

All Children in Education – Ensuring a Pathway to Education for Refugee and Migrant Children in Greece

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Evaluation of All Children in Education – Ensuring a Pathway to Education for Refugee and Migrant Children in Greece

Final Report

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The Evaluation Team

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ACRONYMS

ACE	All Children in Education
ALP	Accelerated Learning Programme
AWP	Annual Work Plan
CCAC	Closed Controlled Access Centres
CP	Child Protection
CPD	Country Programme Document
CRBA	Child Rights-Based Approach
CRC	Convention on the Rights of the Child
CSOs	Civil Society Organizations
CWD	Children with Disabilities
DG-HOME	European Commission Department for Migration and Home Affairs
DYEP	Reception Facilities for Refugee Education
ELDS	Early Learning and Development Standards
ELSR	Early Learning and School Readiness
EMIS	Education Management Information System
ERG	Evaluation Reference Group
ESTIA	Emergency Support to Integration and Accommodation Programme
ET	Evaluation Team
GBV	Gender-Based Violence
GCO	Greece Country Office
GEROS	Global Evaluation Reports Oversight System
FGD	Focus Group Discussion/s
FO	Field Office
HCACs	Homework and Creative Activities Centres
HPM	Humanitarian Performance Monitoring
HQ	Headquarters
IEP	Institute of Education Policy
IO	International Organization
IOM	International Organization for Migration
IR	Inception Report
IRB	Institutional Review Board
KI	Key Informant
KII	Key Informant Interview/s
LTA	Long-Term Arrangement
MHPSS	Mental Health and Psychosocial Support
MoERAS	Ministry of Education, Religious Affairs and Sports
MoMA	Ministry of Migration and Asylum
MSC	Most Significant Change
NDA	Non-Disclosure Agreement
NCE	No-Cost Extension
NFE	Non-Formal Education
NGO	Non-Governmental Organization

OECD/DAC	Organization of Economic Co-operation and Development/Development Assistance Committee
OAS	Open Accommodation Sites
OOSC	Out-of-School Children
PCAs	Programme Cooperation Agreements
PME	Planning, Monitoring and Evaluation
PSS	Psycho-Social Support
RCs	Reception Classes
RECs	Reception and Education Coordinators
RICs	Reception and Identification Centres
RIS	Reception and Identification Service
R/M	Refugee and Migrant
SDGs	Sustainable Development Goals
SEL	Socio-Emotional Learning
SEN	Special Education Needs
ToC	Theory of Change
ToR	Terms of Reference
T4I	Teach for Integration
UNEG	United Nations Evaluation Group
UASC	Unaccompanied and Separated Children
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

EXECUTIVE SUMMARY

This report presents findings, conclusions, and recommendations of the independent evaluation of the All Children in Education (ACE) Programme. The evaluation was conducted from April to July 2024.

Introduction and Background: As of September 2020¹ there were approximately 120,000 refugees and migrants living in Greece, of which, 33,000 were estimated to be of school-age (4-17 years old), including nearly 4,000 unaccompanied children. Despite the measures in place, significant gaps² remained as the number of refugee and migrant children enrolled in formal education (FE) grew over the years. Given the identified wide range of needs and gaps, the Government of Greece and UNICEF³ decided to launch in September 2021 a two-year programme the “All Children in Education-ACE” Programme focused on refugee and migrant children’s education. As of September 2023, the implementation of the ACE Programme continued with a no-cost extension (NCE) granted until June 2024. The Programme summary is depicted in the table below.

Country	Greece
Programme Title	The All Children in Education (ACE) Programme
Donors	DG HOME (main donor); Akelius Foundation; Porticus Foundation
Budget	24,939,206.53 EUR
Programme Duration	Sep 2021 – Jun 2024
Focus Population	Refugee and migrant children ⁴ ; school staff; ACE educators; FE teachers; children’s families; host communities
Key Implementing Partners	Two National Authorities: MoMA, MoERAS Five NGOs and one INGO; Arsis, Danish Refugee Council (DRC), Metadrasi, Solidarity Now, Elix, Junior Achievement Four Academic Institutions; the National and Kapodistrian University of Athens (NKUA), Aristotle University of Thessaloniki (AUTH), University of Thessaly, University of Patras

The Programme has been designed around two main objectives⁵: i) support school readiness and facilitate access to education for all refugee and migrant children through the establishment of HCACs across Greece; and ii) improve transition and build bridges for successful integration into school through strengthening the enabling environment, including teachers (FE) and educators (NFE) capacity-building, communication with families, sensitization of communities, and monitoring of access and attendance. UNICEF in partnership with Civil Society Organizations (CSOs) and national authorities established a total of 58 Homework and Creative Activities Centers (HCACs) across Greece⁶, since the project started, to support and facilitate refugee and migrant children of 4-17 years old smooth access to school and their continuous attendance. The HCACs aimed to provide comprehensive support to refugee and migrant children and their families through interdisciplinary teams, including educators, interpreters, psychologists and social scientists.

Evaluation Purpose, Scope, Objectives, and Intended Audience: Based on the Terms of Reference (ToR), the evaluation had two main purposes: accountability⁷ and learning. The Evaluation Team (ET) retained the following objectives: to assess the extent to which the ACE Programme met

¹ This time point reflects the situation when the “All Children in Education” Programme was designed.

² Inconsistent enrolment and attendance; a shortage of sufficiently trained staff; delays in recruiting reception class educators; lack of educational materials suitable for refugee and migrant children; no mandatory provision for interpretation in Greek schools to facilitate communication between refugee and migrant students, their parents/caregivers, and school staff.

³ The Programme was supported by Memoranda of Understanding (MoUs) signed by UNICEF and the Ministries of Migration and Asylum (MoMA) and Education, Religious Affairs and Sports (MoERAS) outlining the cooperation, with co-funding from the European Union (European Commission’s department in charge of migration and home affairs, DG HOME).

⁴ The data regarding the geographic location, age, disability and gender desegregated information are described in detail in ACE Dashboard Report May 2024 (Annex 2a).

⁵ The specific objectives, indicators and targets of the Programme are described in detail in Annex 1.

⁶ 28 HCACs in accommodation facilities hosting refugees and migrants in mainland Greece; one HCAC in every open accommodation facility; 5 HCACs in Reception and Identification centres (RICs) in islands of Lesbos, Chios, Samos, Leros and Kos; 1 HCAC in the RIC in the mainland in Fylakio; 13 HCACs in urban areas; mainly in urban areas of Athens, Thessaloniki, Ioannina, Kilkis and Crete with increased refugee and migrant population.

⁷ The evaluation addressed duty bearers, including the Greek Government and the European Union (vertical accountability), as well as relevant partners and the population groups benefiting from the Programme (horizontal accountability).

its specific objectives and the needs of refugee and migrant children; to document enabling factors, lessons learned, best practices, innovations, and challenges faced including unexpected outcomes (positive and negative); to determine relevance, coherence, efficiency and effectiveness, sustainability, and impact as well as the principles of gender equality, inclusion, equity, child rights approach, and results-based management approach within the ACE Programme; to assess the alignment of the Programme with the Government and UNICEF strategic education priorities; to formulate key recommendations on future strategies and programming on access to quality education of children in humanitarian settings. The primary users of the evaluation included UNICEF Greece Country Office (GCO), UNICEF Regional Office, national authorities (especially the MoMA, MoERAS), refugee and migrant communities (rights holders), municipalities hosting refugee and migrant populations, the European Commission and, specifically, DG HOME.

Evaluation Approach: The ET applied a non-experimental, theory-based, participatory with a strong utilization focus approach to the evaluation. In consultation with UNICEF and stakeholders, a Theory of Change (ToC) was constructed retroactively. Ethical considerations were respected in all cases during the evaluation process, and human rights-based and gender-responsive approaches were applied. The evaluation employed a mixed-methods approach and triangulated different sources of data, extensive document review, key informant interviews (KII), and focus group discussions (FGD), combined with validation processes. In total, 37 FGDs and 17 KIIs were conducted as follows

- 21 FGDs with 102 children
- 9 FGDs with parents
- 7 FGDs with ACE educators
- 2 KIIs with Refugee Education Coordinators
- 6 KIIs with implementing partners
- 4 KIIs with universities
- 3 KIIs with MoMA, MoERAS, IEP
- 2 KIIs with UN agencies

The evaluation followed the procedures of UNICEF and the United Nations Evaluation Group (UNEG) to ensure high-quality evaluation processes. All evaluation products were subject to quality review by the Evaluation Reference Group (ERG) and external quality assurance.

Key findings of the evaluation

Relevance: The evaluation research showed that the ACE Programme was aligned with the needs of refugee and migrant children (including unaccompanied or separated minors and children with multiple vulnerabilities) by i) providing language and homework support in up to 58 locations across the country; ii) providing structured psychosocial support activities (PSS); iii) referring children to specialized services; iv) supporting enrolment in public schools; v) enhancing teachers' capacities in multilingual/multicultural settings; vi) developing customized tools and education material to address the needs of refugee and migrant students; and vii) providing support to schools through interpretation services. Data revealed that the Programme acted as a real "bridge" between non-formal education (NFE) and formal education (FE). The Programme's content and duration were judged as relevant to the needs of the refugee and migrant children from all sources consulted; the longer children stayed in the ACE programme, the better they performed⁸. The ACE Programme was fully in line with the Greek Government's policies and targets⁹, the Country Programme Document (CPD) priorities, the National Integration Strategy of Greece¹⁰, and the UNICEF and EU strategic documents in the education of children.

⁸ For example, children's scores in Greek language assessment increased over time, ACEMON assessments, finding #95.

⁹ The Greek MoERAS enacted Law 3879/2010, establishing Educational Priority Zones; Law 4547/2018 provides a legislative framework for regulating educational services for refugee children in Greece. DYEP functions in the framework of mainstream education and applies specific study programmes of limited duration. The Hellenic Integration Support for Beneficiaries of International Protection (HELIOS) programme has been supporting, based on a specific set of criteria, beneficiaries of international protection since July 2019. The government also drafted a National strategy for the protection of unaccompanied minors (UAMs), and, via Law 4960/2022, created a national guardianship system and framework for the accommodation of unaccompanied minors. From 1 January 2024, in addition, a new migration code came into force with Law 5028/2023.

¹⁰ Available at <https://migration.gov.gr/wp-content/uploads/2022/09/NATIONAL-STRATEGY-FINAL.pdf> accessed 22 July 2024.

Coherence: The implementation of the ACE Programme was effectively adapted to address changing contextual factors over its three-year duration, including the mobility of the refugee population, the continuous new arrivals of refugee and migrant children, and the onset of the COVID-19 pandemic. The Programme was implemented with a harmonized approach¹¹ (HA) amongst the different locations as per the initial agreement, however, a more flexible approach was used to better respond to the needs of specific location/site needs¹². However, some issues were recorded on specific locations, such as not always available interpreters or social and psychological support for children, especially during the third year of the programme.

Effectiveness: The Programme satisfactorily achieved its planned or unexpected objectives as follows (September 2021-May 2024): 25,904 refugee and migrant students (104% of the target) received language and homework support (amongst them, 6,261¹³ unaccompanied or separated minors and 284¹³ children with disabilities¹⁴); 8,322¹³ ACE children were supported with structured psychosocial support activities; 546¹³ were referred to specialized services; 4,642¹³ children were supported to enrol in public school; 402 schools (40% of the target) received support through interpretation services¹⁵; 4,949 teachers (89% of the target) and other school staff were trained in the methodologies and pedagogy of inclusive education through Teach4Integration (T4I)¹⁶; 732,728 people (73% of the target) from the local community benefitted from joint sensitization actions and sensitization campaigns on the inclusion of refugee and migrant children in schools. KIIs with all stakeholders and FGDs with children and their parents/caregivers confirmed how important the Programme was to enhance children's learning skills and promote their sociopsychological status. The quality of educational services was improved through the use of written educational materials and tablets.

Efficiency: All stakeholders considered the financial resources for the implementation of the ACE Programme as sufficient. Because the no-cost extension of the project led to limited budget availability, specific challenges occurred during the third year of implementation of the Programme¹⁷. Significant support was provided by UNICEF for the coordination and harmonization of NFE's activities implemented by all actors¹⁸. The need for better in planning and coordination of all relevant actors for the delivery of awareness and visibility events, as well as alterations to visibility materials (e.g., logos), induced considerable stress amongst implementing partners and beneficiaries, despite significant UNICEF support¹⁹. UNICEF's and MoMA's MoU established an ACE Steering Committee (SC) under the leadership of MoMA. However, the SC has been convened for only one meeting during the three-year duration of the Programme, despite the significant efforts from UNICEF and the DG HOME to promote a more systematic coordination.

Sustainability: The ACE Programme mentioned the handover to the Greek authorities, but did not elaborate on an exit strategy during the design phase. The start date of the new programme was unclear to date, causing concern amongst all stakeholders and, most importantly, potentially resulting in gaps in services for refugee and migrant children during the new school year. UNICEF built on and reinforced the partners' experience in NFE provision by providing significant technical support. The NGO implementing partners contributed with their unique characteristics and expertise to NFE, while

¹¹ Harmonized Approach HCAC document, UNICEF GCO data repository.

¹² For example, there were various hours of students' engagement in the Greek language, English, Science, and Homework Support, depending on the diversified needs of different groups (e.g., enrolled in FE vs. newcomers).

¹³ There was no target indicator for this achievement.

¹⁴ Within the context of this programme, disability is captured as self-reported by children and/or their parents.

¹⁵ Mostly due to lack of communication between schools and NGO implementing partners and lack of available interpreters, according to KIIs.

¹⁶ A 400-hours certified capacity building programme, implemented in cooperation with the Institute of Education Policy (IEP) of the MoERAS.

¹⁷ For example, the exclusion of social scientists and psychologists in favour of prioritizing educators in the third year (NCE) of the ACE implementation created additional barriers to supporting the access of children to FE.

¹⁸ This was accomplished by implementing a harmonized approach: the primary goal was to assist NGO implementing partners by establishing common guidelines based on a unified educational approach (e.g., communicative and task-based methods for teaching Greek), standard procedures for monitoring attendance and assessing learning outcomes, fostering synergies and collaboration, and strengthening ties with formal education. Additionally, suggested tools, lesson plans, and learning materials were developed. Further, a specific monitoring and coordination plan was in place. Source: Minutes of KIIs, June & July 2024; Harmonized Approach Document, UNICEF GCO.

¹⁹ For example, by printing and supplying updated logo stickers and other visibility materials.

also expanding the partnership's geographical reach and coverage. The ACEMON platform²⁰, the training material, the monitoring tools and coordination mechanisms, the increased capacity of teachers, and the educational material provide a good basis for the potential continuation of the Programme after its completion in June 2024.

Inclusion, Equity, Gender Equality, Child Rights-Based Approach (CRBA), and Results-Based Management: An inclusive (e.g., based on linguistic background, ethnic origin, etc.), gender-responsive, disability-inclusive, and equity-focused approach was integrated into the design, implementation, and monitoring of the Programme. The NFE in urban centres had certain advantages in comparison to the accommodation facilities²¹. UNICEF established and chaired two types of working groups (on Coordination and Monitoring) to ensure that interventions and monitoring of the ACE. Age, gender, and other equity-related disaggregated data were collected by the NGO implementing partners, and they were analyzed, presented and discussed in the monthly ACE monitoring sub-working group. Programme were well-coordinated amongst the different actors involved. Although the HA states specific tools and mechanisms to conduct effective consultations with children and parents, consisting of a task of the NGO implementing partners, children were not systematically and directly inquired about what they think, feel, and want. On the other side, KIs reported that UNICEF should also strengthen its capacity for such consultations. The child participation element of the quality assurance plan for ACE was missing. As a good practice in the planning of the ACE programme with DG-HOME, the evaluation was included in the design of the emergency programme.

Impact: Parents/caregivers and educators noted the social, emotional, and cognitive benefits of whether children were attending ACE NFE activities, including children's increased interest in play-centred learning activities, and their increased ability to focus on tasks and adapt to FE classroom environments. Children enrolled in FE were also supported by ACE to deal with their school tasks and activities, having a better learning performance. The benefits of socialization, increased confidence, and politeness were stressed by many parents as an important aspect of NFE attendance for their children, as was the learning of foreign languages. Improvements in the health and hygiene practices of children were also noted by parents and educators. Based on the evidence coming from ACEMON²⁰, as the length of participation in ACE increased, better linguistic performance in the Greek language was recorded.

Key lessons learned

From the lessons captured in the report and listed in paragraphs #208-215, the ET highlights some below:

- The intersectoral model of NFE, including child protection (CP) activities into NFE programming, was pertinent and effective for the situational context and provides a lesson to be retained as organizational learning.
- The role of local NGOs, as well as one INGO that collaborated as implementing partners with UNICEF, was found to be paramount in terms of the relevance and effectiveness of the ACE Programme. Their ongoing experience with refugees paired well with the capacity building initiatives by UNICEF to further build their educational and monitoring expertise.
- A critical lesson was the negative impact of removing the PSS and interpretation components from the program during the NCE period/3rd year of implementation without this being covered by other actors or the State. This led to a less comprehensive and well-rounded programme.
- T4I, being a unique and pioneering educational programme which invests in developing the skills of teachers to promote integration and an inclusive culture in schools, was named as best practice at the EU Education and Training Monitor Report 2022²².

²⁰ ACEMON is an electronic platform designed to record the learning progress of children participating in the ACE Programme, in specific areas described as key goals in the ACE Programme as the language literacy and development of linguistics, among other, skills for successful school integration.

²¹ In terms of interactions with local students and community integration, access to Greek cultural events, and the centres were perceived as a "safe neighbourhood hub" for refugee and migrant children.

²² See <https://op.europa.eu/webpub/eac/education-and-training-monitor-2022/el/country-reports/greece.html>

- It has been seen that the transition of complex and large programmes like ACE to national authorities needs to be carefully planned and executed gradually and in a timely way to minimize uncertainty for children and families.
- There was the need to make the flexible implementation of the HA more explicit. This could involve differentiating between OAS and RICs from the outset and suggesting different implementation scenarios based on the needs of the local population.

Key recommendations

Based on key findings and lessons learnt, the evaluation report provides below a summary of the recommendations which are listed and explained in detail in paragraphs #216-221.

1. UNICEF is advised to continue supporting²³ the national authorities, MoMA and MoERAS on advancing the design, implementation and operational modalities of the future ACE across several key dimensions. Examples of these dimensions are: 1) the increase of teaching hours for Greek and English languages as suggested by many parents and ACE educators interviewed; 2) validating and customising the next version of ACEMON²⁰ taking into consideration the stage of learning by refugee and migrant children; 3) integrating activities in future ACE to address the educational and psychosocial needs of children under four years old; 4) strengthening State data systems and integrating MoMA and MoERAS datasets interoperability²⁴; 5) exploring alternative pathways for refugee and migrant adolescents, such as systematic vocational training; 6) **developing a preparedness plan** for future ACE Programme that integrates technology and other resources, enabling educators to streamline tasks, minimize redundant steps, and prioritize NFE teaching; 7) **UNICEF is strongly advised to guide national authorities to include urban centers, in the next Programme due to their significant value according to findings (e.g, #171).**

2. UNICEF is advised to streamline the exit strategy facet of its programming to ensure the seamless transition of large and complex programmes like ACE to national authorities. The **exit strategy needs to be developed at the design phase of the programme with clear ToCs and adjusted in coordination with authorities**, taking into account the changing realities, in the course of the programme implementation and lessons learned, to ensure a smooth transition, avoiding service gaps between the current programme and any future ones. To address these challenges, the ET recommends that UNICEF should ensure the **integration of an exit strategy from the start of all future programmes.**

3. UNICEF is advised for future ACE to cultivate partnerships between local and international universities to leverage research-driven insights into effective practices and educational outcomes. As a pioneering effort in the region, documenting future ACE's impacts can drive continuous enhancements and generate valuable knowledge for informing national and global policies and practices.

4. UNICEF is advised to enhance internal operations and quality assurance of programmes like ACE. In this regard, the evaluation proposes to incorporate the following dimensions in the Programme design document: UNICEF needs to i) ensure the existence of an appropriate ToC in the Programme design document to describe the causal logic; ii) enhance its programmatic visits action plan to effectively support the program's objectives, perform customized and high-quality risk assessments, and promptly address implementation issues; iii) enhance child participation element in the quality assurance plan for ACE-like programmes, by including systemic FGDs (e.g., every 3 to 6 months) with children as well as their families, to uphold their right to freely express views in educational settings²⁵

²³ To the extent possible, after ensuring the needed financial and human resources.

²⁴ For example, RIS statistics and figures should be collected monthly and promptly communicated to MoERAS to enhance planning for the opening of reception classes and the recruitment of education personnel. This collaboration is crucial to ensure the efficiency and success of both the accommodation facilities and urban components of the future ACE Programme.

²⁵ This recommendation is supported by FGDs with children during the evaluation research. The children offered valuable suggestions regarding the educational materials and activities, such as including the history of their countries of origin, increasing the number of English lessons, and incorporating some lessons in their native languages.

and by conducting regular field missions by internally assigned UNICEF Units, based on available human and financial resources.

5. UNICEF is strongly advised to facilitate and provide capacity building on evaluation activities by national authorities to promote systematic evaluation of programmes, considering the necessary allocation of Programme's funds.

REPORT

1. Introduction

1.1 Overview

1. The UNICEF GCO commissioned an evaluation to assess the relevance, coherence, efficiency and effectiveness, sustainability, and impact as well as the principles of gender equality, inclusion, equity, Child Rights approach, and Results-Based Management approach within the ACE Programme, referred to in this report as the “Programme”.
2. The Inception Report, together with the Terms of Reference (ToR) guided this evaluation. The evaluation was conducted between April and July 2024. The evaluation team consisted of Prof. Dr. Anguel Anastassov, an International Consultant, and Prof. Dr. Vasileios Margaritis, a National Consultant, referred to in this report as the ‘Evaluation Team’ (ET).
3. The ERG from the UNICEF GCO served as the key steering committee for the overall evaluation process. The ERG reviewed and commented on all products, deliverables, and tools to ensure that the evaluation was appropriate, relevant, and useful for the intended objectives.
4. By collecting and analyzing evidence, the evaluation helped determine the effectiveness of the ACE Programme on the education of refugee and migrant children. It also assessed whether the current Programme has the appropriate strategic focus to contribute to the development and strengthening of the educational and sociopsychological aspects of the target groups moving forward.
5. The evaluation drew on a variety of evidence sources to answer evaluation questions of the ACE Programme. Evidence gathered included extensive qualitative and quantitative data collection representing a wide variety of beneficiaries and stakeholders, from partners who have experienced different aspects of the ACE Programme. The Convention on the Rights of the Child (CRC), ratified by Greece on 11 May 1993, defines education as a fundamental right for all children. Aligned with these commitments as well as those to achieving the Sustainable Development Goals (SDGs) and in particular SDG 4²⁶, the UNICEF 2022-2025 Strategic Plan states as one of its priority goals that every child, including adolescents, and especially the most vulnerable and marginalized should learn and acquire skills for the future, including children living in humanitarian and fragile settings.
6. UNICEF’s Global Education Strategy (2019-2030) underlined the importance of education in emergencies and fragile situations and strengthening countries’ resilient systems and education in emergencies. Education in Emergencies was guided by the Core Commitments for Children in Humanitarian Action to reach the most disadvantaged children and their families, regardless of the kind of crisis.
7. Although all children’s fundamental right to basic education was recognized under international and regional human rights law, including EU law, in practice the type, quality, and duration of schooling offered to asylum-seeking, refugee, and migrant children depended more on where they are in the migrant/asylum process than on their educational needs.²⁷
8. Recognizing the additional needs of new arrivals in the country, the MoERAS in 2016 launched a refugee education programme by introducing second-shift, DYEP in Greek schools for all refugee

²⁶ ACE relevant SDG4 targets: 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes; 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all. <https://data.unicef.org/sdgs/goal-4-quality-education/>

²⁷ Access to education for refugee and migrant children in Europe. UNHCR, UNICEF, IOM, 2019, p. 4. <https://www.unhcr.org/neu/wp-content/uploads/sites/15/2019/09/Access-to-education-europe-19.pdf>, accessed 22 July 2024.

and migrant children of compulsory school-age (5-15 years old) living in reception and accommodation facilities. For kindergartens, classes were established within the accommodation facilities under the DYEP scheme. Refugee students living in urban areas were enrolled in public schools' regular classes in the morning, some of which were complemented with the support of reception classes. The programme also included the establishment of Refugee Education Coordinators (RECs) to facilitate the enrolment of children residing in accommodation facilities and urban accommodation by resolving bureaucratic barriers (e.g., vaccinations, transportation, coordinating with schools and the MoERAS, lack of communication between parents/caregivers and school staff).

9. As of September 2020, there were approximately 120,000 refugees and migrants living in Greece, 33,000 of whom were estimated to be of school-age (4-17 years old), including nearly 4,000 unaccompanied or separated children (UASC).²⁸

10. In 2022, some 4,616 children arrived by land and sea in Greece, including 2,231 UASC (48%)²⁹. Due to the high number of people arriving in 2022, the number of children also increased two-fold compared to children arriving in 2021 (2,258). The number of children arriving unaccompanied or separated also increased at a three-fold increase compared to 2021 (638). The unanticipated flow of children affects the Greek education system's absorption capacity. In addition, most of the children, including UASC were from Afghanistan, Somalia, and the Syrian Arab Republic³⁰, and a great percentage of these children had never attended any school.

11. Arrivals in Greece continued to rise in the first two months of 2024 - a continuous trend as of August 2023 – with a total of 7,959 people having reached Greece, according to UNHCR. While arrivals increased compared to the same period in 2023 (2,505 people), they remained modest and lower overall than the arrivals of November- December 2023 when 9,518 people arrived by sea and land. In 2024, one-third of arrivals are children, whereas in 2023, the proportion was one-fifth. Of those, almost six out of ten are below the age of 12. Moreover, 24% of all children were registered upon arrival as unaccompanied or separated, mainly from Egypt, Afghanistan, the Syrian Arab Republic, and Somalia. Approximately 43% of the arrivals were men between the ages of 18 and 39, while only 4% were aged 50 years or older³¹.

12. In this context, inclusive education was amongst the priorities of the Greek national authorities. Its recognition as the key to ensuring the right to education has strengthened in Greece over the last decade.

13. In Greece, the lack of data on attendance and dropout rates of vulnerable groups (refugee and migrant children, Roma children, children with multiple vulnerabilities, and out-of-school children) hampers the planning and budgeting required to effectively respond to the needs of these children.³²

²⁸UNHCR, Ministry of Migration and Asylum. The number of school-aged children as reported by the combined sources of Asylum Service, UNHCR and UNICEF which is subject to constant change and will regularly be updated in consultation with the relevant actors.

²⁹Refugee and Migrant Children in Europe: Accompanied, Unaccompanied and Separated: Overview of Trends (January - December 2022), available at <https://eea.iom.int/sites/g/files/tmzbd1666/files/documents/2023-10/refugee-and-migrant-children-in-europe-2022.pdf>. (accessed on 15.07. 2024).

³⁰UNHCR Greece Sea Arrival Dashboard, March 2024, available at <https://data.unhcr.org/en/documents/details/108928>, (accessed on 15.07. 2024).

³¹UNHCR Greece Sea Arrival Dashboard, March 2024, available at <https://data.unhcr.org/en/documents/details/108928> (accessed on 15.07. 2024).

³²A Situation Analysis of Children and Youth in Greece-2020, UNICEF, p. 11, available at <https://www.unicef.org/greece/media/2041/file/Full%20Report:%20The%20Analysis%20of%20the%20Situation%20of%20Children%20and%20Youth%20in%20Greece%202021.pdf>. (accessed on 15.07. 2024).

1.2 Background on ACE

14. Any educational intervention should recognize the diverse needs³³ of refugee and migrant children in Greece—ranging from those residing in reception centers with minimal interaction with local communities to those living in urban areas, and from children enrolled in formal education to newcomers who have not yet accessed it.

15. The “All Children in Education” (ACE) Programme started on September 2021 and ended on 30 June 2024. UNICEF in partnership with CSOs and national authorities established a total of 58 locations across 11 administrative regions in Greece (29 HCACs in Open/Closed Accommodation Facilities in mainland, 5 HCACs in the islands, 13 centres in the cities, 9 “Support to Regions” teams and 2 streetwork teams). The total project budget was 24,939,206.53 EUR provided mainly by DG-HOME. Akelius Foundation and Porticus Foundation also contributed to the ACE Programme with a grant of US\$ 1,001,451 and US\$ 250,000, respectively. The Programme has been designed around two main objectives³⁴:

Objective 1 - Support school readiness and facilitate access to education for all refugee and migrant children through the establishment of HCACs across Greece;

Objective 2 - Improve transition and build bridges for successful integration into school through strengthening the enabling environment, including teachers (Formal Education) and educators (Non-Formal Education) capacity building, communication with families, sensitization of communities, and monitoring of access and attendance.

16. Programme Development Framework: depending on the student’s file/prior record (if available), initial assessment, and identified needs (including those related to formal education enrollment and job-related training for older students), the student groups were formed under the supervision of the Senior Teacher and Programme Manager.

17. Recognizing the diverse needs of refugee and migrant children **a harmonized approach**³⁵ was designed within the ACE Programme not as a “one size fits all” model but as a coherent methodology tailored to the varying needs of refugee and migrant children in different living situations and lengths of stay in Greece. NGO implementing partners (IPs) were encouraged to adapt maximally to the actual needs of the children, such as providing more psychosocial support activities for newcomers and offering language learning and homework support for those enrolled in formal education. Concurrently, a common approach to how NFE should function was promoted to effectively support refugee and migrant students. The primary goal was to assist IPs by establishing common guidelines based on a unified educational approach (e.g., communicative and task-based methods for teaching Greek), standard procedures for monitoring attendance and assessing learning outcomes, fostering synergies and collaboration, and strengthening ties with formal education. Additionally, suggested tools, lesson plans, and learning materials were developed.

18. Educational Materials and Tools. **The Educators used a wide range of educational material for NFE for different age groups, subjects, and purposes.** It is worth mentioning the following: the Accelerated Learning Programme (ALP) developed in 2020 by a tripartite collaboration scheme, of the University of Thessaly, UNICEF, and the Institute of Educational Policy. The Akelius

³³ Examples of needs: access to peer-to-peer support, access to schools providing culturally sensitive and responsive education, emotional and psychosocial support, intensive integration support and alternative care arrangements for separated or unaccompanied refugee minors, provision of youth and child focused services and participatory activities Availability of language assistance in key systems serving refugee children, youth and their families, provision of language assistance tailored for children, strategies to avoid children and youth being used to interpret on behalf of other family members, culturally sensitive, school-based language programs, alternative language training combined with bridging education programs, language training for youth who are out of school, vocational and/or occupation specific language training to prepare youth for employment, access to recreational and cultural activities, participatory and feedback mechanisms for children and youth on programs and services delivered. UNCHR Integration Handbook, <https://www.unhcr.org/handbooks/ih/age-gender-diversity/refugee-children-and-youth>

³⁴ The specific objectives, indicators and targets are presented in Annex 1.

³⁵ Harmonized Approach HCAC document, UNICEF GCO data repository.

Foundation and UNICEF began developing the Greek Akelius Digital Language Learning Course. The toolbox's integrated learning activities “Ftou kai Vgaino” (Greek Version) were applied as core or complementary material in any context of teaching a second language or other subjects.

19. Children with specific needs: **Children with Special Education Needs and Disabilities (SEND) were subject to more targeted assistance in all accommodation facilities visited.**

20. A summary of the ACE Programme is provided in Table 1 below.

Table 1: The ACE Programme summary

Country	Greece
Programme Title	The All Children in Education (ACE) Programme
Donors	DG HOME (main donor); Akelius Foundation; Porticus Foundation
Budget	24,939,206.53 EUR
Programme Duration	Sep 2021 – Jun 2024
Focus Population	Refugee and migrant children ³⁶ ; school staff; ACE educators; FE teachers; children's families; host communities
Key Implementing Partners	Two National Authorities: MoMA, MoERAS Five NGOs and one INGO; Arsis, Danish Refugee Council (DRC), Metadrasi, Solidarity Now, Elix, Junior Achievement Four Academic Institutions; the National and Kapodistrian University of Athens (NKUA), Aristotle University of Thessaloniki (AUTH), University of Thessaly, University of Patras

³⁶ The data regarding the geographic location, age, disability and gender desegregated information are described in detail in ACE Dashboard Report May 2024 (Annex 2a).

21. The key milestones of the ACE Programme from September 2021 until June 2024 are provided in Table 2 below.

Table 2: Key Milestones of the ACE Programme (2021-2024)

Source: Evaluation ToR.

All Children in Education (ACE) Programme Timeline Key Milestones per year	Sep 2021	Beginning of implementation of the ACE Programme - Year 1
	Year 1	<p>Key milestones during Year 1 (Sept 2021 - Aug 2022) :</p> <ul style="list-style-type: none"> • Homework and Creative Activities Centres (HCACs) across Greece (33 in sites, 11 in Urban) through multidisciplinary field teams providing also structured PSS, street work teams (2) and Support to Regions teams (5) • Development of harmonised learning approach • Cultural mediation and interpretation in Greek public schools (Interpretation for Education (Int4Edu)) • Development and improvement of tailored teaching and learning materials (Accelerated Learning Programme (ALP)) • Training sessions for school counsellors, school principals, administrators and teachers (Teach4Integration) • Establishment of ACE Coordination Working Group and ACE Monitoring sub-Working Group • Sensitization actions (Awareness raising interventions)
	Sep 2022	Continuation of implementation of the ACE Programme Year 2
	Year 2	<p>Key milestones during Year 2 (Sept 2022 - Aug 2023)</p> <ul style="list-style-type: none"> • Continuation of the ACE Programme interventions as per Year 1, with the addition of : • Job readiness/skills workshops for adolescent refugee and migrant children (16-17 years old) • Incorporation of digital learning across all HCACs during lessons (Akelius digital learning platform) • Assessment of language competences in Greek and English in collaboration with Ministry of Migration and Asylum (MoMA) for children in HCACs (ACEMON linguistic assessment) • Discontinuation of streetwork teams
	Sep 2023	Continuation of implementation of the ACE Programme - Year 3
Year 3	<p>Continuation of the ACE Programme for Year 3, with a significant reduction in budget, with following changes in interventions:</p> <ul style="list-style-type: none"> • Discontinuation of Support to Regions teams • Discontinuation of structured PSS activities in all HCACs and, • Reduction of teaching and other support staff across all HCACs • Discontinuation of 5 urban HCACs • Technical support through seconded staff to Ministry of Migration and Asylum (MoMA) and Ministry of Education, Religious Affairs and Sports (MoERAS) • Preparation of handover to MoMA 	
Jun 2024	Ace of the ACE Programme	

22. According to the ToR, **a Theory of Change (ToC) had not been developed at the development of the ACE Programme.** Using the current logical framework for the Programme, as well as interviews conducted during the inception phase of the evaluation, **the ET proposed a ToC which was developed retrospectively to guide the evaluation process.** This ToC was validated by the UNICEF experts of the GCO. A visualization of the ToC and the programme's logic chain is included in Annex G.

23. The following Table 3 sets out the main stakeholder groups and explains their role within the ACE Programme and their likely interest in the evaluation findings.

Table 3: Summarized stakeholder analysis

Stakeholder	Roles and Responsibilities in the ACE Programme, and Interest in the Evaluation
Internal (UNICEF) Stakeholders	
Greece Country Office (GCO)	Responsible for the country-level planning and operations implementation. The GCO was called upon to account internally as well as to its beneficiaries and partners for the performance and results of its operation. The GCO directly commissioned the evaluation and is responsible for signing off on the evaluation findings and formulating and implementing the management response.
Education Policy Unit of UNICEF Regional Office	Responsible for overall education policy. Learning from the evaluation could inform regional and corporate learning and accountability purposes on similar interventions.
External Stakeholders	
Community Level	
Students (refugee and migrant children between 4-17 years of age)	Primary beneficiaries of the Programme. Improvements in the programme more broadly directly benefited current and future students.
FE Teachers	Supporting the implementation of the Programme. Improvements in the Programme more broadly directly benefited current and future FE teachers.
Families (Parents-Caregivers)	Indirect beneficiaries of the Programme. They indirectly benefited from recommendations to strengthen UNICEF's Programme.
Non-governmental implementers of the Programme (ACE educators) : Arsis, Danish Refugee Council (DRC), Metadrasi, Solidarity Now, Elix, Junior Achievement	<p>Receiving salaries, training, teaching materials, and classroom materials. Experts in inclusive, equitable, and quality education, lessons, and opinions to share from their own experience of Programme implementation. Aspects of learning from the evaluation may be transferrable to Programme initiatives implemented by NGOs.</p> <p>ARSIS operated 3 HCACs in islands, 1 HCAC in northern borders, 3 HCACs in cities, 3 "Support to Regions" teams and 2 streetwork teams.</p> <p>DRC operated 9 HCACs in mainland, 1 HCAC in a city and 1 "Support to Regions" team.</p> <p>ELIX operated 3 HCACs in mainland, 1 HCAC in a city and 2 "Support to Regions" teams.</p> <p>METADRASI operated 2 HCACs in islands and 2 HCACs in cities.</p> <p>SOLIDARITY NOW operated 16 HCACs in mainland, 6 HCACs in cities, 3 "Support to Regions" teams.</p>
Teacher Training Institutions: the National and Kapodistrian University of Athens (NKUA), Aristotle University of Thessaloniki (AUTH), University of Thessaly	Delivering training to FE teachers and ACE educators. May benefit from aspects of the evaluation findings and recommendations on capacity building.
National Level	
The MoMA	Key partner in providing NFE for R/M children, supporting cultural mediation and interpretation in Greek public schools in collaboration with the MoERAS to improve communication amongst educators, school staff, students, and their parents/caregivers. MoMA was particularly interested in the evaluation findings given the fact that the

Stakeholder	Roles and Responsibilities in the ACE Programme, and Interest in the Evaluation
	possible extension or a new format of a similar Programme would be taken over by the MoMA.
The MoERAS	Key partner of the Programme. Findings and recommendations from the evaluation are directly relevant to the continuation of the support provided by UNICEF to MoERAS's future investment in teachers' capacity building, learning material development and schools' support to successfully integrate R/M students
The Ministry of Finance	In control of budget allocations to various Ministries. Direct influence on MoERAS's capacity to scale up the Programme with reduced support for international actors. Findings and recommendations from the evaluation may refer to budgetary aspects of the Programme and the need for future investments.
Donors	DG-HOME as a major donor and a policymaker provides funding for the Programme and collaborates on strategic direction and determines Programme priorities. Findings and recommendations from the evaluation are likely to be of direct relevance to donors' activities now or in the future.
Other UN Agencies	The evaluation findings are expected to be of relevance to the UNHCR and IOM in ensuring that the Programme is aligned with wider UN efforts.

Source: The evaluation dataset.

2. Evaluation purpose, Objectives and Scope

2.1 Purpose and Objectives

24. Based on the ToR, the evaluation had two main purposes: accountability and learning. The evaluation aimed to provide solid evidence of how well the Programme achieved its objectives (summative evaluation). It addressed duty bearers, including the Greek Government and the European Union (vertical accountability), as well as relevant partners and the population groups benefiting from the Programme (horizontal accountability). The timing of the evaluation coincides with the final months of the Programme implementation as it will draw conclusions and suggest recommendations for a possible continuation phase.

25. The ET retained the following objectives as proposed in the ToR:

- To assess the extent to which the ACE Programme has met its specific objectives and met the needs of refugee and migrant children considering the strategies, partnerships, and activities implemented and the project design, scope, implementation status, and capacity to achieve the project outcomes;
- To document enabling factors, lessons learned, best practices, and innovations, and to analyze barriers, bottlenecks, and challenges faced including unexpected outcomes (positive and negative);
- To determine relevance, coherence, efficiency and effectiveness, sustainability, and impact as well as the principles of gender equality, inclusion, equity, Child Rights approach, and a Results Based Management approach within the ACE Programme;
- To assess the alignment of the Programme with the Government and UNICEF strategic education priorities;
- To formulate key recommendations that provide guidance and orientation on future strategies and programming on access to quality education of children in humanitarian settings.

2.2 Expected users

26. *Primary users of the evaluation included:*

- UNICEF GCO to analyze lessons learned, identify good practices, effective strategies, and inform future programming planning and implementation;
- UNICEF Regional and Country Offices that engage with education programming in a humanitarian context (especially COs in the Region that hosts school-aged children who fled Ukraine) to foster learning across the organization on good practices, effective strategies, evidence-based advocacy, programming planning, funding proposals;
- National authorities and especially the MoMA and the MoERAS, including the Institute of Educational Policy (IEP) and the Regional Educational Offices, to continue the support provided by UNICEF for the possible future format of ACE and to inform future education sectoral planning, policy interventions, and funding proposals;
- Refugee communities (rights holders) to be empowered to apply lessons learned and promising practices at the community level to strengthen the inclusion of children at school as well as educational outcomes;
- European Commission and specifically the Department for Migration and Home Affairs (DG HOME) as a donor of the ACE and similar Programmes.

27. *Secondary users of the evaluation included:*

- UN agencies in the Region engaged with education programming for refugee children to inform planning and budget allocations, and identify emerging areas of complementarity;
- Civil Society Organizations in Greece and their staff, especially those engaged with education programming for refugee and migrant children to benefit from the lessons learned and the challenges identified;
- Scientific and academic education community, especially pedagogy departments in universities to use the emerging evidence on the application of educational theories and models in practice;
- Potential donors that will have evidence of achievement of planned outcomes by similar Programmes to be funded in the future;
- FE teachers on the identification of lessons learned and good practices on tailored teaching and learning materials to support refugee and migrant children;
- Municipalities hosting refugee and migrant populations to gain a comprehensive understanding of refugee and migrant population social inclusion and sensitization practices and inform Programmes at the local level;
- Local communities hosting refugee and migrant populations to gain a comprehensive understanding of refugee and migrant population social inclusion and sensitization practices.

2.3 Scope, period covered and evaluation questions

28. *Strategy Framework Scope:* The evaluation was conducted in the context of the priorities and programmatic approaches set by Country Programme Document 2022-2026, under the UNICEF Strategic Plan 2022-2025 and the Refugee and Migrant Humanitarian Action for Children appeal, the ACE Programme Description Of Action with DG Home, and its results framework (Annex B). A ToC for the Programme was constructed retroactively (see #22).

29. *Thematic Scope:* The evaluation assessed the effectiveness of the implementation strategy and its outcomes and results. The evaluation included a review of the Programme design and assumptions made at the beginning of the Programme development process; project

management; project activities; and assessed the extent to which the desired project results have been achieved. Gender, disability, country of origin, and language were variables considered for equity and inclusion.

30. *Geographic Scope*: At the national level, the assessment looked into the extent to which the outcomes generated by the ACE Programme were integrated into national policies and practices as well as at the overall guarantee of achieving access to education. The Programme was implemented in 58 separate locations across 11 administrative regions in Greece (Attica, Central Greece, Central Macedonia, Eastern Macedonia and Thrace, Epirus, Western Greece, Peloponnese, Thessaly, North Aegean, South Aegean, and Crete) at the sub-national and local level, and the evaluation assessed the locations where the ACE Programme was implemented.

31. *Chronological Scope*: The evaluation covered the Programme implementation period from the start of the ACE Programme in September 2021 to June 2024 (up to the completion of the data collection), but it was forward-looking in providing conclusions and recommendations.

32. Evaluation framework (questions): The table below presents the list of key evaluation questions clustered according to the evaluation criteria defined, following the overarching objectives of the evaluation.

Table 4: Evaluation Criteria and Questions

Evaluation criteria	Evaluation questions
1. Relevance	1.1. To what extent ACE Programme design was aligned with the needs of beneficiaries and stakeholders that were identified at the Programme design? 1.2. To what extent the Programme was designed and implemented taking into consideration the National and EU strategies, policies, plans, and priorities?
2. Coherence	2.1. To what extent the Programme implementation was adjusted based on the changing contextual factors (evolving needs of migrant and refugee children, increased population, population movements, change of policies/ regulations, COVID-19, emergencies, security issues, etc.)? 2.2. To what extent was the Programme implemented in a harmonized approach amongst the different locations?
3. Effectiveness	3.1. To what extent did the Programme achieve its planned (intended) or unexpected (unintended) objectives and results to address the needs of refugee and migrant children? 3.2. To what extent are the Programme objectives and results similar nationally, or have there been differences based on the local context (comparative analysis and within-state variations)? 3.2.a. Government Capacity: To what extent and how have the Government stakeholders increased their capacity to introduce standardized levels of quality of education? 3.2. b. Materials: What positive difference has been made in improving the quality of educational services by increasing access to educational materials? 3.3. How did the interventions lead to the establishment of effective teacher learning programmes (pre- and in-service) and supportive (teaching and learning resources) systems that meet international/ EU standards/ practices? 3.4. Student Empowerment: How has access to education affected OOSC attitudes and aspirations? How do OOSC (females in particular) feel about having access to education?
4. Efficiency	4.1. Were financial resources, human resources, and supplies sufficient (in terms of quantity), and adequate (in terms of quality), and distributed/deployed promptly? 4.1.a. Sufficiency: Is the allocation of human, operational, and financial resources appropriate, and adequate, to deliver intended results? 4.1.b. Timelines: Are the Programme activities being implemented according to its timeline? 4.2. To what extent did the coordination and partnership building adequately support effective implementation of the Programme?

	4.3. What are the comparative strengths and added values of the implementing organizations in the frames of the Programme? 4.4. Are there more efficient ways and means of achieving outcomes?
5. Sustainability	5.1. To what extent are the benefits of the Programme sustainable, and can the enablers of the Programme (such as teacher capacity building, communication with families, community sensitization, and monitoring of access and attendance) for successful school integration be maintained? 5.2. To what extent the capacity of the stakeholders and the partners engaged in the Programme was strengthened to sustain the Programme's benefits after its conclusion? 5.3. To what extent is the Programme integrated or planned to be integrated and institutionalized by the Government both technically and financially? 5.4. To what extent has the strategy adopted by the Programme (on stakeholder capacity, including ownership by the government; partnerships and policies; and exit and transition) contributed to the sustainability of learners' results?
6. Inclusion, Equity, Gender Equality, Child Rights Based Approach, and Results Based Management	6.1. To what extent was a non-discriminatory inclusive (e.g., based on linguistic background, ethnic origin, etc.), gender-responsive, disability-inclusive, and equity-focused approach integrated into the design, implementation, and monitoring of the Programme (art. 2 of the CRC)? 6.2. How thoroughly was age, gender, or other equity-related disaggregated data collected and monitored throughout the Programme? 6.3. To what extent did the monitoring of the Programme provide sufficient evidence that could be utilized towards informing its effective implementation? 6.4. How the views of children were considered and had an impact on the implementation of the programme in the best interest of the child principle (art. 12, 28 and 29 of the CRC)?
7. Impact	7.1. To what extent the Programme has generated significant positive or negative, intended, or unintended higher-level effects (short-term; medium-term; and long-term) that led to a systemic transformation in integrating refugee and migrant children in schools?

3. Evaluation Methodology

33. The evaluation used the modified Organization for Economic Co-operation and Development/Development Assistance Committee (OECD/DAC) criteria of effectiveness and sustainability, as well as equity, gender equality, and human rights considerations. The methodology was in line with the evaluation approach and guidance provided in the United Nations Evaluation Group (UNEG) Guidelines and the professional evaluation standards following the UNEG Norms and Standards for Evaluation, Ethical Guidelines for Evaluation, Code of Conduct for Evaluation in the UN System, and Guidance on Integrating Human Rights and Gender Equality in Evaluations. The ET followed the Code of Conduct for evaluation in the United Nations System (Annex B.1).

34. Multiple data sources were exploited including literature/documents review about the ACE Programme; FGDs data; and Key Informant Interviews (KIIs) data.

3.1 PRIMARY DATA COLLECTION

A. Fieldwork:

35. The ET conducted a field mission in Greece. A detailed plan for the field mission was prepared with relevant stakeholders and local partners and coordinated by UNICEF. **Before the primary data collection, the ET applied for and received Research Ethics Approval from the HML Institutional Review Board (IRB) on 27th May 2024.** Therefore, primary data collection was conducted in May and June 2024.

36. During each field visit, the ET conducted:

- **Focus Group Discussions (FGDs) with children aged 4-17** who attending the classes of the ACE Programme during the day and at the time of the visit, using semi-structured interview guides for primary data collection, one for the young children (aged 4 to 12 years) and one for adolescents (aged 13-17 years) (Annex B.2).
- **Focus Group Discussions (FGDs) with the parents/caregivers** of the children aged 4-17 who attending the classes of the ACE Programme during the day and at the time of the visit, using semi-structured interview guides for primary data collection (see Annex B.2).
- **Focus Group Discussions (FGDs) with the NFE educators** of the children aged 4-17 who were attending the classes of the ACE Programme during the day and at the time of the visit, using semi-structured interview guides for primary data collection, (see Annex B.2).
- **Key Informant Interviews (KIIs) with the Refugee Education Coordinators (RECs)**, who were present during the day and at the time of the visit, using semi-structured interview guides for primary data collection (see Annex B.2).

37. **Purposeful and convenience sampling** was used to reflect the different types of stakeholders and beneficiaries as well as locations. Given the many direct beneficiaries, this sampling strategy was used to ensure coverage of the main categories of Programme participants and regions.

38. The ET had an initial list of criteria for the selection of locations for conducting FGDs and KIIs which were validated by the UNICEF GCO (Annex 2C).

1) Implementing partners: ensured that all implementing partners were represented.

2) Type of intervention: ensured that locations selected covered all types of HCAC operating within ACE.

3) Long-term attendance of children in the HCAC: Based on ACEMON as a platform of the MoMA, in some of the selected locations some children were enrolled from 2022 and onwards.

4) Staffing coverage modality representation: there were two modalities – roving teams covering more than one site and stable teams. There were roving teams in 15 accommodation facilities and stable teams in 8 accommodation facilities. The ET confirmed that both modalities were represented.

5) Country of origin of children attending HCACs: selection ensured that facilities accommodating refugees with different CoO, including from Ukraine, were also covered.

6) Monthly and regular attendance in ACE: The proposed locations had a high attendance rate (monthly attendance vs regular attendance) and a good ACE coverage compared with data received from the Reception and Identification Service/Ministry of Migration and Asylum (RIS).

7) Sensitization meetings: to see if parents were available for a particular FGD, it was checked how many meetings per month have taken place on average in Year 3 (2024).

39. As a result, identified FGDs and KIIs in the field visits are presented in Table 5 below:

Table 5: Identified FGDs and KIIs in the field visits

21 FGDs	Children at Arsis Urban, Schisto, Lesvos Mavrovouni KED, Nea Kavala, Serres, Veria, Elefsina
9 FGDs	Parents/Caregivers
7 FGDs	ACE educators
2 KIIs	Refugee Education Coordinators

Source: The evaluation dataset.

40. **In total 37 FGDs were conducted with engagement of 102 children, the ACE Programme beneficiaries.** Recruitment of the focus group participants was ensured by the ET and respective focal points. Where possible, the gender and age of the participants were considered. Between 5 to 7 participants were included at the same time in one FGD. The duration of each FGD was 30 to 40 minutes for children and approximately 1 hour for parents, ACE educators, etc. The FGD in

Homework and Creative Activities Centre operated by ARSIS in Athens served as a pilot (April 2024) for all other locations included in the sample of the evaluation.

41. The FGDs with students and parents/caregivers were conducted if needed with translation from Arabic, Dari, Farsi, French, Kurmandji, and Ukrainian languages.

42. Based on the provided project documents and communication with the project's implementing partners, inputs from the Education Specialists, as well as feedback from the CRM-E Specialists, the ET prepared semi-structured guides for KIIs and FGDs that are presented in Annex B.2. Questions within the guides were elaborated taking into consideration OECD/DAC criteria and evaluation questions defined by the ToR. Specific questions for each implementing agency were also included in the document.

B. Key Informant (KI) stakeholders and implementing partners and Key Informant Interviews (KIIs):

43. The ET planned in-person and virtual interviews with representatives of the following institutions:

- Category I – Project implementing Partners: Arsis, DRC, Metadrasi, Solidarity Now, Elix, Junior Achievement (6 KIIs), and Universities (4 KIIs).
- Category II – Government Bodies: MoMA, MoERAS, IEP³⁷ (3 KIIs).
- Category III – UN Agencies: UNICEF³⁸, IOM³⁹, UNHCR⁴⁰ (3 KIIs).
- Category IV -Donor (DGHome) (1 KI).

In addition, several briefings with relevant UNICEF GCO staff took place during the evaluation process.

44. To date, 14 KIIs have been interviewed using the semi-structured guide (Annex B.3) during the fieldwork with implementing partners and stakeholders.

3.2 SECONDARY DATA COLLECTION (DESK REVIEW)

45. This consisted of a desk review of literature/documents review about the ACE Programme:

- Strategic EU, UNICEF, and national documents from Greece on refugee and migrant education;
- ACE Evaluation Library: minutes and verification documents of the ACE Coordination Working Group meetings; Acemon Linguistic Assessment; Assessments of T4I & ALP; MoUs; Harmonized approach; Demographics from RIS; Education Material; Enrolment to FE updates; Implementing Partners reports; Partnership Agreements; Dashboards; Briefs; ACE Monitoring Sub-Working Group meetings; Donor Agreements, KPIs progress and reports; records relevant to the evaluation such as teacher training curricula, and teacher records of children's performance;
- UNICEF Evaluation Reports on education and refugee and migrant children;
- Scientific and academic publications; and
- Mass-media publications.

46. Evaluation Matrix and Data Sources. An evaluation matrix, developed from the ToR questions, is in Annex H. The matrix displays the main evaluation objectives and sub-questions related to each of the ToR elements.

47. Table 6 below summarizes the qualitative and quantitative data collection methods and key elements considered.

³⁷ Despite sending interview invitations and reminders, no representative from IEP has responded to the ET to date. This was justified as a result of internal changes in staff accountabilities.

³⁸ The ET held multiple KIIs with Units of the GCO, such as Education, PME, Communications, Operations, and PSU.

³⁹ Despite sending interview invitations and reminders, no representative from IOM has responded to the ET to date.

⁴⁰ Despite sending interview invitations and reminders, no representative from UNHCR has responded to the ET to date.

Table 6: Summary of the qualitative data collection methods and key elements considered

Method	Elements
Key Informant Interviews	<p>Key stakeholders identified in consultation with UNICEF included:</p> <ol style="list-style-type: none"> 1. Category I – Project implementing Partners: Arsis, DRC, Metadrasi, Solidarity Now, Elix, Junior Achievement; Universities 2. Category II –Government Bodies: MoERAS, MoMA, IEP¹¹ 3. Category III – UN Agencies: UNICEF¹², IOM¹³, UNHCR¹⁴ 4. Category IV - Donor (DG Home) <p>In addition, several briefings with relevant UNICEF GCO staff took place during the evaluation process.</p>
FGDs	<p>Efforts were made to involve women and girls at all levels. Whenever possible, the FGDs were carried out in the language of the participants. In cases where it was not generally acceptable for women to leave the home and gather in a public space, the Evaluation Team ensured that KIIs with women were conducted in their homes.</p>
Document Review	<p>Desk review of relevant documentation, incorporating an analysis of how gender issues were addressed by the interventions and results achieved. Documentation fell under different categories including:⁴¹</p> <ol style="list-style-type: none"> 1. Programme Reports⁴² 2. Donor Reports 3. Organizational policies, international and regional conventions 4. Strategic and Annual Plans and reports 5. Policy Frameworks and Strategic Plans 6. Monitoring Reports 7. External Research Reports 8. Other literature related to the evaluation including gender-related documentation

Source: The evaluation dataset.

3.3 Sampling challenges and mitigation strategies

Document Review and Pre-Existing Quantitative Data Sampling Strategy

48. A large quantity of pre-existing documentation was available from both internal Programme documentation as well as external reviews and research. Although sampling terminology was cumbersome when discussing pre-existing information, technically, the sampling frame for these two data sources was the library of information compiled and organized by UNICEF under this Programme. The sampling procedure was purposive and convenience sampling was based on information richness.

Quantitative Data Sources

49. A review of the available material led to the identification of important quantitative data including the log frame indicator data (from Programme reports) and the descriptions of all ACE data compiled in the UNICEF database.

Qualitative Data Sources

50. The reviewed documents were also identified during the inception report preparation. Annex E contains the list of documents selected in consultation with UNICEF as information-rich for addressing relevant evaluation questions.

Stakeholders Sampling Strategy

51. The ET developed categories of stakeholder groups that were deemed most information-rich from all potential groups available for interview.

- a. Students (girls and boys);
- b. ACE Educators
- c. Refugee Education Coordinators;

⁴¹ A detailed list of documents consulted can be found in Annex E.

⁴² Documents about the ACE Programme (minutes and verification of the ACE Coordination Working Group meetings; Acemon Linguistic Assessment; Assessments of T4I & ALP; MoUs; Harmonized approach; Demographics from RIS; Education Material; Enrolment to FE updates; Implementing Partners reports; Partnership Agreements; Dashboards; Briefs; ACE Monitoring Sub-Working Group meetings; Donor Agreements and reports.

d. Parents/Caregivers.

52. The ET identified and categorized possible sampling challenges that may impact the evaluation and proposed mitigation strategies. These challenges and mitigation strategies are detailed in Table 7 below.

Table 7: Sampling challenges and mitigation strategy

Identified Challenge/Limitation	Mitigation Strategy
Timing	Project staff might not always be available to provide input. The proposed evaluation plan has been done in collaboration with the UNICEF GCO representatives, and activities have been planned according to the staff member availability.
The complexity of the business and the sensitive operating environment	It might be challenging to measure performance considering the highly sensitive environment in which the project was implemented. The ET considered the complex environment in which UNICEF operated when elaborating the evaluation methodology and tools.
Size of the sample for in-depth consultations with the key stakeholders	Given the large number of locations (58 different locations across 11 administrative regions in Greece throughout the three years of the ACE Programme), the sample for the evaluation cannot be representative. Taking into account time and resource restraints, the ET tried to contact all groups of stakeholders for in-depth discussion. The triangulation process involving other consultation tools and covering all groups of stakeholders guaranteed a rigorous evaluation process.
Children and parents speaking their national language only	The ET made use of available interpreters working at the accommodation facilities in Arabic, Farsi, and Kurmanjii languages. Apart from the knowledge of English and Greek, the ET used its knowledge of French and Russian languages to communicate with children and parents.
Ethics	<p>The Evaluation Team followed strict ethical guidelines with UNICEF ethical standards concerning informed consent (Annex B.4), privacy, and confidentiality. This means that standards and norms regarding professionalism, transparency, independence and impartiality, credibility, equity, human rights and utility were integrated throughout the process and outputs of the evaluation.</p> <p>The ET employed the following ethical safeguards for this consultancy:</p> <ul style="list-style-type: none"> • Managing expectations; • Evaluators carefully explained the nature and purpose of the evaluation and the role that the data played in the research project; • Voluntary Participation: Participation in the research was undertaken voluntarily. The ET explained to participants in plain language that they were not required to participate and that they could stop participating at any time without negative consequences; • Anonymity and confidentiality: Ensuring confidentiality and anonymity was most important. The identity of all evaluation participants was kept confidential throughout the process of data collection as well as in the analysis and writing of evaluation findings.
Reporting bias	Given the sensitive operating environment, it was likely that the evidence gathered may be affected by a degree of reporting bias. To mitigate this bias, the ET carefully explained to all respondents that this was a learning-based exercise and that their anonymity would be protected. No negative personal or professional consequences resulted from the information they shared.
Variety and availability of respondents	Not all informants identified by UNICEF and the ET were available during the data collection phase. Cast the net wide in initial stages to identify all potential informants, thereby ensuring that if one informant was not available, another spoke from the same perspective; provided flexibility to accommodate informants' schedules; data gaps from the interviews were addressed through literature review.

Identified Challenge/Limitation	Mitigation Strategy
Limited availability of documents	Not all data and documents requested by the ET were available during the data collection phase. Two rounds of documentation analysis were completed to allow for proper collection. The first round informed the stakeholder map in the inception phase. The second round helped to answer the evaluation questions and triangulated the data.
A lack of clarity around definitions used by UNICEF and external respondents.	Spend time clarifying key terms amongst the Evaluation Team and with UNICEF to ensure alignment. The ET remained aware of the need to lay down definitions throughout the evaluation.
Data gaps with specific evaluation questions	In the evaluation matrix, each question has at least two data sources. Those with three or more data sources were considered more complicated to gather (and hence, have been allocated an additional data source). Data sources were also linked with the indicators to be used per question.

3.4 Evaluation phases

53. To fulfill the purpose of the evaluation, the ET used the following phases, presented in Figure 1 below:

Figure 1: Phases of evaluation



Phase 1 – Inception Report

54. As part of the inception phase for the assessment, the evaluation team led a series of kick-off calls, conducted a desk review (the list of reference documents is provided in Annex E), and developed this draft inception report. The first phase of the evaluation provided an opportunity to gather preliminary information concerning the implementation of the ACE Programme.

55. On 4 April 2024, a virtual meeting took place with the participation of the UNICEF GCO PME Head to review the evaluation methodology and questions, clarify expectations, exchange ideas, review several key documents and reference materials, and adjust the evaluation approach, if necessary.

56. The results and learning of this phase are summarized in the inception report. The inception report translated the ToR for the evaluation into an operational plan and determined how the evaluation was carried out.

Phase 2 - Data collection phase

57. After completing and reviewing the inception report by the ERG, UNICEF reviewed the inception report and obtained ethical approval before the start of the interviewing process. The inception report was also provided for an external review to ensure compliance with UNICEF requirements. Subsequently, the ET began the data collection phase of the evaluation.

58. The ET conducted a thorough desk review of the required documentation. The initial literature profile came from the documentary resources provided by UNICEF in the ToR and subsequent discussions. From this core list of documents, the literature search was expanded to identify relevant sources.

Phase 3 – Analysis and Reporting

59. After presenting and receiving feedback on initial findings, the ET systematically reviewed and analyzed all data, identifying key factors, patterns, discourses, and relationships relevant to the evaluation questions. This phase reviewed interview transcripts, relevant documents, and other materials.

60. For stakeholder interviews and focus group discussions, the ET deployed a thematic analysis, identifying both anticipated and unanticipated results of the processes and activities, good practices, challenges, levels of capacity, and areas of improvement.

61. Qualitative and quantitative administrative data were triangulated, and compared against one another to identify any inconsistencies in information. Triangulation helped to ensure the accuracy of findings, analysis, and interpretation: drawing on different methods and theories allowed the ET to overcome any biases or weaknesses associated with a particular process.

62. The evaluation applied a human rights lens to data analysis, considering all research findings from a conceptual framework normatively based on UNICEF human rights standards and laws.

63. The data collected were compiled internally using an analytical framework based on the evaluation matrix as the key tool for data collection and organization. This stage included, amongst others, the comprehensive and statistical analysis of key relevant qualitative and quantitative data stemming from the evaluation tools.

64. The ET prepared an evaluation report following the United Nations Evaluation Group (UNEG) Norms and Standards and Quality Checklist for Evaluation Reports. Findings flow logically from the data, showing a clear line of evidence to support the conclusions. Conclusions have been substantiated by findings and analysis. Recommendations and lessons learned flow logically from conclusions. Recommendations are specific, actionable, and directed to relevant stakeholders and categorized as short-term, medium-term, and long-term.

65. UNICEF would make the final evaluation report available to the primary users.

3.5 Ethical considerations

66. The ET adhered to the highest ethical standards during every stage of its work. Before the commencement of the fieldwork, the team ensured an ethical review and approval of the full research protocol (that included all data gathering tools/instruments and methods as well as information on how ethical issues will be dealt with) by an independent and impartial ethics review board, the HML Institutional Review Board (IRB) on 27 May 2024, as per UNEG Ethical Guidelines and UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection, and Analysis.

67. To protect confidential information, the private documents were handled carefully. In this respect certain common-sense rules were applied, for instance securely storing confidential materials, ensuring they were protected from damage, and irreplaceable vital documents were stored in fireproof, waterproof safes or cabinets.

68. As required by UNICEF, informed consent was obtained from all participants involved in the evaluation. Consent forms were utilized during the evaluation (Annex B.4). The ET ensured that consent forms were read by (or to) the participants, verbatim, before beginning the activity in which they were participating. The informed consent and data collection instruments were pre-tested in a small sample population of children, the learning centre's ACE educators, and staff, and modifications were made to improve the usability and comprehensibility of the data collection instruments (see also #40).

69. Ethical safeguards for participants adhered to throughout the evaluation, including respect for dignity and diversity, right to self-determination, fair representation, and compliance with codes for vulnerable groups, i.e. adherence to ethical principles and procedure, do no harm, confidentiality, and data collection.

70. A conflict of interest in evaluation could occur when financial or other personal factors affect or appear to impair an evaluator's professional judgment in doing or reporting research. The circumstances, not the actions or character of an individual evaluator, defined a conflict of interest. The key ethical dilemma was what to do with such circumstances which, if not handled appropriately, could cast doubt on the impartiality of the research or somebody's unbiased participation in a specific decision-making process. What was done to prevent a conflict of interest?

- listed any social or personal activities that may impact how an evaluation is performed;
- examined any current or recent institutional relationships considered thought to impact objectivity;
- examined and adhered to all of the criteria on what constitutes a conflict of interest.

No conflict of interest was identified amongst the ET members.

71. A series of measures were integrated into the methodological approach to respond to issues of disaggregation and potential bias. Firstly, the selection of stakeholders who were interviewed always included a range of women, men, girls, and boys to ensure that the respective voices from each of the stakeholder categories were included in the data. Secondly, the ET developed standardized interview protocols based on the evaluation ToR questions to ensure that the interviews and group discussions were applied consistently to the various stakeholders and adapted to the context and capacities of the stakeholders. Thirdly, the ET itself represented a diverse mixture of nationalities and expertise. Different members of the teams interviewed different sets of stakeholders to limit potential interviewer bias or respondent reticence. Finally, data analysis was done collectively with all ET members to provide triangulated assessments of conclusions (interrater agreement).

72. Based on the United Nations Evaluation Group (UNEG) guidance and UN SWAP Evaluation Performance Indicator (EPI), the methodological approach further integrated a gender-equality lens as part of the overall analysis. This involved addressing the substantive aspects related to gender and equity issues included in the evaluation period. In this sense, the evaluation applied gender analysis and assessed the extent to which differential needs, priorities, voices, and vulnerabilities of women, men, boys, and girls had been considered in the design, selection, implementation, and monitoring of the Programme.

3.6 Evaluation Limitations

73. Frequently faced risks such as issues affecting timelines and deliverable schedules, securing interviews and timely response from key stakeholders, and unexpected events preventing planned data collection, were expected to be assessed and accounted for during the inception phase and reflected in the final timeline scheduled, presented in the inception report. Table 8 presents evaluation limitations and risks and proposed risk mitigation measures.

Table 8: Evaluation limitations and risks and mitigation measures

Evaluation Limitations and Risks	Evaluation Limitations and Risk Mitigation Measures
Analytical evidence does not allow for contribution analyses	The methodological approach and design and the production of a validation matrix provided the ET with a clear picture of the existing evidence and sufficient information to make timely decisions to add more data points or to present a compelling case to change the scope of the analyses.
Limited accessibility for additional primary data (key informants), administrative or outcome-level data	Significant emphasis was given to identifying key informants as access to resources and ability to engage with children could vary widely (e.g. children living in different accommodation settings and locations on islands and the mainland). Limitations included the fact that not all field staff (ACE educators and coordinators from Implementing Partners, Government officials) were identified as Key Informants.
Disaggregated data and limited availability of Government counterparts	There were several limitations to the evaluation that hindered the process, notably: (i) disaggregated data not available, or the quality of available data was not satisfactory; (ii) interviewing Government counterparts depended on their availability. Limitations were further elaborated in the various phases of the evaluation. The ET sought additional secondary data sources.
Space and timing of KIIs and FGDs. The timing of planned KII meetings may encounter some problems due to national holidays. Government officials may not be available.	The ET tried to find alternatives for suitable space and timing of the KIIs and FGDs. The ET scheduled (and sometimes rescheduled) the conversations with Government officials to fit their needs. The Team mitigated this by keeping interviews short and focused through tailored questionnaires.
Limitations at FGDs and accommodation facilities. There is a limited capacity of field teams to pre-arrange a selection of children for a representative sample. Difficulties with having sufficient sampling, as partners cannot ensure children will attend class that day, leading to a purposive sampling based on available children on the particular day; different language needs for interpretation and lack of availability of interpreters on site with extra difficulties.	Other technical and logistical options were explored, including the use of phone interpretation to address the need for interpretation and not rescheduling the ACE learning programmes at the accommodation facilities. The lack of skilled facilitators for younger children was mitigated through support from the UNICEF staff.
Timeframe/Turnover and Recall problems. Staff and beneficiaries have changed over time and their views will be difficult to capture. This was a serious limitation of the evaluation. The team expected to encounter changes in staffing because Government officials and service providers may have moved or left office and it may be difficult to identify and track specific individuals who had been involved in implementing the Programme.	To mitigate timeframe and recall problems, the ET structured open-ended questions where participants provided their answers. This provided more information about how people felt or thought about something, rather than just what they remembered from their past experiences with it. Additionally, the ET made sure that participants understood what was being asked before they responded so they did not misinterpret it as something else and provide incorrect answers based on that misunderstanding instead. A triangulation was also employed to validate data.

3.7 Protocols for safety, confidentiality, and data protection

74. Informed consent principles and the maintenance of confidentiality were crucial pillars of the evaluation data collection exercise. As discussed above, interviewees were informed at the start

of the interview regarding the purpose of the evaluation, assurances of voluntary participation, and confidentiality of all responses. In addition to the standard ethical requirements of any evaluation data collection process, this evaluation followed factors with ethical implications related to the principle of “do no harm” – both for the ET as well as for the evaluation participants.

75. *Children Involvement*: The evaluation obtained FGD interview notes from adolescents and students in the ACE interviews. Special considerations were given to minors’ inclusion and participation in the evaluation. The evaluation design needed to be reviewed by an external institutional ethics review (mentioned in the previous section). In addition, the children consultation tool in the UNICEF Procedure for Ethical Standards in Research Evaluation, Data Collection, and Analysis was one source for contextualizing the data collection process to the context and group.

76. The ethical issues and the proposed mitigation measures are provided in Table 9 below.

Table 9: Ethical considerations and measures

Ethical Issue	Proposed Mitigation Measures
Interviewing underage children	<ul style="list-style-type: none"> • Interviews were carried out at the ACE site in a setting offering privacy (if feasible) • ACE educator was present at a nearby distance • ACE educators were informed in advance of the pending visits and emphasized voluntary participation • Parents/caregivers were informed prior through communication of the upcoming exercise and requesting permission for children’s participation • Verbally informed assent protocols were discussed with children by the ET and children were given the option of not participating if they felt uncomfortable • All interviews were conducted in the language of the children, and when an interpreter was used, he/she was compliant with the ethical protocol of the evaluation • Interview questions were deliberately kept in simple language with a reduced number of questions to avoid confusion
Security Considerations for Participants	<ul style="list-style-type: none"> • Verbally informed consent protocol was discussed with adult participants with voluntary participation emphasis • Field Educators were informed in advance of pending visits and emphasized voluntary participation • Parents/caregivers were informed prior through the communication of the upcoming exercise and requesting permission for participation • All interviews were conducted in the language of the participants
Security Considerations for the Evaluation Team	<ul style="list-style-type: none"> • UNICEF provided access to education centres where necessary • International team member was housed in security-proved hotels recommended by UNICEF and subject to UNICEF travel security protocols
Data Protection Considerations	<ul style="list-style-type: none"> • All personal identifiers were stripped from quantitative data • Qualitative interview recordings, transcripts, and notes were kept only on the Evaluation Team member computers under password protection and stored in filing cabinets which have been locked • Data analysis was only carried out by ET members • Reported data were aggregated to avoid place or personal identifiers • After finalization of the evaluation report, all quantitative and qualitative data will be erased to protect respondents

3.8 Data analysis, validation, and triangulation

77. A mix of qualitative and quantitative approaches was used to analyze data and assess the status of the outcomes of the processes. This combination of sources for data collection enabled triangulation and a solid base for putting forward findings, recommendations, and conclusions based on substantial evidence. Such triangulation was based on verifying at least three sources of information from staff: perception, validation, and documentation.

78. A *validation and triangulation matrix* was prepared and used for transparency, to facilitate analyses, and to assure the process, from quantitative and qualitative sources. The matrix

included the key evaluation questions, sources of data entries, relevant analytical evidence, and confidence level of evidence.

79. *The evaluation validation workshop* targeted NGOs as implementing partners of the ACE (June 2024), as well as the validation activity of *member checking* (or respondent validation)⁴³ (verbally or in writing) with key informants from universities, ministries, and donors served as an opportunity to develop, in a participatory manner, the action plan for the implementation of the main recommendations of the evaluation or "management response".

3.9 Quality assurance, management, and communication

80. The quality of the evaluation was addressed in several ways throughout the process. First, through the application of core Geros standards; second, through approaches supporting data reliability, consistency, and accuracy.

81. Application of Geros. The ET created a checklist using key UNEG/UNICEF and Geros standards for each report produced (i.e., inception report, draft/final report). For example, the checklist helped to ensure that the report:

- a. Specified data collection, analysis, and sampling methods.
- b. Specified data sources, their rationale for selection, and their limitations.
- c. Described ethical safeguards undertaken to ensure confidentiality, protection of stakeholders'/participants' rights, ensuring informed consent, providing feedback to the participant, and shaping/checking the behaviour of the evaluators.
- d. Incorporated to the extent possible a human right, gender equality, and equity approach in the data approach, analysis, and findings.
- e. Adequately described the scope and scale of stakeholder consultation.
- f. Adequately described the evaluability assessment limitations and how they were managed.
- g. Presented findings clearly and based on the evidence provided; this should also include a discussion of unexpected findings.
- h. Addressed all main questions in the TOR.

82. An Evaluation Reference Group (ERG) served as the key steering committee for the overall evaluation process. The Reference Group reviewed and commented on all products, deliverables, and tools to ensure that the evaluation was appropriate, relevant, and useful for the intended objectives. The ERG also reviewed proposed recommendations and provided feedback on feasibility and relevance to the Greek context. UNICEF coordinated the ERG's inputs throughout the evaluation process and acted as the link between the ET and the ERG.

83. To ensure that all consultancy aspects were delivered to the highest standard and within the required time frame, the ET undertook measures to ensure quality control and assurance. The ET included experts with a particular specialism in analyzing the UNICEF processes within their respective work areas. This variety of perspectives helped ensure that all findings, conclusions, and recommendations were assessed and processed through a few different lenses and increasing the overall relevance and applicability.

84. The International Consultant and the National Consultant reviewed all evaluation products and deliverables to ensure their quality before delivery. Reports for the interviews that took place were produced to provide the ET with contextual information that allowed the team to provide further depth to the analysis. The ET provided updates on the progress of the evaluation.

85. A Reference Group was identified by UNICEF and stakeholders to validate the preliminary results of the evaluation.

86. All the deliverables were reviewed for quality assurance. Like the inception report, the evaluation report was subject to quality assurance: a review conducted by internal evaluation

⁴³ <https://pubmed.ncbi.nlm.nih.gov/27340178/>, accessed 22 July 2024.

stakeholders and the ERG, and, finally, quality assurance by the UNICEF external assessment entity that required a satisfactory rating.

87. Supervising /Approving authority. The UNICEF GCO PME Head managed, supervised, and led all phases of the evaluation exercise and had overall authority over its implementation. The roles of the UNICEF GCO PME Head included the following: ensured that the UNICEF quality assurance protocols and processes have been followed; ensured the establishment and operation of the Reference Group liaised with the ET and facilitated the data collection; managed the evaluation budget; ensured the quality and independence of the evaluation and guaranteed its alignment with UNEG Norms and Standards and Ethical Guidelines; provided quality assurance checking that the evaluation findings, conclusions, and recommendations were implementable. Additionally, the quality assurance and validation of the findings were in coordination with UNICEF staff and external stakeholders.

88. UNICEF supported the logistical and administrative matters related to the evaluation. In addition, UNICEF has agreed to provide the ET with the necessary documentation and information about the evaluation, facilitate contacts with local stakeholders, and set up meetings for FGDs and KIs. They have also agreed to help manage the logistics of the interview schedule and provide logistical support during the fieldwork as necessary. UNICEF facilitated the security briefings and travel as needed. The evaluation followed UNEG's ethics guidance and the guidance by the HML Ethics Review Board and relied on the UNICEF GCO to provide feedback to ensure ethical alignment across all of the proposed site visits and data collection exercises.

89. The evaluation logistics plan was well-coordinated to support the evaluation activities. Critical logistical planning included the following: negotiation of site visit dates, objectives, and on-the-ground requirements (such as staff availability, access to documents/data, etc.); necessary notification of officials or community leaders to ensure access and cooperation/collaboration; requirements for transportation, lodging, food, office space, and other facilities; requirements for translators or other specific services (such as security). The ET Leader participated in all stages of logistical planning and implementation.

4. Findings

4.1 Relevance

90. The ToC Summary for the ACE Programme was described visually in Annex G. Within the ToC were described needs and gaps, objectives, inputs, and activities, mechanism of change via outcomes and outputs as well as the prospects for short-term, medium-term, and long-term impact. However, as mentioned in the ToR, **a ToC was not introduced either at the design or implementation phases of the ACE Programme. Using the current logical framework for the Programme, as well as interviews conducted during the inception phase, the ET has proposed a ToC which was developed retrospectively and used to guide the evaluation process. This ToC was reviewed and validated by the UNICEF GCO staff.**

EQ 1.1. To what extent ACE Programme design was aligned with the needs of beneficiaries and stakeholders that were identified in the Programme design?

Key Findings EQ1.1.

- The ACE Programme was aligned with the needs of beneficiaries by i) providing language and homework support in 58 locations across the country; ii) by providing structured psychosocial support activities; iii) by referring children to specialized services; iv) by supporting the enrolment in public school; v) by supporting public schools through interpretation services, teachers' capacity building and learning tools' development.
- Data revealed that the Programme acted as a real "bridge" between NFE and FE, which in addition prevents school drop-out.
- According to the perceptions of all the consulted education stakeholders, the programmatic intervention was judged as relevant to the needs of beneficiaries and stakeholders and was based on supporting the MoMA and MoERAS aims of providing NFE in accommodation facilities and achieving the inclusion and retention of refugee and migrant children into the FE; the ACE components of NFE access, teacher capacity, community mobilization, and Government capacity were also aligned with the needs of beneficiaries and stakeholders.
- The Programme's content and duration were relevant to the needs of the refugee and migrant children (see #91, #95).
- The Akelius programme (attempting to facilitate language skills in an interactive and digital platform) was judged as pertinent by informants and partners and therefore, relevant to the needs of the migrant and refugee children.

91. The FGDs and KII revealed that the education stakeholders consider **the ACE Programme relevant for addressing the needs of the target groups including children with special education needs (SEN) and children with multiple vulnerabilities in the country context**. All evidence supported the value and relevance of those activities. In addition, although refugee communities were well informed about the ACE Programme for adolescents, **it was found different participation levels of adolescents between the ones living in OAS / RICs (satisfactory participation) and the ones in shelters for UAMs (low participation**, although these adolescents haven't been in the core of the design for NFE provision)⁴⁴. UAMS shelters are scattered across the country. In urban areas, ACE implementing partners were reaching out to nearby shelters, to include UAMs in the classes. In addition, good practice was noted in Crete, where ACE IP, ARSIS, was delivering weekly classes in the shelter itself located in Anogia (40km one way from Herakleion, where the Urban HCAC was located).

92. **The introduction of the Akelius programme (attempting to facilitate language skills in an interactive and digital platform) was judged as pertinent and innovative by informants and partners**. UNICEF assessed whether Akelius facilitates and improves the learning experience for both students and ACE educators. A quantitative online survey was distributed in May 2023 to 94 primary and secondary ACE educators from 34 schools across Greece. **Most ACE educators reported that "Akelius fosters students' autonomy, encouraging active participation in the learning process"**.⁴⁵

93. The **programmatic intervention in the education sector was judged as relevant** from all sources consulted, and was based on supporting the MoMA and MoERAS aimed at providing NFE in accommodation facilities and achieving the inclusion of refugee and migrant children into the FE.

94. **Stakeholder Capacity Development** was a point of emphasis in the Programme design. UNICEF supported various technical capacity personnel that monitored and managed the ACE Programme. The support was valued and was considered relevant. In the view of the implementing partners and educators, areas for further development should include further strengthening institutional system capacity and providing additional ongoing and continuous teacher capacity training.⁴⁶

95. Duration of participation mattered as well. For instance, **the longer children stayed in the ACE programme, the better they performed**. Based on the results of ACEMON assessments,

⁴⁴ Validation Workshop, UNICEF Education Unit Staff, June 2024

⁴⁵ Final Report, Porticus, 31 January 2024, p. 6

⁴⁶ Minutes, Validation Workshop, 17 June 2024; Minutes, KII with educators, Schisto site, 19 April 2024.

looking at children that have participated across all rounds, children scored in Greek language assessment are increasing.⁴⁷

96. Although not an aim of the ACE, **KIs and FGDs with parents reported the gaps in addressing the needs of children under four years old, and in vocational training and life skills education for adolescents.**

„My four-year-old child cries every day when he sees his brother and sister going to the school in the education facility. He wants to attend the school as well“.

Arabic-speaking parent, Lesbos

EQ 1.2. To what extent the Programme was designed and implemented taking into consideration the National and EU strategies, policies, plans, and priorities?

Key Findings EQ1.2.

- The ACE Programme fitted well with the CPD priorities, the National Integration Strategy of Greece, and the UNICEF and EU strategic documents in the education of children.
- The ACE Programme was fully in line with the Greek Government policies and targets, according to KIs and the desk review.

97. The ACE Programme had **clear linkages with the UNICEF Country Programme Document (CPD)**⁴⁸ of Greece. The ACE Programme fitted well with the CPD priorities which reflected the Government and UNICEF vision of change in which, by 2026, all children in Greece fully realized their rights to quality and inclusive education and empowerment for all. The CPD's component of education was focused on and the ACE contributed to the strengthening of national capacities in the following areas:

- a) developing and applying an equity-focused and evidence-based education policy;
- b) applying solutions that ensure access to well-resourced and quality education for all children;
- c) addressing social attitudes that prevent equitable, inclusive approaches.

98. The ACE Programme was well **aligned conceptually and practically with the UNICEF strategic documents, the European Union strategic documents** in the education of children, as well as **other national policies**⁴⁹ in Greece, including the **National Integration Strategy**⁵⁰, as confirmed by multiple resources (FGDs, KIs and desk review). These resources confirmed that the modality of working in partnership with the MoMA, as the core interlocutor, and MoERAS as well as with the other partners contributed to assuring alignment with State priorities.

⁴⁷ Children scoring in level 0 are decreasing (from 24 children in Period 1/Y2 to 2 children in Periods 2/Y3 & 3/Y3). Similarly, in level 1 the decrease was from 9 children in Period 1/Y2 to 4 children in Period 3/Y3.

⁴⁸ The UNICEF Country Programme Document of Greece is available at https://www.unicef.org/executiveboard/media/8876/file/2022-PL5-Greece_CPD-EN-ODS.pdf

⁴⁹ The Greek national needs and priorities for the education of the M/R children have a solid legal and institutional basis engaging UNICEF and other national stakeholders. For example: in the pursuit of promoting measures to address educational inequalities and ensure equal opportunities for all students, the Greek MoERAS enacted Law 3879/2010, establishing Educational Priority Zones. These zones, overseen by Regional Directorates of Primary and Secondary Education, serve as platforms for hosting reception classes. In addition, Law 4547/2018 provides a legislative framework for regulating educational services for refugee children in Greece. Education for refugee children is provided both by school units of primary and secondary education and is integrated into the mainstream education system, taking into consideration the particular needs of the refugee population as a result of mobility, the time of arrival, the duration of their stay in hosting structures, as well as the size of the population of pupils. Reception School Facilities for Refugee Education (DYEP) were also created for educating refugee children. DYEP functions in the framework of mainstream education and applies specific study programmes of limited duration. The Hellenic Integration Support for Beneficiaries of International Protection (HELIOS) programme has been supporting, based on a specific set of criteria, beneficiaries of international protection since July 2019. The government also drafted a National strategy for the protection of unaccompanied minors (UAMs), and, via Law 4960/2022, created a national guardianship system and framework for the accommodation of unaccompanied minors. From 1 January 2024, in addition, a new migration code came into force with Law 5028/2023.

⁵⁰ The National Integration Strategy is available at <https://migration.gov.gr/wp-content/uploads/2022/09/NATIONAL-STRATEGY-FINAL.pdf> accessed 22 July 2024.

4.2 Coherence

EQ 2.1. To what extent was the Programme implementation adjusted based on the changing contextual factors (evolving needs of migrant and refugee children, increased population, population movements, change of policies/ regulations, COVID-19, emergencies, security issues, etc.)

- Desk research, in-person interviews and FGDs validated that throughout its implementation the ACE program was adjusted to the changing contextual factors over its three-year duration, including the unpredictable influx of refugee and migrant children and the onset of the COVID-19 pandemic. An example of this adjustment was the uninterrupted provision of ACE NFE support during the pandemic, despite the lockdown in FE schools. These classes continued to be offered consistently, even amidst a significant increase in arrivals during the third year of the Programme.

99. Desk research, in-person interviews and FGDs revealed that **the established coordination mechanisms and processes supported the Programme's implementation to a significant degree taking into consideration the changing contextual factors** (evolving needs of migrant and refugee children, population movements, change of policies/ regulations, COVID-19, emergencies, security issues, etc.).

100. The flow of migrant and refugee children and their families in Greece is very dynamic and unpredictable. The design of the ACE Programme and the FGDs and KIIs held by the ET revealed that the **Programme implementation has been adjusted** taking into consideration the evolving needs of the target groups. Examples of adjustments were keeping the NFE educators and discharged social workers in several accommodation facilities and the roving position of the teacher in the Veria site, where the teacher covered the NFE in two accommodation facilities⁵¹. The evaluation research revealed that **the successful implementation of these adjustments was based on the NFE educators' efforts⁵² and to the good budget management of NGOs⁵³**, by assessing and reassigning funds as needed.

⁵¹On the analysis of enrolment and attendance of the refugee and migrant children see the Section on Effectiveness.

⁵² Minutes, FGDs with Educators, 18-26 April 2024

⁵³ KIIs with NGO implementing partners, 16th of May 2024

EQ 2.2. To what extent was the Programme implemented in a harmonized approach among the different locations?

Key Findings EQ2.2

- The Programme was implemented while applying a flexible approach amongst the different locations. For example, there were varying hours of students' engagement in the Greek language, English, Science, and Homework Support, depending on different groups' needs (e.g. newcomers vs the ones already following FE).
- Interpreters were not always available for all locations and throughout the three-year duration of the Programme.
- Certain differences were identified in the implementation of the ACE Programme between islands and urban areas. The students living in family environments on the mainland achieved better results than the children on the islands, and, thus, the support provided from ACE needed to be adjusted into different settings.
- Some miscommunication was noted between NGO implementing partners and the UNICEF Education Unit, at least during October 2023, resulting in disappointment on the part of some implementing partners. This miscommunication was related to the following guidelines as shared by the MoMA via UNICEF Education Unit: i. the provision of at least eight teaching hours per child every week; and ii. in locations where demand exceeds the capacity, waiting lists should be in place, upon informing parents/caregivers. Nevertheless, data from after October 2023 showed that following adjustments made by the NGOs in coordination with the UNICEF Education Unit, all partners significantly met the indicated teaching hours per week and age group (finding #103).
- During the third year of the Programme, the needs for social scientists (assessing specific needs and issues, facilitating referrals, etc.) were covered only at two accommodation facilities visited, whereas educators at other accommodation facilities provided specialized social support.

101. One of the objectives of the ACE Programme was to develop a HA for the HCASs in support of FE⁵⁴. **The evaluation noted that key pillars of the harmonized approach such as linguistic, scientific literacy and homework support, soft and life skills development, learning and study skills, and strengthening early childhood foundation skills, have generally been followed in the first two initial years of the ACE's implementation.** However, the KIs with Senior ACE educators and the RECs provided evidence that the Programme was not fully implemented in a HA amongst the different locations, throughout its three-year duration, depending on the number of students registered, the needs assessment of the student population, the availability of the Education Team of each organization, and students' individual characteristics (language and scientific literacies, life skills and well-being, study skills, and content knowledge). In addition, there **were various hours of students' engagement** in the Greek language, English, Science, and Homework Support. Certain differences existed between implementing the ACE Programme in the mainland and RICs in islands and urban areas. The percentage of teaching the English language in Elefsina in April 2024 was 0% as the roving team did not have an educator in English amongst the team, whereas in December was 67%; in Lesvos – in December 238%, and in April 2024 – 99%, as evidenced by the reports of the implementing partners.⁵⁵ Further, **interpreters were not always available** for all locations given the restricted budget to hire them and throughout the three-year duration of the Programme, **making it difficult for the NFE teams to effectively communicate with families and children.** METAdrasi's interpretation programme (under MoMA funding, irrelevant to ACE), was i. prioritizing Site Management's needs and not the ACE team's needs, ii. interpreters were not timely appointed/ or covering each site's population's

⁵⁴ Final Report, Porticus, 31 January 2024, p. 4.

⁵⁵ UNICEF GCO monitoring data repository.

linguistic needs, while as of May 2024, METAdrasi stopped providing interpretation in MoMA facilities across Greece as they haven't been paid for several months.

102. To enhance the HA, UNICEF channelled its technical expertise primarily through two key initiatives: the Accelerated Learning Programme (ALP) pilot and the T4I programme (details to be provided later in the Evaluation Report). The **Accelerated Learning Programme**, as a learning framework, combined educational material for students, guides for educators, glossaries in ten widely spoken refugee languages, and diagnostic tests to capture knowledge and skills in Biology, History, Social Science, Mathematics, Physics, and Chemistry.

103. Some miscommunication was noted between NGO implementing partners and the UNICEF Education Unit, at least during October 2023, resulting in disappointment on the part of some implementing partners. This miscommunication is related to the following guidelines as shared by the Ministry of Migration and Asylum via the UNICEF Education Unit: i. the provision of at least eight teaching hours per child every week; and ii. in locations where demand exceeds the capacity, waiting lists should be in place, upon informing parents/caregivers⁵⁶. **Nevertheless, data from after October 2023 showed that following adjustments made by the NGOs in coordination with the UNICEF Education Unit, all partners significantly met the indicative teaching hours per week and age group⁵⁷**

104. **Due to the third-year reductions in budget, the needs for social scientists (assessing specific needs and issues, facilitating referrals, etc.) were covered only in two accommodation facilities visited, whereas educators in other accommodation facilities provided support using the knowledge and skills they could offer.** Also, KIIs supported that the minimum quality standards of NFE have been maintained in the third year in conditions of the 70% reduction of the budget in comparison with the first two years of the ACE Programme implementation, although the ET noted opinions by implementing partners of cases of educators' burnout because of the need to "achieve more with less".⁵⁸

105. In terms of cooperation with implementing partners (external coherence), by early 2018, UN agencies jointly launched the UN Partner Portal for Greece – a repository of information on CSOs that allowed them to register their Organizations so UN agencies avoid duplication of requesting information, shared assessment and assurance capacity information, audit results, and avoided duplicated response efforts, amongst others.

106. UNICEF and IOM signed in 2018 the initial "UN to UN agreement" (PEDIA project) later extended in 2019 (SMS and Merimna projects) ("Providing Education and Immediate Accommodation to Migrant Children in Greece" and "Improving the Greek Reception System through Site Management Support and Targeted Interventions in Long-Term Accommodation Site" IOM/UNICEF; funded by DG HOME). This agreement was considered as a unique opportunity for both agencies to establish a joint programmatic approach, and to coordinate efforts in response to the needs, and more importantly, an opportunity to build on their specific mandates and capacities. **Respondents to interviews highlighted the effect of the coordination between IOM and UNICEF resulting in a positive programmatic focus (external coherence).**

⁵⁶ These points were opposed by some implementing partners, evidenced by conducted KIIs (Minutes, 16 May 2024) and an exchange of email messages between the UNICEF Education Team and an NGO kept in the ET's files. NGOs KIIs reported that denying a position in the classrooms, was a factor that would cause additional frustration and disappointment to children and their families and might affect their motivation for education. On the other hand, the MoMA reasoned that the increased influx of children, combined with the requirement to provide a minimum of teaching hours per child each week, could lead to the creation of waiting lists. These appeared in the third year of implementation in a small number of border areas as a result of the decrease in staff and the increase in arrivals. Evaluation research indicated that, according to the ACE Harmonized Approach document, a minimum number of teaching hours per child per week is suggested and not required ("as an indicator, a typical program can have as per week and age group: [in the document a table with suggested hours per lesson is provided]"). In addition, it was found that the issue of waiting lists is not addressed in the Harmonized Approach document or in the partnership agreements with the NGOs.

⁵⁷ Multitracker Files, UNICEF GCO; Minutes, Validation Workshop, 17 June 2024.

⁵⁸ Minutes, Validation Workshop, 17 June 2024.

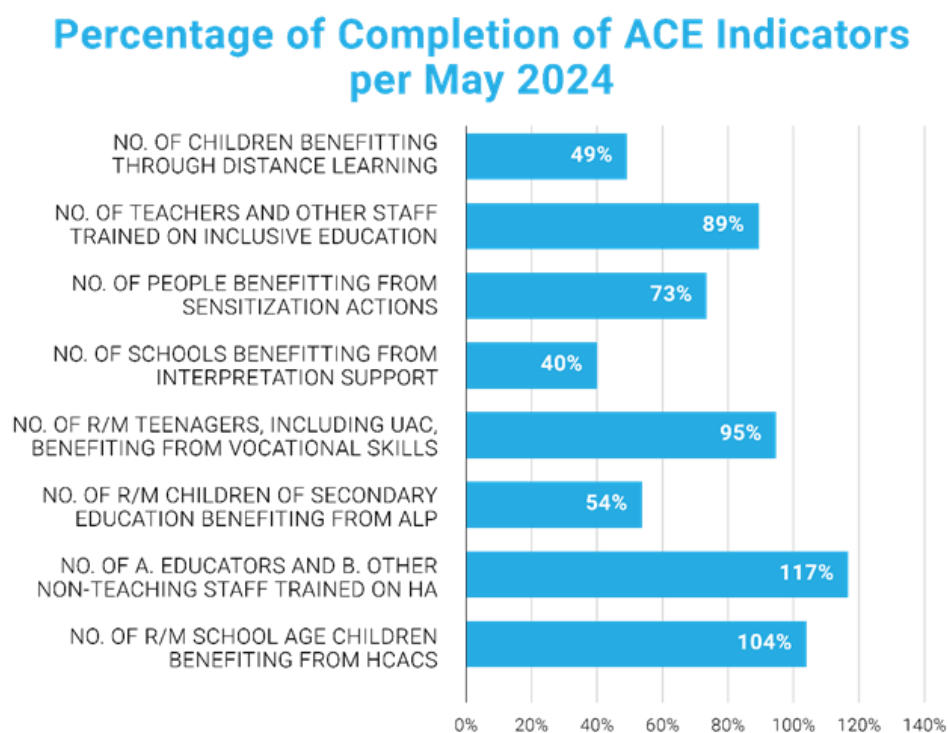
4.3 Effectiveness

EQ 3.1. To what extent did the Programme achieve its planned (intended) or unexpected (unintended) objectives and results to address the needs of refugee and migrant children?

Key Findings EQ3.1.

- The percentage of the targets achieved was high for the majority of targets (Figure 4).
- The Programme satisfactorily achieved its planned or unexpected objectives as follows (Sep 2021-May 2024):
 - i) 25,904 (104% of the target) refugee and migrant students, have received language and homework support in 40 locations across the country (amongst them, 6,261 unaccompanied or separated minors and 284 children with multiple vulnerabilities);
 - ii) 8,322 ACE children have been supported with structured psychosocial support activities;
 - iii) 546 have been referred to specialized services;
 - iv) 4,642 children have been supported to enrol in public school;
 - v) 402 (40% of the target) schools have received support through interpretation services.
 - vi) 4,949 teachers (89% of the target) were trained in the methodologies and pedagogy of inclusive education through the Teach4Integration (T4I) capacity-building programme.
- KIs with all stakeholders and FGDs with children and their parents/caregivers confirmed how important the ACE Programme was enhancing children’s learning skills and elevating their sociopsychological status via education and interaction with peers interaction and with teachers/educators in the class.
- Educators, children, and parents/caregivers reported that urban centres were “safe” and the places that gave them a “sense of integration” (see #171).

Figure 2: Percentage of completion of key indicators (outcomes) of the ACE Programme as of May 2024

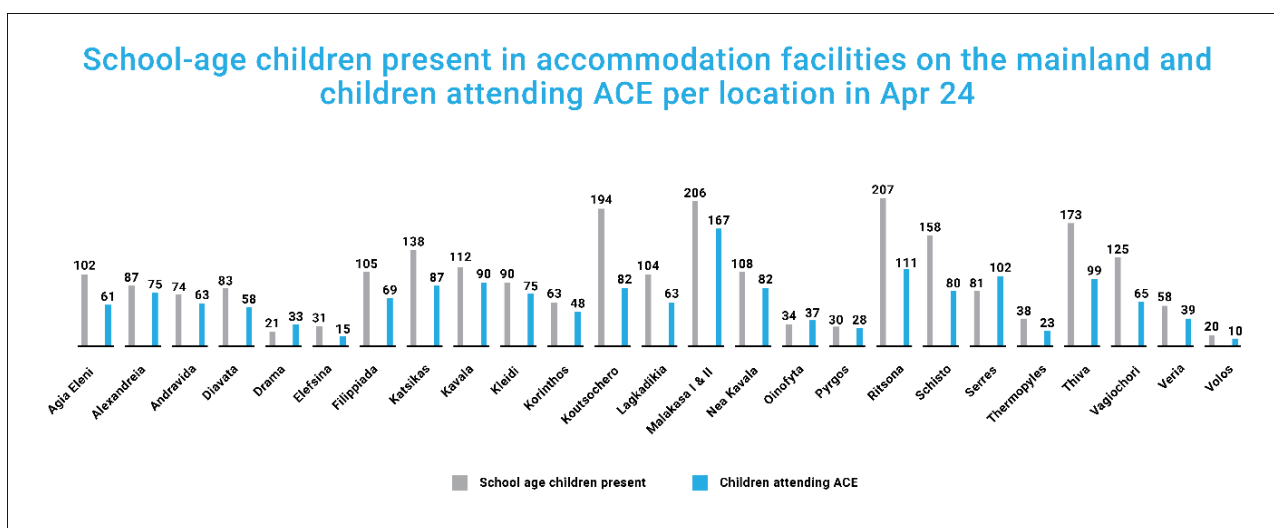


Source: Agreements and Reports, ACE Results Framework Update as of May 2024, UNICEF GCO monitoring data repository.

107. The degree of achievement of some of the indicators of the main deliverables of the ACE from the start of the Programme until May 2024 are provided below: number of refugee and migrant school-age children benefiting from support to improve school readiness and access formal education through the HCACs: 25,904 (target: 25,000); number of a. educators and b. other non-teaching staff trained on the implementation of the Harmonized Approach: 211 (target: 180). However, the number of refugee and migrant children of secondary education (13-15 years old) benefiting from the implementation of the Accelerated Learning Programme (ALP) and material is 2965 (target: 5,500).⁵⁹

108. The analysis of children enrolled in FE and the number of children benefiting from access to NFE/support provided within the scope of the Programme is mostly provided in #135 and #136. It is worth mentioning the reality of an ever-changing context in Greece during the implementation of the ACE Programme and UNICEF’s willingness, flexibility, and capacity to adapt to the changing context. Using the data from April 2024 as an example (Figures 3 and 4), the variation in numbers between presence in accommodation facilities and ACE attendance could be observed across different locations, e.g., the highest numbers of school-age children present and attending were respectively, in Malakasa I and II, whereas the lowest numbers were respectively in Volos (Figure 3). In addition, UNICEF GCO uses secondary data for the arrivals of children based on reports from UNHCR, MoMA (for general populations and Ukrainians), General Secretariat for Vulnerable Persons & Institutional Protection (for UAC), and RIS for residents in accommodation facilities and islands. According to the implementing partners in the islands, people were transferred to the mainland after 2-3 months. On accommodation facilities, there were spontaneous departures as well. Also, when someone’s application for asylum was positive, he/she had one month to exit the site.

Figure 3: Example of data (April 2024) depicting school-age children present in accommodation facilities in the mainland and children attending ACE Programme per location in April 2024

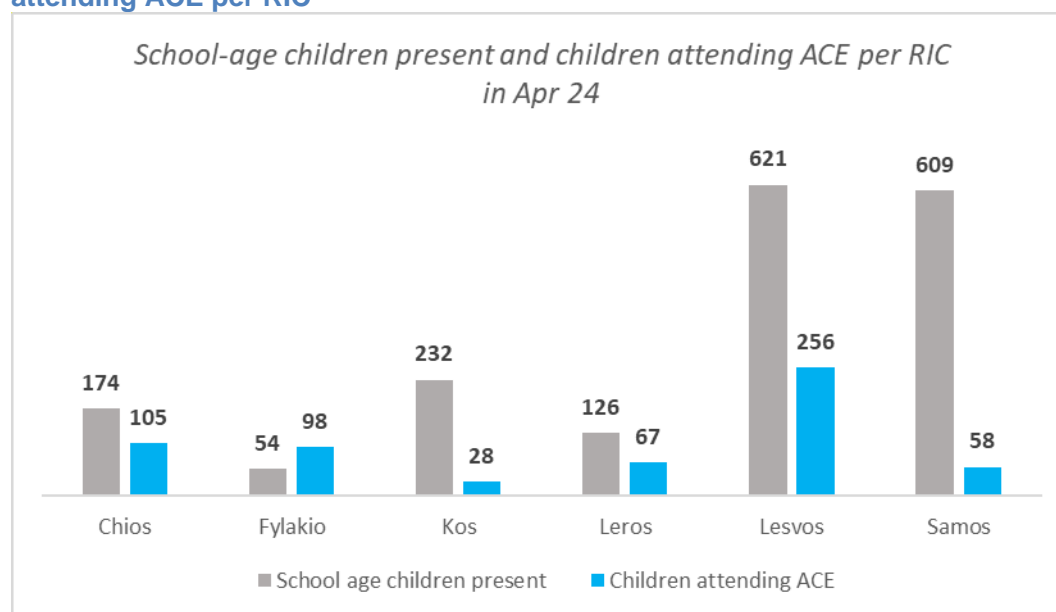


Source: Monthly analysis presented and discussed in the ACE Sub Working Group meetings, available at UNICEF GCO monitoring data repository.

Note: Population source: MoMA, RIS as of the end of Apr 2024. Population data are a snapshot of the population present at the time the data are extracted –do not include the population that might have been present in the location during the month.

⁵⁹ ACE Results Framework Update as of May 2024, available at UNICEF GCO monitoring data repository.

Figure 4: Example of data (April 2024) depicting school-age children present and children attending ACE per RIC



Source: Monthly analysis presented and discussed in the ACE Sub Working Group meetings, available at UNICEF GCO monitoring data repository.

Note: Population source: MoMA, RIS as of the end of Apr 2024. Population data were a snapshot of the population present at the time the data were extracted –did not include the population that might had been present in the location during the month.

109. Following the Greek school curriculum, KIIs with all stakeholders and FGDs with children and their parents/caregivers confirmed that the Centres assisted **children improve their language level** in the school language. Once a child was enrolled in school, effective homework support was provided to maintain school attendance, improve retention, and increase learning achievements, especially for secondary school-age children, including unaccompanied children in shelters, and safe zones. Children had the opportunity to be supported with Greek language/literacy, mathematics/STEM/numeracy, homework support, English language/literacy, PSS activity/art/music. For each specific group, the schedule was adapted based on the age, the enrolment in FE, and the need for homework support. Greek language learning constituted on average - depending on the age group and the needs - 50-70% of the teaching time offered.⁶⁰

110. The grant of the Porticus Foundation contributed to several key achievements: the delivery and adjustment, when necessary, of an HA at HCACs in support of formal education; the improvement of children’s access to distance learning; and the improvement of learning and teaching material as well as of overall monitoring and evaluation of the educational response.

111. In various regions, in particular, in Northern Greece and the islands, challenges were related mostly to the following: a) the willingness of FE schools to include refugee students; b) the establishment of reception classes; c) the region’s capacity to provide transportation services to accommodation facilities. These challenges were largely addressed through consultations and meetings.⁶¹

112. There were 694 males and 4,255 females, or in total 4,949 educators from primary education, lower secondary education, upper secondary education, NFE education, and others who participated in the **T4I training programme** since the start of the ACE Programme until May 2024.⁶²

⁶⁰ DG-HOME UNICEF ACE Second Progress Report, 1 January 2023 – 31 October 2023, p. 5.

⁶¹Final report, Porticus, 31 January 2024, p. 2 available at UNICEF GCO monitoring data repository.

⁶² Implementing partners reports, UNICEF GCO monitoring data repository May 2024,

113. There were various determinants (enabling factors and challenges) influencing the achievement or non-achievement of Programme objectives and results (both outputs and outcomes). Some of them are referred to below. Examples of **major areas and processes working well (113a) and major challenges (113b)**, according to the implementing partners, are provided in the tables below.

113a. Examples of areas and processes working well reported by the implementing partners:

- By liaising with public schools, a highly successful intercultural event through a collaboration with Flying Seagulls was organized at a school in Terpsithea that included Koutsochero residents and other students.
- At the end of May and the beginning of June 2024, the ACE Programme anticipated the arrival of some universities in Athens: the University of Missouri, the University of Sheffield, and the University of Denver. Their collaboration would involve implementing English lessons and engaging activities for both children and adults throughout the summer months.
- 42 sensitization meetings with parents, and caregivers, including phone calls and emails were held at ARSIS regarding the presence of the students at the Centre as well as new students' registration arrangements.
- At the Elefsina HCAC, regular outreach took place to remind younger students of their schedules and to invite them to lessons. During the outreach action, the HCAC Team Leader and Educators discussed with families the prioritization of a more stable routine during which certain days would be devoted to classes and others (weekends) to leisure activities.
- A weekly debate was held every week in Thessaloniki. Students selected topics of personal relevance and considered both the advantages and disadvantages, learning to attentively listen to opposing viewpoints and effectively argue their own.
- METAdrasi's team in Thessaloniki connected online with the Akelius teams in Mexico and Cyprus to address queries regarding the utilization of Akelius languages. The agenda also encompassed various pertinent topics such as managing classroom equipment, addressing classroom management challenges, and exploring innovative teaching methodologies. In April 2024, ARSIS took proactive steps to enhance communication with schools and ACE educators linked to our students. Going forward, our foremost goal was to establish robust communication channels with public educational institutions, fostering a reciprocal feedback system with our students' ACE educators.

113b. Examples of challenges reported by the implementing partners:

- The lack of coordination and communication between different agencies and actors in Veria was hindering efforts to provide effective child protection services, resulting in a fragmented approach to child protection. The absence of a coherent referral pathway meant that vulnerable children may not receive the appropriate level of support and care, leaving them exposed to further harm.
- A seminar organized in OAS by RECs and RIS with 50 ACE educators from Induction classes of Peiraeus schools in Schisto, was not formally communicated with the ACE team from the Ministry of Education or their representative (RECs).
- The internet connection provided by the Ministry in Veria OAS was unstable and weak. The NFE team referred to the issue several times to the Site Manager and the problem remains unresolved.
- The lack of interpretation services further created an additional challenge, making it difficult for the NFE team to effectively communicate with families and children. The NFE teams sought assistance from an NGO team to support registration activities and improve communication with the parents. However, the NGO teams had limited availability to support the NFE teams.
- The process of vaccinations for children was time-consuming, a fact that caused delays in enrolling new arriving children in public schools.

114. As of September 2023, ACE continued providing services in 35 locations. In October 2023, UNICEF's partners were present in 19 OAS and eight RICs/CCACs in the country as per the relevant agreement with MoMA and MoERAS, while having also a presence in eight urban centres of Athens, Thessaloniki and Heraklion. More specifically, NFE activities took place in OAS (Agia Eleni, Alexandria, Andravida, Corinth, Drama, Elefsina, Filipiada, Katsikas, Kavala, Lagadikia, Nea Kavala, Pyrgos, Ritsona, Schisto, Serres, Thiva, Vagiochori, Veria, Volos- closed in October 2023); Reception and Identification Centers and Close Controlled Access Centres on the Aegean islands (Lesvos, Samos, Chios, Kos, Leros) and Fylakio in Evros and Diavata and Malakasa in mainland; urban areas (Athens, Thessaloniki and Heraklion).

115. Focus was given by the NGO implementing partners in the ACE Programme to educational activities with roving teams covering multiple areas and based on the locations' geographical distance. This included both classes (e.g. English and Greek language) and homework support provided in HCACs in accommodation facilities and urban areas. Third-year psychosocial support by trained experts was discontinued and social-emotional learning was integrated into the curriculum and applied with the support of ACE educators. Streetwork was discontinued in the 2nd year.⁶³

116. Between September 2021 and May 2024, 25,904 migrant and refugee children, including 1,270 children from Ukraine benefitted from HCACs and support activities through ACE since the Programme started, and 4,642 refugee and migrant children were provided with continuous support to access FE. The number of children benefiting by sex and age group is provided in Table 10 below.⁶⁴

Table 10: Children benefitting from the ACE Programme by sex and age group (September 2021-May 2024)

Sex and Total	4-5 years old	6-12 years old	13-15 years old	16-17 years old
Boys	1.525	6.151	2.883	5.077
Girls	1.494	5.414	1.715	1.648
Total	3.019	11.565	4.598	6.722
Grand total	25,904			

Source: ACE Dashboard, May 2024, available at UNICEF GCO monitoring data repository.

EQ 3.2. To what extent are the Programme objectives and results similar nationally, or have there been differences based on the local context (comparative analysis and within-state variations)?

Key Findings EQ3.2.

- KIs and FGDs revealed that the Programme objectives and results were generally similar nationally throughout the three-year duration of the Programme.
- Differences based on the local context were noted between the mainland and islands.
- Objectives and results were adjusted in the third year of ACE implementation (no-cost extension) with the aim to support the largest possible number of refugee and migrant children especially in the islands due to the increased number of arrivals.
- KIs and desk review revealed varying participation levels among adolescents: those living in OAS/RICs showed satisfactory participation, while those in shelters for UAMs had low participation.
- Based on an assessment conducted, the majority of school principals believed that the procedures regarding the establishment and operation of Reception Classes were effective.

117. The differences based on the local context have been noted in the mainland and islands (for example, # 101).

118. The Programme objectives were adjusted in the third year and the results correspond to the respective changes according to KIs and the desk review⁶⁵.

119. The Programme was adjusted to address the educational needs of migrant and refugee children based on the budget reduction in the third year of its implementation, despite the decrease in the number of educators in all accommodation facilities visited. However, there were significant

⁶³ DG-HOME UNICEF ACE Second Progress Report, 1 January 2023 – 31 October 2023, p. 5-6.

⁶⁴ UNICEF GCO monitoring data repository, May 2024.

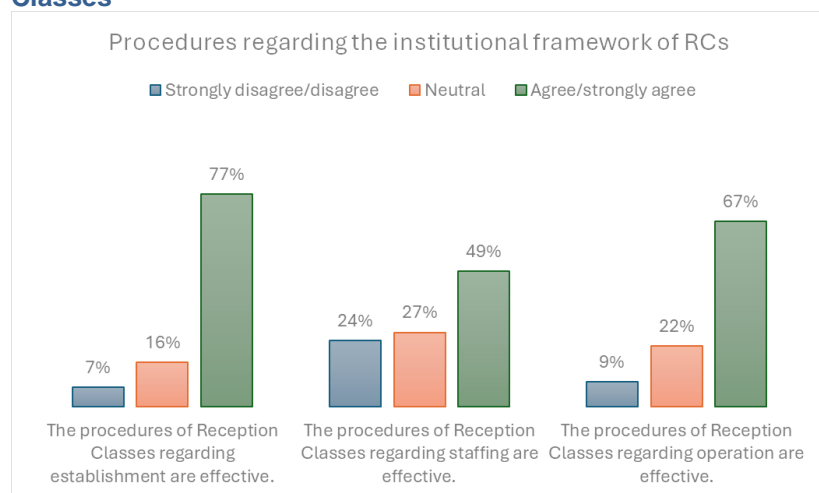
⁶⁵ Agreements and Reports, ACE Results Framework Update as of May 2024, UNICEF GCO monitoring data repository.

challenges to cover i) all children’s educational needs, due to the increased number per ACE educator, and ii) their sociopsychological needs, due to the release of psychologists and social workers in most accommodation facilities. In addition, the ACE component of "Support to Regions" and five urban HCACs have also stopped.

120. Although refugee communities were well informed about the ACE Programme for adolescents, **the evaluation found different participation levels of adolescents between the ones living in OAS / RICs (satisfactory participation) and the ones in shelters for UAMs (low participation, although these adolescents haven't been in the core of the design for NFE provision)**⁶⁶. UAM shelters were scattered across the country. In urban areas, ACE implementing partners were reaching to nearby shelters, to include UAMs in the classes. In addition, good practice was noted in Crete, where ACE IP, ARSIS, was delivering weekly classes in the shelter itself located in Anogia (40km one way from Herakleion, where the Urban HCAC was located).

121. **Reception classes (RCs)** were separate classes operating within traditional school settings, aimed at providing intensive language training and, in some cases, adapted curricula for supplementary subjects to newly arrived students with migrant/refugee backgrounds⁶⁷. The overarching goal was to facilitate their seamless transition into mainstream classrooms. A quantitative assessment was designed and done by the Independent Department for the Monitoring and Coordination of Refugee Education, UNICEF, and the Institute of Educational Policy to assess the effectiveness of Reception Classes was one of the positive examples in terms of institutional functioning, operational integration within the school unit, and provision of student support. **The assessment revealed that the majority of school principals believe that the procedures regarding the establishment (77% agree or totally agree) and operation (67% agree or totally agree) of RCs were effective** (Figure 5).

Figure 5: Effectiveness of the procedures regarding the institutional framework of Reception Classes



EQ 3.2.a. Government Capacity: To what extent and how have the Government stakeholders increased their capacity to introduce standardized levels of quality of education?

Key Findings EQ3.2.a

- National authorities KIs confirmed the significant increase in their capacity to deliver educational services to the refugee and migrant children.

⁶⁶ Validation Workshop, UNICEF Education Unit Staff, June 2024.

⁶⁷ European Commission/EACEA/Eurydice, 2017 Key Data on Teaching Languages at School in Europe – 2017 Edition. Eurydice Report. Luxembourg: Publications Office of the European Union.

122. The national authorities (NA) KIs confirmed the significant increase in their capacity to deliver educational services to the refugee and migrant children, due to the fact that the Programme introduced standardized levels of quality of education; customized educational materials, the capacity building of FE teachers via T4I, the support of the students through NFE, were reported as ACE examples components that helped NA to improve their capacity.

123. The duration of the ACE has exceeded other similar projects in the past that lasted for several months which was considered as very positive development for increasing government capacity. This was supported by widespread feedback from beneficiaries in FGDs and observations in field visits and confirmed by different KIs of implementing partners.

EQ 3.2. b. Materials: What positive difference has been made in improving the quality of educational services by increasing access to educational materials?

Key Findings EQ3.2.b.

- The KIs and FGDs with children and educators highlighted the added value of standardization of NFE's activities. The content that children learned and the way the information was shared were all adequately standardized.
- Access to educational materials, including tablets was ensured in NFE.
- The quality of educational services was improved through the use of written educational materials and tablets, according to KIs and FGDs.

124. The access to educational materials and their role in strengthening the quality of educational services in the NFE was evidenced by all FGDs with children and ACE educators and KIs with RECs. The number of children benefitting from the distribution of educational material from September 2021 to May 2024 was the following: 4-5 years old: 1, 259; 6-12 years old: 6,210; 13-15 years old: 2,219; 16-17 years old: 3,008.⁶⁸

125. KIs named the wise use of tablets of particular importance, especially by adolescent children in areas such as learning a new language; maintaining contact with the culture, language, and family in the country of origin and Greece; establishing and maintaining contact with others through games, discussions, forums, and art.

EQ 3.3. How did the interventions lead to the establishment of effective teacher learning programmes (pre- and in-service) and supportive (teaching and learning resources) systems that meet international/ EU standards/ practices?

Key Findings EQ3.3.

- 4,949 teachers and other school staff were trained in the methodologies and pedagogy of inclusive education through T41 - a 400-hour certified capacity-building programme. T41 was a holistic FE teachers' capacity-building programme on inclusive education designed mainly for teachers on FE; The T41 has been administered by three Universities in cooperation with IEP (MoERAS) suggesting their training programmes, with different thematic cycles and content, but with the same general objectives and learning outcomes.
- Continuous learning and training opportunities during the months when schools were not in session had not been included in the design and implementation of the ACE Programme.

⁶⁸ ACE Dashboard, May 2024, UNICEF GCO monitoring data repository.

126. The evaluation revealed that the ACE Programme succeeded in recruiting and retaining **competent ACE educators. In years 1 and year 2, the number of teaching staff was adequate across all accommodation facilities for all partners**⁶⁹.

127. Following a kickoff meeting addressing senior and expert ACE educators as well as project managers offered by UNICEF, the partner organizations confirmed plans for induction training of their respective staff. These training activities included the following components: familiarization with processes, operations, etc.; mandatory e-training on issues relevant to safety and protection; basic principles and practical workshops on teaching and learning approaches in multilingual settings, classroom management, embedding social-emotional learning in everyday teaching, etc.; familiarization of teaching material available and/or sharing other already used; developing soft skills like “Dealing with our own biases/stereotypes”, “Managing workload and related stress” “Work well-being”, etc.; and coordination and cooperation⁷⁰.

128. **The recruitment and retention of female ACE educators were recognized in Programme documentation**⁷¹ as a crucial component for the successful education of refugee and migrant children – especially girls’ education. KIIs during the evaluation research revealed that the presence of female ACE educators appeared to have a positive role on the attendance of children – both for the NFE and the FE. In addition, FGDs with female students revealed that, having female ACE educators helped these students to be more open and participatory in class.

129. **Teach for Integration (T4I)** in cooperation with the IEP of the MoERAS, was holistic for teachers capacity-building programme on inclusive education, intercultural education, and Greek as a second language, addressing the needs of the teachers involved in refugee and migrant education.⁷² T4I was addressed to teachers of formal (mainly) and non-formal education. The training programme was designed and implemented by three different consortia - Implementing Groups, each of them having a remarkable experience and expertise in refugee children and intercultural education. The three Implementing Groups included (a) the National and Kapodistrian University of Athens, (b) Aristotle University of Thessaloniki, and (c) the consortium of the University of Thessaly, University of Ioannina and University of Crete, coordinated by the Greek Language Laboratory (University of Thessaly).

130. **Each one of the three Implementing Groups provided different programmes with varying thematic cycles**, all of them based on a blended (or hybrid) model, including face-to-face meetings and a distance learning part. The distance learning part was implemented through a Learning Management System, serving both synchronous and asynchronous activities (“Platform”), based on open-source software solutions. Finally, 22 programmes were implemented in 11 cities, namely: Athens, Thessaloniki, Volos, Ioannina, Chania, Heraklion, Larisa, Patra, Tripoli, Kavala, and Thiva. The overall number of trainees was about 4.949 (89% of the target) and about 25-30% of them dropped out, mostly due the long duration of the programme (400 hours in 9 months).⁷³

131. The periodic assessment for the T4I was conducted by the Laboratory of Pedagogical Research and Lifelong Education (LPRLE) of the University of Patras.

132. T4I addressed a broad variety of topics that foster inclusive education, such as refugee flows, psychological support for children and adolescents, plurilingualism and students’ mother tongues, intercultural education, learning material development and evaluation, accelerated learning programmes, and supporting children with multiple vulnerabilities.

133. Respondents of the evaluation agreed that **the teacher capacity was improved, based on the KIIs**

„The accommodation facility is far away from our homes, but our biggest motivation is the children and we come with pleasure to work with them“.

Teacher, Schisto,

⁶⁹ According to the KIIs with NGO implementing partners and the FGDs with ACE educators; according to the agreed ratios of space per learner and teacher in order to promote participatory methodologies and learner-centered approaches. Harmonized Approach HCAC Document, UNICEF GCO monitoring data repository.

⁷⁰ Minutes, FGDs with Educators, 18-26 April 2024.

⁷¹ Risk mitigation measure no 4, UNICEF GCO Application Form (Part A and B) (UA-SUP)v.11112022, UNICEF GCO data repository.

⁷² Final Report, Assessment of the Teach4Integration, September 2023, 206 pages, available at UNICEF GCO monitoring data repository.

⁷³ Minutes, KIIs with representatives of the three implementing groups, referred to above, 10-16 May 2024.

with the ACE educators (NFE) who reported this improvement and the assessments of the T4I programme. However, due to the voluntary and high demanding (400 hrs in a period of 9 months) nature of the T4I some NFE educators couldn't participate in it.

134. Several Educators highlighted the remote conditions of the accommodation facilities, problems with parking areas, and the lack of basic facilities, such as toilets, and running water.⁷⁴

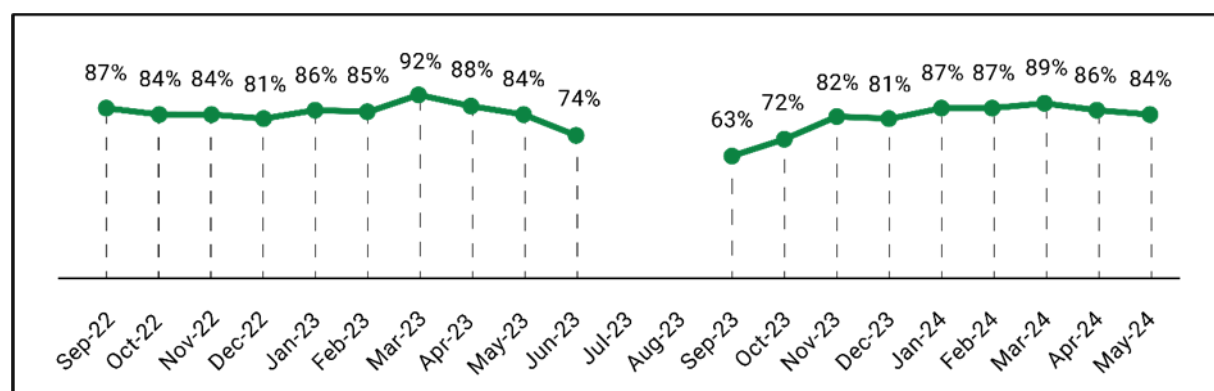
EQ 3.4. Student Empowerment: How has access to education affected OOSC attitudes and aspirations? How do OOSCs (females in particular) feel about having access to education?

Key Findings EQ3.4.

- FGDs with OOSCs and their families revealed that access to education through the ACE Programme positively impacted their attitudes by providing access to basic services such as education, health, and psychosocial support, which also improved their communication and interaction skills.
- Female OOSCs reported that having access to education helped them envision a better future, including the possibility of pursuing higher education.
- The enrolment and attendance in ACE of the total number of refugee and migrant children indicated a steadily increasing trend. During May 2024, 75% of ACE students were enrolled in the Greek public school. However, there were challenges in the Greek context not only with the initial access to education, including transportation issues from the accommodation facilities to the schools but also with children being able to continue to access education over time.
- The Youth Achieve programme responded to the immediate needs and special characteristics of young refugees and migrants toward their first educational needs in Greece.

135. **Enrolment.** The analysis of OAS beneficiaries, Urban HCAC and border areas beneficiaries' monthly enrolment rate to FE from September 2022 to May 2024⁷⁵ is provided in Figures 6, 7 and 8 below.

Figure 6: Percentage of HCAC beneficiaries in accommodation and reception facilities in the mainland enrolled in FE per month Sept 2022 -May 2024

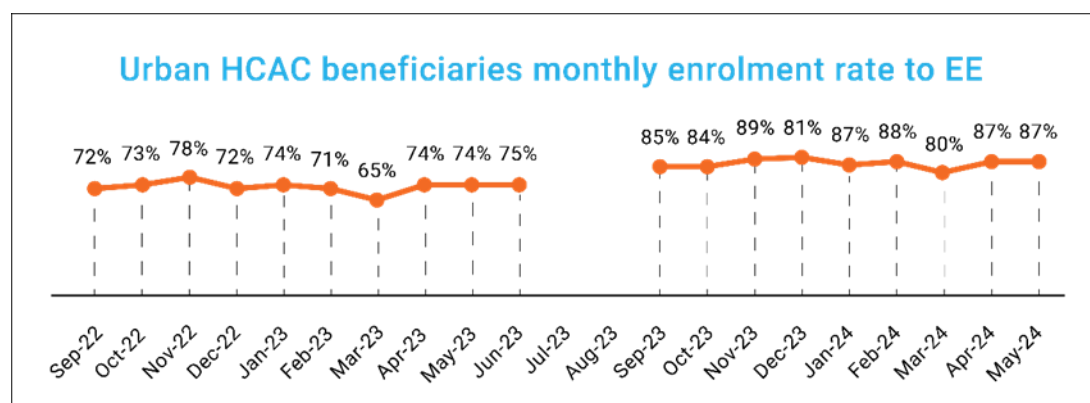


Source: Partners' monthly reports, available at UNICEF GCO monitoring data repository.

⁷⁴ Minutes, FGD with Educators, Nea Kavala, 26 April 2024.

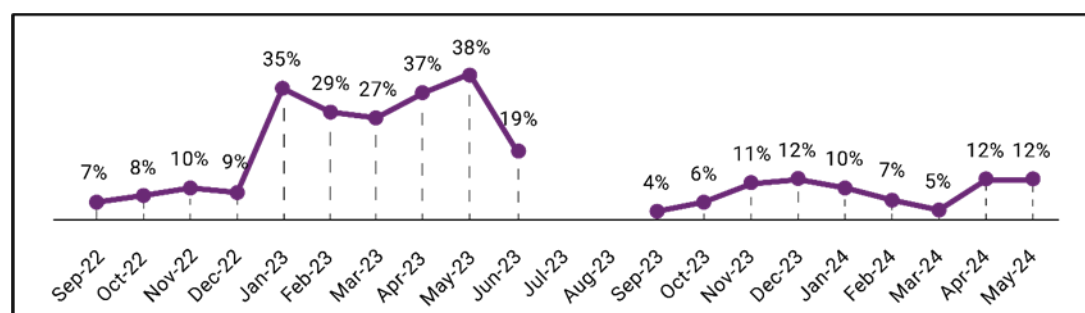
⁷⁵ ET considered reporting data after one year of the Programme's implementation to enhance the likelihood of accurately capturing its impact on enrollment.

Figure 7: Percentage of Urban HCAC beneficiaries enrolled in FE per month



Source: Partners' monthly reports available at UNICEF GCO monitoring data repository.

Figure 8: Border areas Percentage of RICs/CCACs HCACs beneficiaries enrolled in FE per month, 2022-2024



Source: Partners' monthly reports available at UNICEF GCO monitoring data repository.

136. The five nationalities with the greatest number of children per country of origin (CoO) covered by the ACE Programme from September 2021 to May 2024 are referred to in Table 11 below. Most children (37%) came from Afghanistan, followed by the Syrian Arab Republic, and Iraq, respectively –(13%) and (12%). In total, children benefitting from ACE HCACs originated from 75 different countries.

Table 11: CoO of Children benefiting from ACE from September 2021 to May 2024

Country of origin covered by the ACE Programme	Percentage
Afghanistan	37%
Syrian Arab Republic	13%
Iraq	12%
Somalia	7%
Ukraine	5%
Other *refers to 72 different countries of origin that were covered by ACE.	26%

Source: UNICEF GCO monitoring data repository, May 2024.

137. **Due to the high scale of the turnover of the refugee and migrant children, exact tracking of the dropouts and transitions of both NFE and FE was not currently possible within the existing monitoring processes.** The evaluation revealed that a significant percentage amongst the of the refugee and migrant children that participated in the FGD did not attend any school, neither in their countries of origin nor in other countries, and they did not have access to basic services such as health, education, and psychosocial services. The ET conducted 17 FGD with the participation of 102 students ; 21.4 % of the students had not attended any school: 17 came from Afghanistan, two from Iraq, one from the Syrian Arab Republic, and one from Somalia (please see Table 12 below).

Table 12: Number of KIIs and FGD held by the Evaluation Team

FGDs and KIIs	Number of Meetings	Number of participants	Remark
FGD – Students	17	102	No attendance at any school before coming to Greece: 21 Students (21.4%) Afghanistan: 17; Iraq: 2; Syrian Arab Republic: 1; Somalia: 1.
FGD – Parents/Caregivers	8	47	
FGD – Educators	7	26	
KII – RECs	2	2	
Site Managers	2	2	
KII – Implementing Partners	1	1	

Source: The evaluation dataset.

138. KIIs reported that there were **several obstacles in enrolment to public schools: the establishment of reception classes by MoERAS was often delayed; the number of classes was insufficient; the Government-run Emergency Support to Integration and Accommodation Programme (ESTIA) urban accommodation closed and this, in turn, led to periods of children remaining out-of-school between locations and with inconsistent attendance.** These factors affected the smooth rollout of the different components of the ACE Programme. The arrival of a great number of refugees fleeing the war in Ukraine underlined the importance of digital learning as an emergency solution. Given the fact that many Ukrainian families were scattered around the Greek territory, UNICEF and its partners focused on using digital modalities for those living in remote areas.

139. Youth Achieve programme of Junior Achievement Greece⁷⁶ was a part of the ACE Programme. Youth Achieve included several online educational tools that aim to prepare underage refugee and migrant children for the education and labour market in Greece. The main target have been 2,500 children between 15 and 17 years old. A website⁷⁷ and videos were designed to provide all the necessary information for the young refugees and migrants and the professionals who support them, comprehensively and entertainingly. The Youth Achieve programme responded to the immediate needs and special characteristics of young refugees and migrants towards their

⁷⁶ Junior Achievement (JA) Greece was established in 2005 as a non-profit organization offering educational programmes on entrepreneurship, financial literacy, and skills building in both private and public schools in Greece. JA Greece is a member of JA Europe; Europe's largest network in the field of learning by doing education, with an annual enrollment of approx. 3.5 million students annually.

⁷⁷ Youth Achieve Programme is available at <https://youthachieve.jagreece.org/en/>, accessed 22 July 2024

first educational and educational steps in Greece. The programme was endorsed by the MoERAS to be presented in the FE in May 2024.⁷⁸

140. The methodology of the ACEMON linguistic assessment aimed at understanding the linguistic needs as well as the level of language acquisition of refugee and migrant children in OAS, RICs, and urban centres. ACEMON's linguistic assessment was subject to many critical remarks that had been addressed to UNICEF. Five evaluation cycles were carried out from October 2022 to February 2024, focusing on the assessment of skills in Greek and English. **The results showed that participation in ACE was positively associated with the overall improvement of children's language skills.** The ACEMON results strongly demonstrated the effectiveness of the linguistic component of the programme. However, the evaluation revealed (KIs and FGDs with ACE educators) many critical comments on the ACEMON by practically all field personnel involved in the ACE's implementation. These were mainly **the overambitious objectives of the ACEMON and lack of consideration of such aspects as refugee and migrant's children background, absence of school-related skills, etc.** Therefore, it was concluded that the ACEMON levels of assessment of the Greek language were not fully suitable for the objectives of the ACE Programme and need to be reconsidered.

141. **The following limitations for the ACEMON assessment were identified by KIs with the NGO implementing partners, the FGDs with the ACE educators and the desk review of the relevant reports:** the NFE programme had no mandatory requested presence; due to its nature and aims (promote and facilitate access to formal education) monthly attendance may be irregular and highly impacted by the high mobility of the population; while the assessment aimed in acquiring information on the linguistic education needs for all children attending the HCACs in the selected areas/types of intervention, children participation in the assessment was affected solely by whether the child is attending the classes during the exercise month (assessment period); a child may be assessed only in one of the two assessment languages, depending on the classes he/she is registered too; a considerable number of parents/guardians or children as applicable (for example 694 students in the first round of Year 3) didn't provide a consent form to upload results of the assessment into the ACEMON platform, with main reason reported a fear related with their existing and future legal status.

4.4 Efficiency

EQ 4.1. Were financial resources, human resources, and supplies sufficient (in terms of quantity), adequate (in terms of quality), and distributed/deployed promptly?

EQ 4.1.a. Sufficiency: Is the allocation of human, operational, and financial resources appropriate, and adequate, to deliver intended results?

142. The ET considered the two evaluation questions referred to above jointly because they were closely linked.

Key Findings EQ4.1. and 4.1.a.

- Although the total budget provided by DG-HOME for implementing the ACE Programme was considered sufficient by all stakeholders, the evaluation identified challenges in the allocation of these resources.
- Although it was not possible to predict a no-cost extension in the design of the Programme, the no-cost extension of the ACE Programme decided by the end of the second year of implementation, resulted in challenges during the third year of implementation of the Programme.
- According to KIs, UNICEF experienced some delays in receiving ACE funding during the first year of the implementation. These delays were partly justified by the bureaucratic procedures necessary to finalize relevant agreements and release the funds.
- UNICEF retained the geographical coverage of the ACE Programme countrywide, but with limited programmatic visits and without FGDs with children and families.

143. Although the total budget provided by DG-HOME for implementing the ACE Programme was considered sufficient by all stakeholders, the evaluation identified challenges in the allocation of these resources. More specifically, the opening and closing of accommodation facilities, as well as the need for more human resources for monitoring and programmatic visits, as documented by KIs, were not anticipated in the design of the Programme.

144. According to KIs, UNICEF experienced some delays in receiving ACE funding during the first year of the implementation. These delays were partly justified by the bureaucratic procedures necessary to finalize relevant agreements and release the funds.

145. As of September 2023, the implementation of the ACE Programme continued with a no-cost extension granted until June 2024. The no-cost extension was based on the unspent balance of 4,678 million euros. This was largely the result of savings and cost optimization in certain activities, as well as the lengthy period between the time of submission in August 2021 and the actual signature of the contribution agreement in October 2022. Taking into consideration the above, UNICEF retained the geographical coverage of the ACE Programme countrywide with a couple of facing out of some city accommodation facilities, but with adjusted modalities and field teams. The evaluation noted that all reallocations and cost optimization were bilaterally discussed between UNICEF GCO and the implementing partners. Additionally, **the child participation element in the quality assurance plan for ACE was missing**. This plan had to include systematic FGDs with children and families, and regular field missions to ensure a thorough situation analysis and to incorporate child participation, upholding their right to freely express their views in educational settings.

146. In the 2023-2024 school year: primarily educational activities continued; structured PSS was discontinued; frequency of classes and size of field teams were reduced; the reduction of learning hours varied depending on the location and to balancing cost optimization; the number of urban HCACs was reduced while retaining a presence in Open Accommodation facilities and Reception and Identification Centres; interpretation in schools and sensitization actions were reduced.

EQ 4.1.b. Timelines: Are the Programme activities being implemented according to its timeline?

Key Findings EQ 4.1.b.

- The Programme activities were implemented according to its timeline; however, the non-cost extension of the Programme caused some delays in or exclusion of activities, although there were funds identified by MoMA and MoERAS.
- The bureaucratic procedures of approval by the MoMA of ACE educators' access (5-6 months waiting time) to educational facilities for refugee and migrant children slowed down the Programme's activities.

147. UNICEF's primary approach was the provision of technical support and coordination to assist the implementation of the ACE Programme. Technical support and coordination were not necessarily time-dependent. The majority of the Programme activities were implemented according to its timeline, however, there were some delays-challenges, for example #146.

148. The evaluation noted via desk review and KIs that the implementation of the registration procedures by the MoMA for new ACE educators to be appointed by the implementing partners was a time-consuming process that slowed down the NFE activities in the accommodation facilities.

EQ 4.2. To what extent did the coordination and partnership-building adequately support the effective implementation of the Programme?

Key Findings EQ 4.2

- Significant support was provided by UNICEF for the coordination and harmonization of NFE's activities implemented by all actors.
- UNICEF enabled knowledge sharing and the development of joint approaches to providing educational activities.
- UNICEF promoted the understanding and agreement on common standards and harmonization of approaches for NFE and reception classes for refugee and migrant children, including an equity approach to those aspects.
- A challenge raised as significant by informants was the unclear internal coordination of Greek national authorities (MoMA and MoERAS), the changes in Ministerial architecture, and the difficulties in establishing a clear understanding of the distribution of labour between the different institutions and organizations.
- UNICEF's and MoMA's MoU established an ACE Steering Committee (SC) under the leadership of MoMA and inclusive of the MoERAS, Ministry of Interior, Ministry of Health, Institute of Educational Policy, EU/DG Home, UNICEF, UNHCR, and IOM. However, the SC has been convened for one meeting during the three-year duration of the Programme, despite the significant efforts from UNICEF and the DG HOME.

149. A challenge raised as significant by KIs was the unclear internal coordination of Greek national authorities (MoMA and MoERAS), the changes in Ministerial architecture, and the difficulties in establishing a clear understanding of roles and responsibilities between the different institutions and organizations.

150. UNICEF has signed a Memorandum of Understanding with MoMA to collaborate on the All Children in Education Initiative for Refugee & Migrant Children in Greece (2021-2024). Art. III of the MoU establishing an ACE Steering Committee under the leadership of MoMA and inclusive of the MoERAS, Ministry of Interior, Ministry of Health, IEP, EU/DG Home, UNICEF, UNHCR, and IOM. However, **the Steering Committee was convened for one meeting during the three-year duration of the Programme, despite the significant efforts from UNICEF and the Donor, which can be considered as a limitation of the management structure of the ACE Programme.**

151. Respondents to the interviews noted that UNICEF enabled knowledge sharing and the development of joint approaches to providing educational activities. UNICEF also allowed for the creation of tools and supported the harmonization of approaches, including joint indicators. In addition, UNICEF facilitated communication between the government of Greece and the civil society actors focusing on Education, including the bridge between NFE and FE. ACE's novel objective of bridging NFE with FE, was not clearly communicated to the European Commission by at least one government authority, as evidenced by a KI. It was mentioned that some EU staff still categorize ACE under NFE and mistakenly considered ACE as a mostly NFE initiative to address the education needs of migrant and refugee children in accommodation facilities.

152. NGO implementing partners largely reported that the partnership with UNICEF had provided them with better internal procedures and policies. However, during implementation, certain urgent issues arose concerning coordination at the operational and managerial levels. **Kills with NGO implementing partners and UNICEF staff revealed delays in resolving these issues and highlighted the need for more regular programmatic visits by the UNICEF Education Section.** They also requested increased participation from the leadership of this section in ACE Coordination Meetings⁷⁹ to receive the necessary feedback and support.

⁷⁹ Verification of the ACE Coordination Meetings document, UNICEF GCO monitoring data repository.

153. Through institutional support and operational coordination, UNICEF promoted the understanding and agreement on common standards for NFE and reception classes for refugee and migrant children, including an equity approach to those aspects. The establishment of close coordination with focal points of protection of UNHCR and IOM was highlighted by all respondents as a positive harmonization of standards and operational arrangements, including the exchange of information and standardization of pathways for case management and referrals.

EQ 4.3. What are the comparative strengths and added values of the implementing organizations in the frames of the Programme?

Key Findings EQ 4.3.

- Five NGOs and one INGO provided significant services and added value within the framework of the ACE Programme. In addition, NGO implementing partners were trusted by UNICEF for their capacity, expertise, and efficient management of the financial resources.
- Four academic institutions (AUn, University of Patras, University of Thessaly, and NKUA) were actively engaged in the design, implementation, and assessment of the T4I Programme as a part of the ACE Programme.
- Communication and cooperation were kept with many NGOs for the purpose of either enriching the educational programme by incorporating their proposed material and guidelines (KMOP, CRS, GCR, Medical Volunteers International, Refugee Week Greece, KidsRights Changemakers) or of reaching out to their beneficiaries and addressing their educational needs (Meraki, IOM, Red Cross, SAO Organization Hellas).
- No research topics were envisaged as a possible academic component of the ACE programme.

154. The comparative strength and added values of the implementing organizations in the frames of the Programme were the following:

- **Junior Achievement Greece** was a CSO with an extensive network of more than 600 secondary education schools and university departments from all over Greece. It contributed through access to the extensive network of schools and university departments; access to underprivileged social groups; human resources expertise and time.
- **ELIX** contributed goods and technical equipment for the implementation of the educational activities. ELIX coordinated volunteers supporting pedagogical staff during educational activities, at the same time offering practical skills to young unemployed people or students in the pedagogical, psychological and social fieldwork.
- **The Danish Refugee Council (DRC)** partnered with the Arbeiter Samariter Bund Deutschland e.V (ASB) for the delivery of school readiness and support activities in four open accommodation accommodation facilities in Western Greece.
- **METAdrasi** offered employment to staff from society's vulnerable groups, particularly refugees and migrants. In addition, METAdrasi offered training opportunities and capacity building to its staff. For the implementation of the ACE Programme it cooperated with different actors, including public authorities at a national and local level, as well as civil society organizations.
- **ARSIS's** contribution was setting up a vast network and many implementing programmes on many islands and in Central Greece. The ACE Programme received additional support from volunteers who had the chance to establish a solid presence in the Programme. Volunteers were obliged to submit all the necessary documents for their registration on the National Registry for NGOs of the MoMA.
- **Solidarity Now** Solidarity Now provided a complementary set of activities through its urban community centres in Athens and Thessaloniki. The employability services of these urban centres were directly relevant to the implementation of the ACE Programme, as employability counsellors have partnered with ACE field teams to deliver in-person and remote employability and job-readiness seminars to students. Through the ACE Programme, Solidarity Now

subcontracted with three additional partners (Greek Council for Refugees, Melissa Network and OMNES) to provide services to a portion of the targeted population, specifically through the operation of their HCACs.

- The AUTH, University of Patras, University of Thessaly, and NKUA) were actively engaged in the design, implementation, and assessment of the T4I Programme as a part of the ACE Programme.

155. Communication and cooperation were kept with many NGOs to enrich the educational programme by incorporating their proposed curricula, activities, material, and guidelines (KMOP, CRS, GCR, Vavel NGO, Medical Volunteers International, Refugee Week Greece, KidsRights Changemakers) or reaching out to their beneficiaries and addressing their educational needs (GCR – Pyxida, Humanity Greece, Steps, Saffron Kitchen, Amina Shelter, Amurtel, and Cribs).

156. The ACE Programme was a pioneering effort in the region; nevertheless, no research topics were envisaged as a possible academic part of the ACE programme, such as comparisons of education outcomes and life trajectories of refugee and migrant children with and without NFE; parents' support for their children's participation in formal education, with and without NFE; transmission of culturally based knowledge, with and without NFE; children's sense of identity, self-efficacy as learners, academic and vocational aspirations, and a sense of belonging to their cultural community.

EQ 4.4. Are there more efficient ways and means of achieving outcomes?

Key Findings EQ4.4

- There was an exclusion of social scientists and psychologists in favour of prioritizing educators in the third year (NCE) of the ACE implementation.
- The support by local volunteers was appreciated, in particular in sports and recreational activities, as well as pre-professional orientation. This involvement not only enhanced the programme's connection with local community members but also facilitated external cultural access.
- During the outreach actions, such as in Elefsina, the HCAC Team Leader and educators discussed with families the prioritization of a more stable routine during which certain days would be devoted to classes and leisure activities.
- Some last-minute ad-hoc requests for awareness and visibility events, as well as alterations to visibility materials (e.g., logos), induced considerable stress amongst implementing partners and beneficiaries, despite significant UNICEF support (e.g., by printing and supplying updated logo stickers and other visibility materials).
- Social media such as Facebook, TikTok, and Instagram were actively used by the implementing partners. In addition, certain products (publications, fliers, posters, visibility material, etc.) have been a part of the outreach strategy followed in the format of the ACE Programme.

157. NGO implementing partners reported that they excluded of **social scientists and psychologists in favour of prioritizing educators in the third year (NCE)** of the ACE implementation. KIs revealed that the support by **local volunteers** was appreciated, in particular in sports and recreational activities, and pre-professional orientation, while at the same time furthering the Programme's link with local community members.

158. **Outreach activities and dissemination channels and modalities** were in place at all accommodation facilities, based on a specific plan that was adapted, according to the context of operation. Although the form, frequency, and level of outreach depend on the site context, in general, the outreach plan included the following: outreach campaigns; parents' meetings; events; site level education meetings; site level protection meetings; one-to-one approaches; short interviews with parents and children (individual ones, or in small groups), etc.

159. Several awareness campaigns/activities took place throughout the programme cycle aimed at sensitizing local communities. In addition, within the psychosocial support component of the programme many activities took place locally bringing R&M children in touch with the local community. Social media such as Facebook, TikTok, and Instagram were actively used by the implementing partners. In addition, certain products (publications, fliers, posters, visibility material, etc.) have been a part of the outreach strategy followed in the format of the ACE Programme. **A significant number of 732,728 people from the local community were benefitting from joint sensitization actions and sensitization campaigns on the inclusion of refugee and migrant children in schools as of May 2024.** The number was calculated by counting the reach, impressions, and engagements from Social media posts (Facebook, Twitter, Instagram) through analytics and metrics.

160. Evaluation research revealed⁸⁰ that **some last-minute ad-hoc requests for awareness and visibility events, as well as alterations to visibility materials (e.g., logos), had induced considerable stress amongst implementing partners and beneficiaries.** It was also reported that midway through the programme, MoMA had increased its requests for awareness and visibility activities, by including for example MoMA name in visibility materials. UNICEF had to relay these requests to implementing partners, resulting in some partners feeling overwhelmed and confused, primarily due to a lack of human resources and perceived clear guidance. On the other hand, UNICEF supported implementing partners by printing and supplying updated logo stickers and other visibility materials.

4.5 Sustainability

EQ 5.1. To what extent are the benefits of the Programme sustainable, and can the enablers of the Programme (such as teacher capacity building, communication with families, community sensitization, and monitoring of access and attendance) for successful school integration be maintained?

Key Findings EQ5.1.

- The ACE Programme did not elaborate on an exit strategy during the design phase. Interviewed stakeholders did highlight certain conditions that ought to be considered in any exit strategy:
 - a) operationalizing policies and developing guidance for systems based on the policies;
 - b) integration of ACE programming into MoMA and/or MoERAS annual plans and budgets.
- The start date of the new programme is unclear, causing concern amongst all stakeholders and, most importantly, resulting in gaps in services for refugee and migrant children.

161. **UNICEF did not elaborate on an exit strategy either at design or implementation phases of the ACE Programme.** Interviewed stakeholders did highlight certain conditions that ought to be considered in any exit strategy:

- a) operationalizing policies and developing guidance for systems based on the policies;
- b) integration of the ACE Programme into MoMA and/or MoERAS budgets. **Several elements of sustainability have been achieved** as follows: 1) For the first time a flexible but harmonized NFE curriculum was in place; 2) Highly specialized educational materials tailored to FE and NFE; 3) A critical mass of educators in FE and NFE that have been fully trained on effectively integrating R&M children in their classrooms; 4) MoMA and MoERAS have been involved in discussion for implementing the Programme's continuation and have identified resources to continue activities under state management (see point #166).

⁸⁰ Minutes, KII with implementing partners, 9 May 2024; Minutes, KII with UNICEF Communication team, 19 June 2024.

EQ 5.2. To what extent was the capacity of the stakeholders and the partners engaged in the Programme strengthened to allow them to sustain the Programme's benefits after its conclusion?

Key Findings EQ5.2.

- Regarding the national authorities there was insufficient evidence of effective mutual interaction and collaboration, both within the established bodies and beyond.
- UNICEF built on the partners' experience in NFE provision by providing significant technical support and coordination capabilities.
- The implementing partners (NGOs) contributed their unique characteristics and expertise to NFE while also expanding the partnership's geographical reach and coverage.
- All locations benefited from HCACs staffed by a multidisciplinary team responsible for delivering a harmonized package with mostly the same tools and materials across learning centres.

162. The stakeholders of the ACE Programme, including implementing partners, ACE educators, ministries, and others, were empowered through the Programme's implementation. **Regarding national authorities, there was insufficient evidence of effective mutual interaction and collaboration, both within the established bodies and beyond**, for example, there was one meeting of the SC during the three-year duration of the ACE.

163. The implementing partners contributed their unique characteristics and expertise to NFE while also expanding the partnership's geographical reach and coverage. The evaluation noted views by representatives of the implementing partners raising the issue of a need to facilitate access to field accommodation facilities, in particular, for teams for cultural/musical performances. This has been a legislative issue that should be dealt with.

164. All locations benefited from HCACs staffed by a **multidisciplinary team** responsible for delivering a harmonized package with mostly the same tools and materials across learning centres.

EQ 5.3. To what extent is the Programme integrated or planned to be integrated and institutionalized by the Government both technically and financially?

Key Findings EQ5.3.

- The ACE Programme was part of the national policy in the education of refugee and migrant children.
- There was no adequate institutionalized mechanism for coordination of the key stakeholders at the national level, but technical and financial institutionalization of the ACE Programme has been in place.

165. Although there was **no adequate institutionalized mechanism for coordination** of the key national authorities at the national level, such as the designation of an ACE focal Person in Ministries as suggested by KIs, KIs reported that there were no major issues regarding the budgeting realities and resourcing constraints, excluding the no-cost extension of the Programme. The NFE's activities were aligned with MoERAS' education priorities, according to KIs.

166. During the evaluation exercise, discussions were ongoing with national authorities on the integration/takeover of the programme by the national authorities. However, despite UNICEF's appropriate actions, the initiation of the takeover by the national authorities is still delayed and remains unknown to the ET. Additionally, the start date of the new programme was unclear, causing concern among all stakeholders and, most importantly, resulting in gaps in services for refugee and migrant children. Both ministries – MoMA and MoERAS have identified funds to continue ACE-related activities under AMIF and ESF+. UNICEF had information on specific steps for this and the MoERAS already confirmed that was pursuing funds for the continuation of the Programme.

EQ 5.4. To what extent has the strategy adopted by the Programme (on stakeholder capacity, including ownership by the government; partnerships and policies; and exit and transition) contributed to the sustainability of learners' results?

Key Findings EQ 5.4.

- The overarching approach adopted by the ACE Programme generally contributed to learners' results. Stakeholders' capacity was a good basis for the continuation of the Programme after its completion in June 2024.
- The Programme supported the long-term buy-in, leadership, and ownership by the Government and other relevant stakeholders.
- Programme interventions generally contributed to increasing the capacity of the Government partners, communities, FE teachers, and ACE educators to ensure sustainability.

167. The **overarching approach adopted by the ACE Programme generally contributed to learners' results**. The stakeholders' capacity was a good basis for the continuation of the Programme after its formal completion in June 2024. The FGDs and KIs provided the ET with strong evidence of education's contribution to sustainable development by equipping refugee and migrant children with the relevant knowledge, skills and values that will empower them throughout their lives to become informed active citizens who act for a more sustainable future.

168. The Programme supported the **long-term buy-in, leadership, and ownership** by the Greek government and other relevant stakeholders, including implementing partners. The NGOs used effectively their human and financial resources in particular during the third year of the implementation of the ACE Programme, to ensure ongoing delivery. In addition, the educators offered the NFE in-kind support, such as the allocation of additional staff time or incorporation of the activity within workload timetabling.

4.6 Inclusion, Equity, Gender Equality, Child Rights-Based Approach and Results Based Management

EQ 6.1. To what extent was an inclusive (e.g., based on linguistic background, ethnic origin, etc.), gender-responsive, disability-inclusive, and equity-focused approach integrated into the design, implementation, and monitoring of the Programme (Art. 2 of the CRC)?

Key Findings EQ 6.1.

- According to the KIs and document analysis, an inclusive (e.g., based on linguistic background, ethnic origin, etc.), gender-responsive, disability-inclusive, and equity-focused approach was integrated into the design, implementation, and monitoring of the Programme.
- The NFE in urban centres had certain advantages in comparison to the open accommodation sites (OAS) in terms of interactions with local students and community integration, access to Greek cultural events, the centres were perceived as a „safe neighbourhood hub“ for refugee and migrant children, etc.
- According to KIs, MoERAS planned to support the FE for migrant and refugee children and MoMA to continue the NFE education in the accommodation facilities, therefore there would be a significant gap in the NFE support that the urban centres provided.

169. An inclusive (e.g., based on linguistic background, ethnic origin, etc.), gender-responsive, disability-inclusive, and equity-focused approach was integrated into the design, implementation, and monitoring of the Programme.⁸¹

⁸¹ Minutes, FGDs with Educators.

170. Interviewed children and their parents/caregivers identified the positive outcomes of the ACE Programme as improving access to meaningful education, resulting in increased participation, a safer environment for children, and a sense that their languages and cultures are valued by the Government.

171. **The urban centres were in a sense privileged in comparison to field accommodation facilities in terms of access and integration into Greek society.** Educators, children, and parents/caregivers reported that urban centers were the “safe” and the places that give the “sense of integration” and there was a need to keep these centers in the future; MoERAS planned to support the FE and MoMA to continue the NFE education in the accommodation facilities, therefore **there would be a significant gap with NFE support that the urban centers provide.** Additionally, urban centers typically benefitted from better infrastructure, which significantly created a conducive learning environment and improves educational experiences.

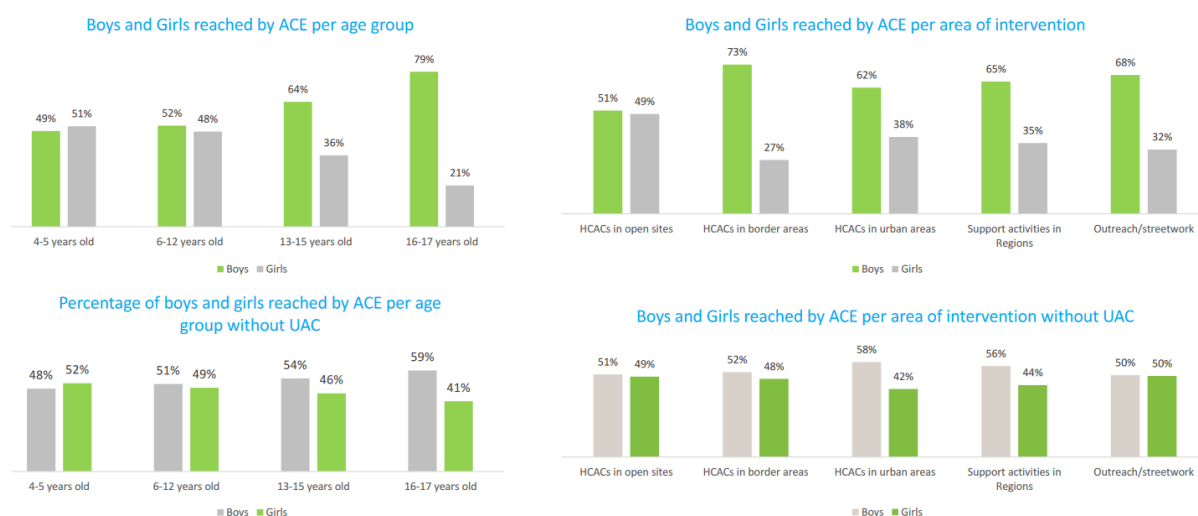
EQ 6.2. How thoroughly was age, gender, or other equity-related disaggregated data collected and monitored throughout the Programme?

Key Findings EQ 6.2.

- Age, gender, and other equity-related disaggregated data were collected.
- Age, gender, and other equity-related disaggregated data were monitored by the ACE Monitoring sub-working Group Meetings, partner presentations, and key figures from the monthly updates by the ACE Dashboard at UNICEF GCO monitoring data repository on the enrolment and attendance of refugee and migrant children in NFE and FE.

172. Age, gender, and other equity-related disaggregated data were thoroughly collected and monitored in line with all key indicators monitoring the programme. UNICEF team developed results monitoring and reporting templates in line with the results framework of the programme/indicators and targets where location, sex, age and disability were disaggregated for each component of the programme implementation as applicable per implementing partners. This information was compiled, analyzed and key findings emerging from this analysis were discussed on a regular basis in the ACE Monitoring sub-WG. The ACE Monitoring sub-WG was set up in the framework of the programme to analyze, present and discuss age, gender, and other equity-related disaggregated data. A gender review of key results was a standard item of the analysis and presentations conducted by UNICEF (see as example figure 9) for the purpose of the monitoring of the programme, discussed with the ACE partners of the WG to validate and provide views from the field on emerging issues and were then shared with the UNICEF Education team. These data were regularly used by the main mechanisms and monthly reports provided by the NGO implementing partners (see also # 174).

Figure 9: ACE beneficiaries by sex, age and area of intervention (Dec 2022) (Example of gender review and analysis).



Source: ACE Monitoring SubWorking Group monthly meetings available at UNICEF GCO monitoring data repository.

173. KIs reported that gender-sensitive results of the Programme needed to go **beyond assessing the participation** but also attempted to understand the nature of changes in girls' roles, community cultural beliefs and behaviours. These types of changes could not be assessed solely through the annual quantitative data – although this was necessary to assess as well – but also through qualitative primary data collected from beneficiaries and other stakeholders.

EQ 6.3. To what extent did the monitoring of the Programme provide sufficient evidence that could be utilized towards informing its effective implementation?

Key Findings EQ 6.3.

- Several systems were set up to ensure the monitoring and evidence generation of the ACE Programme under the leadership of UNICEF's designated Unit.
- UNICEF established and chaired two types of working groups (on Coordination and Monitoring) to ensure that interventions of the ACE Programme were well-coordinated amongst the different actors involved. The child participation element of the quality assurance plan for ACE was missing. This plan should include systematic FGDs with children and families, and regular field missions to uphold their right to freely express views in educational settings.
- As a good practice in the planning of the ACE programme with DG-HOME, the evaluation ... included in the design of the ...

174. The following programme coordination mechanisms were established during the implementation of the ACE Programme, according to the agreed UNICEF's monitoring and evaluation strategy⁸²:

- ACE Coordination WG meetings on a monthly basis;
- ACE Monitoring Sub-Working Group on a monthly basis;

⁸² UNICEF GCO Application Form (Part A and B) (UA-SUP)v.11112022, UNICEF GCO data repository.

- Assessment of the T4I by the University of Patras;
- ACEMON assessment cycles;
- A quantitative research study to assess the effectiveness of Reception Classes;
- Workshop on the effectiveness of the JA component of the ACE Programme;
- Programmatic visits to accommodation facilities covered by the ACE Programme by Education specialists from the UNICEF GCO have contributed to a culture of learning and self-assessment.

175. The ET did not receive evidence of organizing FGDs as a part of an assessment process by the UNICEF GCO with children and their families during the implementation of the ACE Programme (see also finding #145).

176. The ACE Programme was not evaluated in the middle of its duration (mid-term evaluation) to draw lessons learned and recommendations for its efficient implementation and completion.

177. The UNICEF GCO **implemented a robust monitoring system** supported by the Planning, Monitoring, and Evaluation (PME) Unit which included quality assurance processes and regular reporting by implementing partners in line with UNICEF's global Harmonized Approach to Cash Transfers (HACT) and its programme monitoring procedures. The PME team developed an effective system for monitoring and collecting disaggregated data from 58 locations/HCACs in total, without the existence of a consolidated database.

178. The Akelius programme (2022-2024) was informed by monthly updates from the UNICEF education team in Greece supported by annual reporting through UNICEF's global Consolidated Emergency Report and quality assurance by the PME Unit every six months.

179. Ongoing evaluation of the Programme was carried out via the **ACEMON Educational Platform application**⁸³, created by the Directorate General of Information and Computer Technology of the Ministry of Migration And Asylum (see more details in findings #140, 141). The assessment of ACEMON aimed at analyzing the platform's effectiveness for measuring language literacy, and among others, skills for successful school integration.

180. Several systems were set up by the UNICEF PME Unit to ensure monitoring and evidence generation of the ACE Programme. To monitor the performance of UNICEF partners, a performance monitoring plan was agreed upon outlining specific measures to monitor activities at the output level, the content and the timeframe. **Monitoring took place both at the central and local level.** Progress achieved as reported by implementing partners was in line with UNICEF's results-based management approach. During the preparation of the agreements with the implementing partners, *a risk assessment* took place, which among other things systematizes the necessity and frequency of monitoring of activities, performance, and financial expenditures.

181. 23 regular monthly meetings of the Monitoring sub-working Group were held until May 2024. Key results of the implementation of the ACE Programme were monitored and discussed during the monthly meetings of the ACE Monitoring Sub-WG, such as the number of refugee and migrant children attending education during the respective month; the number of refugee and migrant children, including those from Ukraine benefiting from HCAC and support activities through ACE since the Programme started; percentage of the children benefiting from ACE during the respective month who have enrolled also to formal education; the number of refugee and migrant children provided with continuous support to access FE; the number of schools received interpretation support through interpretation sessions. In addition, **NGO implementing partners provided monthly reports** (summary of activities and actions carried out during the reporting period against the work plan; overview of key results during the reporting period; capacity-building of education personnel and institutions; programme management; coordination with UNICEF and other actors;

⁸³ UNICEF Education Team established the criteria of the ACEMON evaluation, NGO implementing partners collected the data, and the MoMA provided the platform for data collection and retrieval.

key challenges/bottlenecks faced during the respective reporting period; key priorities for the following period and any support needs; visibility and social media.)

182. ACE Coordination Working Group chaired by UNICEF with the participation of all NGO implementing partners was designed to ensure the coordination and harmonization of ACE interventions. The Coordination Working Group conducted 21 meetings for the duration of the ACE Programme (up to May 2024).

6.4. How were the views of children considered and did they have an impact on the implementation of the Programme in the best interest of the child principle (Art. 12, 28, and 29 of the CRC)?

Key Findings EQ 6.4.

- During site visits, children were the subject of observations, studies and programming, but there was no systematic direct inquiry into what they think, feel, and want through well-structured mechanisms and procedures.
- No child participation procedures, such as FGDs, were implemented during the ACE Programme, as explained in findings # 145, #175.

183. In all site visits, during the FGDs with ACE educators and the children and the KIIs, it was noted that children were the subject of observations, studies, of programming, but rarely of direct inquiry into what they think, feel, and want. Children did not participate in the design of their own experiences except for 'free play' time, which, in rare cases, may extend to facilitating children's planning of their activities, but this was the exception rather than the rule. As per findings #145 and #175 it was also indicated that FGDs with children and their families were not included in the design of the Programme or conducted as a part of an assessment process by the UNICEF GCO during the implementation of the ACE Programme. **No child participation procedures, such as FGDs, were implemented during the ACE Programme.**

4.7 Impact

EQ 7.1. To what extent did the Programme generate significant positive or negative, intended, or unintended higher-level effects (short-term; medium-term; and long-term) that led to a systemic transformation in integrating refugee and migrant children in schools?

Key Findings EQ 7.1

- Parents/caregivers and educators noted the social, emotional, and cognitive benefits for children who were attending NFE. These included children's increased interest in play-centred learning activities, their increased ability to focus on tasks and adapt to FE classroom environments, and their recognition of letters, shapes, and counting.
- The benefits of socialization, increased confidence, and politeness were stressed by many parents as an important aspect of NFE attendance for their children, as was the learning of foreign languages. Improvements in the health and hygiene practices of children were also noted by parents and educators.
- Some parents/caregivers and primary ACE educators also commented that they expected differences between those who had attended NFE and those who had not attended to even out after some time.

184. As noted in the ToC, the impact of this evaluation referred ultimately to the **changes that the ACE Programme produced on the rights and lives of children**. Such long-term impact depended on changes in access, equity, and learning outcomes in the Greek national education system. This section therefore focuses only on these changes in the education access of target groups, equity, and learning, and the qualitative inferences to longer-term changes in children's lives.

Changes in children's lives and Unintended impacts

185. Parents/caregivers and educators acknowledged the **social, emotional, and cognitive benefits of whether children attend NFE**. These included children's increased interest in play-centred learning activities, their increased ability to focus on tasks and adapt to FE classroom environments, and their recognition of letters, shapes, counting, etc. The benefits of socialization, increased confidence, and politeness were stressed by many parents as an important aspect of NFE attendance for their children, as was the learning of foreign languages. **The parents and educators reported on the improvements in the health and hygiene practices of children.**

186. It was noted by some parents/caregivers that children who had attended NFE "tended to be bored" in the first year of FE as FE teachers struggled to deal with children's different levels of development.

„The level of the Greek language of my daughter has increased to such level that she participated successfully in a city seminar on children's rights“.

Parent, Elefsina

187. **Changing environments and discontinuity of services were particularly significant for marginalized groups** such as children with multiple vulnerabilities, who, having been integrated into NFE may be transferred to special education after transitioning to FE, and, as a result, there was some anecdotal evidence of family members fearing this

transition phase for children with multiple vulnerabilities.⁸⁴

5. Conclusions and Lessons Learned

5.1 Main Conclusions

Relevance

187. The UNICEF-supported ACE Programme was **generally relevant to the context**, drawing on the ToC as the organizing framework for the Programme nationally. The modality of working in partnership with the MoMA and MoERAS, as well as with the other partners contributed to assuring the alignment with the State priorities.

188. **The Programme was aligned with the national policies⁸⁵, UNICEF Strategic Plans regarding education programming, and UNICEF Country Programme Document⁸⁶.**

189. **The ACE Programme was tailored to meet the diverse needs of refugee and migrant children.** The beneficiary groups included those residing in reception centers with minimal interaction with local communities, children living in urban areas enrolled in FE, newcomers who had not yet accessed FE, as well as unaccompanied or separated minors and children with multiple vulnerabilities.

⁸⁴ Minutes, KII with two students, one with a disability, Schisto, 19.04. 2024.

⁸⁵ The Greek MoERAS enacted Law 3879/2010, establishing Educational Priority Zones; Law 4547/2018 provides a legislative framework for regulating educational services for refugee children in Greece. DYEP functions in the framework of mainstream education and applies specific study programmes of limited duration. The Hellenic Integration Support for Beneficiaries of International Protection (HELIOS) programme has been supporting, based on a specific set of criteria, beneficiaries of international protection since July 2019. The government also drafted a National strategy for the protection of unaccompanied minors (UAMs), and, via Law 4960/2022, created a national guardianship system and framework for the accommodation of unaccompanied minors. From 1 January 2024, in addition, a new migration code came into force with Law 5028/2023. The National Integration Strategy is available at <https://migration.gov.gr/wp-content/uploads/2022/09/NATIONAL-STRATEGY-FINAL.pdf> accessed 22 July 2024.

⁸⁶ The UNICEF Country Programme Document of Greece is available at https://www.unicef.org/executiveboard/media/8876/file/2022-PL5-Greece_CPD-EN-ODS.pdf

Coherence

190. The Programme demonstrated coherence to its initial goals by addressing the key gaps identified and **by effectively adapting to changing contextual factors over its three-year duration**, including the continuous influx of refugee and migrant children and the COVID-19 pandemic.

191. Although the Programme's coherence with **the key pillars of the Harmonized Approach was confirmed** and generally followed during the first two years of ACE's implementation, **the flexible implementation of the HA was not sufficiently explicit**. This flexibility was necessary to address the different needs of children in different settings such as OAS and RICs.

Effectiveness

192. The Programme was **effective in producing tangible results (both outputs and outcomes)** for the access to education of refugee and migrant children.

193. Based on the FGDs with female students, having female ACE educators helped these students to be more open and participatory in class.

Efficiency

194. In terms of **efficiency**, numerous facets of the UNICEF management of ACE programming were improved over the years of its implementation. These included a range of elements such as a) improved monitoring capacity for ACE and the development of UNICEF tools for tracking the ACE Programme; b) improved input on policy framework development; and c) improved coordination and upstream policy influence.

195. The SC possessed the capacity to ensure predictable coordination and transparent governance of the overall refugee education response; review progress on implementation and address challenges on the integration to the education of refugee and migrant children; and strengthen inter-ministerial and inter-agency exchange and coordination. However, this potential was not used in the management of the ACE Programme. There was one meeting only during the implementation of the Programme.

196. **Bureaucratic procedures of the national authorities**, such as the approval of ACE educators' access to educational facilities for refugee and migrant children, affected and delayed the Programme's activities.

197. The current ACE Programme took action **to prioritize increasing access to NFE for refugee and migrant children**. While this was successful, gaps emerged in the third year in addressing the full spectrum of the harmonized approach on responding to the educational and psychosocial needs of all children.

Sustainability

198. The **sustainability of ACE Programme remained a concern**. The overall assessment was that while there were factors and conditions in place that could serve as a foundation for future programming, sustainability was not yet achievable within ACE programming. **UNICEF was well positioned due to its experience and reputation to support the continuation of the Programme, but it would require shifting from a project implementation focus to a more strategic technical advisory role**. The policy foundation was in place for implementing scale-up and there is significant individual technical capacity within the MoMA and MoERAS. However, system capacity – especially for monitoring and data management – still needs to be developed. There were also significant funding and ownership concerns for sustainability that presented barriers to the handover of ACE Programme.

199. Despite UNICEF's appropriate actions, the initiation of the takeover by the national authorities was still delayed, and the start date of the new programme remained unclear to the ET. This uncertainty was causing concern amongst all stakeholders.

200. Despite being a complex and extensive programme with substantial quantitative and qualitative data from multiple sources, **a consolidated database for tracking dropouts and transition between NFE and FE of the refugee and migrant children does not exist, resulting in challenges in the sustainability of the programme and emphasizing then need to strengthen state data systems and linking MoMA and MoERAS datasets.**

Inclusion, Equity, Gender Equality, Child Rights-Based Approach (CRBA), and Results-Based Management.

201. The **ACE Programme provided equity of opportunity⁸⁷ for a meaningful transition** from home to school for refugee and migrant children in Greece.

202. The evaluation revealed that the **human rights-based approach** was at the core of the Programme, with a strong emphasis on non-discrimination, participation, and accountability principles. Through the application of a human rights-based approach, the Programme helped targeted groups to address the needs of refugee and migrant children and families

203. **The NFE in urban centres had certain advantages in comparison to the open accommodation sites (OAS)** in terms of interactions with local students and community integration.

204. The evaluation notes the systematic collection and monitoring of data disaggregated by age, gender, and other equity-related factors in alignment with all key indicators of the program. The UNICEF team created templates for results monitoring and reporting that were consistent with the program's results framework, indicators, and targets. These templates disaggregated data by location, sex, age, and disability for each component of program implementation as relevant to each implementing partner. The compiled data was analyzed, and key findings from this analysis were regularly reviewed and discussed in the ACE Monitoring sub-working group.

205. There was a **lack of child participation procedures**, such as FGDs, during the duration of the ACE Programme.

Impact

206. ET was able to conclude the **social, emotional, and cognitive benefits of children** who were attending the ACE Programme. These included children's increased interest in play-centred learning activities, their increased ability to focus on tasks and adapt to FE classroom environments, and having better learning performance. The ET also clearly identified the benefits of socialization, increased confidence, politeness, and improvements in children's health and hygiene practices.

207. **Investing in education was a strategic activity** per se, as the positive outcome for the livelihood of the children and their families was long-term; Furthermore, supporting the inclusion of children in the FE was a strong step towards integration, with a sustainable impact for the local community as a whole.

⁸⁷ Equity of opportunity in education comprises two main components, fairness and inclusion: personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential (fairness) and that that all individuals reach at least a basic minimum level of skills (inclusion). OECD (2012), Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD Publishing, Paris, <https://doi.org/10.1787/9789264130852-en>.

5.2 Examples of Lessons Learned

208. The integrated model of NFE, including child protection (CP) activities into NFE programming, was pertinent and effective for the situational context and provides a lesson to be retained as organizational learning. Marginalized children could benefit greatly from early intervention, but the challenges of identifying and addressing their needs, which required special and cross-sectoral approaches, was not addressed. Planning and action for marginalized groups of children required more detailed analysis and needs assessment and the existence of a consolidated database. There was a need to sustain PSS and SEL components in NFE programmes whereas the CP system should be further strengthened inside and outside of the accommodation facilities as a set of key complementary services that was missing in the implementation of the ACE Programme.

209. The role of local NGOs, as well as one INGO with previous experience on refugees and migrants that collaborated as implementing partners with UNICEF, was found to be paramount in terms of the relevance and effectiveness of the ACE Programme. Their technical expertise and excellent knowledge of the local context paired well with UNICEF's expertise.

210. T4I, being a unique and pioneering educational programme which invests in developing the skills of teachers to promote integration and an inclusive culture in schools, was named as best practice at the EU Education and Training Monitor Report 2022.⁸⁸

211. It has been seen that the transition of complex and large programmes like ACE to national authorities need to be carefully planned and executed promptly to minimize uncertainty for children and families, and to prevent unnecessary gaps in the services they receive.

212. Integrating interpretation services throughout the Programme's duration was crucial for achieving its educational goals and easing the workload of educators.

213. The no-cost extension of the ACE Programme prompted the modification of staff contractual arrangements, termination, and opening of posts that have been creating insecurity and stress in the field teams.

214. One key lesson learned is the need to make the flexible implementation of the HA more explicit. This could involve differentiating between OAS and RICs from the outset and suggesting different implementation scenarios based on the needs of the local population. Additionally, providing refresher trainings on the HA throughout the implementation cycle, not just at the beginning, would help ensure that field teams, especially those with high turnover rates, understand the program architecture and adhere to the requirements. Introducing a light monitoring system from day one, similar to the multi-tracker used in Year 3, would allow for real-time information on implementation and support the identification of patterns in various locations and types of accommodation facilities.

215. It is essential to ensure that the ACEMON tools used to assess the effectiveness of the language learning component are further tailored to the needs and levels of refugee children. The challenges faced by children and educators in the field must be considered when developing and validating (piloting) the new tools to enhance their relevance and effectiveness.

⁸⁸ See <https://op.europa.eu/webpub/eac/education-and-training-monitor-2022/el/country-reports/greece.html> (accessed on 15.07.2024).

6. Recommendations

216. Based on the findings and conclusions of this Report, the ET recommends several operational improvements. These five recommendations are directly informed by the findings and consultations with stakeholders. A further opportunity to refine the recommendations based on comments was provided during the final review of the evaluation report by UNICEF and the ERG. Table 13 below presents a summary of recommendations proposed by the Evaluation Team with respective rankings of urgency, impact, and difficulty. The narrative below the table presents detailed recommendations, concerning respective evaluation report paragraphs.

Table 13: Summary of recommendations

#	Recommendation	Priority	Impact	Difficulty
1	UNICEF is advised to continue supporting the national authorities, MoMA and MoERAS on advancing the design, implementation and operational modalities of the future ACE across several key dimensions.	High Short/Medium Term	High	Medium
2	UNICEF is advised to streamline the exit strategy facet of its programming to ensure the seamless transition of large and complex programmes like ACE to national authorities.	High Long Term	High	High
3	UNICEF is advised for future ACE to cultivate partnerships between local and international universities to leverage research-driven insights into effective practices and educational outcomes.	Medium Medium/Long Term	High	Medium
4	UNICEF is advised to enhance internal operations and quality assurance of programmes like ACE.	High Long Term	High	High
5	UNICEF is strongly advised to facilitate and provide capacity building on evaluation activities by national authorities to promote systematic evaluation of programmes, considering the necessary allocation of Programme's funds.	High Medium/Long Term	High	Medium

217. Recommendation 1: UNICEF is advised to continue supporting⁸⁹ the national authorities, MoMA and MoERAS on advancing the design, implementation and operational modalities of the future ACE across the following key dimensions:

- Increase teaching hours for Greek and English languages beyond the original 2-3 hours and 1-2 hours⁹⁰, respectively, as suggested by many parents and ACE educators interviewed.
- Validate and customize the next version of ACEMON⁹¹ taking into consideration the stage of learning by refugee and migrant children. MoERAS' MySchool⁹² can be engaged in due course taking into account the need to further strengthen it to facilitate timely tracking of refugee and migrant children and real-time updates of school unit statistics. This could be achieved by enhancing the linkage with MoMA databases.

⁸⁹ To the extent possible, after ensuring the needed financial and human resources.

⁹⁰ Harmonized Approach HCAC document, UNICEF GCO monitoring data repository.

⁹¹ ACEMON is an electronic platform designed to record the learning progress of children participating in the ACE Programme, in specific areas described as key goals in the ACE Programme as the language literacy and development of linguistics, among other, skills for successful school integration.

⁹² Myschool is a single information system for the electronic submission of applications and the management of primary and secondary education personnel in Greece.

- For the interpretation component of the future ACE, a centralized service provided by MoMA could be beneficial. Accommodation facilities interpreters could be used to support communication with beneficiaries, but this would require interpretation services to be well-staffed in all locations and cover multiple languages, based on dynamic / evolving needs (e.g. new arrivals with different mother tongues).
- Integrate the relevant activities in future ACE to address the educational and psychosocial needs of children under four years old.
- The T4I Programme should be supplemented by capacity-building programmes of different (shorter) duration, to address the needs of newly recruited FE and NFE educators and to create more cohesive thematic cycles to be delivered in all locations. In addition, a common repository of materials should be developed, collecting key resources from the three different academic institutions that implemented the T4I, and making them available to all trainees across the country.
- Strengthen State data systems and integrate MoMA and MoERAS datasets by establishing a consolidated database for future ACE programs. For example, RIS statistics and figures should be collected monthly and promptly communicated to MoERAS to enhance planning for the opening of reception classes and the recruitment of education personnel. This collaboration is crucial to ensure the efficiency and success of both the accommodation facilities and urban components of the future ACE Programme.
- **UNICEF is strongly advised to guide national authorities to include urban centers, in the next Programme due to their significant value as described in detail in the Findings section of this Report.**
- **Develop a preparedness plan** for future ACE Programme that integrates technology and other resources, enabling educators to streamline tasks, minimize redundant steps, and prioritize NFE teaching. This plan should address urgent situations, such as unexpected influxes of children.
- Explore alternative pathways for refugee and migrant adolescents, such as systematic vocational training.

218. Recommendation 2: UNICEF is advised to streamline the exit strategy facet of its programming to ensure the seamless transition of large and complex programmes like ACE to national authorities. The exit strategy needs to be developed at the design phase of the programme with clear ToCs and adjusted in coordination with authorities, taking into account the changing realities, in the course of the programme implementation and lessons learned, to ensure a smooth transition, avoiding service gaps between the current programme and any future ones. **To address these challenges, the ET recommends that UNICEF should ensure the integration of an exit strategy from the start of all future programmes.**

219. Recommendation 3: UNICEF is advised for future ACE to cultivate partnerships between local and international universities to leverage research-driven insights into effective practices and educational outcomes. The future ACE initiative should take into account the lessons learned from this evaluation and better link the research-driven insights into effective practices and educational outcomes. As a pioneering effort in the region, documenting its impacts can drive continuous enhancements and generate valuable knowledge for informing national and global policies and practices. UNICEF should focus on establishing collaborative research partnerships between local and international academic institutions specializing in future ACE within government education systems. Over the years of implementation of future ACE, priorities for capacity-building research could include:

- Developing and piloting assessments of children's learning in the primary languages of the future ACE.
- Conducting cost-effectiveness and risk assessment analyses of future ACE components and activities.
- Conducting both cross-sectional and longitudinal studies on the broader impacts of future ACE, such as comparing educational outcomes and life paths of refugee and migrant children with and without non-formal education (NFE); assessing parental support for children's participation in formal education with and without NFE; exploring the transmission of culturally rooted knowledge with and without NFE; studying children's health, nutrition, sense of identity, self-efficacy as learners, academic and vocational aspirations, and their connection to their cultural and national communities.

These partnerships and research efforts will provide critical insights to refine future ACE interventions and contribute to broader educational advancements nationally and internationally.

220. Recommendation 4: UNICEF is advised to enhance internal operations and quality assurance of programmes like ACE.

In this regard, the evaluation proposes to incorporate on the following dimensions in the Programme design document:

- UNICEF needs to ensure **the existence of an appropriate ToC in the Programme design document to describe the causal logic** through which inputs – both the direct outputs of UNICEF as an organization and actions by partners – contribute to a shared impact.
- **Enhance programmatic/field visits action plan:** based on the findings of the evaluation, nationwide programs like ACE need to ensure sufficient human and financial resources in coordination with the donors to allow for such visits which improve the quality assurance of the programme. This enhancement is essential to effectively support the program's objectives, perform customized and high-quality risk assessments, and promptly address implementation issues.
- **Enhance child participation element in the quality assurance plan for ACE-like programmes:** this enhancement should;
 - Include systemic FGDs (e.g., every 3 to 6 months) with children as well as their families, to uphold their right to freely express views in educational settings⁹³.
 - Regular field missions conducted by internally assigned multidisciplinary UNICEF Units, based on available human and financial resources.

221. Recommendation 5: UNICEF is strongly advised to facilitate and provide capacity building on evaluation activities by national authorities to promote systematic evaluation of programmes, considering the necessary allocation of Programme's funds.

⁹³ This recommendation is supported by FGDs with children during the evaluation research. The children offered valuable suggestions regarding the educational materials and activities, such as including the history of their countries of origin, increasing the number of English lessons, and incorporating some lessons in their native languages.

ANNEXES

ToR for the Evaluation of the *All Children in Education Programme (2021 – 2024)*

Introduction

Evaluation in UNICEF helps the organization and its partners to achieve the best results possible for children through independent, credible, ethically generated, timely, and accessible evaluative evidence. Evaluation assists UNICEF in realizing the mandate of the Convention on the Rights of the Child and of the organization's mission statement.

UNICEF evaluation function is grounded in four complementary purposes.

- Maximizing results for children in development and humanitarian settings.
- Contributing to oversight and accountability.
- Fostering organizational learning.
- Empowering community, national and regional stakeholders.

As part of the Costed Evaluation Plan and the Country Programme Document 2022-2026 UNICEF Greece Country Office has committed to undertake an evaluation of UNICEF work on All Children in Education (ACE) Programme. This document outlines the purpose and scope, the methodological options and the operational modalities of the evaluation.

UNICEF Office will be recruiting individual consultants (one national and one international) to execute and conduct the evaluation.

The evaluation will follow a summative approach to assess effectiveness, and to determine results and overall value, how well the initiative served its aims (based also on funding changes overtime), to assess sustainability of results and impacts, and to draw conclusions for similar initiatives in the future to inform future programming. The evaluation is conducted at the end of the ACE programme cycle (ex-post evaluation).

The evaluation's main outcome is to provide high quality evidence on what has been achieved, the lessons learned, and the challenges faced to inform future programming and policies in Greece, and beyond, for the integration of refugee and migrant children in the national education system. The evaluation is scheduled to commence in **Q2 2024 and is expected to be finalized within Q3 2024.**

Evaluation Background and Context

The Convention on the Rights of the Child (CRC) defines education as a fundamental right for all children. Clearly aligned with these commitments as well as those to achieving the Sustainable Development Goals and in particular SDG 4, UNICEF 2022-2025 Strategic Plan state as one of its priority goal that every child, including adolescents, and especially the most vulnerable and marginalized, learns and acquires skills for the future, including children living in humanitarian and fragile settings. Within this goal area, equitable and inclusive access to quality learning opportunities is the first result area. UNICEF's Global Education Strategy (2019-2030) underlines the importance of education in emergencies and fragile situations and strengthening countries

resilient systems and education in emergencies. Education in Emergencies is guided by the Core Commitments for Children in Humanitarian Action to reach the most disadvantaged children and their families, regardless of the kind of crisis. In addition, the national law provides that access to education is free and compulsory for all children in the Greek territory including asylum seeking children (laws 1566/1985 and 4636/2019, art. 51).

The Government of Greece has been committed to providing for the educational needs of vulnerable children in the country, including refugees and migrants, as evidenced by the creation of reception classes in the 1980s, as well as the Zones of Educational Priority (ZEP) introduced in 2010, catering to students falling behind or who need extra support with the Greek language.

With the refugee and migrant crisis in Europe during 2015/2016, Greece, as one of the primary entry points to Europe, received over a million refugees and migrants since 2016 from the Middle East, Asia and Africa. Recognizing the additional needs of new arrivals in the country, the Ministry of Education, Religious Affairs and Sports (MoERAS) launched in 2016 a refugee education programme by introducing second-shift, Reception Facilities for Refugee Education (DYEP) in Greek schools for all refugee and migrant children of compulsory school-age (5-15 years old) living in reception and accommodation facilities. For kindergartens, classes were established within the accommodation facilities under the DYEP scheme. Refugee students living in urban areas were enrolled in public schools' regular classes in the morning, some of which were complemented with the support of reception classes. The programme also included the establishment of Refugee Education Coordinators (REC) to facilitate enrolment of children residing in accommodation facilities and urban accommodation by resolving bureaucratic barriers (e.g. vaccinations, transportation, coordinating with schools and the MoE), facilitating communication with parents as well as principals and ACE educators.

Yet, despite the measures in place, while the number of refugee and migrant children enrolled in formal education begun to grow over the years, significant gaps remained⁹⁴. As of September 2020, there were approximately 120,000 refugees and migrants living in Greece, of which, 33,000 were estimated to be of school-age (4-17 years old), including nearly 4,000 unaccompanied children⁹⁵.

An assessment carried out by the Education Sector Working Group, led by UNICEF, found that only 42% (13,800) of refugee and migrant children were enrolled in Greek public schools during the 2019-2020 school year, with the particular school year seeing a deteriorating situation in terms of school access, partially due to COVID-19 restrictions. In parallel, some pre-COVID-19 enrolment barriers remained, and were largely determined by geographical locations, age groups and types of accommodation. The most challenged areas were the Aegean islands, where the majority of children are living in Reception and Identification Centres (RICs), and the percentage of enrolment in formal education falling to 2%. Barriers to education for refugee and migrant children are multi-faceted and include an insufficient number of places in local schools and children awaiting needed documentation and relevant delays in issuing such documentation⁹⁶. Delayed employment of ACE educators in DYEP and reception classes as well as delays in transportation provision for children residing in Open Accommodation facilities also hinders enrollment in public schools⁹⁷.

⁹⁴ 3,487 children in the 2016-2017 school year to 8,017 children in the 2017-2018 school year and 12,867 children in the 2018-2019 school year as per MoERAS announcements

⁹⁵ Source: UNHCR, Ministry of Migration and Asylum. The number of school-aged children as reported by the combined sources of Asylum Service, UNHCR and UNICEF which is subject to constant change and will regularly be updated in consultation with the relevant actors.

⁹⁶ UNICEF, A Situation Analysis of Children and Youth, Greece 2020

⁹⁷ *ibid*

In terms of Non-formal Education (NFE), all mainland accommodation facilities had classes available and offered school support to facilitate formal schooling and address issues of continuous access to school⁹⁸. In addition, shelters, hotels, Safe Zones (in accommodation facilities) and Safe Areas (in RICs) for unaccompanied children have educators available⁹⁹. However, children in urban areas, emergency hotels, and RICs continued to have very limited access to NFE. Public discourses about quality learning for refugee and migrant children have not been adequately researched and/or are not available. Anecdotal evidence showed that attendance is irregular for many children, and a certain percentage of students especially at secondary level stop going to school due to frequent movement to and from reception/accommodation structures, language barriers, difficulty in catching up with the subjects, and insufficient support.

The distinctive academic, social, and psychological needs of refugee and migrant students create new challenges for school staff. ACE educators in classes attended by many of these students often have difficulties in balancing between meeting the individual learning needs of their students, who have different linguistic and cultural backgrounds, and implementing and teaching the required curriculum content¹⁰⁰. Not all ACE educators feel confident and adequately prepared to work with students whose cultural and linguistic backgrounds are different from their own.

Schools lack other supportive mechanisms including social welfare professionals, training for ACE educators on intercultural education, and tailored educational material for non-Greek students¹⁰¹. The number of reception classes for refugees and migrants as well as the number of educators who provide parallel support in the classroom remain low and there is minimal support for migrant and refugee adolescents specifically, who in many cases experience difficulties in enrolling and remaining in school¹⁰².

There is no mandatory provision of interpretation in Greek schools and many schools are, therefore,

not supported by interpreters to help facilitate communication between refugee and migrant students, their parents, and school staff ¹⁰³. Furthermore, a lack of communication between schools and refugee and migrant parents mainly due to language and intercultural barriers is a decisive missing link for parents' engagement in their children's schooling¹⁰⁴.

The COVID-19 pandemic posed additional challenges on accessing quality education for refugee and migrant children, as it revealed the importance of digital skills and tools responding to their specific needs and competencies¹⁰⁵. The Akelius Language Learning Course developed by UNICEF in cooperation with the Akelius Foundation, has partly responded to these needs and has been included in the approved material by the Institute of Educational Policy (IEP). However, the

⁹⁸ Supporting the Greek Authorities in Managing the National Reception System for Asylum Seekers and Vulnerable Migrants (SMS), Factsheet June 2021

⁹⁹ Απολογισμός Δράσεων 2020 – 2021, Ειδική Γραμματεία Προστασίας Ασυρόδευτων Ανηλίκων, Ελληνική Δημοκρατία, Υπουργείο Μετανάστευσης & Ασύλου, Ειδική Γραμματεία Προστασίας Ασυρόδευτων Ανηλίκων

¹⁰⁰ G. Androulakis, D.Filippatou et.al. Bottleneck Analysis for Inclusive Education in Greece, September 2021, a research report within the framework of phase iii of the preparatory action for a Child Guarantee, European Commission in partnership with UNICEF

¹⁰¹ UNICEF, A Situation Analysis of Children and Youth, Greece 2020

¹⁰² *ibid*

¹⁰³ *ibid*

¹⁰⁴ "The children had the opportunity to express themselves in their language, to share what bothers them or makes them happy even for once per 15 days. The parents were grateful to communicate in their language. They did not feel alone and were able to participate even a little, in the school life of their children (school fests, students' grades, information)", Interpretation for Education, Presentation of the main findings from the end of project assessment (April-May 2020) end-of-project assessment for the Interpretation for Education Programme, under the MERIMNA project, implemented by UNICEF and IOM, with funding by DG HOME.

¹⁰⁵ Assessment of distance learning for children in open accommodation accommodation facilities in mainland Greece during the COVID-19 lockdown period, implemented by UNICEF in collaboration with IOM, and funding by with funding by DG HOME.

development of digital skills and the preparedness for similar crises must be part of any comprehensive strategy for continuous learning.

Lastly, the monitoring of children out-of-school, the attendance of those in school and the rate of retention are very important indicators to ensure the access of all refugee and migrant children in school. Improvement in the availability of high-quality disaggregated data is required to support the efficient monitoring, planning and allocation of resources. Inter-ministerial cooperation and timely exchange of comprehensive data is a core issue that needs to be addressed. Within this context, UNICEF launched in September 2021, in collaboration with the Ministry of Migration and Asylum and funded by DG Home, the All Children in Education Programme (ACE), with the key objective of ensuring that all refugee and migrant children in Greece have access to formal education. While refugee and migrant arrivals to Greece continue, in 2022, and following the Russia invasion in Ukraine, thousands of Ukrainian refugees – in their majority women and children also arrive in Greece. As of November 2023, a total of 26,094¹⁰⁶ refugees from Ukraine have received temporary protection in Greece, including 7,037 children of whom 80% are estimated to be of school age, increasing the number of refugee and migrant children in country.

The All Children in Education (ACE) Programme

Given the wide range of needs and gaps described above, the Government of Greece and UNICEF, decided to launch in September 2021 a 2-year programme (Sept 2021 – Aug 2023) which is focused on refugee and migrant children's education. This programme is supported by two MoUs signed by UNICEF and the Ministries of Education and Religious Affairs and Migration and Asylum outlining the joint cooperation, with the support of DG Home, with a total budget of 24,939,206.53 EUR . Within this framework, the ACE programme aims to respond to the needs through a comprehensive approach, summarized in the below objectives.

The ACE Programme objectives are in alignment with the [UNICEF Greece country programme document \(CPD\)](#) and more specifically with the programme priority of Quality and inclusive education for all/ Outcome 2 of the CPD “By 2026, all children in Greece, especially the most vulnerable (with disadvantaged socioeconomic backgrounds, with multiple vulnerabilities, from refugee and migrant families, from Roma communities), both boys and girls, enjoy equitable access to inclusive quality education to achieve strong learning outcomes and fully develop their skills and competencies”. The ACE Programme also aligns with the Goal Area 2 of the UNICEF Strategic Plan - Goal Area 2: Every child, including adolescents, learns and acquires skills for the future.

The All Children in Education (ACE) Programme has been designed around two main objectives:

Objective 1 - Support school-readiness and facilitate access to education for all refugee and migrant children through the establishment of Homework and Creative Activities Centres (HCAC) across Greece.

Indicator: % of refugee and migrant children enrolled in formal education. [Baseline: 42%, Target: 100%]

Specific objectives:

- Provision of NFE to school-age refugee and migrant children (4-17 years old) through the establishment of HCAC across various geographical settings, as well as facilitation of their enrolment and retention in formal education.
- Endorsement and rollout of the guidance framework on the harmonized learning approach

¹⁰⁶ Source: Ministry of Migration and Asylum

- in all HCAC, including capacity for educators.
- Development and improvement of tailored teaching and learning materials to support refugee and migrant children.
- Delivery of job readiness workshops for adolescent refugee and migrant children (16-17 years old) in close complementarity to the educational objectives of the HCAC.

With the purpose of reaching out to refugee and migrant children across the country, UNICEF in partnership with CSOs and national authorities established a total of 58 Homework and Creative Activities Centers (HCACs) across Greece, since the project started, in order to support and facilitate refugee and migrant children (4-17 years old) smooth access to school and their continuous attendance:

- 28 HCACs in accommodation facilities hosting refugees and migrants in mainland Greece; one HCAC in every open accommodation facility
- 5 HCACs in Reception and Identification centres (RICs) in islands of Lesbos, Chios, Samos, Leros and Kos
- 1 HCAC in the RIC in the mainland in Fylakio
- 13 HCACs in urban areas; mainly in urban areas of Athens, Thessaloniki, Ioannina, Kilkis and Crete with increased refugee and migrant population.

The Homework and Creative Activities Centres (HCACs) aim to provide comprehensive support to refugee and migrant children and their families through interdisciplinary teams, including educators, interpreters, psychologists and social scientists. The programme of the HCACs is supportive in character based on the following pillars: linguistic, scientific literacy and homework support, so that knowledge gaps are addressed and prevented.

In addition, considering the high mobility of the population but also the refugee and migrant population living in remote areas:

- 7 teams were also established as “Support to Regions” teams operating in the wider regions of Attica, Central Macedonia, Thessaly, Peloponnese, Central Greece, Epirus and Crete.
- 2 streetwork teams were also deployed across urban areas of Thessaloniki and Athens and connecting children to the urban HCACs to their proximity. In November 2022, these 2 teams were transformed into “Support to Regions” teams. Therefore, there were 9 “Support to Regions” teams until the end of Year 2.

As the programme got extended to an additional year (Sept 2023-Jun 2024), but with a significantly reduced budget, the support to regions teams and streetwork teams were discontinued as of September 2023, while HCACs continued to operate in accommodation facilities in the mainland, the RICs in islands and Fylakio as well as a limited number of HCACs in urban areas. As of January 2024, the following HCACs are operating:

- 25 HCACs in accommodation facilities in the mainland (3 in Attica, 4 in Central Greece, 8 in Central Macedonia, 2 in Eastern Macedonia and Thrace, 3 in Epirus, 1 in Peloponnese, 2 in Thessaly, 2 Western Greece)

In January 2024, a total of 3,430¹⁰⁷ school age children were residing in accommodation facilities across the mainland. Of those, 1,930 (56%) are boys and 1,500 (44%) are girls, mainly originating from Iraq (35%), Afghanistan (32%), Syria (19%) and other countries (14%). 29 children from Ukraine are also residing in accommodation facilities. On average from Sept 2023 to Jan 2024, a total of 1,825 school age children attended all the HCACs in

¹⁰⁷ As per data provided by Ministry of Migration and Asylum (MoMA), January 2024.

accommodation facilities on a monthly basis, with an average of 72 children attending each HCAC during January. A total of 43 ACE educators are employed across all HCACs in accommodation facilities.

- 5 HCACs in Reception and Identification centres (RICs) in islands of Lesbos, Chios, Samos, Leros and Kos
- 1 HCAC in the RIC in the mainland in Fylakio

In January 2024, a total of 3,170 ¹⁰⁸school age children were residing in RICs. Of those, 1,832 (58%) are boys and 1,338 (42%) are girls, originating mainly from Afghanistan (66%), Syria (21%), State of Palestine (4%) and other countries (9%). On average from Sept 2023 to Jan 2024, a total of 450 school age children attended all the HCACs in RICs, with an average of 80 children attending each HCAC during January. A total of 14 ACE educators are employed across all HCACs in RICs.

- 8 HCACs in urban areas of Athens (4), Thessaloniki (3) and Crete (1)

On average from Sept 2023 to Jan 2024, a total of 760 school age children attended all the HCACs in urban areas, with an average 97 children attending each HCAC during January. A total of 28 NFE ACE educators are employed across all HCACs in the urban areas.

Objective 2 - Improve transition and build bridges for a successful integration to school through strengthening of the enabling environment, including teacher's capacity building, communication with families, sensitisation of communities, and monitoring of access and attendance.

Indicator: Number of (a) schools, (b) school staff and (c) national authorities provided with support and tools to ensure successful integration of refugee and migrant children in school. [Baseline: (a) 0 schools, (b) 0 school staff, (c) 0 national authorities, Target: (a) 1,000 schools and (b) 2,000 school staff and (c) 2 national authorities]

Specific objectives:

- Provision of cultural mediation and interpretation in Greek public schools in collaboration with the MoMA and the MoE to improve communication between educators, school staff, students and their parents.
- Delivery of sensitization actions to neighbourhoods, schools, and parent/teacher associations to promote intercultural exchanges and combat xenophobia and discrimination at community level.
- Development of distance learning tools and materials to ensure continued education in emergencies (e.g. COVID-19)¹⁰⁹.
- Improved monitoring and availability of information to support overall implementation, inform corrective actions and timely planning as well as provide relevant data to all stakeholders.

To achieve the above objectives, a variety of groups are supported:

1. **Refugee and migrant children** – in being better prepared, successfully integrated and able to progress;
2. **School staff** – in including refugee and migrant children into their classes and school units;
3. **School ACE educators** – in responding to the educational and psycho-social needs of the refugee and migrant children;
4. **Children's families** – in enrolling and supporting the schooling of their children; and
5. **Host communities** – in welcoming the refugee and migrant children

¹⁰⁸ *ibid*

To implement the ACE Programme, UNICEF has been working in partnership with:

- 2 national authorities (Ministry of Migration and Asylum (MoMA), Ministry of Education, Religious Affairs and Sports (MoERAS))
- 5 NGOs and 1 INGO
- 4 Academic Institutions

Evaluation Purpose

The evaluation has two main purposes: accountability and learning. The evaluation will provide to the duty bearers i.e. the Government, the donor (vertical accountability), and to the relevant partners as well as to the right holders population groups (horizontal accountability) benefited from the programme with solid evidence on the extent to which the programme envisaged its objectives (summative evaluation). As such, the timing of the evaluation coincides with the final months of the programme implementation which is expected to increase the effectiveness of the evaluation as it will consider the broader timeframe possible.

Primary and secondary audiences of the evaluation

Primary audiences of the evaluation include:

- UNICEF Greece Country Office to analyze lessons learned, identify good practices, effective strategies, and inform future programming planning and implementation.
- UNICEF RO and Country Offices that engage with education programming in a humanitarian context (especially CO in the Region that host school aged children who fled Ukraine) to foster learning across the organization on good practices, effective strategies, evidence-based advocacy, and programming planning, funding proposals;
- Government and especially the Ministry of Migration and Asylum as well as the Ministry of Education, Religious Affairs and Sports including the Institute of Educational Policy (IEP) and the Regional Educational Administration Structure to inform future education sectoral planning, policy interventions, and funding proposals.
- Refugee communities (rights holders) to be empowered to apply lessons learned and practices at community level to strengthen the inclusion of children at school as well as educational outcomes;
- Municipalities hosting refugee and migrant population to get a comprehensive understanding of refugee and migrant population social inclusion and sensitization practices and inform programmes at local level;

Secondary audiences of the evaluation include:

- European Commission and specifically the department for Migration and Home Affairs (DG HOME) as donor of the specific and similar programmes;
- UN agencies in the Region engaged with education programming for refugee children to inform planning and budget allocations, and identify emerging areas of complementarity;
- Civil Society Organizations in Greece and their staff, especially those engaged with education programming for refugee and migrant children to benefit from the lessons learned and the challenges identified;
- Scientific and academic education community, especially pedagogy departments in Universities to use the emerged evidence on the application of educational theories and models in practice;
- Potential donors that will have evidence on the achievement of the planned outcomes by similar programmes to fund in the future;

- School ACE educators on the identification of lessons learned and good practices on tailored teaching and learning materials to support refugee and migrant children;
- Local communities hosting refugee and migrant population to get a comprehensive understanding of refugee and migrant population social inclusion and sensitization practices;

Evaluation Objectives

The objectives of the evaluation are:

1. To assess the extent to which ACE programme has met its specific objectives and met the needs of refugee and migrant children considering the strategies, partnerships and activities implemented and the project design, scope, implementation status and the capacity to achieve the project outcomes;
2. To document enabling factors, lessons learnt, best practices, and innovations, and to analyze barriers, bottlenecks, and challenges faced including unexpected outcomes (positive and negative);
3. To determine relevance, coherence, efficiency and effectiveness, sustainability, impact as well as the principles of gender equality, inclusion, equity, Child Rights approach, and Results Based Management approach within the ACE programme;
4. To assess the alignment of the programme with the Government and UNICEF strategic education priorities;
5. To formulate key recommendations that provide guidance and orientation on future strategies and programming on access to quality education of children in humanitarian settings;

Evaluation Scope

The evaluation is expected to cover the entire programme and its entire duration. Below specific types of scope of the programme are elaborated in detail.

Strategy Framework Scope: The evaluation will be conducted in the context of the priorities and programmatic approaches set by Country Programme Document 2022-2026, under the UNICEF Strategic Plan 2022-2025 and the Refugee and Migrant Humanitarian Action for Children appeal, the ACE Programme Description Of Action with DG Home, and its results framework (see ANNEX 1). A Theory of Change for the Programme is not available and will have to be constructed retroactively. The evaluation will consider the overarching linkages to supporting the achievement of the 2030 Agenda, more specifically SDG 4, as well as the EU and domestic Constitutional and legal relevant provisions including the relevant National Action Plans and Strategies with focus on the National Strategy for Integration by the Ministry of Migration and Asylum and the constitutional and legal provisions ensuring the right to education.

Thematic Scope: The evaluation will assess the effectiveness of the implementation strategy and its outcomes and results. The evaluation will include review of the programme design and assumptions made at the beginning of the programme development process; project management; project activities; and will assess the extent to which the desired project results have been achieved. It will also assess whether the project implementation strategy has been optimal and recommend areas for future improvement and learning. Based on the envisaged objectives of the programme, the two main thematic areas of scope to be assessed against the effectiveness, outcomes, and key approaches used in the implementation are: a. Support school-readiness and facilitate access to education for all refugee and migrant children through the establishment of

Homework and Creative Activities Centers (HCAC) across Greece, b. Improve existing capacities for a successful integration to school through strengthening the teacher's capacity, supporting communication with families, sensitizing communities, and monitoring of access and attendance. Gender, disability, country of origin, language are variables to be considered towards equity and inclusion consideration also should be given to the humanitarian and emergency context including population movements and different types of reception accommodation.

Geographic Scope: At national level, the assessment will look into the extent to which the outcomes generated by the ACE programme are integrated at national level in policies and practices as well as the overall guarantee in achieving access to education. As the programme has been implemented in **58 different locations across 11 administrative regions in Greece** (Attica, Central Greece, Central Macedonia, Eastern Macedonia and Thrace, Epirus, Western Greece, Peloponnese, Thessaly, North Aegean, South Aegean and Crete) at sub-national and local level (see ANNEX 2b), the evaluation will assess the locations where the ACE programme is implemented and will take into account the local contexts and the diversities among them. At community level, the evaluation will assess the extent to which refugee communities were empowered to realize the rights of their children to education and host communities were sensitized to develop more inclusive approach on the integration of refugee children in local schools.

Chronological Scope: The evaluation will cover the programme implementation period since the start of the ACE programme in September 2021 to the first quarter of 2024 (up to the completion of the data collection), but it will be forward-looking in providing conclusions and recommendations.

Evaluation Dissemination and Advocacy Plan

As part of the evaluation dissemination and advocacy plan, a presentation of the evaluation main findings will be made to the Reference Group. The final evaluation report along with its executive summary is to be shared with the stakeholders identified in the stakeholders analysis exercise.

Evaluation Team: Qualifications and Experience Required

The evaluation will be conducted by engaging two individual consultants (one international and one national) that should bring the following competences:

The team conducting this evaluation is expected to include two team members, one Team Leader (international consultant), one team member (national consultant) with strong qualitative data processing and analytical experience and proven mixed-method research and/ or evaluation experience. The team is expected to commit priority time commitment from all team members, within the proposed timeline. Among the ET there should be proven expertise on gender equality and human rights, including child rights. Thematic expertise in the field of education for refugee and migrant children is an asset. Knowledge or familiarity with UNICEF programmatic work and approaches (e.g. system strengthening, partnership, and advocacy), and UNICEF Education Strategy guiding work in education represents a strong advantage. The ET is encouraged to be gender balanced and culturally diverse.

Applications from contractors should clearly identify in their proposal any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process which will be a criterion for the assessment of the proposals.

Team Leader: Senior Evaluation Specialist

Expected responsibilities:

- Overall direction of the evaluation, being directly accountable to UNICEF Greece CO CRM/E Specialist for the quality and timely delivery of all deliverables describe in the ToR and the final approval of those by the Representative.
- Coordinate and supervise the work of the evaluation specialist, clearly defining responsibilities and contributing roles.
- Ensure the quality of the evaluation process and project management, including regular progress updates to the CRM/E Specialist on progress made and emerging findings.
- In consultation with the CRM/E Specialist, define and plan the proper execution of the evaluation, guided by the agreed evaluation questions, evaluation methods, evaluation approach, and data collection plan.
- Timely communicate and consult with CRM/E Specialist on actions in case of possible delays or issues arising during the evaluation process that could jeopardize the timely completion of deliverables or their quality. Regular communication with the CRM/E Specialist and the Reference Group are expected.
- Lead presentation of emerging findings, conclusions during validation workshops. Engage with CRM/E Specialist to finalize evaluation recommendations.

Key qualifications:

- A minimum of ten years of professional experience in evaluations and research exercises, with evidence of thematic expertise on education in the humanitarian context, with an equity and inclusion-based approach. Updated knowledge of good practices on innovative initiatives, programme, and policies to support access to education. Experience with work in humanitarian, emergency, and humanitarian settings is required.
- Advanced degree (Masters or higher) in a relevant field of social sciences, with an advantage for degrees or major emphases in evaluation or related evidence fields.
- Direct expertise on mixed method approaches, with solid knowledge of both qualitative and quantitative data collection and analytical methods. Experience leading evaluations assessing programme contribution is an advantage.
- Proven experience leading exercises within the UN system, similar in scope to the present task.
- Demonstrated ability to supervise an evaluation team at the talent and experience level required.
- Excellent written and oral communication skills in English.
- Ability to travel for data collection missions, is a requirement.

Team Member: Evaluation Specialist

Expected responsibilities:

- Support the Team Leader / Senior Evaluation Specialist, providing substantive feedback, based on experience and skills that complement the Team leader's, particularly on research and quantitative analyses.
- Compile, clean, and process quantitative and qualitative data for evaluation analyses, including the triangulation and validation matrix, using relevant data sources to ensure both internal and external validity.
- Ensure data are securely stored, with private or confidential information securely removed.
- Support Team Leader with primary data collection, analytical activities, project management, and dissemination, at the request of Team Leader and CRM/E Specialist.

Key qualification

- More than five years of professional experience in evaluations, research, mixed method (quantitative and qualitative) data collection and analysis.
- Prior experience leading qualitative interviews, including focus group discussions and workshop-style meetings.
- Experience supporting with documentation reviews and mixed-method data gathering and processing.

- Experience participating in evaluation exercises within the UN system.
- Ability to independently support or lead one or more elements of the work as a complement to the strengths of the Team Leader.
- Excellent written and oral communication skills in Greek and English.

Annex 1: Results Framework

Objective 1 – Support school readiness and facilitate access to education for all refugee and migrant children through the establishment of Homework and Creative Activities Centers (HCAC) across Greece.		
<i>Indicator</i>	<i>Baseline</i>	<i>Target</i>
% of refugee and migrant children enrolled in formal education	42%	100%
Specific objectives:		
<ul style="list-style-type: none"> ▪ Provision of NFE to school-age refugee and migrant children (4-17 years old) through the establishment of HCAC across various geographical settings, as well as facilitation of their enrolment and retention in formal education. ▪ Endorsement and rollout of the guidance framework on the harmonized learning approach in all HCAC, including capacity for educators. ▪ Development and improvement of tailored teaching and learning materials to support refugee and migrant children ▪ Delivery of job readiness workshops for adolescent refugee and migrant children (16-17 years old) in close complementarity to the educational objectives of the HCAC 		
<i>Indicator</i>	<i>Baseline</i>	<i>Target</i>
Number of refugee and migrant school-age children benefiting from support to improve school readiness and access formal education through the Homework and Creative Activities Centers (HCACs)	0	25,000
A harmonized approach to the delivery of the education programme is developed, endorsed by the national authorities, and rolled-out to all HCACs	No	Yes
Number of a. educators and b. other non-teaching staff trained on the implementation of the Harmonized Approach	0	180
Number of refugee and migrant children of secondary education (13-15 years old) benefiting from the implementation of Accelerated Learning Programme (ALP) and material	0	5,500
Number of refugee and migrant teenagers, including UAC, benefiting from vocational skills, employability, and job readiness workshops	0	2,100
Objective 2 – Improve transition and build bridges for successful integration into the school through strengthening the enabling environment, including teacher capacity building, communication with families, sensitization of communities, and monitoring of access and attendance.		
<i>Indicator</i>	<i>Baseline</i>	<i>Target</i>

Number of (a) schools, (b) school staff, and (c) national authorities provided with support and tools to ensure successful integration of refugee and migrant children in school.	(a) 0 schools, (b) 0 school staff, (c) 0 national authorities	(a) 1,000 schools and (b) 2,000 school staff and (c) 2 national authorities
Specific objectives:		
<ul style="list-style-type: none"> ▪ Provision of cultural mediation and interpretation in Greek public schools in collaboration with the MoMA and the MoE to improve communication between educators, school staff, students, and their parents 		
<ul style="list-style-type: none"> ▪ Delivery of sensitization actions to neighbourhoods, schools, and parent/teacher associations to promote intercultural exchanges and combat xenophobia and discrimination at the community level 		
<ul style="list-style-type: none"> ▪ Development of distance learning tools and materials to ensure continued education in emergencies (e.g. COVID-19) 		
<ul style="list-style-type: none"> ▪ Improved monitoring and availability of information to support overall implementation, inform corrective actions and timely planning as well as provide relevant data to all stakeholder 		
Indicator	Baseline	Target
Number of schools benefitting from interpretation support to facilitate smooth integration in school	0	1,000 (500 with direct interpretation, 1000 through interpretation helpdesk)
Number of people from the local community benefitting from joint sensitization actions and sensitization campaigns on the inclusion of refugee and migrant children in schools	0	1,000,000
Number of ACE educators, school administrators, and school counsellors trained on inclusive, intercultural education	0	5,900
Number of children benefitting from access to continuous learning through distance learning opportunities during emergencies (e.g. COVID-19)	0	25,000

Annex 2a: All Children in Education Programme – Key Results achieved as of May 2024



All Children in Education (ACE) – Homework & Creative Activities Centers (HCACs) and Support activities

May 2024 Monthly Update

Key figures

15,040 refugee and migrant children attending education* during May 2024

25,904 refugee and migrant children, incl. **1,270** children from Ukraine benefitting from HCACs and support activities through ACE since the project started

70% of the refugee and migrant children benefitting from ACE during May were enrolled also to formal education

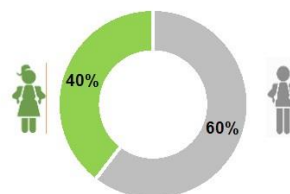
4,642 refugee and migrant children provided with continuous support to access formal education

402 schools received interpretation support through **2,441** interpretation sessions

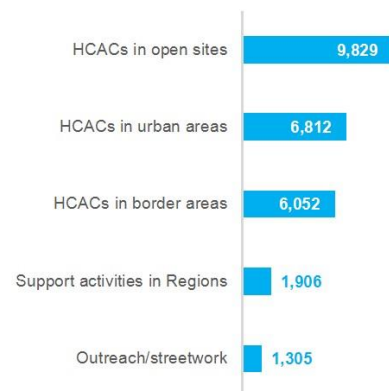
Children benefitting from the ACE programme by sex and age group (Sep 2021 - May 2024)



Percentage of boys and girls benefitting from the ACE programme (Sep 2021 - May 2024)



Children benefitting from ACE per area of intervention (Sep 2021 - May 2024)



Children benefitting from the ACE programme per Country of Origin (Sep 2021 - May 2024)



Top-5 Countries of Origin

Afghanistan, 37%
Syria, 13%
Iraq, 12%
Somalia, 7%
Ukraine, 5%
Other, 26%

75 Countries of Origin in total



A total of **284** children benefitting from ACE are children with disabilities

(Within the context of this programme, disability is captured as self-reported by children and/or their parents)



A total of **6,261** children benefitting from ACE are unaccompanied and separated children



A total of **8,322** children benefitting from ACE were also provided with structured PSS and/or tailored support and **546** were also referred to specialized services

Children benefitting from the ACE programme during May 2024



* The figure captures the total number of refugee and migrant children attending schools across Greece during January 2024 (14,220 incl. 1,289 children from Ukraine) as provided by MoERAS and the number of children benefitting from the ACE programme during May 2024 not enrolled in schools (820, incl. 15 children from Ukraine).

Data presented on a monthly basis are subject to change following further data cleaning and verification by UNICEF and partners.



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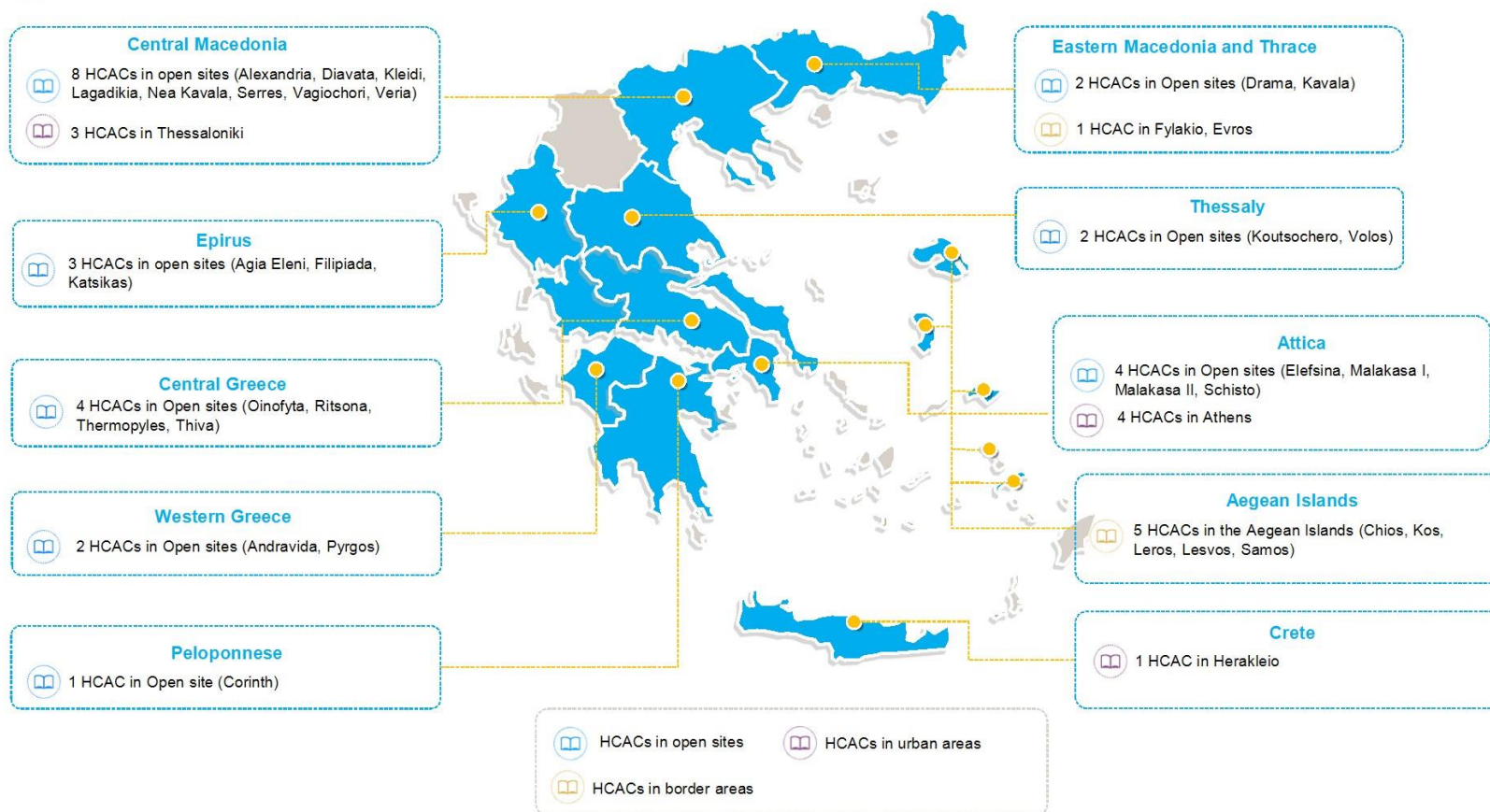
In partnership with:



Annex 2b: All Children in Education Programme – map of HCACs as of May 2024

 **All Children in Education (ACE) – Homework & Creative Activities Centers (HCACs) and Support activities**

May 2024 Monthly Update



Data presented on a monthly basis are subject to change following further data cleaning and verification by UNICEF and partners.



In partnership with:



Annex 2c: Criteria for the selection of location for conducting Focus Groups Discussions (FGDs) are:

1. Implementing Partner (IP): ensure that all partners are represented.
2. Type of intervention: ensure that locations selected cover all types of Homework and Creative Activity Center (HCAC) currently operating within ACE: HCACs in open accommodation facilities/accommodation facilities in the mainland (including those operating also as Reception and Identification Centers (RICs), HCACs in RICs, HCACs in urban areas
3. Long-term attendance of children in the HCAC: ACEMON is a platform of Ministry of Migration and Asylum, where ACE partners are entering the assessments of their beneficiaries. There are 3 periods in each year (November, February and May). Based on ACEMON data, in some of the selected locations there are children that are enrolled in the ACE HCAC from 2022 and onwards.
4. Staffing coverage modality: There are two modalities in the accommodation facilities, roving teams, meaning that ACE educators are covering more than one site, and stable teams. In 15 accommodation facilities there are roving teams and in 8 accommodation facilities there are stable teams. Ensure that both types are represented.
5. Country of origin of children attending HCACs: While the programme was designed to cover the needs of refugee and migrant children prior to the Ukraine crisis, upon the influx of refugees from Ukraine in Greece, refugee children from Ukraine were also targeted by the programme. As refugees from Ukraine are accommodated in specific accommodation facilities (OAS) in the mainland, selection should ensure that facilities accommodating refugees from Ukraine are also covered
6. Monthly and regular attendance in ACE: proposed locations have a high attendance rate (monthly attendance vs regular attendance) and a good ACE coverage comparing with data received from Reception and Identification Service/Ministry of Migration and Asylum (RIS).
7. Sensitization meetings: In order to see if parents are available for a FGD, we checked how many meetings per month have taken place on average on Year 3.

Data from RIS are used to reflect the countries of origin of children in each location, along with sex and age data. Using these demographic characteristics, a suggested number of FDGs is also indicated per location.

Based on above criteria, the below locations were chosen for the conduction of FDGs:

1. Lesvos
2. Nea Kavala
3. Serres
4. Veria
5. Elefsina
6. Schisto
7. ARSIS Athens Urban

Location	Lesvos	Comments
IP	METADRASI	
Type of intervention	HCAC in border area/RIC	
Number of children attending during Feb 24	252	
Number of children attending regularly during Feb 24	105	
ACEMON all years	0	
Staffing coverage modality	Team dedicated to specific location	

Accommodation facility population	All refugee and migrants arriving in the island	
Sensitization meetings per month during Year 3	1	
Top 3 countries of origin of school age children accommodated in the specific location	Afghanistan (92%) Syria (4%) Eritrea (1%)	
Sex of children attending ACE during Feb 24	147 boys 105 girls	
Age groups of children attending ACE during Feb 24	>5 yrs. 42 06-12 yrs. 110 13-17 yrs. 100	

Lesvos (RIC) is selected because it's the island with the biggest ACE population amongst all 5 islands. METADRASI is the ACE partner. There are 5 ACE educators. The monthly attendance is the highest from all locations. Afghans are the vast majority of the population (92%) following by Syrians (4%).

Location	Nea Kavala	Comments
IP	SOLIDARITY NOW	
Type of intervention	HCAC in site/OAS	
Number of children attending during Feb 24	134	
Number of children attending regularly during Feb 24	57	
ACEMON all years	3	
Staffing coverage modality	Team dedicated to specific location	
Accommodation facility population	All refugee and migrants	
Sensitization meetings per month during Year 3	3	
Top 3 countries of origin of school age children accommodated in the specific location	Iraq (38%) Afghanistan (36%) Syria(17%)	
Sex of children attending ACE during Feb 24	68 boys 66 girls	
Age groups of children attending ACE during Feb 24	>5 yrs. 11 06-12 yrs. 94 13-17 yrs. 29	

Nea Kavala (OAS) is selected because the monthly attendance is among the highest. Also, there are children that are staying more than a year inside. It is a location in Central Macedonia close to Serres and SOLIDARITY NOW is the ACE partner. There are 3 ACE educators that are stable. Furthermore, there are three major nationalities (Iraqis, Afghans and Syrians). On average, there have been 3 sensitizations meetings per month during Year 3, therefore parents could be available for a FGD.

Location	Serres	Comments
IP	SOLIDARITY NOW	
Type of intervention	HCAC in site/OAS	
Number of children attending during Feb 24	112	
Number of children attending regularly during Feb 24	110	
ACEMON all years		
Staffing coverage modality	Team dedicated to specific location	
Accommodation facility population	All refugee and migrants	
Sensitization meetings per month during Year 3	6	
Top 3 countries of origin of school age children accommodated in the specific location	Iraq (76%) Afghanistan (19%) Congo Dem. Rep. (2%)	
Sex of children attending ACE during Feb 24	57 boys 55 girls	
Age groups of children attending ACE during Feb 24	>5 yrs. 7 06-12 yrs. 74 13-17 yrs. 31	
Suggested number of FDGs to take place	3	

Serres (OAS) is selected because the attendance rate is among the highest. It is a location in Central Macedonia close to Nea Kavala and SOLIDARITY NOW is the ACE partner. There are 3 ACE educators that are stable. Furthermore, there are two major nationalities (Iraqis and Afghans). On average, there have been 6 sensitization meetings per month during Year 3, therefore parents could be available for a FGD.

Location	Veria	Comments
IP	DRC	
Type of intervention	HCAC in site/OAS	
Number of children attending during Feb 24	46	
Number of children attending regularly during Feb 24	32	
ACEMON all years	6	
Staffing coverage modality	Team roving to 3 locations	
Accommodation facility population	All refugee and migrants	
Sensitization meetings per month during Year 3	1	
Top 3 countries of origin of school age children accommodated in the specific location	Iraq (45%) Syria (30%) Congo Dem. Rep. (6%)	

Sex of children attending ACE during Feb 24	26 boys 20 girls	
Age groups of children attending ACE during Feb 24	>5 yrs. 1 06-12 yrs. 33 13-17 yrs. 12	

Veria (OAS) is selected because it has a good attendance rate and there are children that are staying more than a year. It is located in Central Macedonia and DRC is the ACE partner. There are 2 ACE educators, one of them is roving between 3 accommodation facilities. Although Iraqis are the majority, Syrians and Congolese are also living here.

Location	Elefsina	Comments
IP	ELIX	
Type of intervention	HCAC in site/OAS	
Number of children attending during Feb 24	15	
Number of children attending regularly during Feb 24	13	
ACEMON all years	4	
Staffing coverage modality	Team roving to 2 locations	
Accommodation facility population	All refugee and migrants	
Sensitization meetings per month during Year 3	3	
Top 3 countries of origin of school age children accommodated in the specific location	Ukraine (100%)	
Sex of children attending ACE during Feb 24	8 boys 6 girls	
Age groups of children attending ACE during Feb 24	>5 yrs. 1 06-12 yrs. 10 13-17 yrs. 3	

Elefsina (OAS) is selected because there is a high attendance rate and a good ACE coverage. It is located in Attica and ELIX is the ACE partner. There are 3 ACE educators, 1 is roving to another site too. It is the only site that hosts only Ukrainians. Also, it is close to Schisto. On average, there have been 3 sensitization meetings per month during Year 3, therefore parents could be available for a FGD.

Location	Schisto	Comments
IP	DRC	
Type of intervention	HCAC in site/OAS	
Number of children attending during Feb 24	92	
Number of children attending regularly during Feb 24	29	
ACEMON all years	1	
Staffing coverage modality	Team dedicated to specific location	
Accommodation facility population	All refugee and migrants	

Sensitization meetings per month during Year 3	2	
Top 3 countries of origin of school age children accommodated in the specific location	Syria (33%) Afghanistan (23%) Iraq (12%)	
Sex of children attending ACE during Feb 24	40 boys 52 girls	
Age groups of children attending ACE during Feb 24	>5 yrs. 0 06-12 yrs. 66 13-17 yrs. 26	

Schisto (OAS) is selected because there is a good ACE coverage. It is located in Attica, close to Elefsina and DRC is the ACE partner. There are 3 ACE educators that are stable. The top-3 nationalities are Syrians, Afghans and Iraqis. Parents might be available for a FGD as there are 2 sensitization meetings per month during Year 3.

Location	Athens	Comments
IP	ARSIS	
Type of intervention	HCAC in urban	
Number of children attending during Feb 24	70	
Number of children attending regularly during Feb 24	57	
ACEMON all years	1	
Staffing coverage modality	Team dedicated to specific location	
Accommodation facility population	All refugee and migrants	
Sensitization meetings per month during Year 3	63	
Top 3 countries of origin of school age children accommodated in the specific location	Nigeria (30%) Egypt (17%) Somalia (11%)	
Sex of children attending ACE during Feb 24	43 boys 27 girls	
Age groups of children attending ACE during Feb 24	>5 yrs. 7 06-12 yrs. 39 13-17 yrs. 24	

Regarding an Urban HCAC, we propose the one from ARSIS in Athens in order to include ARSIS in the evaluation process. The attendance rate is high and there are also children that attending classes for a long time. The top-3 nationalities are Nigerians, Egyptians and Somalis. Moreover, there are 4 ACE educators. Parents will be available for a FGD as there are organized 63 sensitization meetings on average per month in Year 3.

Annex B.2: Data collection semi-structured interview/discussion guides (young students and adolescents; non-formal educators; refugee education coordinators; parents)

These guides are designed to be a “semi-structured” interview guide. A semi-structured interview guide is intended to provide some guidance to a conversation, but it is not intended to be read word for word nor followed exactly such as a fixed-response questionnaire.

A single guide has been developed which is to be tailored to each stakeholder group. The numbers in parentheses are to show the linkage between each interview guide question and the corresponding themes in the evaluation matrix. All notes are recorded in a response matrix and all responses for a particular evaluation matrix theme will be analyzed in combination at the end of the field phase to determine emergent themes and patterns across the responses.

For the actual interview, the interviewer should re-phrase the questions as they see fit to make them appropriate for their audiences. Questions can also be omitted if they are not relevant to the group or if they do not seem to be generating good data and insights. Semi-structured interview guides should be seen as general skeletons, but it is up to the facilitator to provide the “meat” to the conversation. A normal semi-structured guide is organized as follows:

A normal semi-structured guide is organized as follows:

1. General, **open-ended**, questions that allow respondents to answer in whatever form comes to their mind first.
 - a. It is important to note what people say first and to allow them to express themselves in their own words.
2. Underneath each open-ended question is a series of short checklists called “probes”.
 - a. These are not to be read as part of the question. Probes are intended to serve to remind the facilitator about items they may wish to inquire about more deeply as follow-up.
 - b. It is important to elicit concrete examples or instances from respondents as much as possible to be able to later illustrate themes identified in the evaluation report.

The interviewer should introduce himself and clarify the purpose of the evaluation, as well as the confidentiality of the interview (i.e. when quoting KIs, attribution will be made to categories of stakeholders, not individuals or organizations).

My name is _____. I am an independent International Consultant. A colleague of mine _____, a National Consultant) and I are conducting an evaluation of the ACE Programme, supported by UNICEF.

The evaluation: The purpose of this evaluation is to assess the progress, lessons learned, and recommendations for future improvement of UNICEF’s support through this programme for refugee and migrant children in Greece. We are asking you to participate in the review because you can contribute a relevant and valuable perspective on the functioning of this Programme so far. If you decide to participate, you will be interviewed by the Evaluation Consultants for 1-2 hours.

We would like to collect your thoughts on the work under the ACE Programme. Your experience is very valuable, and your feedback will help UNICEF and MoERAS improve their support of similar programmes in the future. UNICEF very much welcomes negative feedback as it will help the

organization improve. And none of your feedback will bear any negative consequences for future support from UNICEF, your district, your community, or yourself.

Participation is voluntary: Your participation in the interview is voluntary. You can withdraw from the interview after it has begun, for any reason, with no penalty. Participating or not in the interview will not affect the benefits to the schools and communities of UNICEF. If you agree to participate, at any moment, you can stop participating without any penalty. The interview may last about ()hours. Your participation is voluntary, you can refuse to join, or you can withdraw after it has begun with no penalty. Being in this discussion or not will not affect the benefits to the community of UNICEF.

Confidentiality: The reports from this and the other meetings will collect and summarize the views and opinions of participants without connecting them to specific individuals and without using names at any time. Any report of this research will be presented in a way that makes it as difficult as possible for anyone to determine the identity of individuals participating in the review.

Also, to ensure all your feedback is properly transcribed and so our ET can make sure not to misinterpret what you are sharing, I would like to request your permission to audio-record this discussion. This audio record will not be shared with anybody else than the ET members, who commit to keep any comments confidential.

We will keep your inputs anonymous and just refer to "District or Local KII". Your input will be kept confidential.

Risks and benefits: This review is designed to help improve the programme by learning from the perspectives of everyone involved. You may not benefit personally from being in this research review. There may be uncommon or previously unknown risks.

This evaluation is designed to help improve the ACE programming by gathering opinions from everyone involved. You or your community may not benefit personally from being in this discussion. If there are any problems with the way the interviewer has conducted the discussion, any problems should be reported to the UNICEF Country Office.

If you have any questions, now or at any time in the future, you may call Mr. Ioannis Papachristodoulou, Child Rights Monitoring Specialist, UNICEF Greece Country Office, 81, Agias Lavras Str., & 8-10, Loh, Spiliotopoulou str, GR 157 73 Zografou, Athens, Greece, Office: +30 211 2340 292; Mobile: +30 6970 150 233; Email: ipapachristodoulou@unicef.org

Alternatively, you may call Prof. Dr. Anguel Anastassov, International Evaluation Consultant, Mobile: +43 664 3900 623; Email: anquelanastassov@hotmail.com

Each section covers a different segment of the Evaluation TOR and Evaluation Matrix. The Consultant should only cover a segment if the respondent has sufficient experience or insights to address the segment. Depending on the stakeholder and its knowledge/degree of engagement with the ACE Programme, the interviewer should foresee about one hour on average for each KII interview.

The interviewer should introduce himself and clarify the purpose of the evaluation, as well as the confidentiality of the interview (i.e. when quoting KIIs, attribution will be made to categories of stakeholders, not individuals or organizations)

Are you willing to be part of this discussion? (verbal response only requested)

**DATA COLLECTION SEMI-STRUCTURED
INTERVIEW/DISCUSSION GUIDES**

(prompts and follow up questions will be used accordingly)

1) FGDs for YOUNG STUDENTS & ADOLESCENTS (30-40 minutes)

RELEVANCE
ICE BREAKER: Tour de Table: tell me your name, country of origin, age and what you want to be when you grow up
1. Let's play a game! Please tell me the first words that come to your mind when you think about the camp school or afternoon school in urban learning centers, such as Arsis (the Evaluation Team can briefly describe the main components of the NFE, e.g. maths and language instruction) – these words can be good or bad (Facilitator should put positive words on one piece of paper (interesting school programme, nice ACE educators, easy learning) and negative words on another piece of paper; boring school programme, bad ACE educators, difficult learning
2. What do you like about the camp/afternoon school (go through the positive list).
3. What do you NOT like about the camp/afternoon school (go through the negative list).
EFFECTIVENESS AND EFFICIENCY
4. Do your ACE educators here (at the camp /afternoon school) use teaching materials, such as textbooks, tablets, and photocopies? What materials have you found useful and fun to learn from?
5. Tell a little bit more about the tablets. How frequently do you use the tablets? Do you enjoy it? What do they help you learn?
6. What do you like about the camp/afternoon school's ACE educators? There anything that you don't like? Since you enrolled in the camp/afternoon school have you had the same teacher, or have your teacher changed? If the teacher has changed, has this affected you in any way? How? Explain
7. What other activities are you doing in the camp/afternoon school besides homework, such as singing, drawing, dancing etc.
8. OPTIONAL Was there a time / day that the camp/afternoon school teacher did not come or cancelled the class? When? Why? How frequently does this happen?
PROGRAMME EFFECTS
9. Has the school here in the camp/urban learning center helped you improve your Greek /English? What about Math skills? Why / Why not? Why do you think that is important? If children go also to the town school: Do you think that the camp school helps you with regular / town school? How? Give me an example.
How do the ACE educators here (the camp/afternoon school) help you with your homework for regular/town school?
Has the camp/afternoon school helped you go to regular / town school and stay in school? How?
Are ACE educators in the town school nice/supportive?
10. What are the differences, if any, between the town/regular and camp/afternoon school? (possible prompts: children, ACE educators, activities) Which one do you enjoy the most? Why?

12. Do most of the children in the camp attend the camp school? Have you noticed any difference between boys and girls? Why or why not? Do most children go also to the town school? Why or why not?
13. OPTIONAL FOR ADOLESCENTS: Do you plan on continuing to study in a university or college after graduating from the school? Why or why not?
SUSTAINABILITY
14. Is there anything that you would like to change/improve about the camp/afternoon school? Why? What about the town/regular school? Why?

2) Interview/FGD Guide WITH Non Formal Educators –ACE field team

RELEVANCE
<p>1. To what extent, if at all, has the Programme met the needs of children? And more specifically:</p> <p>a. The children’s learning needs (linguistic support, homework support)</p> <p>b. The children’s psychosocial needs</p> <p>Have you noticed any variations in the effectiveness of the programme based on the characteristics of the children? (gender, ethnicity, potential trauma from their experiences in their home country, such as war, disability, etc.)?</p>
<p>2. Thinking about the different types of support provided by the Programme, how significant and relevant were these various types of interventions, if at all, for meeting the needs of out-of-school children in particular?</p> <p>a. Did the ACE-supported Programme focus on all the right things?</p> <p>b. What were some significant needs that you see not being addressed?</p>
<p>3. In your opinion, what are the main Programme goals and objectives? Where these goals and objectives clearly explained to you when you started participating in this Programme? To what extent this Programme achieved these goals and objectives? Please explain.</p>
<p>Were you well-prepared to take on this role? Did you receive any training? On what? Please explain, What additional support do you feel you should have gotten?</p>
COHERENCE
<p>4. To what extent was Programme implementation adjusted based on changing contextual factors – e.g. changes in the influx of children (number of school boys and girls, number of trained ACE educators, access to teaching and learning materials?)</p>
EFFECTIVENESS
Access
<p>5. Based on your experiences, to what extent, if at all, has the Programme increased enrollment in FE for refugee and migrant children? Regarding the children you were involved with, what is the attendance of those in school and the rate of retention?</p>
<p>6. How do refugee and migrant children see their lives differently, if at all, from having access to education? What, if anything, has changed for them?</p>
<p>7. To what extent, if at all, has the production of Accelerated Learning Materials and materials like Ftou kai Vgaino that incorporate socio-emotional learning in teaching affected the quality of NFE received by refugee and migrant children?</p>
ACE educators
<p>8. How have you, the ACE educators increased your capacity and expertise, if at all, because of the ACE Programme’s implementation?</p>

9. What additional capacity-building needs, if any, do ACE educators have?
10. How well, if at all, have the systems functioned for recruiting and retaining ACE educators? a. What have been some challenges to ACE educators' recruitment? b. How might these be overcome?
11. How effective, if at all, have been the various teacher payment modalities? Do ACE educators experience any specific complications or difficulties with their support?
12. Intrinsic motivation: what keeps you going? Most rewarding and most challenging part of your work
System
13. Student Transitions: In terms of students being able to transition to further education – especially girls – what models or transition if any, have you seen that work? What are factors that lead to successful students (especially girls) transitioning to higher level education?
Context Variation
14. How do the characteristics of the target group affect programme implementation (negatively or positively)? 1. Different social and community contexts? 2. Different age groups (primary age versus re-school aged)? 3. Different educational backgrounds?
EFFICIENCY
15. To what degree, if at all, have the Programme activities been implemented promptly ? a. In what components have there been significant delays? (if any) b. What effect have any significant delays regarding supplies, coordination mechanisms etc. had on the Programme results?
16. What kind of data do you collect? Who is in charge of the data collection? Describe the data collection and storing process. Any feedback?
SUSTAINABILITY
17. What would be the best future adjustment in the face of a sudden influx of children? 18. As you know the ACE programme comes to an end in June 2024. Do you think it would be valid to continue its implementation? Why/why not? 19. If the programme does not continue, what do you think would be its biggest legacy? 20. What might be changed in the present format depending on the number of asylum seeking children?
INCLUSION, EQUITY, GENDER EQUALITY, CHILD RIGHTS-BASED APPROACH, AND RESULTS-BASED MANAGEMENT
21. In your view, to what extent, if at all, was an inclusive (e.g., based on linguistic background, ethnic origin, etc.), gender-responsive, disability-inclusive, and equity-focused approach integrated into the design, implementation, and monitoring of the ACE Programme?
22. How thoroughly was age, gender, or other equity-related disaggregated data collected and monitored throughout the Programme?
IMPACT
23. To what extent, if at all, the Programme has generated significant positive or negative, intended, or unintended higher-level effects that led to a <u>systemic transformation</u> on integrating refugee and migrant children in schools? a. Is the participation of refugee and migrant children in Greek schools smooth and successful? (short-term impact)? b. Are better opportunities for schooling in place? (medium-term impact)? c. Are the prospects for the refugee and migrant children available to become a part of Greek society? (long-term impact)?

PARENTS
24. What do you think was the role of parents/caregivers in supporting their children to participate and continue in the Programme? Were there any parents/caregivers who were reluctant or had other issues with the Programme? Please explain.

3) **FGDS WITH REFUGEE EDUCATION COORDINATORS**

RELEVANCE
1. To what extent, if at all, has the Programme components (Language support; Homework support; Psychosocial support; Community outreach and sensitization on education; Interpretation services; School enrolment) been appropriate to the needs of children in the context? a.ACE Programme in general? b.children's learning needs? c.children's background (gender, ethnicity, potential trauma from their experiences in their home country, such as war, disability, etc.)?
2. Thinking about the different types of support provided by the Programme (access, teacher capacity, MoERAS capacity, etc.). How significant and relevant were these various types of interventions, if at all, for meeting the needs of out-of-school children in particular? a.Did the ACE-supported Programme focus on all the right things? b.What were some significant needs that you see not being addressed yet?
3. In your opinion, what are the main Programme goals and objectives? Where these goals and objectives clearly explained to you when you started participating in this Programme? To what extent this Programme achieved these goals and objectives? Please explain.
EFFECTIVENESS
Access
4. Based on your experiences, to what extent, if at all, has the Programme increased access to education for refugee and migrant children? Regarding the children you were involved in, what is the attendance of those in school and the rate of retention ?
5. How do refugee and migrant children see their lives differently, if at all, from having access to education? What, if anything, has changed for them?
6. To what extent, if at all, has the delivery of the educational materials affected the quality of education of the refugee and migrant children?
Government Capacity
7. To what extent, if at all, do you see the different government stakeholders' increased capacity to deliver educational services based on the ACE Programme? What, if anything, would you point to as an example?
8. What type of further support, if anything, would most strengthen the monitoring and data management 1. Technical capacity 2. Budget availability 3. Political will 4. Systems and procedures 5. Other
System

<p>9. What do you see as some of the factors, if any, that contribute to the establishment of a successful and well-functioning education system considering the rights of refugee and migrant children?</p> <p>16. What are some factors that cause the education system to fail?</p>
<p>10. Student Transitions: In terms of students being able to transition to further education – especially girls – what models or transition if any, have you seen that work?</p> <p>a. What are factors that lead to successful students (especially girls) transitioning to higher level education?</p>
<p>Context Variation</p>
<p>SUSTAINABILITY</p>
<p>11. Capacity: To what extent have the Programme interventions contributed, if at all, to ensure the sustainability of ACE Programme initiatives? What is missing yet?</p> <p>a. Government partners' capacity</p> <p>b. Community capacity for sustainability</p> <p>c. Teacher capacity for sustainability</p> <p>d. Data management capacity for sustainability</p> <p>e. Resourcing capacity for sustainability</p>
<p>12. What would be the best future adjustment in the face of a sudden influx of children? As you know the ACE programme comes to an end in June 2024. Do you think it would be valid to continue its implementation? Why/why not?</p> <p>If the programme does not continue, what do you think would be its biggest legacy? What might be changed in the present format depending on the number of asylum seeking children?</p>
<p>INCLUSION, EQUITY, GENDER EQUALITY, CHILD RIGHTS-BASED APPROACH, AND RESULTS-BASED MANAGEMENT</p>
<p>13. In your view, to what extent, if at all, was an inclusive (e.g., based on linguistic background, ethnic origin, etc.), gender-responsive, disability-inclusive, and equity-focused approach integrated into the design, implementation, and monitoring of the ACE Programme?</p>
<p>14. How thoroughly was age, gender, or other equity-related disaggregated data collected and monitored throughout the Programme?</p>
<p>IMPACT</p>
<p>15. To what extent, if at all, the Programme has generated significant positive or negative, intended, or unintended higher-level effects that led to a <u>systemic transformation</u> on integrating refugee and migrant children in schools?</p> <p>a. Is the participation of refugee and migrant children in Greek schools smooth and successful? (short-term impact)?</p> <p>b. Are better opportunities for schooling in place? (medium-term impact)?</p> <p>c. Are the prospects for the refugee and migrant children available to become a part of Greek society? (long-term impact)?</p>

4) FGDs WITH PARENTS

Short introduction of the purpose of the evaluation (do not mention explicitly to parents that the ACE Programme ends in June 2024!)

Ask parents whether they can sign the Participant Consent Form and whether they have objections the discussion to being recorded for the exclusive use of the Evaluation Team following strictly the confidentiality rules,

1) Please tell us your name, country, and how many of your children are attending the camp/afternoon school.

2) Do you remember when your child **enrolled** in the camp/afternoon school? How long did you wait for your child to start classes here at the camp/urban learning center?

3) Does your child go to the camp/afternoon school **regularly**? How many days/week?

Has your child been learning new things since s/he started attending the camp/afternoon school?

Elaborate/offer examples.

1. Have you noticed differences in their Greek/English language skills?
2. What about their math skills?
3. Other differences you noticed – perhaps in their social and emotional skills?

4) Does your child **like the camp/afternoon school**? What do they like about it? Is there anything they do not enjoy? Explain

5) Is your child also in formal education? Is s/he enrolled in the town/regular school?

a. If no: Why not?

b. If yes:

- i. How frequently does your child go to the town school? Everyday? Why is s/he missing school sometimes?
- ii. Are you happy with how much your child is learning in the town/regular school?
- iii. Is your child facing any challenges at the town school? Explain / Elaborate
- iv. Do you think that the camp/afternoon school helps / supports your child's attendance to the town / regular school? How? Elaborate.

6) Do you think that the camp/afternoon and town/regular schools support and respect your child's **identity, including ethnicity and religion**?

7) What do you notice is **different about the education** that your children have today compared to in the past?

8) Would you like your child to **continue to study** in a university or college after graduating from school? Why or why not? How does your child feel about this?

9) How are the children **able to use** their knowledge from school in the community?

Annex B.3: Data collection semi-structured interview/discussion guides –

UNICEF/Government/Universities/NGOs

RELEVANCE
1. To what extent, if at all, has the Programme components (language support, homework support and to lesser extent in 2024 – psychosocial support, community outreach and sensitisation on education, interpretation services and school enrolment) been appropriate to the needs of children in the context? a. ACE Programme in general?

<p>b.children’s learning needs? c.children’s background (gender, ethnicity, potential trauma from their experiences in their home country, such as war, disability, etc.)?</p>
<p>2. Thinking about the different types of support provided by the Programme (access, teacher capacity, MoERAS capacity, etc.). How significant and relevant were these various types of interventions, if at all, for meeting the needs of out-of-school children in particular? a.Did the ACE-supported Programme focus on all the right things? b.What were some significant needs that you see not being addressed yet?</p>
<p>3. In your opinion, what are the main Programme goals and objectives? Where these goals and objectives clearly explained to you when you started participating in this Programme? To what extent this Programme achieved these goals and objectives? Please explain.</p>
<p>COHERENCE</p>
<p>4 To what extent the Programme implementation was adjusted based on the changing contextual factors (number of school boys and girls, number of trained ACE educators, access to teaching and learning materials)?</p>
<p>5. To what extent the Programme was implemented in a harmonized approach amongst the different locations?</p>
<p>EFFECTIVENESS</p>
<p>Access</p>
<p>6.Based on your experiences, to what extent, if at all, has the Programme increased enrolment to education for refugee and migrant children? Regarding the children you were involved in, what is the attendance of those in school and the rate of retention?</p>
<p>7.How do refugee and migrant children see their lives differently, if at all, from having access to education? What, if anything, has changed for them?</p>
<p>8.To what extent, if at all, has the delivery of the educational materials affected the quality of education of the refugee and migrant children?</p>
<p>ACE educators</p>
<p>9.How have the ACE educators increased their capacity and credentials, if at all because of the ACE Programme’s implementation?</p>
<p>10.What additional capacity-building needs, if any, do ACE educators have?</p>
<p>11. How well, if at all, have the systems functioned for recruiting and retaining ACE educators? c. What have been some challenges to ACE educators’ recruitment? d. How might these be overcome? e.</p>
<p>12.How effective, if at all, have been the various teacher payment modalities? Do ACE educators experience any specific complications or difficulties with their support?</p>
<p>Government Capacity</p>
<p>13.To what extent, if at all, do you see the different government stakeholders’ increased capacity to deliver educational services based on the ACE Programme? What, if anything, would you point to as an example?</p>
<p>14.What type of further support, if anything, would most strengthen the monitoring and data management 6. Technical capacity 7. Budget availability 8. Political will 9. Systems and procedures 10. Other</p>
<p>System</p>
<p>15.What do you see as some of the factors, if any, that contribute to the establishment of a successful and well-functioning education system considering the rights of refugee and migrant children?</p>

17. What are some factors that cause the education system to fail?
18. Student Transitions: In terms of students being able to transition to further education – especially girls – what models or transition if any, have you seen that work? a. What are factors that lead to successful students (especially girls) transitioning to higher level education?
18 Alternative Modalities: Within the ACE Programme, there have been many different types of modalities adapted. In your experience, which types of ACE modalities, if any, do you see as being the most effective and sustainable? a. Reception and Identification Centres (RICs) b. Homework and Creative Activities Centres (HCACs) c. Etc.
Context Variation
19. Does the ACE Programme function better in different contexts ? In which types of contexts does it function best in? 3) Different social and community contexts? 4) Different age groups (primary age versus re-school aged)? 5) Different educational backgrounds?
EFFICIENCY
20. To what degree, if at all, have the Programme activities been implemented promptly ? c. In what components have there been significant delays? (if any) d. What effect have any significant delays had on the Programme results?
21. Regarding the management of the Programme, how would you assess the operational, human, and financial resources in the Programme? To what degree, if at all, are they sufficient to ensure adequate implementation of the activities in the context? If not, what is missing?
22. What is the quality of the partnerships and the relationships that UNICEF has, if at all, with different partners at the various levels? Are there different strengths and weaknesses? a. National level b. Implementing Partners c. UN Agencies d. NGOs
23. How well has the inter-institutional coordination functioned, if at all, for supporting the ACE Programme's implementation? What are some coordination gaps or challenges?
24. How well does the monitoring and reporting system function, if at all, for the Programme? What are some gaps or challenges?
25. To what degree is the monitoring and reporting for the Programme aligned , if at all, with the national reporting systems and data management (EMIS)?
26. Are responsibilities for data collection analysis and reporting clear between the different units involved?
27. How has the monitoring and reporting information been used , if at all, to address Programme implementation bottlenecks or improve the performance of delivery of activities? What might be improved?
SUSTAINABILITY
28. Capacity: To what extent have the Programme interventions contributed, if at all, to ensure the sustainability of ACE Programme initiatives? What is missing yet? f. Government partners' capacity g. Community capacity for sustainability h. Teacher capacity for sustainability i. Data management capacity for sustainability j. Resourcing capacity for sustainability
29. Scale up: In your perspective, what strategies and interventions of the Programme, if any, are most likely to be scaled up after the implementation of the Programme?

a. Least likely to be scaled up? Why?
30. Partnerships and Policies: In terms of sustaining the Programme long term, what partnerships, mechanisms, and policies exist, if any, that will ensure that every refugee and migrant child will have a chance to gain access to education? a. What is missing?
31. Exit and Transition: What exit strategy , if any, does UNICEF have and how appropriate, and how sufficient is it for ensuring the sustainability of this and similar programmes and adequate transition of the Programme ownership to the government partners? a. Strategy clear to all relevant actors b. Developed collaboratively? c. With government?
INCLUSION, EQUITY, GENDER EQUALITY, CHILD RIGHTS-BASED APPROACH, AND RESULTS-BASED MANAGEMENT
32. In your view, to what extent, if at all, was an inclusive (e.g., based on linguistic background, ethnic origin, etc.), gender-responsive, disability-inclusive, and equity-focused approach integrated into the design, implementation, and monitoring of the ACE Programme?
33. How thoroughly was age, gender, or other equity-related disaggregated data collected and monitored throughout the Programme?
34. To what extent, if at all, did the monitoring of the Programme provide sufficient evidence that could be utilized towards informing its effective implementation?
35. Do you think that the ACE Programme has been aligned with results-based management in national and international strategic priorities in education; knowledge management; information systems for performance monitoring, etc.?
IMPACT
36. To what extent, if at all, the Programme has generated significant positive or negative, intended, or unintended higher-level effects that led to a <u>systemic transformation</u> on integrating refugee and migrant children in schools? a. Is the participation of refugee and migrant children in Greek schools smooth and successful? (short-term impact)? b. Are better opportunities for schooling in place? (medium-term impact)? c. Are the prospects for the refugee and migrant children available to become a part of Greek society? (long-term impact)?

Annex B.4: Ethics Forms

A general remark to be used in all ethics forms is attached below:

- The participation of the respondents is voluntary and they can leave the discussion any moment they wish so;
- The time commitment of the children, in case they are involved, is a maximum of 30-40 minutes.
- If necessary, the consent forms will be translated into Arabic, Dari, Farsi, French, Kurmandji, and Ukrainian languages.



1. Consent Form of a parent/legal guardian to participate in an Focus Group Discussion (FGD)

This document provides a format for a Focus Group Discussion consent form.

Hello, our names are Prof. Dr. Anguel Anastassov and Prof. Dr. Vasileios Margaritis, and we work with UNICEF as Evaluation Team.

We are conducting an independent evaluation of the ACE Programme implemented by UNICEF in Greece and we would very much appreciate your participation in this study. Your participation involves a focus group discussion about your expertise, knowledge and experiences with the Programme.

Procedure

As part of this evaluation, you will be placed in a group of no more than 12 individuals. A moderator will ask you several questions while facilitating the discussion. This discussion will last 45 to 60 minutes. As approved through Evaluation Team a note-taker will be present. However, your responses will remain confidential, and no names will be included in the final report.

You can choose whether to participate in the focus group, and you may stop at any time during the study.

Please note that there are no right or wrong answers to focus group questions. The Evaluation team wants to hear the many varying viewpoints and would like for everyone to contribute their thoughts. Out of respect, please refrain from interrupting others. However, feel free to be honest even when your responses counter those of other group members. In addition, the Evaluation Team would like to have an option for recording to assure the preservation of the data collected under the conditions of confidentiality.

Benefits and Risks

Your participation may benefit you and other participants by better understanding the ACE Programme in Greece. However, no risks are anticipated beyond those experienced during an average conversation.

If a child discloses or is suspected to be at risk, the Evaluation Team will need to report this to the designated by the law person of the site. You also have the the right to submit a complaint to the Fundamental Rights Officer (<https://migration.gov.gr/en/fro-complaints/>) if you believe that you or your child/children are directly affected by state actions or omissions and you consider that one or more of your fundamental rights have been violated.

Confidentiality

Should you choose to participate, you will be asked to respect the privacy of other focus group members by not disclosing any content discussed during the study. Evaluation Team will analyze the data, but—as stated above—your responses will remain confidential, and no names will be included in any reports.

Contact

If you have any questions or concerns regarding this evaluation, please contact:

Prof. Dr. Anguel Anastassov, International Consultant,

email: anguelanastassov@hotmail.com

Tel.+43 664 3900 623

Do you have any questions now?

Do you understand everything I have explained?

Do you agree to participate in this focus group discussion?

NB:

Informed consent must be provided for each subject.

CONSENT: I confirm that I have read this consent form to all participants, and they have agreed to participate in this Focus Group Discussion.

Signature of Moderator

Date

	Name & Surname of Participant/ Legal Guardian for Children	Signature



2. Consent Form of a parent/legal guardian for her/his child to participate in an Focus Group Discussion (FGD)

This document provides a format for a Focus Group Discussion consent form.

We invite your child/children to take part in an evaluation being conducted by UNICEF through an Evaluation Team as follows: Prof. Dr. Anguel Anastassov, Team Leader, International Consultant, and Prof. Dr. Vasileios Margaritis, National Consultant. The evaluation, as well as your child's rights as a participant, are described below.

Description: This evaluation will examine various aspects of All Children in Education (ACE) Programme in Greece. Your child's participation in a focus group discussion (FGD) will be noted for use in standard research procedures (e.g. analysis of responses, presentation at professional conferences, etc.). The duration of the discussion will be about 30 to 40 minutes. Your child's identity will not be revealed to anyone but the Evaluation Team.

Confidentiality: Children's answers will not be associated with their names. Rather, each child will be given an identification number on the interviewer's sheet. The minutes of your child's participation will be destroyed after it has been transcribed.

This audio will only be used for research (e.g., analysis of responses, transcriptions of responses, etc.) and will not be available to anyone aside from the Evaluation Team.

Risks & Benefits: There are no risks to your child's safety. You may opt to preview the minutes with your child. The story raises no sensitive or controversial issues and does not contain elements typically

frightening to children. Because the interview engages children in thinking about non-violent conflict resolution, there are potential benefits to your child's ability to handle real-life situations of conflict.

If a child discloses or is suspected to be at risk, the Evaluation Team will need to report this to the designated by the law person of the site. You also have the the right to submit a complaint to the Fundamental Rights Officer (<https://migration.gov.gr/en/fro-complaints/>) if you believe that you or your child/children are directly affected by state actions or omissions and you consider that one or more of your fundamental rights have been violated.

Freedom to Withdraw or Refuse Participation: You understand that your child has the right to stop the interview at any time, or to refuse to answer any of the interviewer's questions without prejudice from the Evaluator.

Contact

If you have any questions or concerns regarding this evaluation, please contact:
Prof. Dr. Anguel Anastassov, International Consultant,
email: anguelanastassov@hotmail.com
Tel.+43 664 3900 623

Do you have any questions now?
Do you understand everything I have explained?
Do you agree to allow your child/children to participate in this focus group discussion?
NB:
Informed consent must be provided for each subject.

CONSENT: I confirm that I have read this consent form to all participants, and they have agreed for their children to participate in this Focus Group Discussion.

Signature of Moderator

Date

	Name & Surname of Participant/ Legal Guardian for Children	Signature



3.Key Informant Interview Consent Form For Experts (coordinators, stakeholders, members of the administration, etc.)

Hello, our names are Prof. Anguel Anastassov and Prof. Vasileios Margaritis, and we work with UNICEF as Evaluation Team.

We are conducting an independent evaluation of the ACE Programme implemented by UNICEF in Greece and we would very much appreciate your participation in this study. Your participation involves an individual interview for 45 to 60 minutes about your expertise, knowledge and experiences with the Programme.

Your participation in this study is voluntary. If you don't want to be in the study, this is acceptable. If you want to be in the study now and change your mind later, that's acceptable too. You can stop at any time. If you agree to participate, you can decide not to answer any question and can stop at any time. Your decision about whether to participate in this study or to answer any specific questions will in no way affect any services that you receive. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and find out what you think and have experienced.

The information you provide will be strictly confidential and never connected to you. Other people will not know if you are in this study or what you have said. We will put information we learn from you together with information we learn from other people in the evaluation. No one will be able to tell what information came from you. When we tell other people about this research, we will never use your name, and no one will ever know what answers you gave. Only a few researchers will have access to this information, and all information will be stored safely and destroyed under the care of the lead researcher. In addition, the Evaluation Team would like to have an option for recording to assure the preservation of the data collected under the conditions of confidentiality.

Your participation in this study may not benefit you directly, but it may benefit others, as your responses may improve the well-being of children in Greece. There are no risks for you by participating in this study.

Before you say "yes" or "no" to being in this study, we will answer any questions you have. If you join the study, you can ask questions at any time.

If you have any questions or concerns regarding this evaluation, please contact:

Prof. Dr. Anguel Anastassov, International Consultant,

email: anguelanastassov@hotmail.com

Tel.+43 664 3900 623

Do you have any questions now?

Do you understand everything I have explained?

Do you agree to participate in this interview?

NB:

Informed consent must be provided for each subject.

Date:

Name:

Signature:



4. Consent Form for ACE educators and Social Workers to participate in a Focus Group Discussion (FGD)

This document provides a format for a focus group consent form.

Hello, our names are Prof. Dr. Anguel Anastassov and Prof. Dr. Vasileios Margaritis, and we work with UNICEF as Evaluation Team.

We are conducting an independent evaluation of the ACE Programme implemented by UNICEF in Greece and we would very much appreciate your participation in this study. Your participation involves a focus group discussion about your expertise, knowledge and experiences with the Programme. This discussion will last for 45 to 60 min.

Procedure

As part of this evaluation, you will be placed in a group of no more than 12 individuals. A moderator will ask you several questions while facilitating the discussion. As approved through Evaluation Team a note-taker will be present. However, your responses will remain confidential, and no names will be included in the final report.

You can choose whether to participate in the focus group, and you may stop at any time during the study.

Please note that there are no right or wrong answers to focus group questions. The Evaluation team wants to hear the many varying viewpoints and would like for everyone to contribute their thoughts. Out of respect, please refrain from interrupting others. However, feel free to be honest even when your responses counter those of other group members. In addition, the Evaluation Team would like to have an option for recording to assure the preservation of the data collected under the conditions of confidentiality.

Benefits and Risks

Your participation may benefit you and other participants by better understanding the ACE Programme in Greece. However, no risks are anticipated beyond those experienced during an average conversation.

Confidentiality

Should you choose to participate, you will be asked to respect the privacy of other focus group members by not disclosing any content discussed during the study. Evaluation Team will analyze the data, but—as stated above—your responses will remain confidential, and no names will be included in any reports.

Contact

If you have any questions or concerns regarding this evaluation, please contact:

Prof. Dr. Anguel Anastassov, International Consultant,

email: anguelanastassov@hotmail.com

Tel.+43 664 3900 623

Do you have any questions now?

Do you understand everything I have explained?

Do you agree to participate in this focus group discussion?

NB:

Informed consent must be provided for each subject.

Date:

Name:

Signature:

5. Verbal Assent for children to participate in a Focus Group Discussion (FGD)

We invite you to take part in an evaluation being conducted by UNICEF through an Evaluation Team as follows: Prof. Dr. Anguel Anastassov, Team Leader, International Consultant, and Prof. Dr. Vasileios Margaritis, National Consultant.

Description: This evaluation will examine various aspects of All Children in Education (ACE) Programme in Greece. Your participation in this study is completely voluntary. Your parents (mom or dad) or caregiver have said it's okay (or, have given permission) for you to participate in a 30-40 minutes discussion with other children about your learning experiences at the school in the accommodation facilities / afternoon school in the learning center. Your participation in a focus group discussion (FGD) will be noted for use in standard research procedures (e.g. analysis of responses, presentation at professional conferences, etc.). Your identity will not be revealed to anyone but the Evaluation Team.

Confidentiality: Your answers will not be associated with your name. The minutes of this discussion and your participation will be destroyed after it has been transcribed.

It will only be used for research (e.g., analysis of responses, transcriptions of responses, etc.) and will not be available to anyone aside from the Evaluation Team.

Risks & Benefits: There are no risks to your safety. Your participation in this study is completely voluntary. You can skip any question you do not wish to answer or you can stop participating in this focus group discussion at any time you want to and it will be okay if you want to stop. Your teacher or parent/caregiver will stand nearby during the discussion in case you need anything. If you choose not to participate, it will not affect you or your grade in any way.

Freedom to Withdraw or Refuse Participation: Your participation in this study is completely voluntary. You understand that you have the right to stop the interview at any time, or to refuse to answer any of the questions without prejudice from the Evaluator.

Contact

If you have any questions or concerns regarding this evaluation, please contact:
Prof. Dr. Anguel Anastassov, International Consultant,
email: anguelanastassov@hotmail.com
Tel. +43 664 3900 623

Do you have any questions now?
Do you understand everything I have explained?
Do you agree to participate in this focus group discussion?

NB:
Informed verbal consent must be provided for each subject.

ACCENT: *I confirm that I have read this consent form to all participants, and they have agreed to participate in this Focus Group Discussion.*

Annex B.5: Research ethics approval letter



Research Ethics Approval

27 May 2024

Prof. Dr. Angel Anastassov, International Consultant
Senior Evaluation Specialist
30, G.M. Dimitrov Str. App. 6
1797 Sofia, Bulgaria

RE: Ethics Review Board findings for: *Evaluation of All Children in Education (ACE) - Ensuring a Pathway to Education for Refugee and Migrant Children in Greece*
(HML IRB Review #901GREE24)

Dear Dr. Anastassov,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board (IRB) on 17 – 27 May 2024. This study's human subjects' protection protocols, as stated in the materials submitted, received **ethics review approval**.

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to:

- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks, consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,

D. Michael Anderson, Ph.D., MPH
Chair & Human Subjects Protections Director, HML IRB

cc: Ioannis Papachristodoulou, Mirella Hernani, Nazli Guzin Ozdil, Sokratis Vlachakis, Skerlida Agolli, Vasileios Fasoulis, Penelope Lantz, JD

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Annex B.6: Glossary of key terms in the fields of education, refugee and migrant children

Source: International Standard Classification of Education; Eurostat – statistics explained, available at <https://uis.unesco.org/accommodation-facilities/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>
<https://ec.europa.eu/eurostat/statistics-explained>

Term	Definition
Application for international protection	An application for international protection refers to an application for asylum, including requests for refugee status or for subsidiary protection status, irrespective of whether the application was lodged on arrival at the border, or from inside the country, and irrespective of whether the person entered the territory legally (e.g. as a tourist) or illegally.
Asylum	A form of protection given by a state on its territory based on the principle of nonrefoulement (no repulsing/sending back) and internationally or nationally recognized refugee rights. It is granted to a person who is unable to seek protection in his/her country of citizenship and/or residence, in particular for fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.
Bachelor’s or equivalent level (ISCED level 6)	Programmes at ISCED level 6, or Bachelor’s or equivalent level, are often designed to provide participants with intermediate academic and/or professional knowledge, skills, and competencies, leading to a first degree or equivalent qualification. Programmes at this level are typically theoretically based but may include practical components and are informed by state-of-the-art research and/or best professional practice. They are traditionally offered by universities and equivalent tertiary educational institutions.
Asylum decision	Asylum decisions can be distinguished according to the stage in the procedure when they are taken (see below).
Doctoral or equivalent level	Programmes at ISCED level 8, or doctoral or equivalent level, are designed primarily to lead to an advanced research qualification. Programmes at this ISCED level are devoted to advanced study and original research and are typically offered only by research-oriented tertiary educational institutions such as universities. Doctoral programmes exist in both academic and professional fields. ISCED level 8 usually concludes with the submission and defence of a thesis, dissertation, or equivalent written work of publishable quality, representing a significant contribution to knowledge in the respective field of study.
Early childhood education (ISCED level 0)	Typically designed programme with a holistic approach to support children’s early cognitive, physical, social and emotional development and introduce young children to organized instruction outside of

Term	Definition
	the family context. ISCED level 0 refers to early childhood programmes that have an intentional education component. These programmes aim to develop socio-emotional skills necessary for participation in school and society. They also develop some of the skills needed for academic readiness and prepare children for entry into primary education. There are two categories of ISCED level 0 programmes: early childhood educational development and pre-primary education. The former has educational content designed for younger children (in the age range of 0 to 2 years), whilst the latter is designed for children from age 3 years to the start of primary education.
Education	Refers to any act or experience that has a formative effect on an individual's mind, character, or physical ability. In its technical sense, education is the formal process by which society, through schools, colleges, universities, and other institutions, deliberately transmits its cultural heritage and its accumulated knowledge, values, and skills to the next generation.
Emigration	The action by which a person, having previously been usually resident in the territory of a Member State, ceases to have his or her usual residence in that Member State for a period that is, or is expected to be, of at least 12 months (Regulation (EC) No 862/2007 on Migration and international protection).
First instance decision	A decision granted by the respective authority acting as a first instance of the administrative/judicial asylum procedure in the receiving country.
Final decision	A decision on whether the third-country national or stateless person be granted refugee or subsidiary protection status by Directive 2011/95/EU and which is no longer subject to a remedy within the framework of Chapter V of this Directive, irrespective of whether such remedy has the effect of allowing applicants to remain in the Member States concerned pending its outcome. The asylum procedures and the numbers/levels of decision-making bodies differ between Member States. The true 'final instance' may be, according to the national legislation and administrative procedures, a decision of the highest national court. However, it is not intended that these statistics should cover rare or exceptional cases determined by the highest courts. Thus, the statistics related to the 'final decisions' should refer to decisions against which there is no further possibility to appeal on the substance of the decision but only on procedural grounds.
Immigration	The action by which a person establishes his or her usual residence in the territory of a Member State for a period that is, or is expected to be, of at least 12 months, having previously been usually resident in another Member State or a third country (Regulation (EC) No 862/2007 on Migration and international protection).

Term	Definition
Lower secondary education (ISCED level 2)	Designed programmes to build on the learning outcomes from ISCED level 1. Usually, the aim is to lay the foundation for lifelong learning and human development upon which education systems may then expand further educational opportunities. Some education systems may already offer vocational education programmes at ISCED level 2 to provide individuals with skills relevant to employment. SCED level 2 begins after four to seven years of ISCED level 1 education, with six years of ISCED level 1 being the most common duration. Students enter ISCED level 2 typically between ages 10 and 13 (age 12 being the most common).
Master's or equivalent level (ISCED level 7)	Programmes at ISCED level 7, or Master's or equivalent level, are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Programmes at this level may have a substantial research component but do not yet lead to the award of a doctoral qualification. Typically, programmes at this level are theoretically based but may include practical components and are informed by state-of-the-art research and/or best professional practice. They are traditionally offered by universities and other tertiary educational institutions.
Migration	Refers to the number of migrants, people changing their residence to or from a given area (usually a country) during a given period (usually one year).
Person being a subject of a pending application	A person who is the subject of an application for international protection under consideration by the responsible national authority at the end of the reference period. It includes the number of persons with pending applications at all instances of the administrative and/or judicial procedure.
Person granted refugee status	A person covered by a decision granting refugee status, taken by administrative or judicial bodies during the reference period. Refugee status means status as defined in Art.2(e) of Directive 2011/95/EU within the meaning of Art.1 of the Geneva Convention relating to the Status of Refugees of 28 July 1951, as amended by the New York Protocol of 31 January 1967.
Person granted subsidiary protection status	A person covered by a decision granting subsidiary protection status, taken by administrative or judicial bodies during the reference period. Subsidiary protection status means status as defined in Art.2(g) of Directive 2011/95/EU. According to Art.2(f) of Directive 2011/95/EU a person eligible for subsidiary protection means a third-country national or a stateless person who does not qualify as a refugee but in respect of whom substantial grounds have been shown for believing that the person concerned, if returned to his or her country of origin, or in the case of a stateless person, to his or her country of former habitual residence, would face a real risk of suffering serious harm as defined in Article 15, and to whom Article 17(1) and (2) does not apply, and is unable,

Term	Definition
	or, owing to such risk, unwilling to avail himself or herself of the protection of that country.
A person granted authorization to stay for humanitarian reasons	A person covered by a decision granting authorization to stay for humanitarian reasons under national law concerning international protection, taken by administrative or judicial bodies during the reference period. It includes persons who are not eligible for international protection as currently defined in the first stage legal instruments, but are nonetheless protected against removal under the obligations that are imposed on all Member States by international refugee or human rights instruments or based on principles flowing from such instruments. Examples of such categories include persons who are not removable on ill health grounds and unaccompanied minors.
Post-secondary non-tertiary education (ISCED level 4)	Post-secondary non-tertiary education provides learning experiences building on secondary education, preparing for labour market entry as well as tertiary education. It aims at the individual acquisition of knowledge, skills, and competencies lower than the level of complexity characteristic of tertiary education. Programmes at ISCED level 4, or post-secondary non-tertiary education, are typically designed to provide individuals who completed ISCED level 3 with non- tertiary qualifications required for progression to tertiary education or employment when their ISCED level 3 qualification does not grant such access.
Primary education (ISCED level 1)	Typically designed programmes to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, and personal and social development, in preparation for lower secondary education. It focuses on learning at a basic level of complexity with little if any, specialization. Age is typically the only entry requirement at this level. The customary or legal age of entry is usually not below 5 years old nor above 7 years old. This level typically lasts six years, although its duration can range between four and seven years. Primary education typically lasts until age 10 to 12.
Refugee	A third-country national who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, political opinion, or membership of a particular social group is outside the country of nationality and is unable or, owing to such fear, is unwilling to avail himself or herself of the protection of that country, or a stateless person, who, being outside of the country of former habitual residence for the same reasons as mentioned above, is unable or, owing to such fear, unwilling to return to it, and to whom Article 12 of Directive 2011/95/EU does not apply.
Rejected applicant	A person covered by a decision rejecting an application for international protection, including decisions considering applications as inadmissible or as unfounded and decisions under priority and accelerated procedures, taken by administrative or judicial bodies during the reference period.

Term	Definition
Short-cycle tertiary education (ISCED level 5)	Programmes at ISCED level 5, or short-cycle tertiary education, are often designed to provide participants with professional knowledge, skills, and competencies. Typically, they are practically-based, occupationally specific and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes. Academic tertiary education programmes below the level of a Bachelor's programme or equivalent are also classified as ISCED level 5.
Tertiary education	Tertiary education builds on secondary education, providing learning activities in specialised fields of education. It aims at learning at a high level of complexity and specialisation. Tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education. It comprises ISCED levels 5, 6, 7 and 8, which are labelled as short-cycle tertiary education, Bachelor's or equivalent level, Master's or equivalent level, and doctoral or equivalent level, respectively.
Upper secondary education (ISCED level 3)	Programmes at ISCED level 3, or upper secondary education, are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both. SCED level 3 begins after 8 to 11 years of education since the beginning of ISCED level 1. Pupils enter this level typically between ages 14 and 16. ISCED level 3 programmes usually end 12 or 13 years after the beginning of ISCED level 1 (or around age 17 or 18), with 12 years being the most widespread cumulative duration. However, exit from upper secondary education may range across education systems from usually 11 to 13 years of education since the beginning of ISCED level 1.

Annex E: Reference documents

UNICEF publications

UNICEF Strategic Plan for 2022-2025, available at: <https://www.unicef.org/media/115646/file/Strategic%20Plan%202022-2025%20publication%20English.pdf>, accessed 22 July 2024.

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Annex F: Outline of the evaluation report

- Executive Summary (up to 4 pages)
- Acknowledgments
- Table of contents
- Abbreviations and acronyms
- Introduction (3-4 pages)
 - Purpose of the Process Evaluation
 - Scope of the evaluation
 - Methodology and approach to the evaluation
- Findings (15-20 pages)
- Conclusions (4-5 pages)
- Lessons (2-3 pages)
- Recommendations (3-4 pages)
- Annexes
 - Terms of Reference
 - Evaluation Matrix
 - Bibliography
 - List of key stakeholders' interview

NEEDS & GAPS	OBJECTIVES	INPUTS & ACTIVITIES	MECHANISM OF CHANGE via OUTCOMES AND OUTPUTS
Limited quality and duration of schooling offered to asylum-seeking, refugee, and migrant children, based on their educational needs.	Objective 1: Support school readiness and facilitate access to education for all refugee and migrant children through the establishment of HCACs.	Homework and Creative Activities Centres (HCAC) -up to 47 HCACs across Greece in accommodation facilities and urban areas -7 teams were also established as 'Support to Regions' -2 street work teams	Outcome 1: Successful bridge to FE; A robust overarching and inclusive education support system, including for refugees and migrant children, is progressively in place and functioning, to meet national demands and international standards.
Insufficient FE school capacity: -lack of resources and staff trained to work with refugee and migrant children, - language barriers, -psychosocial issues, -limited catch-up classes.	Specific objectives: -Provision of NFE to school-age children (4-17 years old) through the establishment of HCACs, as well as facilitation of their enrolment and retention in formal education. -Endorsement and rollout of the guidance framework on the harmonized learning approach in all HCACs, including capacity for educators. -Development and improvement of tailored teaching and learning materials. -Delivery of job readiness workshops for adolescent children (16-17 years old) in close complementarity to HCAC educational objectives.	PILLAR 1 NFE -Language support -Homework support -Socioemotional and Psychosocial support -Community outreach and sensitization on education -Interpretation services -Parent counselling	Output 1.1: Overarching and inclusive education and socioemotional support system with legal and operational frameworks. Output 1.2: Resource schools with supporting structures offer an enabling teaching and learning environment. Output 1.3: Children with disabilities, stakeholders and service providers benefit from improved and accessible coordination and monitoring systems. Output 1.4: Local authorities in selected municipalities have the capacity to assess, plan, implement and monitor local policies and services.
Academic underperformance of migrant and refugee children, especially when they do not receive the required additional support.		PILLAR 2 FE Support -Training of FE ACE educators - School enrolment process -Parent counselling	
Postponed access to FE and alternative classes in the accommodation centres do not usually teach the full curriculum, or meet the same standards of FE.		PILLAR 3 Cooperation & Synergies -with national authorities, implementing partners, donor and other UN members -with schools -with community services -with parents	Short-term impact Participation/integration of refugee and migrant children into Greek schools (FE) will be smooth and successful. Enhancement of children's socioemotional skills and mitigation of psychological issues. Families will understand the value of education for their children. Medium-term impact The children will have a brighter future due to better educational opportunities, and strengthening of self-esteem and resilience. The local communities will be more open to new cultures and valorize a multi-cultural society and peaceful coexistence.
Limited opportunities for adolescents, to be integrated into the national education systems in formal high schools or institutions for vocational training.	Objective 2 - Improve transition and build bridges for successful integration into school through strengthening of the enabling environment, including teacher capacity building, communication with families, sensitization of communities and monitoring of access and attendance.	Customized Education Materials and Tools -Accelerated Learning Program (ALP) -Akelius Digital Language Learning Course and app -Ftou kai Vgaino (Greek Version)	Long-term impact The refugee and migrant children will become part of Greek society. The schools will become more inclusive embracing new students.
Challenging enrolment procedures and transportation to/from remote asylum facilities can also present a barrier participation in FE.	Specific objectives: -Provision of cultural mediation and interpretation in Greek public schools in collaboration with the MoMA and the MoERAS to improve communication. -Promote intercultural exchanges and combat xenophobia and discrimination at the community level. -Development of distance learning tools and materials. -Improved monitoring and availability of information to all stakeholders.	NFE Disciplines - Primary School Education/Nursery Teacher (Early Years Education) -Language and literature -Teaching Greek as a second language -Teaching English as a second language -Science/Mathematics STEM	Outcome 2: Effective capacity-building and teacher education programmes (pre- and in-service) and supportive (teaching and learning resources) systems that meet national and international standards and practices. Output 2.1: University knowledge hubs have the capacity (technical and financial) to offer an innovative platform that is a tool for collaboration amongst stockholders for sharing of improved knowledge and skills. Output 2.2: In-service teacher training programmes on inclusive and quality education are aligned with international standards and practices to enable continuous professional development opportunities for ACE educators.
High risk of early school leaving especially for unaccompanied children.		Addressing Specific Needs -for children with Disabilities -teenagers +15 years -child protection including GBV	Output 2.3: Key stakeholders and national and local authorities, such as in line ministries and municipalities, have improved capacities on (i) evidence-based policy making, (ii) effective governance, (iii) monitoring and evaluation, (iv) professional development of preschool staff, and (v) delivery of inclusive services for young children in preschool institutions.
Migrant children in an irregular situation are the most at risk of staying out of school.			
Lack of psychosocial support for children, who may have difficulties concentrating and learning due to stress and trauma accumulated in countries of origin, in transit or at destination.			

Annex G: General representation of Theory of Change of the ACE Programme for Migrant and Refugee Children

Annex H: Evaluation Matrix

(evaluation questions and sub-questions *in italics* are added to the original list of evaluation criteria suggested in the ToR)

Evaluation Criteria	Evaluation Question(s) and Sub-Questions	Indicator(s) data	Primary data sources	Secondary data sources	Data analysis	Assumptions
	1.0 Relevance – To assess the alignment of the Programme interventions to existing strategies and policies of Greece and UNICEF in education and the extent to which the needs of the target groups – including communities and ACE educators –are addressed					
Relevance	(1) EQ 1.1. To what extent ACE Programme design was aligned with the needs of beneficiaries and stakeholders that were identified in Programme design? To what extent the Programme was designed and implemented taking into consideration the National and EU strategies, policies , plans, and priorities?	<p>1.1. 1. Existing data on target groups and in particular SEN and CWD in the country context</p> <p>1.1.2. Perceptions of education stakeholders regarding relevance</p> <p>1.1.3.Perceptions of education stakeholders regarding design</p> <p>1.1.4.Stakeholder assessment of school/MoERAS capacity for delivery of educational services</p>	<p>FGDs, KIIs</p> <p>Needs assessments - Situation Report informing of the needs prior to the intervention</p>	<p>Document review: donor reports, studies, previous evaluations</p> <p>Qualitative data from the community</p>	<p>Triangulation of data deriving from document review, interviews, and group discussions</p>	<p>Information is available</p> <p>National counterparts are willing/ able to meet</p>

Evaluation Criteria	Evaluation Question(s) and Sub-Questions	Indicator(s) data	Primary data sources	Secondary data sources	Data analysis	Assumptions
		1.1.5.Alignment with UNICEF Global Strategic Plan; Alignment with Government policies 1.1.6.Perceptions of Government, stakeholders and peer agencies on UNICEF comparative advantage	CPD Qualitative data from education stakeholders			
2.0 Coherence - <i>The extent to which other interventions (particularly policies) support or undermine the intervention, and vice versa. Includes internal coherence and external coherence: <u>Internal coherence</u> addresses the synergies and interlinkages between the intervention and other interventions carried out by the same institution/government, as well as the consistency of the intervention with the relevant international norms and standards to which that institution/government adheres. <u>External coherence</u> considers the consistency of the intervention with other actors' interventions in the same context.</i>						
Coherence	(4) EQ 2.1 To what extent the Programme implementation was adjusted based on the changing contextual factors (<i>evolving needs of migrant and refugee children, increased population, population movements, change of policies/ regulations,</i>	2.1.1 Education stakeholder perceptions of national coordination mechanisms and processes 2.1.2.Evidence of the adjustments of the Programme based on increased population, and population movements	Qualitative data from KIIs from educational stakeholders FGDs	Monitoring reports, donor reports, evidence of adaptations to the programming over time Evolution of	Triangulation of data deriving from document review, interviews, and group discussions	Information is available National counterparts are willing/ able to meet

Evaluation Criteria	Evaluation Question(s) and Sub-Questions	Indicator(s) data	Primary data sources	Secondary data sources	Data analysis	Assumptions
	COVID-19, emergencies, security issues, etc.)?			planning documents ACE WGs minutes, presentations as the main coordination mechanism of the programme, implementing partners reports		
	(5) EQ 2.2 To what extent the Programme was implemented in a harmonized approach amongst the different locations?	2.2.1 The degree of implementing a harmonized approach amongst the different locations in Greece	KIs with Senior ACE educators; KIs with Refugee Education Coordinators KIs (Project managers, ACE educators, results on capacity building activities), available documentation of Harmonized Approach.	ACE WGs minutes, presentations as the main coordination mechanism of the programme, implementing partners reports	Triangulation of data deriving from document review, interviews, and group discussions	Information is available National counterparts are willing/ able to meet
	3.0 Effectiveness - evaluating the extent the Programme outputs have contributed to the immediate development changes and mid-term results at the outcome level					
Effectiveness	EQ 3.1. To what extent did the Programme achieve its planned (intended) or		Targets of the progra			Information is available

Evaluation Criteria	Evaluation Question(s) and Sub-Questions	Indicator(s) data	Primary data sources	Secondary data sources	Data analysis	Assumptions
	unexpected (unintended) objectives and results to address the needs of refugee and migrant children?	3.1.1 % of targets achieved 3.1.2 # of children enrolled in FE, number of children benefitting from access to NFE/support provided within the scope of the programme (education) 3.1.a.1. Evidence of addressing the needs of refugee and migrant children	mme logframe Klls FGDs with parents and children	Reports to donors official policy docs, legislation	Triangulation of data deriving from document review, interviews, and group discussions	National counterparts are willing/ able to meet
	EQ 3.2. To what extent are the Programme objectives and results similar nationally , or have there been differences based on the local context (comparative analysis and within-state variations)?	3.2.1. Existing data for similarities and differences at the national and local level in achievement of Programme objectives and results	Klls FGDs	Document review AWP indicators PCA indicators;	Triangulation of data deriving from document review, interviews, and group discussions	Information is available National counterparts are willing/ able to meet
	EQ 3.2.a. Government Capacity: To what extent and how have the Government stakeholders	3.2.a.1 Stakeholder assessment of school capacity for	Qualitative interview and group discussion data from education national	T4I programme assessments	Triangulation of data deriving from document review,	Information is available

Evaluation Criteria	Evaluation Question(s) and Sub-Questions	Indicator(s) data	Primary data sources	Secondary data sources	Data analysis	Assumptions
	<i>increased their capacity introduce standardized levels of quality of education?</i>	delivery of educational services	and community stakeholders	Donor reports	interviews, and group discussions	National counterparts are willing/ able to meet
		3.2.b.1 Educational stakeholder perceptions regarding standardization	Qualitative interview and group discussion data from education national and community stakeholders	The community of practice relevant documents Educational material produced	Triangulation of data deriving from document review, interviews, and group discussions	Information is available National counterparts are willing/ able to meet
	<i>3.2. b. Materials: What positive difference has been made in improving the quality of educational services by increasing access to educational materials?</i>	3.2.b.1. Educational stakeholder perceptions regarding the reception of educational materials 3.2.b. 2. Community stakeholder perceptions regarding the reception of educational materials	Qualitative interview and group discussion data from education national and community stakeholders		Triangulation of data deriving from document review, interviews, and group discussions	Information is available National counterparts are willing/ able to meet

Evaluation Criteria	Evaluation Question(s) and Sub-Questions	Indicator(s) data	Primary data sources	Secondary data sources	Data analysis	Assumptions
	<i>EQ 3.4. How did the interventions lead to the establishment of effective teacher learning programmes (pre- and in-service) and supportive (teaching and learning resources) systems aimed at strengthening teacher capacity that meet international/ EU standards/ practices?</i>	3.4.1. Stakeholders' assessment of teacher application of capacity	Qualitative interview and group discussion data from education national and community stakeholders		Triangulation of data deriving from document review, interviews, and group discussions	Information is available National counterparts are willing/ able to meet
	3.5. Student Empowerment: <i>How has access to education affected OOSC attitudes and aspirations? How do OOSC (females in particular) feel about having access to education?</i>	3.5.1. Percentage of OOSC reporting pursuing educational goals (disaggregated by gender and age as feasible)	Qualitative interview data from OOSC EMIS and other educational database reports FGDs with educators on ground FGDs with parents	Case studies part of the programme communication	Triangulation of data deriving from document review, interviews, and group discussions	Information is available National counterparts are willing/ able to meet
4.0 Efficiency – assessing the Programme’s timely and cost-efficient implementation and result-based management (Sufficiency and Timeliness)						
Efficiency	EQ 4.1. Were financial resources, human resources, and supplies sufficient (in terms of	4.1.1. Document Review of organizational and programme structures for lessons	FGDs, KIIs	Document review: Donor reports,	Comparison of plans with reported activities and outputs	Information is available

Evaluation Criteria	Evaluation Question(s) and Sub-Questions	Indicator(s) data	Primary data sources	Secondary data sources	Data analysis	Assumptions
	<p>quantity), adequate (in terms of quality), and distributed/deployed in a timely manner?</p> <p>4.1.a. Sufficiency: <i>Is the allocation of human, operational, and financial resources appropriate, and adequate, to deliver intended results?</i></p> <p>4.1.b. Timelines: <i>Are the Programme activities being implemented according to its timeline?</i></p>	<p>learned and challenges and bottlenecks</p> <p>4.1.a.1. Stakeholder perceptions of Programme sufficiency for operations</p> <p>4.1.b.1. Comparison of target and achieved outputs</p> <p>4.1.b.2. Identification of bottlenecks and adjustments</p>		<p>previous evaluations, Qualitative data from education stakeholders</p>		<p>National counterparts are willing/ able to meet</p>
	<p>EQ 4.2. To what extent did the coordination and partnership building adequately support the effective implementation of the Programme?</p>	<p>4. 2. 1. Stakeholder perceptions of partnership strategies and relative efficiency</p>	<p>Kills</p> <p>Minutes of coordination meetings of the programme</p>	<p>Document review – donor reports; periodic reports of Programme’s implementation; interviews</p>	<p>Triangulation of data deriving from document review, interviews, and group discussions</p>	<p>Information is available</p> <p>National counterparts are willing/ able to meet</p>
	<p>EQ 4.3. <i>What are the comparative strengths and added values of the implementing</i></p>	<p>4.3.1.The extent to which implementing organizations have</p>	<p>Kills</p> <p>FGDs</p>	<p>Donor proposal, PDs/Program</p>	<p>Triangulation of data deriving from document review,</p>	<p>Information is available</p>

Evaluation Criteria	Evaluation Question(s) and Sub-Questions	Indicator(s) data	Primary data sources	Secondary data sources	Data analysis	Assumptions
	<i>organizations in the frames of the Programme?</i>	the comparative advantage in implementing the Programme		me Agreements, IP reports	interviews, and group discussions	National counterparts are willing/ able to meet
	<i>EQ 4.4. Are there more efficient ways and means of achieving outcomes?</i>	2.4.1. Contextualization of knowledge; 2) praxis and technique; 3) critical thinking; and, 4) research and communication	Document review: Donor reports, studies, FGDs, KIIs, previous evaluations		Triangulation of data deriving from document review, interviews, and group discussions	Information is available National counterparts are willing/ able to meet
	5.0 Sustainability: To evaluate the extent to which the Programme interventions can be scaled up (to include additional components, for example, how to behave in society; increase the hours of learning foreign languages, etc.) and to what extent the capacity of our Government partners will ensure the sustainability of the Programme initiatives, and how appropriate the exit strategy of UNICEF is for sustainability					
Sustainability	EQ 5.1. To what extent are the benefits of the Programme sustainable , and can the enablers of the Programme (such as teacher capacity building, communication with families, community sensitization, and monitoring of access and attendance) for successful school integration be maintained?	5.1.1 Stakeholder perceptions of programmatic interventions contribution to capacity development for sustainability – disaggregated by Government, partners, communities, and ACE educators	Qualitative KIIs from educational stakeholders		Triangulation of data deriving from document review, interviews, and group discussions	Information is available National counterparts are willing/ able to meet

Evaluation Criteria	Evaluation Question(s) and Sub-Questions	Indicator(s) data	Primary data sources	Secondary data sources	Data analysis	Assumptions
	EQ 5.2. To what extent the capacity of the stakeholders and the partners engaged in the Programme was strengthened to sustain the Programme's benefits after its conclusion?	5.2.1 How the stakeholders of the programme (from implementing partners to FE ACE educators, ministries etc.) have been capacitated from the programme implementation to continue implementing needed intervention even after the programme finalization in June	Qualitative KIIs from educational stakeholders		Triangulation of data deriving from document review, interviews, and group discussions	Information is available National counterparts are willing/ able to meet
	EQ 5.3. To what extent is the Programme integrated or planned to be integrated and institutionalized by the Government both technically and financially?	5.3.1 Stakeholders perceptions on budgeting realities and resourcing constraints	KIIs and FGDs records		Triangulation of data deriving from document review, interviews, and group discussions	Information is available National counterparts are willing/ able to meet
		5.3.2. Level of acceptance of the suggested findings	Final Evaluation Report		Triangulation of data deriving from document review,	Information is available

Evaluation Criteria	Evaluation Question(s) and Sub-Questions	Indicator(s) data	Primary data sources	Secondary data sources	Data analysis	Assumptions
		for possible recommendations in future programmes			interviews, and group discussions	National counterparts are willing/ able to meet
	<i>EQ 5.4. To what extent has the strategy adopted by the Programme (on stakeholder capacity, including ownership by the government; partnerships and policies; and exit and transition) contributed to the sustainability of learners' results?</i>	5.4.1. Evidence of the education's contribution to sustainable development by equipping learners with the relevant knowledge (the 'what'), the key dispositions and skills (the 'how') and the values (the 'why') that will motivate and empower them throughout their lives to become informed active citizens who act for a more sustainable future.	FGDs, KIIs	Document review: Donor reports, studies, , previous evaluations	Triangulation of data deriving from document review, interviews, and group discussions	Information is available National counterparts are willing/ able to meet

Evaluation Criteria	Evaluation Question(s) and Sub-Questions	Indicator(s) data	Primary data sources	Secondary data sources	Data analysis	Assumptions
6.0. Inclusion, Equity, Gender Equality, Child Rights Based Approach, and Results Based Management						
Inclusion, Equity, Gender Equality, Child Rights Based Approach, and Results Based Management	EQ 6.1. To what extent was an inclusive (e.g., based on linguistic background, ethnic origin, etc.), gender-responsive, disability-inclusive, and equity-focused approach integrated into the design, implementation, and monitoring of the Programme (art. 2 of the CRC)?	6.1.1. How the programme targeted to reach specific groups (women and men) when it comes to specific needs of these groups?	FGDs, KIIs	Document review: Donor reports, previous evaluations	Triangulation of data deriving from document review, interviews, and group discussions	Information is available National counterparts are willing/ able to meet
	EQ 6.2. How thoroughly was age, gender, or other equity-related disaggregated data collected and monitored throughout the Programme?	6.2.1. The extent to which equity-related disaggregated data is collected and monitored	Tools developed for monitoring and reporting, PDs/Partnership Agreements (with a focus on their logframes/results frameworks), and the documents of the monitoring sub working group	Document review: previous evaluations	Triangulation of data deriving from document review, interviews, and group discussions	Information is available National counterparts are willing/ able to meet

Evaluation Criteria	Evaluation Question(s) and Sub-Questions	Indicator(s) data	Primary data sources	Secondary data sources	Data analysis	Assumptions
	EQ 6.3. To what extent did the monitoring of the Programme provide sufficient evidence that could be utilized towards informing its effective implementation?	6.3.1. Evidence of the effective implementation of the ACE Programme based on efficient monitoring system	KIs with relevant stakeholders incl. UNICEF staff	Monitoring reports (ACE monitoring sub-WG and its ToR), and its documentation -e.g. presentations and minutes)	Triangulation of data deriving from document review, interviews, and group discussions	Monitoring systems in place provide adequate information on the progress of the response and disaggregated data on gender, disability, and age
	<i>6.4. How the views of children were considered and had an impact in the implementation of the programme (articles 12, 28 and 29 of the CRC)?</i>	6.4.1. Evidence of whether the views of the children have been heard	KIs with relevant stakeholders incl. UNICEF staff	Monitoring reports	Triangulation of data deriving from document review, interviews, and group discussions	Monitoring systems in place provide adequate information
	7.0 Impact: The extent to which the Programme has generated or is expected to generate significant positive or negative, intended, or unintended, higher-level effects.					

Evaluation Criteria	Evaluation Question(s) and Sub-Questions	Indicator(s) data	Primary data sources	Secondary data sources	Data analysis	Assumptions
	EQ 7. 1. To what extent the Programme has generated significant positive or negative, intended, or unintended higher-level effects (short-term; medium-term; and long-term) that led to a systemic transformation in integrating refugee and migrant children in schools?	7.1.1. Intended or unintended changes generated by the ACE Programme	FGDs, KIIs	Document review: Donor reports, studies (in integrating refugee and migrant children in schools), previous evaluations	Triangulation of data deriving from document review, interviews, group discussions	Information is available National counterparts are willing/ able to meet
Impact						

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