
Unaccompanied Minors /**

**Special Secretariat for the Protection of  
Unaccompanied Minors, Ministry of Migration and  
Asylum, Greece**

**[a.aroni@migration.gov.gr](mailto:a.aroni@migration.gov.gr)**

# Policies on Integrating Migrant & Refugee students in Greece

- Intercultural schools
- Zones of Educational Priority with Reception Classes
- Afternoon classes for refugee students in primary and secondary schools located near Accommodation Centers.
- Refugee Education Coordinators (RECs) as a bridge between the formal education system and refugee families



# Challenges

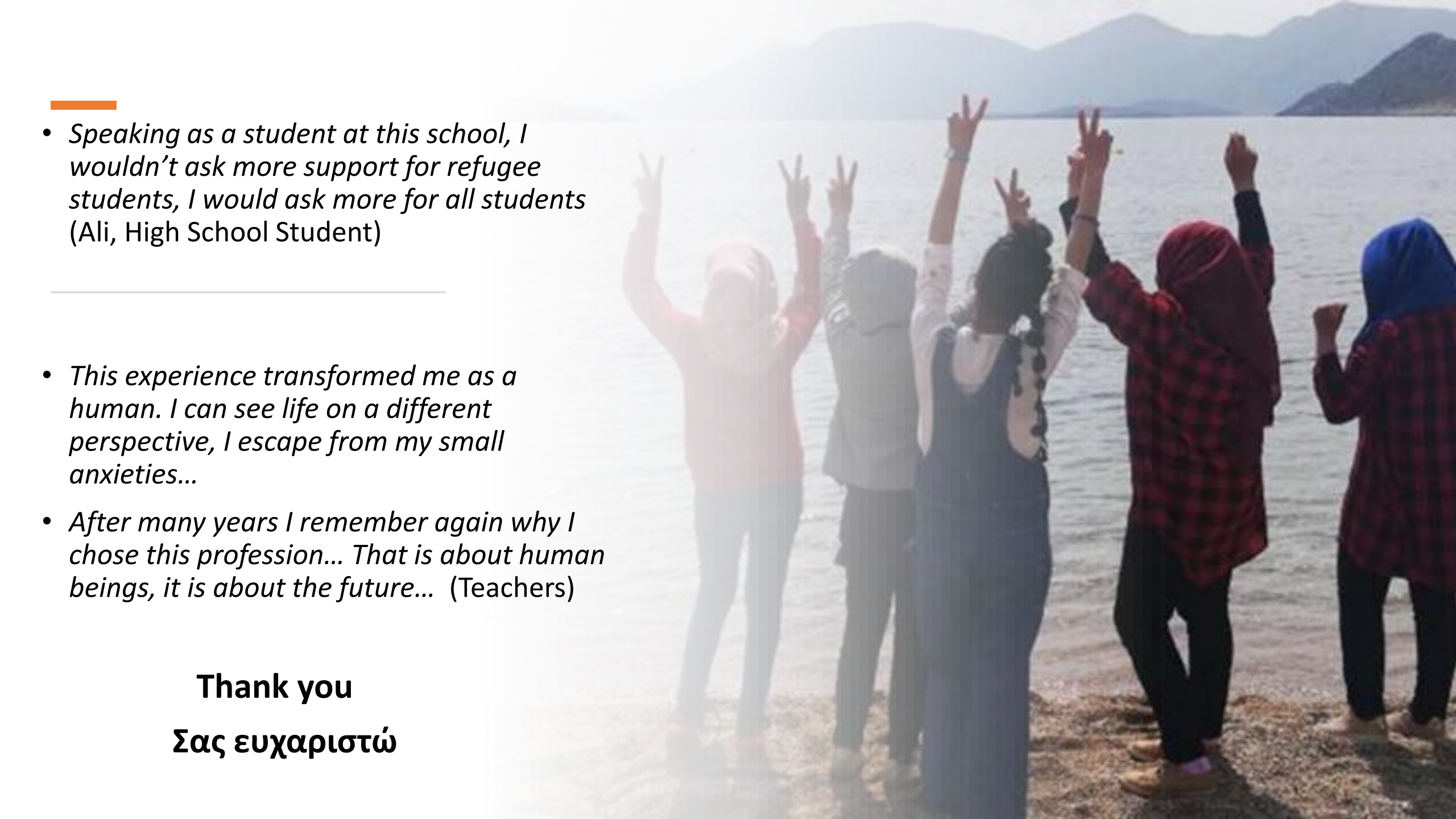


- Funding issues (teachers, training, materials, electronic devices, internet data etc).
- Tensions and resistances to refugee education from certain local and educational communities.
- Refugee children's access to education is oftentimes dependent on their location and housing arrangements.
- Refugee children have been out-of-school for extended periods of time.
- Schools do not engage refugee parents in supporting the integration of their children.

# Lessons Learnt

- Inclusion and integration are two-way societal processes where the responsibility is shared between the refugees and the host communities.
- Synergies and multi-stakeholder partnerships are needed for sustainable integration in all pertinent policy areas.
- When considering equality, one should address both *equality of opportunity and equality of outcome*. Providing refugee children, the opportunity to go to school is a necessary condition but not a sufficient one. States should also provide equality of successful outcomes.
- A whole-school approach, including at least the three following key areas is of vital importance:
  - Teaching and learning** (diversified curricula, materials, pedagogy)
  - School governance and culture** (policies, rules, procedures, student participation)
  - Co-operation with the community** (parents, youth organizations, higher education institutions, local authorities, NGOs, religious and belief organizations).
- Technological innovation and digital tools put into the spotlight due to COVID-19 crisis should be used in an inclusive and accessible way as oftentimes they have widened inequalities instead of narrowing them.
- There is a need for the development of informed, competent and expanding communities of practice.



- 
- *Speaking as a student at this school, I wouldn't ask more support for refugee students, I would ask more for all students (Ali, High School Student)*
- 

- *This experience transformed me as a human. I can see life on a different perspective, I escape from my small anxieties...*
- *After many years I remember again why I chose this profession... That is about human beings, it is about the future... (Teachers)*

**Thank you**  
**Σας ευχαριστώ**