

Education Sector Working Group

Draft strategy

This draft strategy takes its point of departure in the Ministry of Education (MoE) plans for education for refugee children. The process of drafting an Education strategy is an ongoing development by the national Education Sector Working Group in close collaboration with MoE as guidance for national and international partners in their endeavor to support the MoE.

As described in the Regional Refugee and Migrant Response Plan (RRMRP), partners working in the education sector work closely with the MoE to coordinate all education interventions for refugees and migrants in Greece. This will include a focus on (i) young children for early childhood education, (ii) primary and secondary school-age children, and (iii) adolescent girls and boys. While priority will be given to children of primary and lower-secondary-age, access to higher education and literacy and language classes for adults will also be promoted.

Based on the MoE plans and the RRMRP, the overall objective of the ESWG is:

Access to education for all refugee children, including adolescents and youth

3 specific objectives:

- Expand access to education for refugee children, including adolescents and youth
- Improve the quality of education for refugee children including adolescents and youth within a protective environment
- Strengthen the capacity of the communities and the education system to support integration of refugee children in formal school

Objectives	Activity indicator
1. Expand access to education for refugee children, including adolescents and youth	1.1 # of refugee children benefitting from transportation from refugee site to school provided by partner (disaggregated by boys/girls (6-12 and 13-17), UAC, children with disabilities) 1.2 # of refugee children benefitting from Government planned preparatory / reception classes under MoE schedule - in schools or in camps (disaggregated by boys/girls (6-12 and 13-17), UAC, children with disabilities) 1.3 # of refugee children benefitting from preparatory classes initiated by civil society, NGOs, INGOs or others in camps (disaggregated by boys/girls (6-12 and 13-17), UAC, children with disabilities) 1.4 # of classrooms constructed/renovated for refugee children 1.5 # of classrooms adequately furnished

	<p>1.6 # of children benefiting from classrooms (disaggregated by boys/girls (6-12 and 13-17)</p> <p>1.7 # of pre-primary/ECD children benefiting from learning established in refugee sites (disaggregated by boys/girls (3-5), children with disabilities and female/male teachers)</p> <p>1.8 # of children receiving education materials (disaggregated by boys/girls (3-5, 6-12, 13-17)</p> <p>1.9 # of teachers working for civil society, NGOs, INGOs or others in camps (disaggregated by female/male)</p>
<p>2: Improve the quality of education for refugee children within a protective environment</p>	<p>2.1 # of children benefiting from psychosocial support, including arts, play, sports and recreational activities (disaggregated by boys/girls (6-12 and 13-17), UAC, children with disabilities)</p> <p>2.2 # of teachers trained (disaggregated on female/male and subjects: ECD, EIE, PSS)</p> <p>2.3 # of children benefiting from Life Skills (disaggregated by boys/girls (6-12 and 13-17), UAC, children with disabilities)</p> <p>2.4 # of children benefiting from learning support, including help with homework (disaggregated by boys/girls (6-12 and 13-17)</p> <p>2.5 # of children benefiting from accelerated education (disaggregated by boys/girls (6-12, 13-17 and over 18), UAC)</p>
<p>3: Strengthen the capacity of the communities and the education system to support integration of refugee children in formal school</p>	<p>3.1 # of parents and community members participating in adult education (disaggregated by female/male)</p> <p>3.2 # of host community members sensitized on refugee education</p> <p>3.3 # of parents informed about children's right and need to go back to school (disaggregated by female/male)</p> <p>3.4 # of community members participating in peer support groups relating to children's Education (disaggregated by female/male)</p> <p>3.5 # of community members and teachers participating in PTA/SMC (disaggregated by female/male)</p> <p>3.6 # education actors with strengthened capacity on EiE (disaggregated by female/male, partners and Government)</p>

The MoE's plans for refugee children's education:

- A draft law is developed – Article 38 defines the establishment of the Reception Classes **in Greek public schools, run in the afternoon for refugee children. The law was passed through the Hellenic Parliament on 31st August;**
- At the moment, the Minister of Finance and Minister of Education by joint decision are developing two (2) ministerial directives: (i) to establish the reception classes for the education of refugee children, including the organization, operation, coordination and education program/curriculum in above structures, and (ii) the criteria and procedure of their staffing;
- MoE has planned that:
 - o education for pre-school children (4-6 years old) will take place in camps;
 - o primary-school-age children (7-12 years old) will be transported to nearby schools for afternoon/pre-integration classes consisting of Greek language, English language, maths, physical education and computer skills;
 - o secondary students (13-15 years old) will also go to nearby schools for afternoon classes;
 - o for Unaccompanied Children (UAC), special quick learning/accelerated learning including vocational skills training should be implemented;
 - o additional Greek teachers will be employed. Existing teachers who previously worked in the Reception Classes (with refugee and migrant children) will be moved to teach the Reception Classes, and a pool of teachers who are not employed but have skills in teaching Greek as second language will be invited to apply;
 - o Coordinators (teachers by profession) will be employed to coordinate the work in the camps. Some teachers who are already working in camps and have wanted to continue in the camps will be moved from their current job to work as coordinators in camps;

ESWG's support strategy

ESWG partners will support the MoE's plans with the following activities:

1. Expand access to education for refugees
 - o Until the MoE plans are operational, ESWG partners continue to support and strengthen the non-formal education activities (such as English and other foreign languages, mother tongue language education, Greek language, Maths, psychosocial support and life skills education, etc.) within the camp sites and for refugee children living outside the camp sites;
 - o After the commencement of the MoE's Reception Classes, ESWG partners will support the NFE activities in morning hours with an emphasis on mother tongue language and remedial studies, and encourage all children to attend the Reception Classes in the afternoon. During the hours of the Reception Classes, ESWG partners are discouraged to hold education activities, except for those who cannot attend to the Reception Classes, such as over-aged youth, and adults;
 - o Expand the early learning education activities for refugee children aged 3-6 years old as a measure of psychosocial support intervention and school readiness.

- The ESWG coordination team works closely with the MoE, and the health sector actors to facilitate the vaccination for all children in order for them to be enrolled in schools.
 - The ESWG partners work closely with other partners to identify and communicate with the parents/guardians of refugee children living outside the camps in order to facilitate the access to the Reception Classes and other education activities.
2. Improve the quality of education for refugee children within a protective environment
- For mother tongue education, the ESWG coordination team work closely with the Cash Working Group to facilitate the agreement of the employment/arrangement for refugee volunteers to work (i) for non-formal education classes in camps and other NFE centers, and (ii) in the Reception Classes as cultural mediators/interpreters.
 - The ESWG will strive to build the capacity of NGOs, teachers and volunteers (including refugee volunteers) working in non-formal education activities in camps and other NFE centers, especially on mother tongue education and psychosocial support.
3. Strengthen the capacity of the communities and the education system both for refugee and Greek children in order to support integration of refugee children in formal school
- ESWG members will work closely with the refugee communities in order to: (i) improve the communication between the Government and the refugee communities, and (ii) enhance the attendance in education activities and the understanding on the importance of education, in collaboration with the Communication with Communities (CwC) partners;
 - ESWG members will also work with the MoE for the communication campaign for the host community in order to enhance the understanding for refugee children's education and to minimize concerns raised by the host community (such as vaccination and infectious diseases).
 - ESWG members, where possible, try to support the host schools and Greek children in need

Key concerns:

- Advocacy with IEP to conduct regular assessments for refugee children (e.g. every 3 months) so the children can be gradually integrated fully in the Greek school system and not all children have to wait an entire school year
- The Education Working Group co-leads and partners need to provide relevant information to the MoE in order to advocate for formal education access for refugee/migrant children on the islands.
- Advocate for education for adolescent and youth – not only one alternative but various ways for them to enter education
- Schools to be used for morning classes and schools to be used for afternoon classes – need clarification for partners to support the process of transportation, support to maintenance of classrooms etc.

- Teachers to be employed for reception classes – what is the process
- Pre-primary education – are preparations taking place? For all children, including children from urban accommodation?

Abbreviations:

ALP	Accelerated Learning Program
BtS	Back to School
ECD	Early Childhood Development
EIE	Education in Emergencies
MoE	Ministry of Education
PSS	Psychosocial support
PTA	Parent-Teacher Association
SMC	School Management Committee
UAC	Unaccompanied Children