

Education disruptions of unaccompanied children in Greece: A literature review

Introduction

- Unaccompanied minors face severe educational difficulties when arriving in the recipient countries, despite the educational support that they receive (Aleghfeli & Hunt, 2022).
- The present study aims to investigate the educational challenges arising for unaccompanied children in Greece, which remain under-investigated.

Methodology

- A literature review is conducted to investigate education disruptions in Greece, focusing on the case of unaccompanied minors.
- Secondary data were collected from reliable sources, including Scopus, ScienceDirect, Taylor & Francis, and others.

Results

- Aleghfeli and Nag (2024) observed that unaccompanied and separated children face various challenges and barriers in different levels of education in Greece, namely, unsupportive social workers, lack of digital skills, and crises-related issues (e.g. the COVID-19 pandemic).

Dr. Kechagia Polyxeni Adjunct Lecturer University of Thessaly

Results

- Stathopoulou et al. (2025) concluded that unaccompanied children in Greece face significant institutional barriers in the educational system.
- Daskalaki and Leivaditi (2018) focused on unaccompanied students in Lesbos and observed that they are engaged in different learning activities, which satisfy their expectations.

Discussion

- The literature review revealed that unaccompanied children are often excluded from the Greek educational system due to the institutional framework, the role of social workers, and the lack of digital skills.
- Future research could focus on certain groups of unaccompanied children, namely girls or students of different educational levels.

References

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