



Parent involvement of migrant children (P2T-COMMUNITY)

Project Nr. 2022-1-BE02-KA220-ADU-000087395

Discovering barriers, opportunities and ways for parental involvement of migrant children in primary schools

Country report Greece



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February

2023

KMOP – Education and Innovation Hub



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1 Introduction

In all European countries, the diversity of our societies is reflected in our schools as well. Children from various ethnic-cultural, religious, and linguistic backgrounds shape an intercultural environment that can only positively contribute to the educational process. What we perceived as the biggest refugee crisis that Europe ever witnessed in 2015-2016, with over 1.430.000 refugees (Global Shelter Cluster, 2017), unfortunately, was only a tiny percentage compared to the influx of Ukrainian refugees recorded across Europe, with more than 8.050.000 until February of 2023 (UNHCR - Operational Data Portal, 2023). In 2020, 8,3% of the European population were immigrants and refugees born outside the EU.

This diversity requires an educational system that adapts to the population's needs. Although most migrant/refugee parents are very motivated to support their children's academic success, many face challenges in supporting their children's education. They often experience cultural differences, poor language skills (of the host country) (Cerna, 2019), and limited knowledge about the educational system of their children, thereby hindering the full potential of parental involvement and increasing their children's learning disadvantage. In some European countries, refugee/migrant students perform better or at the same level as native students (i.e., on PISA tests). Still, in many other European countries, they face more significant educational difficulties. Despite their willingness to learn, barriers such as language, difficulty adapting to a different country and culture, or living in poverty-stricken areas, interfere with their learning process, resulting in increased performance gaps (OECD, 2021). If not countered adequately, all these obstacles tend to result in early school leaving for students with a refugee/migrant background.



Migrations in Greece

For many refugee/migrant parents, their children's schools are one of the few domains where they interact with the host society. Therefore, pre-primary and primary schools are essential for those parents' social integration. Greece could not be an exception as it has been accepting immigrants and refugees from other countries for over three decades. Therefore, Greek society is shaped by a new reality, and today we can undoubtedly characterize it as multicultural. Expectedly, the country's education system is also affected, as it has to adapt daily to the issues arising from societal change. To meet the needs of native and international students, only an inclusive education that treats multiculturalism in the school community as a wealth and opportunity for the overall development of all children, natives, and immigrants can be the solution.

According to the latest national data from the Ministry of Migration and Asylum, by the end of 2021, 965.749 migrants were living in Greece (Greek Ministry of Migration and Asylum, 2021), while 28,320 refugees applied for asylum, from which 8,445 (29.8%) were minors (also unaccompanied) (Greek Council for Refugees, 2022). The number of refugee children is significant, and considering migrant/refugee children from previous years, a holistic approach to those kids' education is essential. The Hellenic Ministry of Education and Religious Affairs announced for the academic year 2021-2022 (Hellenic Ministry of Education and Religious Affairs, n.d.) that it managed to achieve the highest enrollment (up to 95% - 16,417 students) and attendance (75% - 12,285 students) of refugee students, yet many children are not enrolled.

The Greek Policy for the social integration of asylum seekers and beneficiaries of international protection (Greek Ministry of Migration and Asylum, 2022) specifies access to education. Particularly emphasize ensuring access (from the government) to quality and inclusive education for **children and adults**. Refers explicitly to Non-Formal Education (NFE) for teaching Greek as a foreign language to asylum seekers in preparatory classes or, as additional support, in the formal education system, including teaching the basic concepts in the English language. However, there is no mention of the parental involvement of migrant/refugee parents in schools. Without their participation



in the school's activities, no essential inclusion can be achieved for them and their children. The pupils can only develop further with proper communication between the school and the parents. This problem still exists today in Greek schools regarding migrant/refugee parents, and it needs to be solved immediately.

The following chapters will go over barriers and the needs of migrant/refugee parents for their involvement in the educational system. Relevant national, regional, and local policies regarding parent involvement in educational systems will be described, and best national practices for parental involvement in the educational systems will be identified.

2 Parent involvement of migrant/refugee children in the educational system

Migrant/refugee parents, like any other parents, wish to ensure a promising future for their children and are, in most cases, aware that education plays a crucial role in achieving it (Kovacevic et al., 2018). The majority of the migrant/refugee parents have limited ability to speak the host country's language and face challenges such as adapting to a new culture, getting familiar with the laws of the host country, and looking for employment. These challenges can result in a lack of time for school engagement. Additional problems can also arise because the children learn the host country's language faster, influencing the family dynamics. Parents are forced to turn to children for interpretation and explanation of many daily activities, which usually leads to losing authority. It is essential to find support and better communication with parents and schools, engage them in social integration, and familiarize them with the education system and their rights and responsibilities.

The Hellenic Ministry of Education and Religious Affairs has developed several policies for integrating refugee children into the school environment. Firstly, reception classes for students with little or no knowledge of the Greek language have been an integral part of elementary schools in recent years. Those classes are located within the school, and the children receive an intensive Greek language learning program of 15 hours per week. At



the same time, the students also attend courses in their regular classroom, such as Physical Education, Music, Informatics, Foreign Language, or any other course, according to the decision of the Teachers' Association (Hellenic Ministry of Education and Religious Affairs, n.d.).

Secondly, online educational materials are available for different education levels and subjects for students whose Greek language is not their mother tongue. Also, parents can find online information for the registration, attendance, and inclusion of refugee children in schools in Greece. Last but not least, the Ministry tries to provide a holistic approach to the integration of refugee pupils through activities such as:

- Psycho-emotional support through Psychologists and Social Workers from Interdisciplinary Assessment, Counselling, and Support Centers (KEDASY).
- Promoting best practices for better student reception and integration through cooperation with the International Organization for Migration (IOM), the United Nations High Commissioner for Refugees (UNHCR), and UNICEF.

However, as observed, there is no mention of parental involvement in the better integration of refugee students or policies that will ensure the family's intervention in their children's education. In other words, the biggest problem that migrant/refugee parents face is the lack of influence and the exclusion from the school community. Various researchers define parental involvement as the activities between a parent and their child, or between a parent and their child's teachers at school, that can contribute to the child's school success, progress, and overall development (Abdullah, et al., 2011).

Based on the definition above, parental involvement manifests at home and school daily. Parents can facilitate their child's learning at home by helping and checking homework assignments. Furthermore, they can encourage them, form a suitable space for study and be healthy models of behavior. At school, parents can develop constructive communication with teachers, attend and actively participate in preparing school activities and events, and help with school administrative matters. As a result, all this can positively impact children's education in the long term. However, for parental



involvement to bring positive results, the relationship between parents and school should be two-way; this means that efforts should be made from both sides (Epstein, et al., 2002).

When it comes to parents, specific barriers occur and hinder their ability to engage with the school community (INTEGRATED Project, n.d.):

- Language barriers
- Financial barriers
- Legal/bureaucratic barriers
- Psychological challenges
- Risk of discrimination
- Cultural differences – Acculturation stress (adjustment stress)
- Lack of social support
- Lack of availability due to workload
- Lack of quality housing
- Insufficient level of education of the parents may result in them not being able to help their children with school homework effectively
- Lack of school support

In the following sections, the results from interviews with teachers and refugee/migrant parents will be shown. The purpose of those interviews is to define the actual barriers and needs that multicultural schools and refugee/migrant parents face in Greece.



2.1 Results of the interviews with migrant/refugee parents

Within this project's framework, 132 Elementary School of Athens was used as a case study since the municipality of Athens receives the highest percentage of refugees/immigrants in Greece. The majority of the school's students are children of immigrants and refugees (80%), who come mainly from Albania but also from other countries in Europe, Asia, and Africa, such as Syria, Afghanistan, Romania, Bulgaria, Egypt, Nigeria, Bangladesh, Ghana, Ukraine, Georgia, etc. This multicultural school is considered a model school for the smooth integration and harmonious coexistence of all children, Greek and foreign. Since 2000, the schools have developed initiatives according to the priorities and needs of the school community and the possibilities and constraints of the general social and political context. The initiatives and actions that are implemented in this school, unfortunately, do not reflect the real picture in the schools of the Attica; without this meaning that there are no other schools and teachers worth mentioning.

To discover the needs of refugee and migrant parents regarding their children's education, we interviewed 15 parents through focus groups. Interpreters were used when it was necessary to reassure the outcome of the interviews. We mainly asked what their contact and relationship with the school look like and their point of view on the school, how the school provides help, and any issues they have and feel they need further assistance. The majority were women (10), while we interviewed parents with different cultural backgrounds (i.e., Albania, Russia, Ukraine, Poland, Suria & Egypt) and lengths of stay in Greece.

Communication

Most parents indicated that the school tries to maintain regular communication with them and assist them with the necessary information (i.e., medical monitoring for children). It happens both face-to-face and through the telephone (calls, Viber). Parent's Association as well helps a lot to maintain close contact with the school. The most important thing for



them is to know that their children feel safe with the other students, do not receive bullying due to their origin and mother tongue, and do well with their lessons.

In all the focus groups, all parents explicitly mentioned that the communication with the school is fine and that they are satisfied with it.¹, but this is not the case for other schools in Athens, as they get informed by other family members and friends who have their children there. One parent mentioned:

“I had my daughter in this (elementary) school and everything was fine, she was happy. When she moved to high school, she started receiving different behavior from the teachers and the school principal, she felt unwelcome, the school wasn’t supportive of her needs, and she wanted to stay home. That wasn’t the case in the previous school.”

Main needs

Regarding their children’s education, all of them mentioned that it’s crucial for them to support their children at home with their homework; however, for most of them (not all), this is not feasible mainly because they don’t know the host language enough to help them or due to heavy workload, they spend many hours away from home. As one father mentioned:

“I want to spend time with my kids, to play together and help them with their homework, but I can’t. I leave home early in the morning and usually, I return after 6 pm. I’m very tired from work so I need to rest so that I can go to work the next day again. Without my job, we will not have the money for the bills and food.”

Those who are able to be at home dedicate much time to help them while on the other hand, some of them mentioned that since their firstborn child is older and knows the language better, it helps its’ younger brother(s)/sister(s). A couple of them also mentioned bringing private teachers home to help their children with homework. Parents who don’t live many years in Greece mentioned that they would also like more teachers

¹There is room for misunderstandings between the school and the parents, such as the strict arrival time at school in the morning, but this does not spoil their overall positive image.

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to directly support the children that are now coming to school with intensive language lessons (Greek).

Regarding core differences between the school in Greece and their country, most parents recalled how stricter and more respectable the school and its teachers were. The work at school was adequate, and the children did not need extra private lessons at home. Some even mentioned the use of school uniforms and how this worked to avoid inequalities among children due to economic constraints. They are entirely dissatisfied that their school is neglected by the state (cleanliness and security outside the school), mentioning that the teachers can't take care of everything independently.

When asked what they would like to bring to Greek school from their country, all the parents from countries such as Ukraine, Poland, and Russia mentioned that they want the school to have a doctor's office with at least a pediatrician and a psychologist, at least in pre-schools and elementary schools. As one mother mentioned:

“Back in my country in my school when I was a child the school had a doctor. Every child had its own medical record and everything was provided from the doctor (i.e., medicines, vaccination etc.), I don’t understand why the school here doesn’t have at least a pediatrician...if my child gets sick not only I can’t bring it to school, but I need as well to take annual leave from work to visit the doctor if the kid is heavily sick..”

Also, the school can be more prepared in an emergency by having its student's health records. Others also mentioned the free food distribution for all the children², more organized/frequent gym classes, and more sports facilities along with the necessary equipment.

All agreed on the necessity of holding workshops on digital skills to help their children at home with homework and communicate better with the school (i.e., emails). School laws and bureaucracy were often mentioned, indicating that they need assistance on papers they need (for school, work, stay in the country), why they need them, and where they

² Many elementary schools in Greece provide free food distribution but not all of them. For the current school year 2022-2023, the “School Meals” program (which is limited according to its budget) includes 217,267 hot meals per day for primary school students, and it is being implemented nationally in 1,629 school units (ΟΠΕΚΑ, 2022)



need to go to fix them. Some parents mentioned that they would also like assistance from a psychologist in managing their children in stressful situations at home (pedagogical knowledge & emotion management).

2.2 Results of the interview with teaching professionals

Participants

Professionals were questioned using an online survey. The survey mainly asked what their contact and relationship with refugee/migrant parents look like and their views on their involvement in school. In this survey, the majority that participated were women (56%), while half of the responders were between 22 and 40 years old. Almost 38% have over 20 years of working experience, while this group was quite diverse, between individuals who teach in elementary school (62%) and individuals who have close contact with children with migrant backgrounds in schools due to their profession (38%).

The questionnaire showed that most professionals (56%) rated their current relationship with parents as “very well” while only two experts showed unsatisfactory contact with this target group. All of them indicated that even though there is willingness from the parents’ side to be involved in school, the language barrier (81.3%) and the heavy workload (87.5%) had a significant impact on the relationship they have as it makes it very difficult to reach and meet up with them. Other barriers, such as lack of interest, cultural differences, and knowledge about the school system, were also pointed out (over 50%).

Communication tools

All responders indicated that face-to-face contact is the best and most preferable way of communicating with parents. At the same time, phone calls and social media (Viber, WhatsApp) can also assist. Face-to-face meetings enhance intimacy and contribute to more effective communication, as it involves all the physical senses (i.e., body language) and leaves much less chance for misunderstandings. Especially for parents who do not speak Greek and the conversation takes place through an interpreter, the meeting helps



to get to know and understand each other better. Plus, most responders answered that they are less familiar with social media. Thus, types of communication such as face-to-face, email, or written notes are preferred.

The school's announcements are multilingual, and interpreting methods (interpreters from NGOs, other parents who speak the same language, and google translate) are used in meetings with them. The majority (87.5%) of professionals are sufficiently satisfied with the types of communication the school provides (Parent's council, school festivals). The rest (12.5%) strongly believe there is significant room for improvement. However, all the responders agree that the Ministry of Education should provide more interpreters covering all languages.

Barriers & involvement

The fact that the parents feel socially excluded is also reflected in their relationship with the school. If the school does not work intensively on this topic, they do not seek involvement independently. The heavy workload does not allow parents to regularly visit the school and ask about the children's progress or to spend time with them and assist them with their homework. In extreme cases, issues such as lack of food, clothing, or financial assistance, leave them without adequate support. Often some children disappear from school, the communication with the family is abruptly interrupted, and the school does not know if they have been taken to a camp, if they have changed city or country, or what might have happened.

In parents' meetings, they show concern about whether their children have difficulty with the language, whether they are accepted by other children, whether they adapt to the new environment, and the overall safety of their children. In many cases, they do not express their "more personal" issues in the first contact with the school. However, once they feel comfortable, they speak for their overall integration into Greek society, asylum issues, residence permits, etc. Also, several parents are expressing concerns about racist incidents from parents of other children in the school. However, parents' most common anxiety is if their child learns Greek quickly. One professional mentioned:



“Many refugee/migrant parents ask us every time if their child learns Greek quickly mainly because many of them depend on that to communicate in situations such as shopping (i.e., supermarket) or buying tickets for transportation.”

Additionally, several topics are challenging to discuss with parents, such as conditions that have created a traumatic situation for their children (i.e., war, their journey to Greece, and the losses of loved ones along the way).

On the other hand, issues that concern the school environment, such as the way that parents are managing their children's behaviors, how they communicate with them, cases of neglect, school rules, conflicts, aggressive behavior towards other students, the needs of children of this age regarding food, entertainment, managing boundaries in the home, are sensitive and complex to openly discussed. For example, one expert mentioned:

“Often emerges the fact that at home, physical violence is taken for granted and is a perception that is difficult to change, especially in cases of domestic violence. It is challenging to assist in circumstances that are not directly connected to school, especially if there is no provision from the State. Moreover, when it comes to more personal/sensitive matters, there is a high chance of bringing to the surface open wounds that are very difficult to be handled without direct assistance from professionals such as psychologists.”

Some professionals also expressed their fear that due to cultural differences, parents might think that the school tries to intervene in their family or that they may feel that they receive different treatment simply because they are refugees/immigrants.

However, 75% of this survey believes that children's parents must be sufficiently involved in the school. They should participate more in meetings with teachers, PTA meetings, and school events. It is crucial because parents constitute an integral part of the school community. Their presence and involvement with the school community can strengthen the relationship between families and the school and positively contribute to children's learning skills. By getting involved in school activities and being integrated into school life, they feel part of the school, and the integration will be much smoother, leading to better troubleshooting.

To counter the barriers mentioned above, the professionals try to openly communicate with the parents and let them understand that cultural and religious differences are a



richness for school. They try to integrate elements from students' cultures into classroom activities and school events. They try to inform parents about the workings of the school system and to adapt the schedule of meetings to their needs (i.e., afternoon meetings for parents who work, Greek language courses for parents, multilingual communications, and frequent invitations). Greek lessons, for example, except the fact that they help them learn the country's language, it is an opportunity to make them understand that the school cares about them. It is an activity that has been going on for many years in the school and has contributed a lot both to parents' integration and children's learning outcome.

Most professionals try to get refugee/migrant parents involved in the learning process through equal treatment like the local ones and frequent communication. Usually, they give assignments to students that relate to their culture and require cooperation with their parents. This practice has shown that when parents and students feel that they have something to say due to their personal experience, they feel more willing to be involved. The school identifies families in need and tries to support them (i.e., clothes, school meals, and stationery). Especially during the quarantine, this effort was more systematic. A professional mentioned:

“Motivating parents to participate in the school begins with us (the teachers) by building a relationship of trust with them. Acceptance, effective communication, and provision of activities that respond to their needs and are meaningful to them contribute to their involvement. However, this is an ongoing process with no end. It takes constant effort from the school; otherwise, the parents distance themselves again. There are a lot of refugees/immigrants who perceive their stay in the country as temporary; thus, it takes more effort to reach them and make them get involved with the school.”

Educational activities (i.e., Parents' Day in which they would come to the classroom and organize an activity themselves), better working conditions, and equal treatment from the socio-political environment around them are crucial factors that can contribute to their involvement with the school.



3 National, regional, and local policies supporting parent involvement in the educational system

Successful parent engagement programs need a robust framework and practical implementation from the government. Governments worldwide have been implementing policies encouraging parents to be more involved in their children's home, school, and community education (Manzon et al., 2015). In the following chapter, we will review the national, regional, and local policies supporting parent involvement in the educational system focusing on parents of migrant/refugee children.

On a national level, unfortunately, there is no legislation according to Greek law for the involvement of refugee/migrant parents in the educational system. The only official practice established is the Parent's Association, in which participation of parents is not obligatory. This means that schools have to urge them to participate. Therefore, adequate communication between the school and refugee/migrant parents is necessary.

From this point on, the involvement of parents is left to NGOs and schools willing to integrate them with various activities. Still, all this is happening on a volunteer basis with no official support from the country. The only example of an initiative that a local NGO named "Metadrasi" implemented (Metadrasi, 2019) in collaboration with the Ministry of Education and Religious Affairs in 2018-2019 was using interpreters into schools for the smoothest transition of the parents and better communication with the teachers. This initiative helped them gain a better knowledge of the school environment, which made them more willing to participate in school activities. However, due to the pandemic of Covid-19, it stopped, and it's unknown if it will restart again.

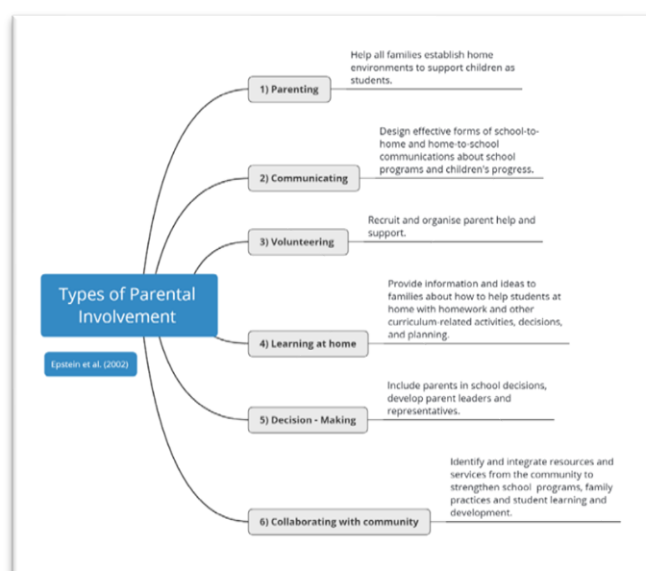
When it comes to schools, there are some examples worth mentioning. They provide lessons in the Greek language to the parents and establish good communication with them, with the help of interpreters when necessary, and make them make decisions for the school's future through Parent's Association. Still, all this is happening voluntarily, as already mentioned. This means that the teachers dedicate some of their time to the afternoon lessons (without any payment) directly after their regular working schedule.



Without any support from the Ministry, most schools are discouraged from taking action of their own volition; thus, examples of schools that make a difference are very limited.

4 Best practices review

Leading researchers in the field of parental involvement have identified six ways that the school can strengthen and prove to be effective. These six ways are: 1) Parenting, 2) Communicating, 3) Volunteering, 4) Learning at Home, 5) Decision – Making and 6) Collaborating with the community. Here follows a Figure that captures the six forms of parental involvement (Epstein et al.):



Parental involvement in children’s school has positive results not only on the child but also on the parents themselves and the school community. Some of the effects of increased parental involvement for children and parents are as follows (INTEGRATED Project, n.d.):

Children:

- Higher school performance regardless of family socioeconomic status, race, ethnicity, or educational level;
- Improving school attendance rates;

- Improving behavior at home and school;
- Improvement of social skills and better adaptation to school, and
- Increasing the motivation to learn and future aspirations

Parents:

- Increased interaction and discussion with their children and greater involvement in issues related to their development
- Enhancing self-confidence in exercising the parental role and improving decision-making skills;
- Greater awareness of the child's progress, the teacher's role, the curriculum, and school policies
- Improving parents' perception of the school and developing stronger links with the school community, and
- Acquisition of new skills and social contacts.

At the same time, parental involvement can also benefit the teachers and the school. A more holistic treatment of the child's needs can be achieved through two-way communication between parents and teachers. More specifically, they can exchange information and gradually improve their cooperation to adopt an individualized approach for each child in learning and behavior, thus avoiding possible misunderstandings. Furthermore, the school can benefit from parental involvement because it better understands the student population and simultaneously develops closer communication with the student's families. In addition, through creating communication channels between school staff and parents of students, teachers can receive further support in the strategies they use to deal with the problems that arise, as well as boost their morale as professionals. Greater involvement of parents in their children's education can help parents and teachers fulfill their role in an environment of mutual trust and respect (INTEGRATED Project, n.d.).



Based on the previous paragraphs, here follows a series of examples of good practices that have been implemented in schools in Greece and have shown positive results of parental involvement.

Example 1: Lessons in the Greek Language

The results of this practice are double effective. As mentioned earlier, except for the fact that refugee/migrant parents learn the country's language, it's also an opportunity to be further integrated into the school's environment and understand that the school cares about them. This practice has contributed a lot both in parent's integration and children's learning outcome, as parents who learn the language, then in return, can help their children with their homework at home.

Example 2: Regular meetings with parents

Regular exchange of information between the school and the parents about the curriculum and students' progress is crucial. It gives the school a chance to have face-to-face contact with the parents and discuss about their children and any issues that may arise. On the other hand, it allows the parents to express their concerns, problems, and questions. Through this communication, a better understanding of the school environment can be achieved, and once again, the school shows that it cares about them, their children, and their needs.

Example 3: Afternoon activities

Participation in school activities can bring close both parents with other parents and parents with their children. There are several ways that this can be achieved. For example, in the **afternoon in the library**, parents and children will gather, and parents will read stories to the children. This can also be organized thematically for each language in the school. This activity brings the parents inside the school, makes them part of it and its activities, and ensures the feeling that they are accepted for who they are and that the multiculturalism that occurs in the school community is a wealth and an opportunity for the all-round development of all (children, parents, and teachers).



Example 4: School movies

Another way is the **creation of movies with cooperation between the parents and the children**. For example, in the school year 2005-2006, the children of the 5th grade of the 132 Elementary school of Athens created a film entitled: "Games from our homelands," in which they presented group games played in their country. In the following school year, 2006-2007, the idea of the same children (in 6th grade now) was expanded, and they asked their parents to teach them about games they played in their childhood. So, they learned group games from Greece, Albania, Poland, Ukraine, Egypt, Persia, Moldova, Syria, Egypt, Persia, and Syria. Through this experience (by creating a movie with their parents), they found out together their similarities, their shared experiences in relation to these games, and the existing variations from country to country. Again, this opportunity brought the parents in close contact with the school, built a more meaningful relationship of trust and understanding with the teachers, and bonded even the parents with their children.

Example 5: Decision-making

In all schools in Greece exists a Parents' Association (the only example of legislation from the Ministry of Education that includes refugee/migrant parents in a school's decision-making process) in which all parents can decide and vote on issues regarding the school and their children's education. By participating all together in the school environment, the parents get to know each other better, and thus incidents of xenophobia and racism decrease. However, participation in the Parents' Association is not obligatory. This means the school has to contact refugee/migrant parents to explain how the Association works and why their participation is essential. One example of cooperation of the Parents' Association in an intercultural school in Athens was the creation of a financial assistance fund for school families in need. The point was that children should be able to attend educational activities that needed a small fee (i.e., visits to museums) and not be excluded due to financial constraints. The Association also decided that there would be no evidence of which families are in need (only the school's principal would know) to avoid feelings of shame and estrangement between the parents. This example brought even closer the parents of the school and strengthened the school community.



Example 6: School events

The participation of refugee/migrant parents in thematic school events has proved very beneficial for strengthening the school community, which results in the overall positive psychosynthesis of their children and their education. For example, an event with the theme of traditional recipes where parents can come to school to present food from their country strengthens, once again, multiculturalism in the school community, helps refugee/migrant parents feel accepted and get to know each other better (locals and not locals).



5 Final Words

Parental involvement of refugee/migrant parents in their children's education in Greece is not covered by the law. Even though many measures have been taken regarding integrating refugee/migrant children into schools, it is not the same for their parents. Very crucial issues such as the effective communication between the school and the parents are yet to be solved since the schools are not provided with sufficient interpreters to cover all the "language" needs. In most cases, schools, on their initiative, try to identify and cover their needs in the way they can. Nevertheless, still, more is needed. Without proper government support, schools will not act on their initiative; thus, the existing gap between the school and refugee/migrant families expands instead of shrinking. The school is part of public authorities, so most refugee/migrant parents are distancing themselves for fear of possible deportation due to a lack of papers. Indeed, the situation has changed for the better over the last few years. However, there is still a great way to be covered since fundamental shortcomings need to be solved, such as interpreters in schools or a doctor's office with psychologists to address each student's needs.



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