



Integration through non formal education: the case of REACT & Open Schools



Contents



- The
Mandate of
MoThess in
the education
policy sector



The Municipality of Thessaloniki's (MoThess) Mandate



- The MoThess does not have a mandate in formal education of children but the responsibility of school infrastructure and activities beyond formal schooling hours
- Formal education is obligatory for children between 5-15 years of age
- MoThess' approach in combining integration and education has three pillars:
 - 1) Supporting children in accessing education
 - 2) Supporting children and adults with non formal education needs
 - 3) Integrating non-formal education activities to priorities aiming to bolster city resilience including community building
 - 4) Designing complementary non-formal education activities directed to the host community and refugees (social cohesion)

Presentation of the policy actions in formal education

- The MoE is implementing a formal education programme which is aimed at children who live in camps or host structures in Greece and separates them according to their accommodation type and previous attendance at school.
- The goal for this year is the integration of refugee children into the Greek formal education system.
- Every child has the right to have access to the formal education.

Details of the D.Y.E.P.



The program is referring to:

- Refugee children 4-15 years old ,
- The establishment of Reception Structures for the Education of Refugees (DYEP) in public schools of the primary and elementary formal education * and the creation of the reception classes in the primary and secondary school (minimum of 9 students per school necessary to set up reception classes)
- The creation of a kindergarten in the camp

* formal education is 9 years



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Details of the D.Y.E.P.



Time of school running:

- Kindergarten in the morning

08.20 – 13.00

- D.Y.E.P. (primary and secondary school) in the afternoon
for those residing in camps

14.00 – 18.00

Details of the D.Y.E.P.



European Union
European Regional Development Fund

The course of the afternoon zone is a transition from life in the camps to joining the Greek education system, because it enables refugee children to learn Greek and to cover gaps in their education because of the lengthy removal of many of them from the schools in their country.

The goal is to integrate the children properly into the education system after a preparation period.

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Details of the Reception Classes

Morning classes/Reception classes for those enrolled in Greek public schools

Children who live in host structures or apartments or had a previous school attendance and are

- 4-5 years old go to the kindergarten.
- 6-12 years old go to the public primary school and are included in reception classes.
- 13-15 years old go to the public secondary school and are included in a reception class.

Children follow the national curriculum and during the language courses they have intensive language lessons with a different teacher in an other classroom



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MoThess interventions in non formal education

- Priority is to mainstream refugee components into existing social cohesion activities to ensure an integrated approach
- Avoid ghettoisation and segregation
- Build on access to PoCs through the REACT programme
- “Open Schools – Open Yards” Pilot programme, part of the Resilient City Strategy of Thessaloniki with two pillars:

Pillar 1: Educational and recreational actions

Pillar 2: Community Building

Synergies with the two pillars through the primarily refugee oriented programmes:

- REACT Programme (integrated housing programme – largest in the city)
- Filoksenio
- KEM- Center for Integration of Migrants and Refugees
- Coordination of local and international organisations in their urban response activities through the URBAN Working Group co-chaired by the MoThess



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REACT



The Municipality of Thessaloniki in collaboration w/ Municipality of Kalamaria & Neapoli-Sykies provide also assistance to thePoC, throughout i.e.:

- Maintenance of apartments and equipment via Accommodation Supervisors
- Individual/ family counseling of host families & PoC residing w/ host families via Social Workers;
- Monthly financial support for Host Families: approx. 75€/ month for every PoC
- Accompaniment & interpretation services via Accompaniment Focal Points & Interpreters
- **Support for refugee' access to education and children enrollment in schools via Social Scientists (e.g. Social Workers and expert Lawyers)**
- **Events for the promotion of the peaceful co-existence with neighbors and host communities, etc.**
- **Mental health support (adults and children)**
- Individual/ family counseling on use of cash assistance received by UNHCR & monitoring of CBI use based on UNHCR methodology.
- **Social integration support**, i.e.vocational training, job hunting, finding an apartment etc.

Population data



Refugee population in Northern Greece (broad picture)

- 6400 PoCs
- Accommodation : 57% in urban accommodation, 43% in hosting sites
- Legal status : 65 % asylum seekers, 22 % family reunification candidates, 10 % relocation candidates, 2% recognized refugees
- 46% children
- 13 hosting sites still open

Access to formal education (school enrolment - urban)

	6 to 12 years old			13 to 15 years old		
	accommodated	enrolled	%	accommodated	enrolled	%
Thess	446	177	40	165	72	44
Katerini	165	88	53	30	33	110
Kilkis	55	17	31	28	8	29
Total / Average %	666	282	41	223	113	61

Sources of information:

- Accommodation : UNHCR, august 2017
- School enrolment : Office for the Coordination and Monitoring of Refugee Education, Northern Greece (MoE), June 2017

Access to non-formal education/DIEP (hosting sites)

MS	6 to 15 years old		
	accessing NFE	enrolled DIEP classes	%
North. Greece	819	564	69

Kindergarten in

Sources of Information :

NFE – Activity info (cumulative total January-april 2017)

DIEP classes : Office for the Coordination and Monitoring of Refugee Education, Northern Greece (MoE), data April 2017



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ESWG coordinators workshop, Athens 7th September 2017

REACT & non formal education



The REACT Programme, apart from the YMCA activities, promotes access to schooling, education and non-formal education through referrals to institutions and actors providing non formal education services such as:

- circa. 10 Community Centers and Day centers active in the city run by NGOs
- INGOs and NGOs providing services in community centers

Coordination among actors are conducted in this thematic area primarily through:

- URBAN Working Group chaired by the MoThess:
 - ✓ Urban Strategy, common agreed guiding principles
 - ✓ Meets every 15 days
 - ✓ Updates on services, avoiding overlaps

Referrals to NFE



How the assistance is carried out:

- 1 social worker per 10 family. Social workers have access to common online updated educational services information (NFE, scholarships etc)
- Education monitoring tool (excel sheet)
- Assistance in school enrolment
- Assist in access to NFE services (identify needs, aspirations and match them) including OLS (ERASMUS+)
- Welcome Kit provided to each family containing all necessary information including service mapping



Examples of NFE



See service mapping document (provided to refugees in multiple languages online and offline)



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Challenges



- Compensating for lack of mandate in formal education (incl. certification, curricula, teacher training etc.)
- Integrating PoCs and refugee accommodation programmes and non formal education services to social cohesion activities of the MoThess (Open Schools Programme)
- Coordination and synergies among a range of actors with multiple sources of funding and diverging objectives
- Ensuring that actors provide non formal education services as a means to bolstering access to formal education and schooling
- Ensuring sustainability and continuity of services, and equal access for all PoCs
- Providing NFE to age groups not part of the formal education system (0-5 and 15+ age group)
- Improving capacity within the MoThess to effectively respond to needs (both staff capacity and infrastructure)
- How to motivate those refugees in 'transit'

Questions



- 1) How to coordinate among and create synergies with multiple actors with differing priorities, donors, institutional structures to be able to mainstream non-formal education services equally among all the population (including setting minimum standards for services, M&E of services etc.)
- 2) How to ensure that structures that are being set up by the MoThess and other actors (day centers, community centers, educational/recreational facilities etc.) will strongly support community building and social cohesion/how it will effectively include the host community and mainstream their involvement in refugee focused actions