

Nektaria Palaiologou



Professor

Intercultural Education, Multicultural Multilingual Settings and Migration

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IAIE Board: <https://iaie.org/iaie-board/>

Editorial Board, Intercultural Education:

<https://www.tandfonline.com/action/journalInformation?show=editorialBoard&journalCode=ceji20>

Nektaria Palaiologou is Professor at the School of Humanities at Hellenic Open University (HOU). She is a member of the Deanery of the School of Humanities. Currently she is the Director of “Language Education for Refugees and Migrants” (L.R.M.) Master’s Degree Programme (in English language) at HOU. She is Honorary Vice President of the International Association for Intercultural Education (IAIE) (since 2024).

She is also Editor in Chief at the Intercultural Education Journal, Taylor and Francis, Routledge. She has edited four books in English published by Cambridge Scholars Publishing and Routledge and three books in Greek (as co-writer) published by Pedio publishing company.

Nektaria Palaiologou has published extensively at international journals on issues about Intercultural Education, Migrant and Refugee Education, Multicultural Education in Multilingual settings (approx. number of citations 1500, Google Scholar, Scopus).

She is also a representative for SIRIUS Network actions for Migrants and Refugees, in collaboration with HOU.

Indicative Recent Publications

Palaiologou, N., Manousou, E., Stavropoulos, E. (2025). Development of a MOOC for empowering migrants’ and refugees’ vocational training through learning Greek as an additional language. *I-HE 2025 International Conference, EADTU Proceedings*, pp. 169–187, Hamburg, 2025. <https://zenodo.org/records/17813119>

Bachtsiavanou, M., Karanikola, Z., Palaiologou, N. (2023). Perceptions of ZEP teachers towards parental involvement of culturally and linguistically diverse families: Promoting school-family cooperation. *Societies* (MDPI), 13, 159, pp. 1–13. <https://www.mdpi.com/2075-4698/13/7/159>

Spyridonos, V., Karanikola, Z., Palaiologou, N. (2023). Translanguaging as a teaching practice that reinforces culturally linguistic diverse students. *Intercultural Education* (Taylor & Francis). <https://www.tandfonline.com/doi/full/10.1080/14675986.2023.2278372>

Palaiologou, N., Karanikola, Z. (2023). Exploring the importance of soft skills in the learning process. *Research in Education*, 12(1), pp. 20–36. <https://doi.org/10.12681/hjre.32150>

- Tsintoni, T., Karanikola, Z., Palaiologou, N. (2023). Global citizens and competencies: Exploring the degree of self-improvement among educators and students. *Academia*, Higher Education Policy Network, 31-32, pp. 84–113. ISSN 2241-1402. <https://doi.org/10.26220/aca.4423>
- Antoniadou, E., Palaiologou, N., Karanikola, Z. (2022). Teaching refugee children: Challenges teachers face. *Studies in Teaching and Education*, 71(3), pp. 311–328. ISSN 0547-3330, eISSN 2560-3051. <http://dx.doi.org/10.5937/nasvas2203311A>
- Papadopoulou, K., Palaiologou, N., Karanikola, Z. (2022). Intercultural and Global Competence within multicultural educational settings. *Education Sciences* (MDPI), 12, 502. <https://doi.org/10.3390/educsci12080502>
- Tsakaloudi, R., Palaiologou, N. (2023). Languages and multilingualism on the European agenda: European Schools as a case study. *Multicultural Education Review*, 14(1), 1–15. (5-Year Impact Factor = 1.4, CiteScore = 1.3). <https://doi.org/10.1080/2005615X.2023.2164975>
- Koehler, C., Palaiologou, N., Brussino, O. (2022). Holistic refugee and newcomer education in Europe: Mapping, upscaling and institutionalising promising practices from Germany, Greece and the Netherlands. *OECD Education Working Papers*, No. 264, OECD Publishing, Paris. <https://doi.org/10.1787/9ea58c54-en>

Books

- Palaiologou, N. (2023). *Rethinking Intercultural Education in Times of Migration and Displacement*. Cambridge Scholars Publishing, 206 pages, October 2023. <https://www.cambridgescholars.com/product/978-1-5275-2884-0>
- Palaiologou, N., Zembylas, M. (Eds.) (2018). *Human Rights Education and Citizenship Education: Intercultural Perspectives within an International Context*. Cambridge Scholars Publishing, 480 pages, UK. <https://www.cambridgescholars.com/product/978-1-5275-1645-8>
- Palaiologou, N. (Ed.) (2014). *Intercultural Education. Conceptual and Empirical Challenges*. Routledge, 134 pages, UK. <http://www.routledge.com/books/details/9780415743778/>
- Palaiologou, N., Dietz, G. (Eds.) (2012). *Mapping the Field of Multicultural and Intercultural Education*. Cambridge Scholars Publishing, 553 pages, UK. <https://www.cambridgescholars.com/product/978-1-4438-4031-6>
- Palaiologou, N., Evangelou, O. (2013). *Second-Generation Immigrant Students in the Greek Education System: Integration and School Performance*. PEDIO publishing company, 456 pp.
- Palaiologou, N., Evangelou, O. (2011). *Intercultural Pedagogy*. PEDIO publishing company, 445 pp. (new, revised edition)
- Evangelou, O., Palaiologou, N. (2007). *School Performance of Non-Native-Speaking Students. Educational Policy: Research Findings*. Atrapos Publications. ISBN 978-960-98897-0-4 (GR).
- Palaiologou, N., Evangelou, O. (2003). *Intercultural Pedagogy: Educational, Didactic, and Psychological Approaches*. Atrapos Publications. ISBN 978-960-98897-0-4 (GR).

European Programmes (indicative, last 5 years)

HOU as a partner in the action “Learning the Greek Language,” within the implementation of the project “Promoting the Integration of the Refugee Population into the Labour Market,” International Organization for Migration and Ministry of Migration and Asylum, R.R.F. (Recovery and Resilience Facility), 2022–2026

Recording the Needs of International Students: New Educational Perspectives and Mindsets in Open Education (acronym KAFENEON), 2026–2028

Intercultural Mediation and Empowerment of Refugees for Access to Employment (acronym DIAMES), 2024–2026

SIRIUS 3.0: Impactful and Sustainable Policy Change for Migrant Education, Migration Policy Institute (Leader); HOU among the partners, 2023–2027

Migrant Children and Communities in a Transforming Europe (acronym MICREATE), HORIZON 2020, Science and Research Centre of Koper, Slovenia (Leader); HOU among the partners, 2019–2022

Global Competence in Teacher Education (acronym GCTE), University of Hull, UK (Leader); HOU among the partners, 2019–2022

Promote Inclusion to Combat Early School Leaving (acronym PICESL), University of Seville Pablo Olavide, Spain (Leader); HOU among the partners, 2019–2022

SIRIUS: Migrant and Refugee Education, University of Western Macedonia (UoWM) and HOU as partners, Migration Policy Institute, Brussels (Leader), 2019–2022