

Education Meeting Minutes

Date:	19/4/2018	Time:	15:00 pm
Location:	UNHCR Office, Epano Skala		
Organizations:	Erasmus University, LATRA, METAdrasi, Changemakers LAB, MoE, Iliaktida, BRF, OHF, Mosaik, 11 th Primary School, 4 th Gymnasium, 4 th Primary School		
Chairing:	METAdrasi		
Co-chairing:	UNHCR		
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The meeting's agenda was the following:

- ❖ Updates on informal/ non-formal education
- ❖ Liaison of formal and non-formal education teachers; exchange of good practices, challenges and solutions
- ❖ AOB

What was discussed:

Updates Non Formal Education

- ❖ **OHF: (School of Peace):** They stated that the most important update is that their Greek classes are currently full.
- ❖ **BRF:** They have no major updates. They have a new community center where they can host a smaller number of children (20 to each classroom, instead of 25)
- ❖ **Iliaktida/Better Days(Gekko Kids):** During the Easter holidays, they organized educational excursions and projects. More specifically, they visited the castles of Mytilini and Molivos, the Theofilos Museum, the post office and they conducted mini, life skills projects about the city etc. They are planning to collaborate with Syniparksi for programming lessons (Scratch). Also, they are preparing the children who attend formal education for the upcoming exams in June by remedial teaching.
- ❖ **TAPUAT (UNICEF, Iliaktida, Better Days):** There are approximately 60 participants daily. The project is still in development and there is a plan to increase the attendance. They have English, Greek, theatre, dance, sports and arts and crafts lessons.
- ❖ **METAdrasi:** The second week of April, 180 students participated in their classes in Kara Tepe and 27 unaccompanied minors in their educational center in Mytilini. Also, they are currently planning to launch Farsi and Arabic mother tongue classes in Kara Tepe over the next weeks.
- ❖ **LATRA:** They are operating in Lesvos and Athens. Also, they plan to start a new non-formal education program for 9-20 participants and to provide mathematics, chemistry, physics and remedial lessons. Their lessons will take place in the afternoon in Kara Tepe and their funding and planning is for 3 years.
- ❖ **Changemakers lab:** They specialize in web programming and the Scratch program. Also, they plan to collaborate with Syniparksi computer lab program, with support from the

University of Pennsylvania. Considering that there is interest from the refugee community, they will try to expand the program in order to provide services for more participants.

Updates from formal education teachers

- ❖ **4th High School of Mytilene**: There are 14 enrolled children in their reception classes. The daily average of the participants is 10. They have students from Iliaktida, Kara Tepe and Pikpa. The difficulties that they reported are the constant changes of population, the level fluctuations as well as the different languages and age groups. Also, a big issue is that some of the children have never been to school. The way to deal with those problems is that the teachers are trying to help individually each one of the students, but, this way, some of them are being left behind while some other are progressing faster. Also helpful is to have some of the most advanced students assist by teaching.
- ❖ **4th Primary School of Mytilene**: 10 students are enrolled in the 4th Primary School. They reported the same problems, stating that they deal with the level fluctuations by implementing projects about different topics which are interesting for the children. Another good practice was that during the previous school year, some of the Greek students were assisting by teaching the students of the reception classes.

Other challenges and important points from the discussion between the formal and non-formal education actors:

- The teachers from formal education raised the issue that they must follow a certain curriculum, therefore all of the initiatives should be processed through a certain procedure, which is, reportedly, time – consuming.
- An important concern is also the lack of books and tools for teaching Greek as a second language.
- Iliaktida stated that a helpful approach is the group cooperative teaching and also using and following primary school books for all the age groups. Also helpful for them is the use of other tools like the interactive board.
- METAdrasi stressed the fact that the teachers should have sufficient time to conduct lesson planning beforehand, in order for them to be able to follow a more structured program, tailored to the needs of each class and according to the level fluctuations. They also proposed that a mechanism should be created for the information sharing and handover procedures for every student that moves from non-formal to formal education, so that the teachers can have sufficient information, as this will help them plan better.
- Changemakers lab asked about the Scratch program that is being taught in some classes, if the students are following those lessons and a discussion took place regarding how they could assist.