provisions. You will be able to meet people who also lived through sex trafficking situations, you will have access to information and final analysis, you will be able to return to a regular daily life and to redefine calmly what exactly it is that you want. If this reflection period passes and you decide that you don’t want to proceed with the accusation, you will continue to receive the necessary support from the program. The same will happen if you decide to file the report. Now you will no longer be alone. You will have people helping you selflessly. You may need to search for new roads which until today have been unknown to you. In order to discover them, allow yourself to be expressed freely, to be quiet, but most importantly to realize that:

YOU ARE A HUMAN, YOU ARE FREE AND YOU HAVE RIGHTS

- **Which is the road to recovery?**
  
To grow from your experiences.

If you have made it this far, surely it was not easy. It was necessary that you make complicated decisions. We know that it is not the same to confront a situation, using appropriate tools from being alone and helpless. Think that the most difficult thing that you have lived through was the deception of which you were a victim. Despite all that, you managed to survive. Now, what you have to do is put yourself once again in focus, recover, get stronger and to rediscover yourself.

There are various important tools that you must find in a moment like the one you find yourself in now. One of the most important is INFORMATION.

You know by now that good and bad decisions do not exist. There are good and bad conditions under which decisions are made. For this reason:

- Ask for information (legal advice, psychological support, residence, economic support, accompaniment to health centres, etc.)
- Take a little time.
- Take care of yourself, rest.
- Search for a place where you will be able to speak freely, where they will listen to you, you will feel that they accept and respect you.
These are tools that will guarantee you better conditions under which to decide. Whichever the decision may be, it must be respected by the professionals or the sector you will be addressing. These tools will help you understand what exactly has happened to you and be able, with your own rhythm, to find your life again.

You should know that the restoration phase is necessary for you to be able to absolutely understand your experiences. Now it is important to have clarified in your mind and soul that YOU ARE NOT RESPONSIBLE for what happened to you and that YOU HAVE THE RIGHT TO BE HAPPY, YOU CAN HELP MAKE THIS HAPPEN NOW. Don’t forget that you have RIGHTS and that there are individuals who can help you. If they tricked you, that’s something that you are not responsible for. It didn’t happen because you deserved it or because you are stupid, or because you made some mistake. The fact that you agreed to come to Greece to practice prostitution doesn’t excuse the person who benefited from you being vulnerable (you are alone, you don’t know the country or the language, they paid for your ticket, you have obligations from your country, etc.) You never agreed to have them deceive you or exploit you. If you knew the real situation before you left from your country, most likely you would not be here today. The responsibility lies on the shoulders of those who deceived you.

In every recovery process, there are moments where the individual feels vulnerable. These moments may make you hesitate about the decision you made:

• When you cannot deliver on your economic obligations.

One of your expectations leaving from your country was to be able to send money to your family. You now understand that the reality here does not correspond with your original idea. This creates worry, anxiety, frustration, etc. within you. They took advantage of this dream of yours so that they could deceive you and use you. Think, might you be able to speak with your family so that you feel calmer. If this cannot happen, you can ask for emotional support, if you need, so that you can endure this situation better.

• When there are no chances for a professional escape.

You are trying to find work, but no real opportunities are presenting themselves. This causes you to feel desperate, and to doubt your choice (maybe I made a mistake, I had money and economic independence before but now no), it stresses you and affects your daily life. You are trapped in a vicious circle and your desperation is rising. Your responses become spontaneous and perhaps you’re thinking that it is better to return to your previous life.
Much like in every big change, the first months are the most difficult because in the beginning everything is new, you are trying to adapt, changing your sleeping and eating schedules so that you can be active in the morning and asleep at night. Later, you will begin to operate, to search for solutions, and if you don’t find them you may even become discouraged and stop. It is important that you maintain a routine, that you take care of your sleep and food, to be around other people, to do things that you enjoy, etc. If you persist in doing this, you’ll accomplish it. If you invest the time that is needed for emotional and physical restoration, you will accomplish it.

- When your family is pressuring you because they are going through difficult times

They call you and ask you to send them money. They tell you about all of the difficulties they are facing. You don’t know what to say and you feel terrible. On one hand, you want to protect them, and you don’t tell them what has happened to you. On the other hand, your silence is damaging you because they don’t understand what is happening to you and they are pressuring you with their complaints. Whether you speak, or you don’t speak, you feel awful. Perhaps your guilt for your non-responsiveness comes from the notion that you don’t consider those who are responsible for your situation to actually be responsible. It is important to embrace what exactly has happened to you, who are responsible for this and what impact this has on you and your family. You can share this information with those who are helping you. Perhaps there is a way to overcome this incredibly vulnerable moment.
• When you have reported your situation and the authorities are not doing anything.
The deadlines are becoming larger, you feel as though you are in danger, the information that is
arriving may be unclear. In these cases, it might be useful to ask for support from existing social
structures, because they may show you paths for communication with the authorities (police, justice
system, lawyers, etc.). Certain times the system functions more slowly than we would like. You can
organize your daily life to coincide with the police or the judicial proceedings that have begun.

• After you have filed a report, when the trial is approaching.
It is one of the situations that you fear the most. It is probably the first time that you are confronting
something like this and that causes anxiety because you don’t know what they will ask you, what you
will do, what and whom you will confront, and because you will relive everything that happened to
you. Remember that in the structures of the trial, there is the possibility for accompaniment and help
throughout the proceedings. They can also help you in the preparation phase for the trial because you
will have to relive difficult experiences (that you certainly will have tried to suppress from your
memory for some time now), so that your testimony will be an important piece of evidence.
Unavoidably, you will have to come face-to-face with difficult decisions that will call even your own
truth into question. Despite the difficulties, the result may be satisfactory for you.

Don’t forget that it is important:
• To get your ideas and emotions in order in relation with what has happened to you. You can ask
for help if you believe that you need it.
• Forgetting a certain incident or occasion or detail is logical. For this reason, you might, if it is
useful, write down in a notebook dates and everything else that you remember.
• If when you are confirming your report, they ask you things that you do not remember, there is no
problem. One of the consequences of extreme experiences is that the details become fragmented
in your memory (some things you will remember impressively clearly, and others will be as if
they never happened). The best answer is honesty and relevance. Honesty and relevance will
favour you.

What happened to you is something that cannot be changed. The only thing that can change is the
way you think about these events, and starting to give yourself the freedom to live. The testimonies
of other people who have pulled it off may be a light for you:
“You are my light. Now I feel that I am a person. I look at myself in the mirror and I like what I see. The support, the comradery, the information and the game are the purest thing the world. I feel as though I can breathe, I can live, I can have dreams and hope, from Brazil, the country where I was born, and which has started to love me again. Slowly but surely, I am becoming accustomed to daily life here.”

Lucia, Brazil

“I feel proud now that I am here in Spain. I have a child and I feel a larger sense of security. I live with my daughter in a house that I have rented, it is a bit humble, but it is my home. The fact that I ended up here and I found support and refuge here helped me to achieve and to move forward in my life: to study, to work and to be able to help my family.”

Alina, Romania

“I have trust in myself. I see myself as beautiful now. I learned to say no to the people who wronged me, I learned not to accept insults, I learned to be myself and I like it very much. My mother feels proud of me because she knows that I had a long road to finding myself.”

Graciela, Colombia

“I carried a pregnancy to term, crossing the Strait of Gibraltar. I lived in many of Spain's cities and had many difficult times. Now I feel like a Spanish woman and I love and respect my African roots. I have my daughters with me and I am searching for work. Slowly doors are starting to open for me that I didn’t know existed.”

Abiona, Nigeria
### How can I minimize the dangers?

<table>
<thead>
<tr>
<th>In the case that/if</th>
<th>It’s better</th>
<th>Because/or</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone looks suspicious to you</td>
<td>Do not go with them</td>
<td>More than likely you are not wrong</td>
</tr>
<tr>
<td>The individual is drunk, he has taken drugs or doesn’t seem to be in their “right mind”</td>
<td>Do not accept calls from private or hidden numbers</td>
<td>When returning the call, be careful to notice if the person who answers is the same person</td>
</tr>
<tr>
<td>You work on the street</td>
<td>Avoid spaces which are isolated, or are not well lit</td>
<td>It is good to always know the bars, the gas stations and the pharmacies that are open in the area</td>
</tr>
<tr>
<td>You work in your house or rented apartment</td>
<td>Plan an initial meeting in a public space</td>
<td>This will give you time to accept or reject the customer</td>
</tr>
<tr>
<td>You work in a closed space</td>
<td>Never close the door with a key or a bar</td>
<td>Your side of the bed must always be the closest to the exit</td>
</tr>
<tr>
<td>You work on the boulevard or street</td>
<td>Coordinate with your coworkers to write down the license plate number of the car you will get in</td>
<td>In the face of any problem, notify them immediately, giving them the characteristics of the car and the person</td>
</tr>
<tr>
<td>They request that you go to a place you do not know</td>
<td>Do not accept</td>
<td>You will have to decide where you will park and where you will offer your services.</td>
</tr>
<tr>
<td>You will be practicing prostitution</td>
<td>Always have a cell phone with you that contains the phone number of emergency services 100</td>
<td>It might be useful for you to have the number of one of your coworkers.</td>
</tr>
<tr>
<td>You are leaving</td>
<td>Reassure via telephone that you have arrived and that you finished, always in front of the customer</td>
<td>If you do not have an appropriate person to call, act like you are speaking to someone that answered the phone</td>
</tr>
<tr>
<td>You decide to consume substances while working</td>
<td>Never accept what the customer offers you</td>
<td>You never know the composition nor the dosage which it contains</td>
</tr>
<tr>
<td>If you will inject substances into your bloodstream or snort through your nose</td>
<td>Never share syringes or tubes</td>
<td>Don’t forget that many ailments, AIDS included, are transmitted this way</td>
</tr>
<tr>
<td>You will drink</td>
<td>Make sure you eat well to reduce the effect and always pay attention to your cup</td>
<td>Be careful that no one puts any substances in your drink</td>
</tr>
<tr>
<td>If you will smoke marijuana</td>
<td>Always have an effervescent aspirin with you</td>
<td>You may suffer from hypotension (low blood pressure)</td>
</tr>
<tr>
<td>You aren’t sure if you feel comfortable with a certain act or deed</td>
<td>Don’t do it</td>
<td>In order to control the situation, you must feel comfortable and safe</td>
</tr>
</tbody>
</table>

- *How can I take care of myself?*
  - Sexual health

  *Sexually transmitted diseases*

  Sexually-transmitted diseases are those that can be caused by the following contacts:
  - Penis-vagina
  - Penis-mouth
  - Penis-anus
  - Mouth-vagina
  - Mouth-anus
  - Mouth-mouth (with some diseases, not with all, if one suffers from that disease, for example: syphilis)

  Ejaculation is not necessary for a sexually transmitted disease to be transmitted
**Which symptoms are signs that I may have a sexually transmitted disease?**

<table>
<thead>
<tr>
<th>What are the symptoms?</th>
<th>What disease do these symptoms accompany?</th>
<th>How is it transferred?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pain in the abdominal area &lt;br&gt;• Irregularity of period &lt;br&gt;• Stinging or burning sensation during urination &lt;br&gt;• Increase in secretion of vaginal fluid (The symptoms may appear three days after sexual contact).</td>
<td><strong>GONORHEA</strong>&lt;br&gt;(There may be an infection of the disease even though the symptoms have not appeared).</td>
<td>It is transmitted through sexual contact</td>
</tr>
<tr>
<td>• 1 or 2 weeks after contact: &lt;br&gt;- presence of red lacerations in the areas of contact (genitals, mouth, anus) &lt;br&gt;• 1 to 6 months: &lt;br&gt;- Blemishes on chest, back, arms and/or legs &lt;br&gt;- Fever &lt;br&gt;- Pain in abdominal area &lt;br&gt;- General discomfort or ailment &lt;br&gt;- Growth or mass on throat, armpits, groin area, etc. &lt;br&gt;• After 3 years: &lt;br&gt;- Lacerations on skin and other organs &lt;br&gt;- Burning sensation in joints &lt;br&gt;- Pain and lesions in/on the heart, the spinal cord and the brain</td>
<td><strong>Syphilis</strong></td>
<td>• It is transmitted through sexual contact &lt;br&gt;• It can be transmitted from the mother to the embryo</td>
</tr>
<tr>
<td>• Pains &lt;br&gt;• Burning sensations &lt;br&gt;• Rash in the area around the genitals &lt;br&gt;• Stinging sensation during urination</td>
<td><strong>Herpes Simplex</strong></td>
<td>• Transferred through sexual contact: vagina, urine, genitals and in certain cases through skin contact with infected area</td>
</tr>
<tr>
<td>• Vaginal secretions &lt;br&gt;• Pain in the lower the groin area</td>
<td><strong>CHLAMYDIA</strong></td>
<td>• Contact with the vagina, the eyes, the urethra and/or the anus</td>
</tr>
<tr>
<td>Itching sensation</td>
<td>VAGINITIS (VAGINAL INFECTION)</td>
<td>Transmitted through sexual contact</td>
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Depending on the phase of the infection:
- Acute infection phase: The symptoms that present themselves may be similar to those of a common cold
- Asymptomatic phase: There are no symptoms. This phase can last for years
- Symptomatic phase: Constant fevers, swelling in the ganglia, night sweats, low defence which can be manifested in the presence of symptoms analogous to diseases of the digestive and respiratory systems etc.

HIV (The Acquired Human Immunodeficiency Virus is the agent of AIDS)

- Physical, vaginal and anal contact without protection is the most important transmission vessel for HIV
- If you had sexual relations without wearing protection, if you used needles, syringes or other materials (nail clippers, razors, etc.) that have been used by carriers of HIV speak with your doctor and have an AIDS examination done immediately

IF AT SOME POINT IN YOUR LIFE YOU HAD ONE OF THE SYMPTOMS LISTED ABOVE, IF YOU HAD RISKY SEXUAL CONTACTS, IF YOU SUSPECT THAT YOU SUFFER FROM ONE OF THESE SEXUALLY TRANSMITTED DISEASES:
- GO SEE A DOCTOR AS SOON AS POSSIBLE
- IF IT IS FEASIBLE, TRY TO NOTIFY ALL OF THE PEOPLE YOU HAD SEXUAL RELATIONS WITH

- **Contraception methods**

The methods that protect against sexually transmitted diseases with medium-high effectiveness:

*Male contraceptive or prophylactic (condom)*

- Protects against likely infection from sexually transmitted disease and undesired pregnancy.
- It is a kind of casing made of latex which is placed on the penis when it is erect and before penetration.
- It is for one use only.
Female prophylactic

- Protects against likely infection from sexually transmitted disease and undesired pregnancy.
- Casing made of latex which is places on the walls of the vagina and on the clitoris to prevent the entrance of sperm cells into the uterus.
- It is for one use only.

Other contraceptive methods for effective protection against undesired pregnancy with a high rate of effectiveness, but which do not protect against infection from a sexually transmitted disease:

Diaphragm or cervical hood

- The diaphragm is an elastic dome which is placed in the depth of the vagina, the cervical hood is a more developed version of the diaphragm.
- Protects against undesired pregnancies.
- Medium-high effectiveness
- The diaphragm can be re-used.

Pill

- There are different types.
- It is taken every day at the same time.
- Does not protect against sexually transmitted diseases.
- Required medical control.
- Protects against pregnancy

Vaginal ring

- It is a ring that contains hormones, much like the pill, and it is inserted into the vagina.
- One is used per week for 3 weeks and the 4th week it is interrupted.
- Protects against undesired pregnancies but does not protect against infection by sexually transmitted diseases.

Compression in the skin

- Placed on top of the skin.
- Contains hormones.
- One is used per week for 3 weeks and the 4th week it is interrupted.
- Protects against undesired pregnancies but does not protect against sexually transmitted diseases.
• It must be placed on an area of the skin where there are no creams or lotions and never on the chest.

* Injectable hormonal contraceptive
  • It is done every 3 months.
  • It is hormonal
  • Protects against undesired pregnancies but does not protect against sexually transmitted diseases.

* Hypodermic implant
  • It consists of one or two rods which are placed in the inner surface of the arm with a small incision.
  • Lasts for 3-5 years
  • Protects against undesired pregnancies but does not protect against sexually transmitted diseases.

* Endometrial system
  • A small object which is made of plastic in the shape of a “T”
  • Placed inside the uterus.
  • Required medical control.
  • Lasts for 5 years.
  • Protects against sexually transmitted diseases.

* Tubular ligation and vasectomy
  • It is based in the blocking of the diode (passage) towards the ovaries and of the sperm.
  • These are permanent methods.
  • Usually they are done by surgery.
  • Protects against undesired pregnancies but does not protect against sexually transmitted diseases.

➢ Some advice about hygiene

<table>
<thead>
<tr>
<th>Issues you must take into consideration</th>
<th>Ideas that may help you and situations you may find yourself in</th>
<th>Things to remember</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t confuse medicines with personal protection products,</td>
<td>Vaginal cleansers or washes with medicine or soap cause dryness</td>
<td>Don’t forget that the best antiseptic protection that exists</td>
</tr>
</tbody>
</table>
keep in mind: and may affect the flow
Vaginal suppositories against vaginal fungal infections cannot be used for general cleanliness of the vagina
Iodine solutions (like Betadine) for the cleanliness or the decontamination of the vagina may cause rash and allergy.

<table>
<thead>
<tr>
<th>If you continue to use suppositories:</th>
<th>Use those that contain natural ingredients</th>
<th>Do not use them in exaggeration. Once a month is enough!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never brush your teeth or use mouth wash immediately before or immediately after performing oral sex. If your teeth or gums are bleeding or you feel a mild pain or disturbance.</td>
<td>If they ejaculate in your mouth… go to the dentist</td>
<td>Perform very soft washes with water only</td>
</tr>
<tr>
<td>Continuous vaginal washes deteriorate the natural balances of the vagina (the pH and the chloride).</td>
<td>If you constantly bathe or shower, or constantly wash yourself with soap, you disrupt that balance.</td>
<td>It is not necessary that you wash yourself internally. A simple external wash with neutral soap is enough.</td>
</tr>
<tr>
<td>The use of absorbents to interrupt the flow of your period is not recommended, but</td>
<td>If you are going to do it, never use an absorbent that is not specialized for female use</td>
<td>Also, do not add creams or medicines</td>
</tr>
<tr>
<td>Never leave an absorbant for</td>
<td>Change it frequently</td>
<td>Even better, only use it during</td>
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<tr>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>a long period of time inside your vagina</td>
<td>sexual contact</td>
<td></td>
</tr>
<tr>
<td>Exaggerated hair removal, especially with a razor, causes cracks or tears in prophylactics when the hair grows out</td>
<td>It is better to use methods that weaken or thin out the hair</td>
<td>Shaving machines or appliances are personal and we should never lend ours or borrow one from someone else</td>
</tr>
<tr>
<td>If you are pregnant and do not want to keep the baby</td>
<td>Search quickly for the closest health centre or protection institution and ask for their advice</td>
<td>After the abortion, wait two weeks before returning to work</td>
</tr>
<tr>
<td>Prophylactics or condoms are necessary for the protection against sexually transmitted diseases and AIDS</td>
<td>Think of them as your allies</td>
<td>Use them as often as possible, during as many sexual encounters as you can</td>
</tr>
<tr>
<td>The female condom is a good choice for many uses.</td>
<td>Always have one with you</td>
<td>You will have “ensured” your safety and personal hygiene</td>
</tr>
</tbody>
</table>

- **Physical, emotional and social health**

SELF-PROTECTION should be the life philosophy that allows individuals to become the protagonists of their own energies.

Consequently, we understand that this is something voluntary that everyone can do.

**ON A PHYSICAL LEVEL.**

- Eat regularly and maintain a balanced and nutritional diet
- Get enough sleep
- Wear clothes that you feel beautiful in
- If you need it, ask for help from a doctor
- Do some activity that you enjoy (walk, dance, swim, run, etc.)
ON A SOCIAL LEVEL

• Express your despair. You have that right!
• Re-read that book that you liked so much
• Listen to the music that you like, that helps you or calms you down
• Watch that movie again that made an impact on your life when you first saw it
• Let others discover the person you really are
• Spend time with the people that bring you joy
• Get back in touch with the people who are important in your life
• Search for things that make you laugh
• Put accepting others into practice

“I DEMAND, I DESIRE” are the beginnings of change:
• Take all the time you need for thought and reflection
• Think well of yourself. You deserve it!
• Find what is important to you and analyse what position it holds in your life
• Cry if you feel the need to. Listen to yourself. What am I thinking? What am I feeling?
• Write a notebook with your feelings and desires to clean out your mind.

Glossary

GENDER-BASED VIOLENCE: “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.” (Decision of the General Assembly of the United Nations, 1993)

ILLEGAL HUMAN TRAFFICKING: the enabling of the illegal entrance of an individual into a country which they are not a citizen of nor are they a descendant of, with the intention of obtaining material or profit gains. Human trafficking is different than sex trafficking. In the first case, there is a violation of immigration laws (voluntary payment + transport service), while in the case of sex trafficking there is a violation of human rights (without the consent of the individual and the result being exploitation).

PROSTITUTION: defined as the act of participating in sexual activities in exchange for money or goods. Even though Prostitution is deeply rooted in our society, there is also Prostitution as a crime
that encourages violence (human sex trafficking, sexual violence, physical or verbal violence and gender-discrimination), including the serious violation of human rights. The other extreme is to consider Prostitution as an occupation, work or labour, calling the individuals that practice it specialized workers or “love professionals”. Despite the different opinions about it, in a general statement, women who practice prostitution are subject to serious dangers for their health.

SEXUAL EXPLOITATION: it is an illegal activity, a crime during which a person (mainly, a woman or a child) has been obliged through violence, without her permission or consent, to take part in sexual activities from which a third party makes economic profits.

SEX TRAFFICKING: the United Nations Convention against Transnational Organized Crime defines sex trafficking as the holding, transporting, transportation, reception or delivery of humans, resorting to the threat or use of power, strength or other forms of coercion, imprisonment, deception, fraud, abuse of authority or of an especially sensitive situation or the yield or gain of payments or profits in order to obtain the consent of a person which has authority/influence on another individual for the purpose of exploitation. This exploitation will include, at least, prostitution and other forms of sexual exploitation, through the use of violence, services or jobs, slavery or acts analogous to slavery, work or removal of organs.
Section 2: Modern Greek Language, History and Politics
Aim of the section:

- To provide educational material about Modern Greek language lessons.
- To provide basic information about the type of the political system in Greece as well as the rights and responsibilities of Greek citizens.
- To provide educational material about the ancient and modern history of the country in a concise manner.

How to use this section:

- In the literacy sessions of all levels as well as the homework support for school students
- The educational material provided is divided in historical periods both for the antiquity and the recent years and it figures in short, headed paragraphs to facilitate answering queries on request for trainers but also consultation from trainees to cover specific interests and questions.
2.1 Sample lesson plan

THEME: Shopping – Cooking

TOPIC: Shopping for Food and Simple recipes

LEVEL: Pre- A1

DURATION: 1.5 hours

**TOPIC OUTCOMES:**

Upon successful completion of the lesson, the participants will be able to:

- to address an employee in a market in a polite way
- to address a client in a market in a polite way
- to request and provide information on the quantity and prices of food
- to find their way around in a super market using the aisle signs
- to read the product signs
- to follow simple cooking instructions
- to create multimodal recipes (focus on the development of digital skills)

**RESOURCES:**

- Slides with illustrations of fruits, vegetables, etc., cooking tools and equipment, and basic verbs of cooking (see sample in appendix I)
- Video with shopping dialogs ([http://www.learn-greek.eu](http://www.learn-greek.eu))
- Handouts with sample dialogs, and relevant listening activities, prepared by the teacher or taken from various coursebooks
- Supermarket flyers
- Slides processing software
- Field trips (farmer’s market, super market)

**LANGUAGE FOCUS:**

- vocabulary for food, numbers, money, containers, supermarket departments, common store signs and symbols, basic cooking tools and equipment
- expressions for indicating communication problems (Σηγνόμη; Δεν καταλαβαίνω)
- Question formation
- Plural of nouns
- First conjugation of verbs
PROCEDURES:

Part A: Going to the Farmer’s Market

Vocabulary review
1. Instructor goes over vocabulary relevant to vegetables and fruits using pictures (slides). Learners write the words in their notebooks (appendix 1)
2. Learners practice vocabulary by matching words to pictures (appendix 1)
3. Learners create flashcards with Greek words and translation equivalents in their mother languages. They use them to practice in class.
4. More vocabulary focus using crosswords

Reading – Listening task:
5. Pre-reading: Learners see a picture depicting a transaction at the farmers market and make predictions about the content of the dialogue.
6. Reading: Learners listen to the dialogue while reading the text. Afterwards they practice the same dialogue with a partner.

Speaking task
7. Learners work in pairs: One pretends to be the buyer, while the other takes the part of the salesperson.

Field trip
8. Preparation: Learners are asked to create lists with all the vegetables and fruits they and their families need for one week.
9. Field trip: Learners go to the market, note the prices and calculate the total cost for the list they have compiled. They also buy what they want. The instructor assists, if necessary.

Part B: Going to Supermarket

Vocabulary Review
1. Instructor goes over vocabulary relevant to supermarket using pictures, things and food (slides). Learners write the words in their notebooks
2. Learners practice vocabulary by matching words to pictures
3. Learners create flashcards with Greek words and translation equivalents in their mother languages. They use them to practice in class.
4. More vocabulary focus using crosswords

Reading – Listening task:
5. Pre-reading: Learners see a picture depicting a transaction at the supermarket, buying cheese, meet products, fish
6. Reading: Learners listen to the dialogue while reading the text and answering questions about it. Afterwards they practice the same dialogue with a partner.
7. **Pre-listening:** Learners see a caption from the video and make predictions about the content.

8. **Listening:** Learners listen to the dialogues, fill in the blanks on the worksheet, and then practice the conversations with a partner.

**Speaking task**

9. Learners work in pairs: One pretends to be the buyer, while the other takes the part of the salesperson.

**Field trip**

10. **Preparation:** Learners are asked to create lists with all the things, they and their families need for one week from the supermarket.

11. **Field trip:** Learners go to the supermarket, read and understand the signs of the names of the products in each corridor, note the prices and they also buy what they want. They pay in the cashier using the vocabulary learned before. The instructor assists, if necessary.

**Part C: Cooking**

**Vocabulary Review**
1. Instructor goes over vocabulary/verbs relevant to cooking using pictures(slides). Learners write the words in their notebooks
2. Learners practice vocabulary by matching words to pictures

3. Learners create flashcards with Greek words and translation equivalents in their mother languages. They use them to practice in class.

**Writing task:**
4. Prewriting: Instructor goes over directions of writing a Recipe on board.
5. Writing: Learners watch a video of a simple recipe and write down the ingredients and the directions with the assistance of the instructor

**Writing - Speaking task:**
6. Learners write their own recipes at home and they present them in the class
7. Learners and teachers collaboratively go over recipes and correct mistakes.

**Listening - Speaking task:**
8. A simple receive proposed by a learner is chosen.
9. The learner announces the ingredients and a field trip to the supermarket is organized.
10. After obtaining all the goods, the class prepares to execute the recipe. The learner responsible for the recipe gives instructions and the necessary clarifications, if needed.
11. The instructor takes notes on the board and photographs the procedure.

**Writing task:**

12. Learners create a folder on the computer saving the photos of the recipe. They open a ppt file and put the pictures on the slides keeping the time order. Using their notes and the notes on the board by the teachers, they decide which title goes to each slide (appendix 2).
APPENDIX 1

Η λαϊκή (αγορά)

Εκεί έχει φρούτα …

μήλα
αχλάδια
πορτοκάλια
κερασία
φράουλες
σταφύλια
ροδάκινα
καρπούζι
πεπόνια
και λαχανικά …

ντομάτες
αγγούρια
κρεμμύδια
πιπεριές
μαρούλια
πατάτες
ψάρια
αυγά
ΤΙ ΕΧΕΙ ΣΤΗ ΛΑΪΚΗ;

1. μήλο, 2. ντομάτες, 3. πατάτες, 4. πορτοκάλια, 5. μαρούλι, 6. καρπούζι, 7. φασόλιες

Αποτελείται τις λέξεις με τις εικόνες:

1. ψάρια, 2. σταφύλι, 3. αγγά, 4. πεπόνια, 5. αχλάδια, 6. κεράσια, 7. πιπεριές

ΤΙ ΠΟΥΛΑΙΕΙ;
ΑΠΕΝΔΙΧ 2

Υλικά:
1 κινέζικο λάχανο
1 ματσάκι μαίντανο
1 ματσάκι κορίανδρο
1 αγγουρί
2 τομάτες
1 λεμόνι
1/4 φέτα

Πρώτα κόψουμε το λάχανο

Βάζουμε στο μπολ τον μαίντανο και τον κορίανδρο

Κόψουμε τα αγγουρί
Ανακατεύουμε

Κόβουμε το λεμόνι

Ρίχνουμε τις τομάτες, το λάδι και το αλάτι

Στο τέλος βάζουμε τη φέτα

Η σαλάτα μας είναι έτοιμη!
2.2. THE POLITICAL SYSTEM IN GREECE

Source: “Greece. Second motherland”, publication of the Ministry of Foreign Affairs, Public Administration and Decentralization, September 2011

• The constitution

With the referendum on December 8, 1974, the majority of the Greek people chose the abolition of the monarchy in Greece, making up 69.18% of the vote. On June 11, 1975, the new Constitution enters into force, which has been revised in some of its provisions, and it is still in effect today.

In the following text, we are referring to this Constitution. We will be describing the various phenomena which define the current democratic Greek state.

It must be noted that the 120 articles of the Greek Constitution are the highest form of state law which all other laws must be in agreement with, the political system is analysed with, as well as the relationship between church and state, the individual and social rights of Greek citizens, the organization and function of the Greek nation, even The Constitution’s own revision, as well as its protection which is expressed in a distinctive way in the final article of the Constitution:

“Respect for the Constitution and the laws in agreement with it, and dedication to the Country and to Democracy, make up the foundational responsibility of all Greeks. The observance of the Constitution relies upon the patriotism of Greeks who are equally justified and obligated to resist by any means necessary against whomever attempts to abolish it with violence.”

• Type of political system

Greece’s political system is a Presidential Parliamentary Republic. The foundation of the political system is popular sovereignty. All authorities originate from the People, they are put in place for the People and for the Nation and are practiced in accordance to how the Constitution and State Laws define.

It is called Presidential because the leader of the state is the President of the Republic, who is elected by the Parliament which is put in place by the free will of the citizens. Parliamentary because the populace exercises authority inside the Parliament, through its representatives (members of
Parliament). Republic because the populace (“municipality”) is sovereign and practices its authority with the majority principle through the elected officials.

Basic powers that support popular sovereignty are; the fact that the members of Parliament are elected with direct, all-encompassing and secret polling, that elections occur every four years, that the people directly express their opinions about critical national issues using the referendum, that the political parties’ institution and the multi-party system are foreseen, protected and guaranteed by the Constitution. All this gives the possibility to the populace to express its main will freely.

- **Nomination of State Bodies**

  The President of the Republic is elected by the Parliament every five years. The same person can be elected President just two times. Any Greek citizen can be elected President so long as their father is of Greek descent, they are 40 years of age or older and they have electoral rights. The presidential election happens through the Parliament with nominative polling during a special session. The President is the highest state leader, but he does not possess any executive authority. The parliament exercises legislative authority through its members. There are 300 members of Parliament, belonging to different parties, who are elected through direct, all-encompassing and secretive polling of the citizens who have electoral rights, as is defined by the law.

  Direct polling means that all citizens cast their own vote, and not through a representative of the party they prefer who votes for them. All-encompassing means that all citizens vote, men and women, and that everyone has only one vote that is equal in power to all the others. Greeks obtain the right to vote when they reach 18 years of age. Secretive means that during polling at the polling stations all over the country, the freedom and privacy of the voters is ensured so that the citizens can decide, on their own, to which party they wish to declare their support and their trust. They vote in isolation, seal their ballot in an envelope and throw it in the ballot box.

  The exercising of the right to vote is mandatory. In Greece, whoever does not vote and does not present one of the defined excuses which are deemed acceptable by the law, is likely to face certain penalties.

  The system by which parties obtain seats in the Parliament is called the electoral system. Usually, there are two main types of electoral systems: majority and proportional. In Greece, the proportional system is reinforced by the first, or top, party, because this way it becomes easier to form a self-
reliant government, i.e. a government that does not need the support of another party to gain the trust of the Parliament.

The members of Parliament are elected every four years and can be elected as many times and they want and are able to. The candidates must be Greek citizens, they must have the electoral right granted to them by the law and they must be 25 years of age or older by election day. Employees of the public sector, members of the military, governors, etc. cannot hold the status of Parliament Member. The Parliament elects its President and five Vice Presidents. It meets in the Parliament building in Athens, these sessions are open to the public. The electoral body, in other words all of the Greek citizens who have the right to be elected, has other responsibilities as well. Every five years it elects members of the European Parliament, or the representatives of the Greek populace in the European Parliament, as well as the governing bodies of the local subsidiary of the first degree (municipality) and second degree (periphery) every four years.

The work of the Parliament is the appointment and control of the Government which is currently exercising executive authority. The Prime Minister, the leader of the party that has the highest number of Parliament Members, is ordained by the President of the Republic. The Prime Minister then appoints the Ministers and all the Ministry Secretaries, and then, within 15 days after the Prime Minister is appointed, all together they go and present themselves in front of the Parliament to ask for its vote of trust. Without this trust the government cannot accept its executive work.

The parties that do not belong to the government in power are part of the opposition party. The Parliament constantly judges the work of the Government in power with questions, citizens’ reports to Ministers, etc. about its practices and omissions. Also, it performs inspections when law proposals and the budget of state revenues and expenses are being voted on. The Ministers are responsible for their ministry and for the implementation of the general governmental politics. They are the directors of their ministry’s services and handle all of the issues that are related to public-sector employees.

In Greece, there is also a functioning independent administrative authority that is called the Citizen’s Advocate. Its occupation is to mediate between the citizens and the public services, so that the citizens’ rights are protected, the laws are followed and the bad methodology of the administration and of the state bodies’ operations are controlled.
• **Distinction of Powers**

The state’s authority in Greece, much like in every other modern democratic state, is organized based on the power of distinguishing its functions. This means that the authority is not held only by one state body, rather it is shared amongst multiple, this way there checks and balances, controls and limitations of the absolute Parliamentary, Governmental and Presidential powers.

The three functions of the state are:

• The **Legislative** function which is practiced by the Parliament and the President of the Republic

• The **Executive** function which is practiced by the Government and the President of the Republic

• The **Judicial** Function which is practiced by the courts whose decisions are executed in the name of the Greek people

We observe that the Constitution does not guarantee the absolute distinction of power but rather the relative. In daily practice this means that the passage of laws by the Parliament and the publications of those laws cannot be accomplished without the signature of the President of the Republic. Subsequently, the executive power bodies must put the laws that were voted on by the Parliament and everything that is defined by the Constitution into action. Lastly, if some differences arise in the implementation of the law, the independent courts will intervene to give a final solution in the name of the Greek majority.

The courts, depending on the nature of the differences that are called in to be settled, are distinguished into political, criminal and administrative. The judgment of cases is handled by three ranks of courts. If someone believes that they have been treated unfairly by the Court of First Instance, they have the right to appeal their case to the Appellate Court, and then, if they are still unsatisfied, to the Supreme Court or the High Court of Justice. The High Courts of Justice in Greece are the Areios Pagos, the Council of State and the Court of Auditors.

• **Rights and Responsibilities of Greek Citizens**

In Greece, the laws, and even more so, the Constitution, reinforce and ensure the rights of its citizens, but also of every person. Greek citizens are equal in the eyes of the law, being that the law does not make distinctions. Greek men and women have equal rights and responsibilities. Aristocratic and distinctive titles are not given, nor are they recognized in Greek citizens under the law. Citizens have
the right to elect and be elected in the Parliament and in local subsidiaries (mayor, comptroller, etc.),
to occupy public sector positions, to establish political parties, to gather and demonstrate in public
spaces, to reside freely where they desire, to choose the education and profession which they like, to
participate in political, economical and social life and, lastly, to have their property protected.

Many rights are related to the free development and action of every person’s personality, much like
personal freedom, or the freedom of opinion, of expression and of information, the freedom of
science and art, the freedom of religious consciousness etc. However, rights protect the private life of
citizens, such as the protection of residential asylum, of the confidentiality of letters, phone calls and
other messages. The Constitution safeguards the family and protects the young, the old, the poor and
the disabled. The Greek courts protect the rights and interests of all the citizens, as stated by the law.
Torture, physical abuse, harm to the health, the practice of psychological violence, as well as every
other offense to human dignity are forbidden and punishable by law. No one is arrested nor
imprisoned if a judicial issue has not been published which mentions the causes for arrest (warrant).
The adoption of aliens who are being prosecuted for their actions in support of personal freedom or
the freedom of their country of origin is also forbidden. The press is free, censorship is forbidden.
The state protects the natural and cultural environment, so that the citizens feel safe in the space
where they reside.

These rights also spawn certain responsibilities or obligations for citizens, which are defined by the
laws and the Constitution. The first basic responsibility of every citizen, but also of every person who
lives in the country, is to observe the Constitution and the laws and to not abuse his/her rights.
Respecting the rights of others is also mandatory. An important responsibility of every citizen is to
participate in the “community,” in other words, to be actively involved in daily political life. The
citizen expresses this involvement by participating in elections and voting, by remaining informed
and consuming oneself with the relevant political issues, by forming their personal opinions and
thoughts on different things and sharing them. The state demands of its citizens to show a united
front, or solidarity, through their actions; this is why they are obliged to participate, depending on
their capabilities, in tax charges, the defense of the country and of the democratic political system.
The state requires its citizens to respect these commodities which the Constitution protects, e.g. the
natural environment, public health, children, motherhood, human dignity and generally the individual
rights and freedoms.
2.3. GREEK HISTORY

Source Foundation of The Hellenic World educational material: http://www.fhw.gr/chronos/

• **ANTIQUITY - CLASSICAL PERIOD**

  **Society**

  Athenians of the Classical period mainly thought of their city as the sum of its citizens, not as a geographical area: for that there were separate terms: asty (town) to refer to Athens, or chora (country) to refer to the remainder of Attica.

  At its peak, the population of Attica was somewhere in the region of 300,000 to 350,000. The distinction between one inhabitant of Athens and another rested on whether he had the ability to exercise civic rights. Pericles' citizenship law of 451 B.C. meant that any adult male whose parents originated from an Athenian deme qualified for citizenship. But the citizens can never have numbered more than 50,000 at most as the bulk of the population -women, metics and slaves- had no civic rights. There was also a secondary distinction, based on origin: men, women and children of Athenian origin were known as astoi (townspeople).

  In Classical Athens equality among citizens was restricted to the equal exercise of civic rights. Perceived differences in the economic fabric ran all the way through everyday life, and were not seldom associated with origin. The oikos, the household, was the basic unit of the polis, the city, and the life style of the family in each oikos depended on its economic potential. The house of an aristocrat or a well-to-do person differed from that of the hoi polloi not only as regards its size, but as regards the part played by its members.

  Social differences in Athens were also based on the jobs people did. You have only to look at how Classical writers mark off social groups to see how strongly these differences were felt. As a rule, writers were from the ranks of the aristocratic or the well-to-do. They used adjectives like 'poor', 'inferior', 'rascally' or 'trivial' for the common people, to contrast with 'rich', 'well-to-do', 'well-born', 'powerful', and 'refined'. 
Politics

The political, social and economic rise of Athens during the Classical period reflected the development of an important civilisation, the main expression of which was the birth and consolidation of the constitution and democracy.

Living within these democratic institutions, several distinguished personalities were at liberty to express the political and intellectual concerns of their time.

Classical civilisation has not only become a point of reference for the Western world as regards aesthetics and ethics, but has also had an enduring influence on its historical, political and intellectual course.

Thucydides’ History if the Peloponnesian War, Xenophon’s Hellenica, Aristophanes’ comedies and Aristotle’s Athenian Constitution, as well as the inscriptions, coins and building projects of this period are important sources for our understanding of this period. Notable later works include the biographies of Plutarch and the histories of Diodorus Siculus.

Political developments

Athens’ role in the Median Wars and her contribution to the Greek victory over the Persians established her position as the power that could best guarantee peace and freedom in the Aegean. During the period known as the Fifty-year period many Greek cities allied themselves with Athens in recognition of her strength to form the Delian League (478/7 B.C.).

The emergence of Athens as the most important economic and political centre in the Aegean influenced internal political developments. The reforms of Ephialtes (462/1 B.C.) and Pericles (451/0 B.C.), for example, contributed to the development of some of the most important features of Athenian democracy. As for external affairs, Athens’ expansionism caused resentment among the allied cities, and prepared the ground for the Peloponnesian War, in which Athens and Sparta clashed, drawing their allies into the conflict. The progressive erosion of Athenian power during the last phase of the war following the failed Sicilian expedition (415-3 B.C.) temporarily undermined the faith of Athenians in their democratic constitution, prompting two oligarchic reforms (411/0 B.C. and 404/3 B.C.).

Economic recovery at the beginning of the 4th century B.C., enabled Athens to re-establish her hegemony to some extent (387/7 B.C.). Under Demosthenes’ leadership, Athens tried
(unsuccessfully) to unite the forces of southern Greek cities against a new threat, that of Philip of Macedon. Athenian defeat at Chaeronea (338 B.C.) redefined the balance of power in Greece, with Macedonia asserting its military, political and economic supremacy.

*The Athenian Constitution*

The main sources for the Athenian constitution are Aristotle’s Athenian Constitution, the Epitaph speech of Pericles in Thucydides’ History of the Peloponnesian War and the many contemporary speeches of Attic orators and inscriptions.

The reforms of Ephialtes (462/1 B.C.) and of Pericles (451/0 B.C.) completed Cleisthenes’ work on the democratisation of the constitution. The political, social and economic conditions that obtained during the establishment of the Athenian hegemony in the eastern Mediterranean were contributing factors in this process. The increasing involvement of the thetes, usually as rowers, in Athenian naval expeditions as part the Athenian League, strengthened their conviction that they contributed substantially to the development and dominance of their city, and they demanded participation in the political affairs.

The Athenians were much concerned with reinforcing and maintaining their democracy. In order to deal with aspiring tyrants, the systems of ostracism and graphe paranomon (the law against unconstitutional proposals) were instituted. Councillors swore an oath to denounce anyone who tried to undermine democracy, or who was implicated in any attempt to promote tyranny.
Religion

The Twelve Gods of Olympus were the central cult nucleus in classical Athens. Some scholars have seen a religious crisis at the end of the fifth century B.C. It was in the nature of polytheism to permit the incorporation of new cults. This, and the particular circumstances obtaining at Athens during the Classical period, assisted the introduction and assimilations of cults from other regions, Hellenic and non-Hellenic.

The regime of democracy, like the regime of the tyrannoi in the Archaic period, honoured the gods with monumental buildings. Moreover, public cults - under the control of aristocratic families up to the Classical period - were transferred to the city and run on public money. Nevertheless, we can see traces of the older regime in the fact that certain religious rituals were still put on by one particular family. At the Eleusinian Mysteries, for example, the overall running of the rite was undertaken by the city of Athens, but the leaders of the ritual were still drawn from the great clans of the Eumolpids and Kerykes. In fourth-century Athens, the orator Lysicrates was the leading personality in keeping the traditional cults going.

Art

The art of the first years after the Persian wars expressed the severe balance between mature intensity and calm recognition of freedom. There followed the miracle that has been named 'Classical', and that identified this term with the concepts of enduring value and perfection. In the course of a generation, so much work of unique intellectual compactness and incomparable artistic completeness was created, that Athens can rightly be regarded as the cradle of the whole of later western civilization. Admiration for the art of this age is linked with the works' multidimensional content, inner dynamism, and ecumenical value.
MODERN HISTORY

- The formation of the Hellenic State (1821-1897)

The Philiki Etaireia

In mid-September 1814 in Odessa, three Greek merchants, two from Epirus and one from Patmos, decided to prepare the ground for the outbreak of the Greek revolt within the Ottoman Empire ‘in due time’. This decision led very quickly to the foundation of the Philiki Etaireia. This society was part of the wider national and revolutionary activity which developed from the late 18th century, especially among the scholars and merchants of the Greek communities of the Diaspora. Its founders were Nikolaos Skouphas, Athanasios Tsakaloph and Emmanouil Xanthos. In the past they had participated in other secret revolutionary societies as well as in Masonic lodges. This experience was useful in the organization and conspiratorial ways of the Philiki Etaireia. Until 1818, the year in which the three founders settled in Constantinople, the Philiki Etaireia was an organization with few members and complex initiation procedures, conspiratorial rules and numerous secret symbols. It is considered that until that time the number of the initiated members did not exceed thirty, mainly eminent Greeks from Russia and the Danubian principalities. From 1814-1818, Anthimos Gazis, a priest and scholar of acknowledged prestige, was included in the leading cell, the so-called Archi of the Philiki Etaireia.

The war

From 1822 onwards it was clear that the Greek Revolution had taken root in the Peloponnese, west and east-central Greece as well as in the Aegean Islands. These are the regions that would roughly constitute the territory of the independent Greek state about ten years later. The Peloponnese was undoubtedly the centre of the uprising. Most of it was very soon under the control of the revolutionaries, especially after the successful operations against Dramali in the summer of 1822. This control was preserved until 1825, when the landing Ibrahim’s army shed new light on the war in the Morea. The Peloponnesians managed to maintain certain resistance centres until the summer of 1827 while the intervention of the Great Powers (naval Battle of Navarino) ratified the fact that the Peloponnese would constitute the territorial base of the future Greek state.

The Revolution and the modernization of Greek society
The declaration of the Greek Revolution, the lengthy war and its successful outcome with the establishment of an independent state inaugurated changes that introduced Greek society to the modern era. These changes occurred in all sectors of social, political and economic life, and gradually dominated in different ways and at different times. The changes which characterize the whole Greek society of the 19th century became more apparent in the years of the Revolution. From the First National Assembly and the Provisional Constitution of Epidaurus procedures of political unification and integration began with the introduction of modern institutions and machinery: the formation of a constitution, the separation of powers and the establishment of a governmental infrastructure.

But the introduction of modern political institutions was often accompanied by elements that belonged to a different, traditional political culture (regional and kinship networks, factions and so on). Thus, the politically active (but no longer exclusively the politically active) came from the leading groups of the pre-revolutionary period (local notables, klephts and armatoles, bishops). This was different and new. It reflected a society which acknowledged itself and its future in a different way from the past and which consequently sought new forms of existence.

The opening of Greek society to modernity thus represented a new departure at the time and a new experience for the people. The social actors of the Greek Revolution handled in a historically original way the conjunction of changes and ruptures with the past that they themselves had caused, without being in the position of controlling and even less determining the results of their action. The innovations brought about by the Revolution resulted in general changes in political life, which were expressed on three different levels. First, there were changes in the institutions through which the political autonomy of the Greek nation was achieved. Secondly, there were changes which involved the formation of new political hierarchies, that is the social origin and composition of the personnel that staffed and operated the new institutions. Finally, there were changes in the procedures of the political hierarchy.
These profound changes which effected the whole of Greek society reversed the pre-revolutionary established order (institutions, hierarchies, procedures) formed in the framework of the Ottoman occupation. The pulling down of a world and the building of a new one provoked social reversals and produced antagonisms which often took the form of conspiracies, or ended in murders and armed conflicts in the age-long struggle for freedom. The civil wars of 1824, the movements against Kapodistrias, as well as the new armed conflicts before the arrival of Otto are probably the main events. However, even if these conflicts suggest social-political rivalries dating to the Ottoman past (conflicts between local elites, notables and chieftains, Rumeliots-Peloponnesians), yet they did not constitute an obstacle to the consolidation of the new institutions and procedures. Through these conflicts the new institutions prevailed and offered the possibility of the unification and modernization of the social-political arena, which was inaugurated by the Greek Revolution.

_A modern State is born_

The establishment of the Greek state in 1833 constituted a break with the past and an unprecedented experience not only for the Greek people within and beyond the newly-established kingdom but also for all the peoples of the Balkans. It was a national state and as such it could not be anything but modern. In the south part of the Balkan peninsula, where only the dominance of the multinational empires had existed until then, a state with national homogeneity was established for the first time. In fact, it was a state that considered itself, from the very beginning, the forerunner of a greater territorial state entity which would extend over a large part of the Ottoman possessions in Europe and Asia Minor, that is, the places where massive Greek populations existed.

At the same time it was a modern state, which means European, Western, or at least it intended to become one. This was also proclaimed in the political declarations and especially in the constitutions of the years of the Revolution. Consequently, the establishment of a centralized government model and of Western institutions was inevitable but also urgent. At the same time it was a difficult venture. The composition and consolidation of administrative and repressive state mechanisms was followed by processes of violent unification and homogenization of a society that remained traditional, that is, a society split into many regional and relatively independent political centres. These local political centres had to be disbanded, enfeebled and eliminated, as the central power in the modern state is the only legitimate source of political power.

In all modern states, politics is where society meets and interacts with political power, or the state itself. In the case of the Greek state, politics was the field where a political power with all the
features of a modern state met a society which remained intensely traditional. The formation of the field of politics on the basis of modern authorities of function affected the terms of social reproduction of the regional social elites. In the first years, in the 1830s, the reaction of these local elites was expressed through traditional ways of protest and mainly through regional insurrections. However, from the beginning of the 1840s the constitution and the elections - both modern institutions and procedures - comprised the basic claims of these traditional groups. Their objective was nothing more than the redefinition of the political field in the direction of a more favourable redisposition of the power correlations. This was achieved with the movement of 1843. The Constitution of 1844 and the first elections do not show the victory of the traditional element over the modern. They signify the incorporation of the traditional political leaderships of Greek society in a modern political system, the acceptance of its terms and the consolidation of its institutions. In a sense, in 1843 the central political scene becomes the chief point of emergence of the socio-political conflicts. From then on, and for the entire 19th century, the consolidation and extension of the parliamentary institutions, the type of the regime and the limits of royal intervention in politics, would virtually monopolize every aspect of domestic political life.

The arrival of Otto and the regency

On 6th February the British frigate Madagascar landed at the port of Nauplion, still the capital of the newly-established kingdom, the seventeen-year-old Otto, members of the regency and the royal suite. The crowd gathered to welcome Otto saw in the face of the young king the prospect of eventual peace after internal controversies and conflicts and a war that had been going on for almost ten years. Moreover, until Otto came of age in 1835 it would be the members of the regency who would be charged with the government of the country, as defined by international agreements. During the first decade the domestic policy was characterized by the attempts of the regency initially and then of Otto to reduce the power of the traditional local social elites in Greek society which were at that time expressed through three political formations known as the pro-French, pro-Russian and pro-British parties. This policy, which was attempted each time by promoting one faction and pushing the others aside, revealed the intentions of the crown towards the powers which subsidized the political formations. The reaction of the traditional social elites to this treatment was initially expressed by local insurrections and concentrated in the demand for a constitution. This was realized with the movement of 3rd September 1843.
The court governments constituted a stable aspect in the period of Otto, with the exclusion of the three-year domination of Ioannis Kolettis (1843-1847) and the so-called Occupation Ministry (1854-1857). The oppressive intervention of the palace in political life was a point of contention between Otto and virtually the entire political world of the country. The crisis would culminate at the start of the 1860s and would lead to the dethronement of Otto (1862). The new king was Georgios I, whose reign is associated with the new constitution. In fact, in the middle of the following decade, under pressure from a new generation of politicians who appeared during the opposition against Otto and the political changeover (A. Koumoundouros, Ch. Trikoupis), king Georgios I accepted the introduction of the principle of the 'expressed majority', that is, the formation of governments which had the expressed parliamentary majority. In the last quarter of the century the central objectives of domestic policy were the reformation of the state apparatus, the modernization of institutions and the reorganization of the economy. This is the period during which domestic policy as well as Greek society became divided between those in favour of Trikoupis and the supporters of Diligiannis.

Society

The establishment of the Greek state was accompanied by a series of ruptures which fragmented Greek society. The construction of a modern institutional framework (similar to the Western model) posed de facto the issue of the modernization of society. It was a society split into many relatively autonomous administrative, economical and socio-political centres of power. The unifying and centralizing logic characteristic of the modern state required the application of laws and rules common to the entire state. However, the homogenization of the economical, social and political fields under a strictly centralized state mechanism meant, in the case of Greece, disorganization for local and peripheral centres of power. This prospect affected not only local elites which were traditionally the leaders in Greek society (local notables, chieftains, clergymen); it actually put the main axes of social organization (local character, family ties, religion) to the test. The prevalence of the modern institutional framework which accompanied political independence was much resisted, especially in rural areas. Banditry and local armed revolts, as well as the emergence of a debate which perceived in these changes the decline of traditional values, constituted different versions of the resistance of an important (as regards numbers and social status) part of Greek society. In other words, the social tension prevailing over the biggest part of the 19th century constituted a way of expressing distrust in change. This reaction was one of the basic characteristics of Greek society in the 19th century.
At the same time, social tensions showing the extent and importance of change were particularly felt in urban centres. If rural areas were a source of mistrust and resistance to every innovation, the cities and the capital in particular generally reflected individual instances of breaking with the past. The formation of an administrative mechanism led to the gradual shaping of a social group which was new and at the same time composed of many people: the civil servants. The development of the secondary and tertiary sectors of production and the gradual prevalence of salaried work caused the middle classes to grow in number, and created the conditions for the formation of working classes. These new social categories believed in new values (among which was literacy), and in their daily life they adopted different (Western-like) models in clothing, housing, nutrition, hygiene, music, entertainment and social events. It was certainly a different kind of Greek society.

In short, the Greek society of the 19th century experienced a fundamental paradox which could schematically be described as the co-existence of the old and the new, traditional and modern. This paradox existed throughout the whole of society, (re)shaped it and consequently constituted its basic feature. In the light of this, the mistrust and resistance on the part of traditional groups and rural areas in general did not suggest the persistence of the old, but one of the ways of adjusting to the new.
THE EXPANSION OF THE HELLENIC STATE (1897-1922)

During the period 1897-1922 very important events and headlong developments determine the evolution of Greece and decisively contribute to its formation as a modern state.

It is a period of spectacular changes, critical choices, acute crises, a ten year war adventure, which ends up in the territorial expansion of Greece on the one hand and the dramatic termination of the Asia Minor Campaign on the other hand and aims at the formation of a state radically different from that of the past.

The period begins with an event-landmark: the defeat in the Greco-Turkish war of 1897. The defeat has been perceived as a huge blow, causing universal disappointment apart from putting the state and its mechanism structures, the traditional political world and the royal dynasty as concerns their efficiency in managing national issues under doubt. The defeatist attitude and the sense of "shame" were intensified even more by the establishment of the International Financial Control Commission, that would oversee the payment of a war indemnity to Turkey, as well as settle the overall external debts, being the result of the state's bankruptcy in 1893. The economic and national crisis, that is a double failure, both in the economic sector and the policy of irredentism breed a climate of disillusionment and introspection. By 1909 there is no change whatsoever. Two parties alternate in power: the Trikoupist party headed by Georgios Theotokis and the Deliyannist party with Theodoros Deliyannis himself as leader and, after his assassination in 1905, his successors, Dimitrios Rallis and Kyriakoulis Mavromikhalis, leaders of two different parties, originating though from the Deliyannist party. No particular progress has been made apart from some efforts by the governments of Theotokis, in the economic sector in particular, for recovery. On the contrary, the towering economic crisis and the plight of various social groups, the continuous disclosure of the weaknesses of the old political status cause an increasing discontent and breed the conditions for the development of reaction.

1909, the year that the Military coup of Goudi broke out, is taken as a starting point for the division of Greek history marking the beginning of a ten-year period (1910-20) of progress and shaping of Greece as a modern state. It coincides with the rise of the middle bourgeois class, which, reinforced by the economic development of the last years of the nineteenth century, claim from the old political bourgeois oligarchy their political representation and the creation of those instntional preconditions that would facilitate their economic activity.
The Cretan statesman Eleftherios Venizelos will emerge as a leading figure, who will represent the attempt at transforming the Greek society into a capitalist one and organizing the state after the models of western republics. The urban modernization attempted by Venizelos will go hand in hand in perfect harmony with national integration, under the form of irredentism and the incorporation of the New Territories and their inhabitants in the national state. These two objectives, economic and political modernization on the one hand and the militant pursuit of the Great idea in the conjunction of circumstances of the First World War on the other hand, constitute the essence of Venizelism.

Reaction to both urban modernization and irredentism gave birth to anti-Venizelism. The overall social and political contrast among both various social groups and old and new populations, incorporated with the territorial expansion being the result of the victories reaped during the Balkan wars, will be personified in the conflict between the prime-minister Eleftherios Venizelos and King Constantine I about the stance of Greece in the First World War. It will acquire the dimensions of a National Schism, that culminated in the period 1915-17 with the creation of two Greek states, an anti-Venizelist one in the territory of Old Greece and a Venizelist one in the area of the New Territories.

In the period 1917-20, during the second phase of Venizelist rule, the modernizing effort is kept on that has been inaugurated in the period 1910-15 and has been checked by the developments of the Schism and war.

In the 1920 elections, while the Asia Minor Campaign was under way, the Greeks wore out by the ten-year war venture voted against the Liberals. The anti-Venizelists despite their pre-election promises, pursued the Asia Minor war, reinstating to the throne the undesirable to the Western allies King Constantine I. This fact served the allies as a pretext to forsake Greece in Asia Minor, since their interests dictated by now the support of Kemal. During this period developments in the domain of foreign policy are dominant. Within the different by now international correlation of powers, that would annul Greek aspirations in Asia Minor, wrong military choices and economic exhaustion brought about an even more painful Catastrophe in the summer of 1922, uprooting the Greek populations of the East from their homelands and turning them into refugees in Greece.

After the debacle of the front Greece is in a tragic plight. Crowds of refugees and soldiers throng the country. A group of officers headed by Nikolaos Plastiras takes over power, pursuing chiefly a purge
for the national tragedy. This is the “Revolution of 1922”. Within this context the Trial of the Six ringleaders of the Catastrophe took place, that led to their death sentence, a fact that exacerbated the heavy climate of the time.

**INTERWAR PERIOD (1923-1940)**

The period between 1923 and 1940, that is between the Catastrophe of Asia Minor and the entrance of the country into the Second World War, could be defined as the Greek inter-war period - in contrast to its European counterpart. The defeat of Greek forces in Asia Minor signalled the end of a decade of continuous wars, but also the cancellation of the ‘Great Idea’ after a hundred years of territorial expansion and population integration.

Introvercy and the demands of domestic re-organization, on the basis of new political-social agendas, were to become fundamental characteristics of the times. In addition, this period - perturbed as it was and full of contradictions and retrogressions - is fundamental for a deeper understanding of how modern Greek society was formed. For the first time the Greek state would include within its borders the maximum percentage of Greek people. Out of the ruins of the Catastrophe a period of transition was born without a dominant ideological binding fabric.

**Society**

The first decade of the inter-war period ushered in the idea of the modern city, introducing and examining new concepts within an evolving society and a state full of aspirations and anticipations. The refugee presence changed the profile of major landownership (expropriations, positive redistribution of big estates), but also transformed urban centres (Athens, Piraeus, Thessaloniki, Volos, Kavala) into densely populated industrial cities. In this way it directly contributed to the industrial and urban transformation of Greek society.

The middle class, whose rise contributed to the advance of the Liberal bloc, had by now established itself in the social and political system of the country. Even though at the beginning it had supported Eleftherios Venizelos in his efforts at restoration, it did not allow him to pursue his modernizing vision. The business world, which at the beginning had apparently supported consensus politics (e.g. ecumenical governments), became divided in the early 1930s in its trade and industrial sector. Increasing pressure from the working classes and confusion in the Venizelist camp led to a
polarization that took the form of political rallying around the values and concepts of a wider conservative bloc (practically of the People's Party).

For all these reasons, then, the inter-war period was a turning point in the formation of modern Greek society. One can distinguish two phases in the period defined by two major events: the Catastrophe (1922) and Occupation (1941). The former, coinciding with the Republic, was marked by dynamic mobilizations in a state struggling to confront and overcome the consequences of defeat. The period was characterized by organized struggles over claims, while new forms of scepticism emerged about aspects of the social system - though these were violently checked by the authoritarian Regime of the Fourth of August. The experience of Metaxas' 'New State', combined with the bankruptcy of the old political world, would contribute decisively to the process of radicalization that a large part of the social classes experienced in the Occupation period that immediately followed.

**GREECE AND THE SECOND WORLD WAR**

The involvement of Greece in the Second World War began on 28 October 1940 when Italy declared war on Greece. Mussolini proceeded to include Greece in his expansionist plans for the eastern Mediterranean while at the same time hoping to demonstrate his capacity for victory to his ally Hitler. From this date the Greek-Italian war began in the mountains of Albania, which turned into a major focal point of national unanimity, determination and anti-fascist spirit and ended in a series of impressive and unexpected successes that at the same time constituted the first victory of the Allies against the Axis.

The German attack in April 1941, in support of the Italians, resulted in the occupation of Greece and the transition of the country into a state of Occupation, a period marked by many trials for the Greek people, who experienced the Nazi 'New Order' in their turn. From the very beginning the Greek people responded to foreign Fascist occupation with stern resistance, that soon took the form of a huge popular uprising uniting the majority of Greeks in the common struggle. Resistance organizations fought on the mountains and in the cities of Greece and struck blows against the occupying powers by participating in wider Allies' missions, while in Africa and later in Europe Greek military forces supported the struggle of the Allies abroad.

Greece was liberated in October 1944, but the euphoria of Liberation was immediately succeeded by the impasse of domestic political conflicts. As well as liberation from the conquerors, the Greek resistance struggle was aimed at social and political reforms that would apply after the departure of
the invader from the country, expressing the demand of the Greek people for a better future and the restoration of democratic legality, especially following the experience of the dictatorial Regime of Metaxas. Such aims - expressed on the one hand by the main resistance organization EAM/ELAS, and on the other by other resistance organizations and the exiled royalist government - proved incompatible and had, since the second year of the occupation, already begun to polarize the factions, leading to civil clashes. The disparity of these political aims, the legacy of the friction of the interwar period and the instability of institutions, the wider fear of the old political world in the face of inevitable change, international interests in the Balkans and the stunningly direct and violent interventions of Great Britain, which were designed to keep Greece in her sphere of influence by any means possible, escalated into a bitter civil war which lasted until 1949. Its consequences were immediate, long-lasting and disastrous for Greece, while the sharp polarization bequeathed to post-war life rendered exceptionally difficult the personal lives of many Greeks and also the social and cultural development of the country.

In the context of the Second World War, Greece raised the issue of integration of the territories of North Epirus, Cyprus and the Dodecanese islands within its boundaries. Greek expectations were gratified only in the case of the Dodecanese islands, annexed to Greece in 1947 by the Treaty of Paris. Only then did the Greek state acquire its definitive borders.
CONTEMPORARY GREECE (1945-2000)

• 1945-1950

This period began soon after the Liberation and practically ended in the second half of the 1940s with the termination of the Civil War, which left deep scars on the country. This was a critical period marked by the polarization course between the two superpowers (USA-USSR), which led to the Cold War. The consequences of conflicts inside Greece on the one hand and of international tensions on the other marked the social-political developments in Greece for several decades.

The Civil War

The first phase of the civil strife known as the ‘Dekemvriana’ seemed to end officially with the signing of the Varkiza Peace Agreement, in February 1945. The two opposed sides, the government that was supported by the English on the one hand and the EAM (National Liberation Front)/ELAS (National Popular Liberation Army) on the other, agreed on a series of conditions which were later not abided by. In Greece, the period 1945-46 was marked by a situation of uncontrollable violence and anarchy, which became known as ‘White Terror’. Political instability was aggravated and took the form of harsh social clashes that escalated in time. The plebiscite held in February 1946 (that was carried out with the Left abstaining) and concerning the constitutional issue, restored monarchy, but did not avert the aggravation of the clash that was about to break out. So the country was dragged - for the second time in the same decade- to participate in a fratricidal war.

The encounter between the government army and the communist guerrillas, who were organized in the form of the Democratic Army of Greece, had been violent and went through various phases. The enterprises were conducted on a large scale and mostly in the northern regions of the country. The embroilment of the belligerents was total. Eventually the enterprises ended with the final defeat of the ‘Democratic Army’ on Mounts Vitsi and Grammos, in the summer of 1949.

In the years that followed, a political system was founded that excluded the defeated (those who did not take refuge to the northern neighbouring countries after the end of the civil war) from the public sphere and affairs.
• **1950-1960**

This period unfolded in different temporal patterns and was lived in many ways by the people who came out of the ordeals of the 1940s. On the one hand, large-scale changes took place, such as urbanization, industrial development and emigration. In parallel with these changes, reactions were engendered inside a torn society, which often refused to negotiate with its past and was unable to rationalize its dilemmas (the Cyprus problem, political prisoners).

• **1960-1970**

During that time the country was shaken by conflicts among parties and by violent social confrontations, which were sealed by the military coup in 1967. However, these institutional aberrations had begun much earlier and concerned election frauds (1961), political assassinations (Lambakis, 1963) and the arbitrariness of the throne (Jouliana, 1965). At the same time, rapid strides were made on the economy front. Developments in the western world reflected upon the Greek society on various fields, such as mobilizations of young people, musical culture, fashion etc.

*The military coup of 1967 and the abolition of the Constitution*

On April 21, 1967, the parliamentary constitution was abolished by a group of officers under the leadership of colonel Georgios Papadopoulos. The conspirators took advantage of the demerit of political institutions, the disorganization in the political field, the given circumstances and the inertia of the throne. The military junta aimed at consolidating its power and therefore it attempted to eliminate, often through the use of violence, any form of contestation. To achieve that, since the first day of the coup, organized plans of persecution were implemented against almost all political personalities, leftists, as well as against citizens who were known for their liberal and democratic action.

Members of the army and public sector (education, public administration, justice) were removed, in order to achieve the desired conformity to the ideological medley that the dictators called ‘the regime principles’. The treatment of those who were considered political opponents of the regime involved imprisonment, banishment to barren islands, but also tortures that could physically obliterate democratic citizens.

A series of successive ‘governmental’ formations that were created short after the coup, could not conceal the real structure of authority that G. Papadopoulos and his close collaborators represented.
Despite the censorship and the prohibition to call into question the colonels, various mobilizations took place in the country. Furthermore, strong protests in western European countries by exiled democratic citizens, gave rise to an international reaction movement against the junta, which culminated in its expulsion from the Council of Europe (1969).

- **1970-1980**

*The fall of dictatorship*

By the first years of the 1970s, dictatorship had succeeded in stabilizing its position. It used violence and persecutions to suppress the action of resistance organizations and had managed to actually isolate the former politicians. Nevertheless, it was quite difficult to define its future course. Given the fact that a violent overthrow of the dictatorship was not very probable, despite certain individual resistance activities (Panagoulis, resistance organizations, the Navy Movement), the prospective controlled liberalization of the regime was the aim of the ‘revolutionary’ government members and of political personalities.

Under these circumstances, students constituted the only social environment, where mass antidictatorial movements took place. The leading manifestation of resistance was the uprising at the Polytechnio (the National Technical University of Athens) in November 1973, in a period that the regime intensified its efforts of liberalization (the fabricated plebiscite of 1973, the Markezinis government). The violent suppression of the student uprising denoted the exacerbation of conflicts and the rift among the architects of the coup (Ioannidis regime), thus putting an end to any perspective of liberalization. This development complicated even more the position of the country on an international scale. In this climate of increasing international isolation and general discontent in the interior of the country the fatal mistake of the junta, that led to its downfall, was the subversion of the President of the Cypriot Democracy, archbishop Makarios.

At the same time Turkey suddenly invaded Cyprus (Artila I), in July 1974, leading all authority institutions in Greece to an impasse. The awareness of the crucial situation and of the possibility of war between Greece and Turkey led military officers to concede the power to politicians once again. At a time like this, the appointment of Konstantinos Karamanolis as prime minister and the formation of a National Unity government seemed the only reliable way out of the crisis. The military junta had been overthrown and democracy was being restored in Greece after a seven-year adventure.
• **1980-1990**

During that period, changes in the governing subverted consolidated hierarchies and establishments of decades. ‘Change’, which constituted the principal slogan of that time, did not concern the materialization of real proclamations, but rather the undeniable fact of social reforms being introduced and of new strata emerging that altered the profile of Greek society. Political polarization between the two major political parties escalated. At the end of the decade, the joint government of the Right and Left, as well as the fall of eastern Europe regimes were a symbolic confirmation of the fact that traditional ideological dictates had been definitively undermined.

• **1990-2000**

During this last decade of the 20th century, the entire world - and Greece along with it - was shaken by rapid changes in politics, society and economy. The end of the Cold War, the European integration course and the political-ideological convergence formed the new conditions in which the country entered during the time of globalization. The modernization of the state, the position of the country in a constantly changing world, but also the determination of the national identity are the open issues at stake that the country faces at the dawn of the 21st century.
Section 3: Employment and Job Search
Aim of the section:

- To provide basic information about employment rights in Greece and advice on job related processes, such as channels of job search, writing a CV and a cover letter, preparing for job interviews as well as advice on work ethic and professional behaviour and on maintain a job.

How to use this section:

- In the info sessions as far as employment/labour rights are concerned, including on pregnancy and employment.
- In the capacity building session as well as on one-to-one sessions with regards to seek and maintain a job. It can be used equally by trainers as well as trainees who seek to enhance these skills in addition to training sessions and one-to-one tutoring.
The employment guide found below was translated from Spanish and adapted to Greek factual data with the use of supplementary information and materials, who’s source is clearly highlighted. The original title is Guía de Empleo “Avanzando juntas” and was written by the organization Federación de Mujeres Progresistas. Access to the original text is available through the following link https://fmujeresprogresistas.org/

**What is the Employment Guide and why it’s useful?**
The job search agenda is a tool that helps us:

1. **plan and organize the job search because in doing so:**
   - **we will save time and money:**
     Planning our job search correctly allows us to reach out to businesses that are all within a short distance from one another, so in a single day we give our CV to as many places as possible without spending money and time on means of transportation.
   - **we will improve our energy:**
     We will not feel as tired because the distances we travel will be smaller, this way at the end of the day, despite the effort, we will know that we visited a satisfying number of different possible employers.
   - **we will leave better impressions on the businesses we meet with**
     A business evaluates a possible employee with higher standards if she has her agenda, writes down whatever is necessary, remembers with whom she needs to speak and knows where she must go.
   - **we will be able to evaluate on our own the search we have done so far and see if we have room for improvement:**
     Every week on our own we can check on our progress, look at the searches we have done, the things we have discovered and what results we have had so far.

2. **Know and understand our rights and responsibilities**
   **It is essential** to know your rights and obligations in general so that you can exercise them with responsibility and credibility.

   **With clean and simple language,** we will find the answer to the most common doubts and worries that could possibly arise during the pursuit of occupational activity. For this reason, using our experience, we grouped together the most common questions that arise during the job search in Greece.
3. Familiarize ourselves with the basic tools of the Active Job Search

- the proper method of writing of a cover letter
- the information which a CV should contain to help us achieve our goal of finding work
- ways to confront a job interview and the different types of interviews
- the basic abilities needed for confronting the job search

Active Job Search

Remember that it is very important to define your professional goals for the immediate future, but also those you have for the distant future. It is important to seek out information and to ask for help so you know and understand the professional opportunities of a certain sector, of a certain profession, which are your strong qualifications and which others could stand for improvement and how you can improve them.

Active Job Search and Training Techniques

- Contacts

Your contact network is necessary for the fastest and most successful job search being that it helps us get seen by the largest number of people and businesses. If we make it known in our surroundings that we are searching for work, it is possible that relatives, friends, neighbors, previous colleagues etc. will think of us in the event that a working position which is appropriate for us becomes available, so, their help will ensure us a larger amount of job opportunities.

Therefore, speak with the people in your environment about the type of work you are looking for and give your CV to whomever you believe can find you work or could be a useful contact to have either now or in the future. The goal is not be the only one keeping an eye out for opportunities but rather to make your acquaintances and friends aware too.

- Employment Offices

The employment offices receive plenty of job offers. In addition, you can use them to gain access to professional training. The employment office that you belong to, and in turn must register with, is found in the town where you live.

- Work in the Public Sector

Other than work in private businesses and operations, you can also search for work in the public
sector (municipalities, districts, organizations of the broader public sector, etc.). Work in the public sector guarantees stability and quality, however you must take into consideration that the hiring processes usually last longer and are more complicated.

If you are interested in the public sector, you will need to stay informed constantly about job announcements, to look carefully at the submission deadlines of the supporting documents, the required qualifications and prerequisites, and the way of admission.

The basic admission procedures are:

• **Competition:** The recruitment is decided proportionally to the grading that the candidate receives during the competition.

• **Competition - choice:** The recruitment decision is based on the result of how the candidate performs on written exams in combination with their qualifications, level of studies and work experience.

• **Choice:** This process pertains mainly to those who already work in the public sector and want to be promoted to Public Administration.

It’s important that you be well informed about the examination procedure, if there is a list of the candidates available, so you will be able to organize your preparation in the best way possible according to your needs and possibilities.

Generally, however, the most important is **study planning, perseverance and patience**.

• **Means of communication: Press and Internet**

We are living in the age of communication and new media. The internet in particular has brought upon a big change in the job search and hiring procedures. The written press ceased to be the main medium of search and information. However, various typed publications continue to provide updates about occupation, therefore the conventional newspapers and periodicals that are specialized for certain sectors can still give us information in relation to job offers, businesses, the situation of a particular sector etc.

*The internet with its vast array of search engines is now the fastest and most effective means of communication between employers and employees.*
Additionally, on both sides of the fence, for the employers and for those who are searching for work, the internet is the fastest and most economical way to do so. Search engines are not, however, the only means you can use. On the websites of various businesses, you can find sub-menus such as “would you like to work with us?”, “come join our group/family”, “job openings”, etc. which will facilitate your access to an available working position. Besides that, employment search engines allow us to learn the terms of employment and the prerequisites of a certain position or sector that interests us. Thus, navigating these websites gives us interesting information that enables our search procedure, help us clarify what our expectations are and gives us new ideas or professional ambitions.

Many organizations that focus on the integration of immigrants and refugees offer free informational classes for those just starting out and for those who are farther along in the process.

Keep in mind that the use of the internet is a valuable tool, not only for the job search, but also for any future related developments.

• Self-Recommendation
Taking initiative is a basic skill to have while searching for work and for this reason, even if a business or company, at a certain point in time, doesn’t have a suitable place for us, we can still address and declare (through websites, personnel staff etc.) our interest in a certain position, so that they will have us in mind for any possible future recruitment. Showing interest in advance can serve as a good precedent for a hiring, at the same time, it is a good way to “sell” our professional profile and to get the upper hand on possible competitors, or even so much as to help the company discover an unknown need for workers.

• Professional Training
The unemployment period creates the need for job search, but not just that. Simultaneously, it can be the best time to improve our education and training and to increase the chances of succeeding in a future hiring procedure. Training for the unemployed is usually offered for free. Besides the OAEF in your town, there are also certain companies that organize and offer training sessions for the unemployed. In this case, you should ask for information directly from the company.
**The selection process**

- **Cover letter**
  The cover letter is the document which allows us to explain the intention of sending or submitting our CV for consideration.

  **Characteristics of a good cover letter**
  - It should not exceed one page (A4) in length.
  - Paragraphs should be short. It is preferred that we use brief sentences and direct language, and that the text radiates a sense of certainty.
  - It must always be typed, unless a possible employer demands otherwise (certain businesses use graphological tests and for this reason they ask for a handwritten letter).
  - The cover letter and the CV must always be written on the same type of paper and with the same font.
  - Give a little extra attention to the image and appearance of your cover letter. Make sure it is not a photocopy and that it is not excessively folded or wrinkled.
  - We must explain to businesses the reason we are communicating with them. It may be because of an announcement we saw, or it may be self-presentation. Also, it is smart to mention whatever we know about the specific company and which positions we could potentially fill. This is the time to describe yourself in terms of your education and professional training. Therefore, you should write a summary underlining the key points that make your CV more well-rounded and attractive.
  - We must view everything **very positively** emphasizing who we are and what we can really do, which is always more than what is written on paper.
  - We must not sadden others. When applying for a job we want to show our capability and our talent, and not our need for employment.
  - We must avoid using confused and ambiguous concepts and meanings.
  - Our cover letter must radiate a sense of: sureness, clarity, precision, accuracy, etc.
  - **We do not repeat information that is contained in our CV**, rather we complete, expand and stress the positive aspects. If something doesn’t work in your favor, don’t mention it in your cover letter.
  - Concluding the letter is particularly important. Your conclusion must answer the question “What do you want?”: an interview? a job? information? Ideally, you should be asking them to call you in for an interview. Don’t forget to thank them for the communication.
  - Before you send it, ask someone else to read it over.
Useful advice

Prepare a separate cover letter for every business you apply to underlining the elements that make you and your CV more appealing to your possible future employer, according to the specific position being offered by a certain company. If that’s not possible, then prepare a cover letter for each of your professional goals and for each kind of your desired positions.

Model cover letter

Company name

Company address

To: Manager’s Name (if you can find it)

Place and date from which the letter was sent

• Greeting

Dear/Honorable Sir(s)/Madam(s),

• Reason

a. Responding to an announcement

On the occasion of the announcement that was published in the newspaper “xc” or on the webpage “xc”, on (date of publication), regarding the appointment of a “department manager”, I am addressing you to express my interest and desire to participate in the selection process.

b. Self-Presentation

I appeal to you to declare my interest and desire to work in the field of focus. Considering that your company provides an important opportunity for professional development.

• Presentation

As you can see from my CV, I have experience both as a server and as a floor manager. I have acquired relevant professional training for this specific line of work through the completion of specialized classes, which I detail in my CV. I believe that I am a responsible person, with working capability and adaptability.
• **Intention**
For all that is stated above, I would like you to give me the opportunity to come in for a personal interview, so that you can verify my skills and qualifications and examine every piece of information you consider important from up close.

• **Conclusion**
Thank you for taking the time to read my letter, I anticipate your response.
Sincerely,
Your Name

• **Resume (CV)**
Our CV is the key document when we asking for employment. Its goal is to make our professional training and work experience known to the business we are applying to.

We frequently make the mistake of using only one and always the same CV model. It’s best for us to consider that the CV is a “living” text that contains information relative to a specific position and to modify it whenever needed, to underline that which is important and applies to each separate job position, to delete the information which is unnecessary in relation to a specific application, to reorganize the contents of the CV and, depending on the position which we are aiming towards each time and the business to which we are addressing, we must also update it in terms of our new experiences and skills.
CV Characteristics

Form
It should not exceed two pages in length. It is ideal to include all of our items on one-page A4.

Contents: CV must contain the following sections

- Personal information
- Academic training: if you are an immigrant or a refugee, don’t forget to mention the education you received in your country of origin because this counts as well
- Other knowledge
- Informational Technology
- Foreign languages
- Work experience
- Other jobs (which you have at the time you are applying)
- Other items of interest that you can’t integrate into some of the aforementioned sections

Useful tips

- Never use abbreviations when mentioning previous employers. Everything must be clearly and explicitly stated.
- Present the information in an organized fashion, distinguishing the data relating to a certain job.
- You should try to prepare or customize a CV for each business and each job
- It should be typed, unless the business specifically asks for it to be handwritten.
- The style should be impersonal
- We omit the items that aren’t necessary or advantageous for us for that position.
- We never include false information.
- We don’t mention hobbies, unless they are heavily related to the job position or if a list of your hobbies is explicitly asked for. If they are mentioned, they should not oppose the philosophy of the business which we are applying to. An example could be, for a company that sells clothes and sporting goods in general, it is important for an applicant to mention the sports she may play.
- When you are referring to “Other knowledge and experience” mention also analytically the corresponding jobs you have had.
- Before you send it, it’s good to have someone else read it for you as well.

Types of curriculum vitae

- Chronological:
  Mentions all items relevant to education and experience starting with the oldest and ending with the most recent.
• Reverse:
This could be the most widely accepted type to businesses. In this type, we report all data relevant to education and professional experience starting from the most recent and leaving the oldest for last.

• Functional:
Whatever is most relevant to the specific job you are applying for must be mentioned, thus we hold the relevance of each item to a higher importance than the dates.

• European Model:
It is required that you use this model if you are interested in a certain educational program or if you want to search for work outside of Greece. Europass is a system that helps the interested present their abilities and qualifications in a simple and understandable way anywhere in Europe, thus enabling the free movement of workers. You can find the online form at the URL below: https://europass.cedefop.europa.eu/documents/curriculum-vitae

• Curriculum Vitae Analysis

A. Contact Information – What to include
• Name
• Email address – Telephone number
• Residence address
• Work permit for Greece/Eligible to work in Greece
• Valid OAEA card
• Driving license (European/International)
• Health certificate (for restaurants, food companies, etc.)

Don’t include: age and nationality because you could be treated unequally by some employers
Do I need to include a photograph in the CV?
• Only if the job advert mentions that a photograph is a must or for professions where appearance is a prerequisite, like actors, models, receptionists, etc.
AND
• Only if you are willing to do so
In general, it should be avoided, in order to prevent any possible discrimination but also for protection of your personal data.

B. Work Experience
It is good to include the most important jobs in terms of relevance to the position you are applying for and in terms of duration (more than 6 months at least). It is not recommended to include many jobs with short duration.

C. Education
If you write about the university/technical school you graduated from, you could include the following:
   a) Subjects you completed
   b) Achievements
   c) Any specialisation acquired or your grade, if it was good

D. Language Skills
Native language: The language you learnt at home, in your community or at school when you were a child.

Mention other languages you speak, read or write and use the levels below to indicate yours:
Basic/Independent/Proficient User.

Language skills according to European Union standards:

Basic User
• Can understand sentences and frequently used expressions
• Can communicate in simple and routine
• Can describe in simple terms aspects of background, the immediate environment and matters in areas of the immediate need

Independent User
• Can understand the main ideas of complex text, including technical discussions in field of specialization
• Can interact with fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party
• Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue
Proficient User
• Can understand with ease virtually everything heard or read
• Can summarize information
• Can express themselves spontaneously, very fluently and precisely

E. Digital Skills
This is the ability of using electronic devices like computer/tablet/smartphone etc. and software programs like Microsoft Office. In today’s modern world they are as important as speaking a language. They help to:
• Manage information
• Communicate
• Create
• Solve problems

F. Soft Skills Soft or personal skills are personal traits highly appreciated by employers.
If you read carefully a job advert, you will notice that almost half of the requirements are soft skills, because they are important in a balanced workplace and in fulfilling duties with success, as well as in cooperating well with other colleagues, supervisors or subordinates. So, you will need to recognise them and include them in your CV. Here are some examples of soft skills: Communication, teamwork, adaptability, problem solving, customer service, team management, leadership, time management, attention to detail and many more. Remember to mention how or when you developed those skills (in what job position or in what situation).

G. Personal Interests (this is not a must to include)
• Things that you enjoy doing
• Hobbies
• Sports
• Things you are passionate about
• Things you do in your free time
• Things that motivate you
• Activities or participations in unions or teams
• Whatever can make you look interesting/ unique/valuable
H. References

References (written or verbal) are statements of people who can confirm your professional skills, achievements and your professional attitude in general. If you have references or reference letters, mention that you will provide them when requested on the bottom of the CV.

- **Job Interview**

Interviewing for a working position is an important moment and the successful outcome of the job search procedure, since, although our main goal is to be appointed to that position, we must consider that we have overcome the first stages of the active job search.

The fact that they called us in for an interview means that the business found our CV intriguing, otherwise they wouldn’t have called us in, and so with the interview they want to:
- find out if items on our CV are true.
- get more information in order to find out if we are suitable for the specific job position after all.
- inform us about the business and the specific position.
- get to see us and how we act in person.

However, we should also have some goals walking into the interview, such as:
- to ask for information about the business, the job and the field of work in general.
- to prove that we are the ideal person for that specific working position and that specific business.

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**Job Interview Characteristics**

**Contents**

A personnel choice interview is based in certain defined topics of discussion, so we must be well prepared to speak about our:
- Education
- Other knowledge
- Work experience
- Personality

depending on the business, the hiring manager, the job and the interview technique, the interviewer may give more importance to one point than to the others, then respectively, education and work experience may be analyzed more heavily.
Interview formats

We should be aware of the type of interview we have been called in for, so that the surprise factor doesn’t negatively predetermine our presence. Depending on a number of factors, we are able to define the following interview formats:

- **Structured format**
  The interview is designed like a personal questionnaire in which the company representative asks for information and the job candidate gives it.

- **Non-structured format**
  The interview has the feel of an informal conversation, during which the goal of the company representative is to extract the utmost information about the candidate, mainly focusing on signs given by their reactions and general behavior.

- **Semi-structured format**
  The interviewer makes sure to verify all of the content matter that he wishes to investigate; giving freedom to the candidate but persisting in the discussion of the issues he wants to touch on in more detail. This interview format is the most widely-used.

Interview stages

Based on the selection procedure and the goal of the interview, the different stages are defined as such:

- **Initial or preliminary**
  This stage is used as a screening process of the information written on the CV to make sure it is not false. It is quite brief. Usually the company representative does not give information about subjects such as salary, scheduling, etc.
• **Central or standard selection**
  The interviewer progresses in his process to analyze all topics in greater depth. The CV along with personality-related matters are analyzed in detail by the interviewer with the goal in mind of finding the most suitable candidate for the position.

• **Final**
  This is the moment where all specific questions relevant to our recruitment are negotiated: payments, scheduling, specific job responsibilities etc.

  *Participants in the interview process*

• **Individual**
  One interviewer and one interviewee.

• **Group**
  One interviewer (or more) and a group of interviewees. A round table discussion is held about a certain topic. The intention of the interview is to observe and evaluate the personality, the behavior, the teamwork capability etc. of the candidates.

The interview models shown above are used by companies depending on the job position, their objectives and the kind of business, therefore we must be prepared to face any and every interview style. We may be faced with an interview that includes tests, the interviewer may ask us to give specific examples or want us to prove we have the necessary abilities to react in situations we will face on the job. They may ask us about situations when we had taken the initiative, in which ways have we demonstrated professional skills of cooperation and problem resolution.

  *What do we need to take care of before the interview?*

• **Research the business**
  It is essential that we know the general daily activities of the business, the values and beliefs under which it is governed, its style and who works there, etc. We can abstract this information their website, from search engines, with a visit to a few of their stores (for example, we can visit one of the shops or restaurants of the particular chain). These pieces of information will be incredibly useful to us in adjusting our language and in emphasizing the issues relevant and important to the business and the specific position.

• **Adjust, customize and reread our CV if we have not already done so.**
  It’s also a good idea to print a copy of our CV and to bring it with us to the interview (even if they
have not asked us to do so). It is of utmost importance that we know everything that we have written on that document (dates, times, businesses) and which of our previous professional responsibilities apply the most to the job we are interviewing for.

- **Make sure we have a clean professional appearance**
  It’s good to decide which image we want to give off and if it is an appropriate one for the kind of work that would be assigned to us if we were hired.

- **Rehearse**
  If we rehearse the questions commonly asked in an interview in front of the mirror or if we participate in an interview workshop, we will gain a higher sense of self-confidence. If we try to imagine what questions they might ask us beforehand, we won’t be caught off guard and we will not have anxiety when the interview day comes.

*What could they ask us in an interview?*

**Questions about our education**

- Why did you specialize in this specific field?
- Why didn’t you finish your studies?
- Why did you participate in that certain professional training program and why do you want this job that has nothing to do with your studies?
- What did you learn from the training program?
- You have participated in many training programs but have no experience, correct?
- You have not dedicated much time to your training, why is this?

**Questions about our experience**

- When did you begin working in this field?
- What was your most recent job?
- Why did you leave from your previous job?
- What did you learn there?
- Which tools were you using?
- What were your main responsibilities there?
- Did you have anyone working for you or under your supervision?
- Which were the worst and best parts of your previous job?
- What were some tasks you found to be difficult at your previous job? Which other tasks came to you more easily?
Questions relevant to our personality (questions directly about our personality or about personality traits)

- In relation to this specific job, which are your positive attributes, and which are your negative attributes?
- Do you prefer working alone or with others? Why?
- Do you prefer working in horizontal or vertical structure?
- What kind of work do you like doing?

Other questions

- What is your age?
- What is your opinion on…? 
- Do you have any family obligations that will not allow you to go on business trips?
- What is your family situation like?

Which questions can we ourselves ask the interviewer?

Usually, at the end of the interview the interviewer asks you if you have any questions. This is the appropriate time to show your distinct interest in this job with that specific business.

- Questions about the responsibilities of the job: the department it falls under, the responsibilities we will have, etc.
- Questions about the selection process: the starting date of the job, if there will be more tests, if they will communicate with every candidate regardless of whether they have been chosen or not, if there is a list available of all those interested in the job, etc.
- Questions about working conditions: the type of contract, scheduling, the possibility of furthering our professional training through the company, salary, etc.

Don’t forget that it is important to show interest in the position and the company. For this reason, it is preferred that you ask general questions about the subject matter of the job and to leave salary-related questions for the end.

Useful advice

Sometimes, discrimination can take place during selection processes. If you realize that you’re being treated differently because of your gender, nationality, sexual orientation, disability, etc., without your qualifications for the specific position of your choice being taken into consideration,
don’t forget that **you have the right to report that behavior to the authorities.** One way is through the General Secretariat of Equality, or also through the Labor Inspectorate which has the responsibility and the power to intervene in cases of discrimination in access to employment. The Workers Center of Athens (ΕΚΕ) as well as the General Laborer’s Confederation of Greece (ΙΣΕΕ) offer information and support to those facing cases of discrimination in the workplace.

A classic example is when invasive questions about your personal life and family are made during an interview.

In any case, it is good to constantly be informed because there are always people and organizations who specialize in helping to solve certain problems.

**Basic skills for successfully confronting a selection process**

- **Positive reformulation**
  Positive reformulation is an essential capability for successful job interviews. It means being able to change whatever may appear negative by turning it into something positive.

  For example, we could reply to the comment “You’re quite old for this job” by saying that all our years of life have gifted us with the experience that will help us meet the job requirements from our first day with the company and onward, without the need for an adjustment period.

- **Self-confidence**
  Self-confidence is defined as a mature communicative behavior where the individual neither attacks nor submits to the will of the other. He/she expresses his/her own personal opinions and defends his/her rights. It is a mature, clear, direct and balanced attitude with which we communicate our ideas and emotions, or we stand up for our legal rights, with no intent of hurting or damaging anyone or anything in the process. Internal self-confidence is the driving force, rather than sentimentality, which sometimes dangerously tests the limits of anxiety, guilt and anger.

- **Self-control**
  During a job interview it is important that we are relaxed and calm because that’s how we show we have trust in ourselves and certainty in the successful handling of any job we do. If this situation creates nervousness and anxiety for us (which is quite usual), we should; rehearse it so that we can reduce the stress that the evaluation procedure creates, do breathing exercises, avoid drinking tea/coffee or any other stimuli before the interview. It’s obvious that self-confidence will help us achieve a more certain and convincing positive reformulation.
• Active listening

It’s good for us to adopt the appropriate verbal or nonverbal stance so that the interviewer feels that we are listening to them carefully and gives us the opportunity to respond correctly. So, we should make eye contact with the interviewer, show with our expressions that we agree, sit up straight with good posture in the chair (not slouched or huddled-up), not rest our elbows on the table, and ask questions that will sound intriguing in relation to the subject of the conversation.

WORKPLACE CULTURE

Meaning the values, attitudes, behaviors, beliefs of the place you work

Source, Employability Guide for Greece published by Generation 2.0:

Once you have a job, there are some more things to keep in mind.

IMPORTANT
• Be on time everyday
• Go to work everyday
• If you are sick or you have an emergency, call 2 hours before work to tell them

KNOW THE COMPANY’S POLICIES ON
• Sick leave
• Time clock
• Dress code
• How to quit your job
• Resolving problems
• Who to call if you can’t go to work

TIPS
• Follow company rules and regulations
• Look for ways to improve: trainings, etc.
• Stay on the job as long as possible, AT LEAST 6 months. It shows employers that you are LOYAL and COMMITTED
ENDING A JOB

- After 6 months, you may be able to move up to a higher-level position within the same company OR start looking for another job
- Make sure you have another job lined up before leaving a job, if you are not supported by someone else financially
- Must inform/Must write a 2-week notice to your boss (check policy on that) to let them know you are leaving
- Ask for recommendation letters before leaving
- Remember to update your CV with new information about duties and job position

HAVE IN MIND

- Gender equality at work is supported and encouraged
- Your Manager/Supervisor may be a woman
- Avoid political or religious subjects
- It is common to eat at work during your break time, making it a good opportunity to communicate with your colleagues
- Sometimes colleagues go out after work, as a good way to boost the team spirit and network
- Check the dress code of company
- Smoking rules: check with the company
- Talk to others using Mr. and Mrs. And their last name if not told to do otherwise
- A proper greeting at work with external partners: Handshake
**Improvement and development in our work**

- **Education and recycling: continued education**
  Finding a job doesn’t necessarily mean we should end our job search or our educational or professional training programs. Even if we have found the job that fulfills all of our desired qualities, we must still continue our efforts in order to establish ourselves or to progress to higher positions in the company. Moreover, if the position ensures us income and experience, but is not our ultimate professional goal, we must continue the job search procedure gaining the experience and the training that will enable our access to a higher paid and more appropriate job position for our profile. While we are working we can simultaneously receive education and training – frequently for free – through the continued education programs offered at most companies.

- **Internal promotion**
  A promotion is not only useful to us in times when we are changing jobs, if we desire, but it also gives us opportunities for improvement and development within our current place of work. Businesses appreciate those workers who ask to participate in their continued education programs. A gesture like this shows that the employee takes initiative, has an appetite to learn and improve, and is interested in remaining informed in order to adapt to new technological developments and changes in the market.

- **Professional consistency and improvement in your career**
  Education, as we have said, enables us to change jobs, strive to enhance our professional situation or stay in the same job gradually coming more pleasing conditions.
  Other than the fact that preoccupation with our education for a few hours every day allows us to improve our current working position or its conditions, it’s not always easy to combine it with our work schedules. Of course, with the help of new technology, today, distance learning has a strong presence in the work environment, with semi-presence (one part at home and the other in a classroom), online (on the internet), etc.

If you are an immigrant and have completed professional training or educational programs in your country of origin, take into consideration that it is important to credit your studies. Even if it seems to you to be a time consuming and complex process, it is best to start it as early as possible, since it will allow you to access positions equivalent to your qualifications and abilities.
What are our working rights? Working in Greece

Source Employability Guide in Greece, Generation 2.0:

There is the Open-Ended or Contract of Indefinite Duration, which doesn’t set a time period for the life of the contract, and the Fixed-term Employment Contract, whose duration is agreed in advance. There is also the Full-time Employment (working for 8 hours per day, in total 40 hours per week) and the Part-time Employment (working for less than 40 hours per week), as well as the Occasional Employment (working for fewer days per week or fewer weeks per month or fewer months per year or even a combination of them).

When your work is not documented:

• There is no employment contract covering your rights and obligations
• You are not covered in terms of health and social insurance (visiting doctors or saving for pension or renewing your residence permit)
• You are not covered in terms of accident expenses, illness or maternity leave
• You are not recognised by ΚΑΕΔ (Public Employment Organisation) in case you are fired, so you cannot apply for the monthly unemployment fee or other aid fees
• You cannot take advantage of social welfare benefits such as vacation subsidies or family benefits

The Employment Contract (Σύμβαση) is signed by you and the employer on the 1st day of work or some days later, and it must mention the actual starting date of work. To be able to sign an employment contract, you must have:

• Work permit • ΑΦΜ (tax number)
• ΑΜΚΑ (health and social insurance)
• ΑΜΑ (you get this number by ΙΚΑ the first time you are employed in Greece)

Visit www.refugee.info/athens/info/workinggreece for more information.

If you don’t sign an Employment Contract, the employer can get a fine and is obliged to insure you for the entire previous working period.

Working hours

• 40 hours for 5-day work (8 hours/day)
• 40 hours for 6-day work (6 hours and 40 minutes/day)

Overwork + 5 hours beyond 40 weekly hours are paid normally with a 20% hourly wage
Payment for each hour of legal overtime: • Up to 120 hours per year are paid with the hourly wage, plus 40%
  • Over 120 hours of overtime work per year are paid with the hourly wages, plus 60% Night work:
    From 22.00 - 6.00: earnings of the night hours, plus 25%.
Note: Night work is forbidden for minors under 18 years of age.

Work on a Saturday or for the 6th day in a week: normal wage paid plus 30% (Not applicable to food & hospitality sectors)

Work on Sundays: 75% plus to the basic wage

Holidays: On official holidays during which employees normally do not work, they are entitled to full coverage of those days’ payment.

Break: When working time exceeds 6 hours, a break of at least 15 minutes must be provided. Days off 1st year of employment: 1,66 days off per month
20 days off (for 5 days work) and 24 days off (for 6 days work) until
31/12 2nd year of employment: 1,66 days off + 1 day off per month
21 days off (for 5 days work) and 25 days off (for 6 days work) until
31/12 3rd year of employment: 1,66 days off + 2 days off per month
22 days off (for 5 days work) and 26 days off (for 6 days work) until 31/12

Employee benefits during leave
Usual earnings of employee + Vacations payment/Christmas/Easter bonus Salaries and Wages
Minimum Monthly Salary in Greece (40 hours/week)
• For employees over 25 years of age, the minimum salary is set at 586,08 € (492 € net + 94 € health and social insurance and tax contribution)
• For employees under 25 years of age, the minimum salary is set at 510,95 € (429 € net + 82 € IKA and tax contribution)

Minimum Pay Day
• For workers over 25 years old, the minimum wage is set at 26,18 €
• For workers under 25, the minimum wage is set at 22,83 €

€ Minimum Pay per Hour
• For employees over 25 years: 3,51 € net + 2,95 € IKA contribution
• For employees under 25 years: 3,06 € net + 2,57 € IKA contribution

**Ergosimo (Εργόσημο)**

A type of payment (work-stamp) of wages and social security contributions for employees in specific occupations like:

- Housekeeping services
  - gardening
  - babysitting and transporting children
  - providing support to people with disabilities or the elderly or people with mobility difficulties
  - repairing that is not related to constructions
  - private lessons
  - beauty services
  - cleaning and gardening services of communal areas
  - distribution of commercial flyers and brochures
  - promotion of facial and body products
  - promotion of consumer products

It includes the Net Amount + the Insurance Contributions to IKA

Example: 600 € (net) X 1,333 (coefficient) = 800 € (Nominal value of “Ergosimo”)

**Maternity and pregnancy rights**

Pregnant employees are entitled to 17 consecutive weeks of maternity leave;
• 8 weeks of which should be taken before the birth
• 9 weeks afterwards.

To be entitled to maternity leave, the employee must notify the employer in writing of her intention to take leave and provide a medical or other appropriate social security certificate confirming the pregnancy and specifying the expected week of confinement. This notification must be given as soon as possible after confirmation of pregnancy. Maternity leave must start no later than eight weeks before the expected week of confinement.
• During maternity leave:
employees are entitled to receive from their employer half a month’s pay. [The remainder of their normal pay, subject to a minimum and a maximum, is paid by the IKA social insurance institute].

• End of the maternity leave:
Employees are entitled, without loss of pay, to cut their working day by one hour for the next 30 months or, by arrangement with the employer, to reduce their working day by two hours for 12 months and by one hour for the next six months.

Pregnant employees enjoy special employment protection: employers may not dismiss a pregnant employee or an employee who has recently given birth up until 18 months after the birth.

Current legislation

The main axis of the entire legislation in force focuses on ensuring the application of the principle of equal treatment between men and women in terms of access to employment, to professional education and carrier development, to working conditions as well as on regulating equal remuneration issues. The specific legislation applies to working persons having a private law employment relation, to those having contract of services as well as to those exercising independent occupation and professions. Pursuant to the above it is prohibited any discrimination whatsoever based on sex and marital status of the working persons. Particularly the access to all jobs or posts, whatever the branch or sector of activity, and to all levels of the occupational hierarchy shall be ensured irrespective of sex and marital status.

In addition, pursuant to the aforementioned provisions, men and women are entitled to equal remuneration for works of equal value whereas it is expressly provided that the beneficiary of family allowances is the family itself and children’s allowances are paid in full to all and any working spouse or parent, irrespective to gender. Moreover, in accordance with the provisions of the aforementioned law it is prohibited whatever form of direct or indirect discrimination on the grounds
of gender or marital status in relation to the access for employment, the working conditions, the carrier development and the evolution of the working relation by and large.

In accordance with the codified legislation, sexual harassment and any form of harassment as well as any less favorable treatment which may be attributed to tolerance or rejection of such behavior constitute discrimination based on sex and shall therefore be prohibited. Orders that involve discrimination against persons based on gender constitute discrimination for the purpose of the legislation.

Pursuant to the provision of the legislation persons who consider themselves wronged because the principle of equal treatment has not been applied to them as well as their right to take recourse before the competent authorities establish the right to judicial protection. Such right is recognized to labor unions which may, with the consensus of the wronged person, exercise in his/her name all judicial remedies before a court or other competent authority.

When a person who falls within the field of application of the present legislation claims that is subject to treatment which involve discrimination based on sex, pursuant to the above provisions, and establishes before a court or other competent authority facts or data which may be presumed that there has been direct or indirect discrimination on the grounds of gender or that sexual or other form of harassment has occurred for the purposes of the legislation in force, it shall be for the respondent (employer) to prove that there has been no breach of the principle of equal treatment between men and women. Such provision is extremely important since when the affected person establishes data or facts from which it may be presumed a breach of the principle of equal treatment it shall be the responsibility of the respondent to prove that he/she has not committed such breach.

Last but not least, in accordance with the legislation the Ombudsman is the entity responsible for monitoring and fostering the application of the principle of equal opportunities and of equal treatment between men and women. All public authorities shall convey to the Ombudsman all complaints submitted and related to gender discrimination, given that law has entrusted the Ombudsman with the monitoring, promotion and support, by and large of the authority responsible for the application of the principle of equal treatment between men and women in terms of employment and occupation and such scope of intervention involves the private sector as well.

Finally, the employer, according to the legislation in force, is responsible for the application of the principle of equal treatment to all working persons and he/she exercises his/her rights as laid out in
the employment contract, in good faith. Thus the discretionary and unfair treatment to workers by the employer – irrespective to gender, nationality, religious beliefs – is prohibited in the working relations and mainly in terms of remuneration.
Section 4: Protection from Racist Attacks
Aim of the section:

- To provide basic information about follow-up procedures related to racist attacks and organizations providing further support to victims.
- To provide step-by-step advice on what to do if one becomes a witness of a racist attack and wishes to intervene.

How to use this section:

- In the info and psycho-social support sessions to raise awareness of the follow-up procedures related to racist attacks.
- In the info sessions to provide advice on basic steps to take when one witnesses a racist attack and wishes to intervene. It can be used equally by the trainers for the sessions as well as by the trainees individually.
- In one-to-one sessions to complete the relevant forms to follow-up procedures following racist attacks for victims who wish to take further legal action.
4.1. Protection from Racists Attacks


If you have been attacked because of your ethnic or national origin, colour of skin, religion, handicap, sexual orientation or sexual identity, you can:

- **Call for assistance** the people on the street or other witnesses.
- **Contact** the police (go to the nearest police station, or dial 100 or call the Greek Police hotline for reporting incidents of racist violence at 11414) and ask for them to record your testimony or your complaint.
- **If you do not** hold legal residence documents you should know that, in the cases provided by law (e.g. dangerous or grievous bodily harm), residence permit for humanitarian reasons is granted to victims and witnesses if a preliminary investigation or prosecution is ordered. You can first contact organisations listed below in order to get information about your rights and the procedure for protection of undocumented victims and witnesses.
- **Go to the hospital** in order to get a medical certificate and any other document proving that the attack took place and the injuries you sustained. Note the contact details of the witnesses for any future use.

Approach the Network’s organisations to report the incident and request assistance. If you want to file a complaint, you must talk to a lawyer in order to see if filing a complaint is possible considering the data and the witnesses available. You can find lawyers that provide free assistance to victims of racist violence, including migrants and refugees with or without legal residence in the county, at the organisations participating in the Network. In addition to filing a complaint, you can always contact the following organisations in order to report, anonymously, what happened to you, get information on your rights and receive support:
ATHENS:

- Act Up: 210 3303306
- Aitima: 210 9241677
- Amnesty International: 210 3600628 (extension 42)
- Arsis - Association for the Social Support of Youth: 210 8259 80, 210 8256771
- Asante: 210 3302458
- Association of Social Workers of Greece: 210 8834818 (Tuesday and Thursday, 18:00-20:00)
- Association of United Afghans in Greece: 211 1830810 & 6947 397864
- Babel Day Centre: 210 8616280
- Centre for Life for the Support of People Living with HIV/AIDS: 210 7257617
- Centre for the Support of Repatriated and Migrants -
- Ecumenical Refugee Program: 210 7295926-7
- Colour Youth - LGBTQ Youth Community of Athens: 6945 583395
- Doctors of the World: 210 3213150
- Generation 2.0 RED: 216 7003325 (extension 3041)
- Greek Council for Refugees: 210 3800990
- Greek Helsinki Monitor: 210 3472259
- Greek Forum of Migrants: 210 8831620
- Greek Forum of Refugees: 213 0282976
- Greek Transgender Support Association: 6938 982832
- Group of Lawyers for the Rights of Refugees and Migrants: 210 8259449
- Hellenic Action for Human Rights - Pleiades: 210 6444497 (emergency telephone number 6973 373937)
- Hellenic League for Human Rights: 213 0264975
- Hellenic Rad Cross: 210 3605631, 22920 22414, 22920 27744
- Homosexual and Lesbian Community of Greece: 6997 679021
- Medical Intervention: 210 7778770
- METAction Action for Migration and Development: 210 5147423-4
- Network for the Social Support of Refugees and Migrants: 210 3813928
- Positive Voice: 210 8627572
- Praksis: 210 8213704 (Polyclinic), 210 8210552 (Solidarity Centre), 210 5244574 (Athens Centre Homeless Shelter), 6985 866432 (Piraeus Centre Homeless Shelter)
- Rainbow Families: 6948 257008
- World without War and Violence: 6942 913972
**THESSALONIKI:**
- Arsis - Association for the Social Support of Youth: 2310 526150, 2310 501030
- Doctors of the World: 2310 566641
- Group of Lawyers for the Support of Refugees and Migrant Rights: 6984 108744
- Praksis: 2310 556145 (Polyclinic), 2310 501040 (Solidarity Centre), 2310 527938 (Centre Homeless Shelter)

**CRETE:**
- Doctors of the World: 28210 23110
- Migrants’ Forum in Crete: 6973 525049

**PATRA:**
- Doctors of the World: 2610 310366
- Movement for the Support of Refugee and Migrants Rights: 6974 992559
- Praksis: 2610 321933 (Drop-in Centre)

**RHODES (ROPOS):**
- Human Rights Commission of the Bar Association of Rhodes: 22410 20413, 22410 21427, 22410 74420

**CHIOS:**
- LATHRA, Committee of Solidarity for Refugees: 6936 768175

With the victim’s help, the above organisations record cases of violence with a racist motive on a Racist Attacks Recording Form. In order to protect the victim, no personal details are recorded and confidentiality is strictly applied.

The recording will help the members of the Racist Violence Recording Network to put pressure on the authorities in order to combat the phenomenon of racist violence and to increase public awareness on this issue.
If the incident involved in any way policemen, civil servants or other public officials, you can request assistance at the Greek Ombudsman’s Office. The Ombudsman will help you in investigating and drafting your complaint and will seek disciplinary actions against them. For more information you can call 213 1306 600.

The Racist Violence Recording Network is an initiative of the National Commission for Human Rights (NCHR) and of the United Nations High Commissioner for Refugees’ Office in Greece (UNHCR). It is an umbrella network and its members are Non-Governmental Organisations as well as other entities offering legal, medical, social or any other support services that come into contact with victims of racist attacks.

*Aim of the Recording:*

The organisations participating in the Network cannot guarantee finding justice in any given incident. Nevertheless, recording cases of racist violence is of utmost importance in order to:

- combat racist violence
- draft proposals to be addressed to the government
- increase public awareness on the phenomenon of racist violence

For any other information concerning the Racist Violence Recording Network you can contact 210 7233216 or racistviolence@nchr.gr
4.2 How can you intervene when you are a witness to racist attacks?


TEN PIECES OF ADVICE ABOUT ACTIVE CITIZEN INTERVENTION IN VIOLENT RACIST ATTACKS

*What can you do when you are a witness to a racist attack?*

This list synopsises the most important steps for a courageous intervention:

1. **Be prepared.**
   Think of a situation in which an individual is being threatened or is enduring an attack. Imagine how you will feel and what you could do to help.

2. **Stay calm.**
   Concentrate on what you have imagined in step 1. Do not let fear or anger distract you.

3. **Act immediately.**
   React quickly and do not wait for other people to help. The more you hesitate the more difficult it becomes to intervene.

4. **Bring help.**
   Use your cell phone to call the police (make sure that you have all the necessary numbers in your list of contacts). Inside the bus: Inform the driver. On the street: Yell loudly. If you are not sure what the best thing to yell is, “FIRE” will certainly get the attention immediately of whoever is close by.

5. **Pull attention to yourself and the situation.**
   Address the passengers and the viewers of this incident directly and personally. “You, sir, with the blue jacket, please inform the driver!” Speak loudly! Your voice will give you a boost of self-confidence and will encourage others to intervene as well.

6. **Support the victim.**
   Maintain visual contact with the victim so they are sure that you are there to help them.

7. **Disturb or distract the attacker.**
   Yell loudly. At least try, even if you physically cannot make any sounds.
8. Never use violence.
Do not use weapons. Do not touch the attacker. This may increase their aggressiveness or escalate the situation.

9. Do not provoke the attacker.
Do not address him/her directly, because this could cause the bystanders to think that you two know each other. Do not use insulting characterizations, because this could turn the bystanders against you. Do not stare at the attacker. This could make him/her more aggressive.

10. Call the police.
Don’t just look, rather, carefully observe the scene and try to keep the face and the clothes of the attacker, as well as their escape route, in your memory. Report the incident to the police and help as a witness. Your call to the Emergency Number can even be anonymous. Note the position number of the handler that they state to you in the beginning of the phone call (ex: position 5). If the police are late to arrive or do not appear at all, call again and ask for the shift supervisor. Mention to him/her all of the facts and ask why the police did not respond to your call in a timely fashion. Stay at the location of the incident and if you wish, give your information to the police to testify formally as a witness.

In the moments following the attack, inform one of the organizations which participate in the network of racial violence transcription, giving a complete description of all the facts.

Call the EKAB if the victim has been subject to injuries or trauma and stay with them until an ambulance comes to retrieve them or accompany them yourself to the hospital.

Inform the victim that they have the right to report the incident and put them in touch with the corresponding organizations and the necessary legal assistance.

*Conclusion: show courage, because if not you, then who?*
Section 5: Preventing Violent Radicalization
Aim of the section:

- To provide basic information about violent radicalization and how to act as a parent when children are in danger of adopting anti-social views that may lead to alienation, self-marginalization and eventually, violent acts motivated by ideologies of hate.

How to use this section:

- In the info and psycho-social support sessions to raise awareness about the nature and dangers of violent radicalization, the reasons it happens and to provide advice on how to approach one’s child if s/he is in danger of embracing an ideology of hate.
- In one-to-one sessions if such concerns arise on behalf of the trainees and by those trainees who wish to inform themselves and seek advice beyond the training sessions or the one-to-one meetings.

**Important clarification**: we recognize, endorse and consider as extremely important the distinction between radicalization and radicalism. While the latter refers to positive social change, by way of enlarging inclusivity, enhancing democratic participation and combatting marginalization and exclusion, the former refers to ideologies of hate, which tend to exclude rather than include, have with little regard for human life and further isolate vulnerable individuals, hence, working against social integration.
Source, Educate Against Hate Q&As material: https://educateagainsthate.com/parents/?filter=extremism-and-radicalisation-parents

5.1. Discussing extremism
If you’re worried your child is being exposed to extremist influences or has been radicalised, talking to them might be daunting. Here are some ways to make it easier.

It’s never easy to start a serious conversation with a child. If you’re too forceful, your child may clam up; if you’re too subtle, you could end up discussing something completely different.
The NSPCC has some helpful guidance:
• Make your child feel at ease
• Get the balance right
• Let your child talk without interruptions
• Encourage questions
• Listen

It’s important to think about where and how to raise the subject of extremism with your child. Choose a place your child feels at ease. Make it a time when you’re unlikely to be interrupted.
Make the conversation relevant. For example, if you both see something on TV about extremism, you could ask your child what they would do if they ever found themselves in that situation. Or, to show that you value their opinion, you could say that a friend of yours needs advice about extremism. Ask what they think. Find out how much they know about the subject.
When you’re chatting with your child, take care to listen:
• Ask them questions that don’t result in a yes or no answer. It gives them the chance to tell you what they really think
• Let them talk without interrupting, and encourage them to ask questions
• Be honest with them about your thoughts on extremism, and talk about your own views

It’s important that your child knows they can talk to you in confidence. If they don’t feel comfortable talking to you, suggest they talk to other people they trust.
5.2. How do people become radicalised?

The process of radicalisation is different for each child, but there are some factors which can lead to young people becoming radicalised.

Underpinning the radicalisation process is an extremist ideology that seems appealing and credible, often because it appears to make sense of the young person’s feelings of grievance or injustice. Personal vulnerabilities or local factors can make a young person more susceptible to extremist messages. These may include:

- Sense of not belonging
- Behavioural problems
- Issues at home
- Lack of self-esteem
- Criminal activity
- Being involved with gangs

Children don’t need to meet people to fall for their extremist beliefs. The internet is increasingly being used by extremist groups to radicalise young people. These groups will often offer solutions to feelings of being misunderstood, not listened to, or being treated unfairly.

5.3. Online radicalisation

Talk to your child about online safety, explain the dangers, and make sure their social media accounts are secure. Install parental controls so you can monitor what they access.

The following suggestions may help keep your child safe:

- Speak with your child about what they do online
- Ask them to show you some of their favourite sites
- Show an interest in who their friends are online
- Ask them how they decide who to be friends with
- Try and get them to friend you online too
- Agree the amount of time they spend online and the sites they visit
• Think about installing parental controls on their devices
• Raise the issue of inappropriate content. Have they seen any?
• Make sure they know how to report abuse online

Children don’t think of people they have met online through social networking and online games as strangers – they are just online friends. Point out that it’s a lot easier for people to lie online than it is in real life. Ideally be friends with your child on social media, but if they resist, ask a friend or family member you both trust to try.

Take an interest in your child’s online activities in the same way you do with their offline activities. What is their criteria for choosing friends? How come they have so many? Don’t be afraid to ask, as it’s important to discuss online safety with them.

Agree on some ground rules together. Consider the amount of time they are allowed to spend online, the websites they visit and the activities they take part in.

Internet service providers (ISPs), such as Virgin Media, TalkTalk, Sky or BT, provide parental controls for laptops, phones, tablets, game consoles and other devices that connect to the internet. Parental controls help you filter or restrict what your child can see online.

Check the privacy settings on your child’s social media accounts to keep personal information private. Talk to them about what to do if they see worrying or upsetting content or if someone contacts them and makes them feel anxious or uncomfortable.

Many websites have tools to report abuse – make sure they know about these too.
5.4. Signs of radicalisation

There is no single route to radicalisation. However, there are some behavioural traits that could indicate that your child has been exposed to radicalising influences.

Radicalisation in children can happen over a long period of time. In some cases it is triggered by a specific incident or news item and can happen much quicker. Sometimes there are clear warning signs of radicalisation, in other cases the changes are less obvious.

The teenage years are a time of great change and young people often want to be on their own, easily become angry and often mistrust authority. This makes it hard to differentiate between normal teenage behaviour and attitude that indicates your child may have been exposed to radicalising influences.

The following behaviours listed here are intended as a guide to help you identify possible radicalisation:

Outward appearance:
- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with children who are different
- Becoming abusive to children who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups
Online behaviour:
- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

You know your child better than anyone, so trust your instincts if something feels wrong. You are in the best position to notice if they’re acting out of character.

5.5. Vulnerability factors
Children from all kinds of backgrounds can become radicalised. Here are some of the common factors to look out for that make them vulnerable.

As a parent, it’s likely you’ll recognise any of these factors or changes in behaviour before anyone else, and will be able to use your judgement to know whether your child is vulnerable. The following behaviours are a guide and it’s important to remember that anyone can be affected by extremism:
- Struggling with a sense of identity
- Distanced from their cultural or religious background
- Difficulty fitting in with British culture
- Questioning their place in society
- Family issues
- Experiencing a traumatic event
- Experiencing racism or discrimination
- Difficulty in interacting socially, lacking empathy or not understanding the consequences of their actions
- Low self-esteem

Any of these issues make children more susceptible to believing that extremists’ claims are the answer to their problems.

External factors play their part too, such as: community tension, events affecting the country or region where they or their parents are from, or having friends or family who have joined extremist groups. Exposure to one-sided points of view all contribute to the process of radicalisation.
Those children involved with criminal groups, or who have found it difficult to reintegrate after being in prison or a young offender institution, may also be at risk.

5.6. Protecting your child
Being honest with your child and talking to them on a regular basis is the best way to help keep them safe. Remember that your child’s safety extends to their online activity, too.

Discussions about sex and drugs with your child are awkward, but necessary. It's important to talk to them about extremism and radicalisation, too. Giving your child the facts will help them challenge extremist arguments.

Extremist groups’ use of internet and social media has become a prolific way for them to spread their ideology. Therefore to help keep your child safe:

• Talk to your child about staying safe online
• Keep an eye on the sites your child is visiting
• Use parental controls on browsers, games and social media to filter or monitor what your child can see
• Remember that even young children may be exposed to extremism online.

Trying to stop your child using the internet and mobile devices won’t keep them safe. Instead, teach them to understand that just because something appears on a website doesn’t mean it’s factually correct.

Radicalisation and recruitment of young people to extremist causes is an increasing concern. Any child could be vulnerable to extremist narratives, although there are factors which can make some children more vulnerable than others.

As a parent, you need to be aware that individuals and groups with extremist views use the internet and social media to spread their ideologies. Children spend a lot of time online, and this has made them more susceptible to extremism, whether from Islamists or the far right.
Extremist groups tap into young people’s insecurities. They often claim to offer answers and promise a sense of identity that vulnerable young people often seek. These feelings of insecurity can become more heightened when a child is feeling:

- Marginalised from society
- Trapped between two cultures
- Excluded from the mainstream

As part of their recruitment strategy, extremist groups also work to undermine the authority of parents. This can be particularly attractive to vulnerable children who don’t have parental guidance, or who come from unstable homes.

Extremist groups also use very sophisticated methods to trigger feelings of anger, injustice and shame that a child might feel towards a parent.

But it’s important to remember that any child can be affected by extremism. You can play a vital role by providing emotional support that acts as an alternative to the extremist narratives that your child might feel comfortable believing.

It’s not easy to talk to your child about the dangers of extremism, but as with issues such as sex and drugs, it’s necessary. Give your child a safe space where they can talk about difficult subjects. The more you talk, the more confident your child will become in challenging extremist narratives.
CONTRIBUTORS:
(listed in alphabetical order)

Yota Arvaniti
Dove Barbanel
Andrea Borja Gonzalo
Deborah Carlos Valencia
Nadina Christopoulou
Ivy Delacion
Dilara Demir
Sotiria Drouga
Alice Fevre
Vicki Kantzou
Vithleem Koursoumi
Marina Nikolova
Thalia Portokaloglou
Iva Sadedini
A.E. Stallings
Rosa Vasilaki (ELIAMEP)