 Lesvos Education Sector Working Group

Meeting Minutes

Wednesday, 23rd January 2019 @ UNHCR, lesvos, Greece

**MEETING AGENDA**

1. Updates from the participants

2. Update on school enrolments/ formal education

3. AOB

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| AGENDA ITEM | DISCUSSION POINTS | ACTION POINTS (by whom and when) |
| 1. **Updates from the participants** | * **Health-Point Foundation:** is a small organization that provides dental and educational services in Lesvos. In 2019, *Health-Point Foundation* will focus on raising awareness among children and their parents on the importance of good oral hygiene and seek to collaborate further with actors in the WG in this respect. The WG welcomes this and *UNHCR* recommended that *Health-Point Foundation* creates simple messages that are child friendly to share with actors. Furthermore*, UNHCR* suggested that *Health-Point Foundation* provides awareness sessions to unaccompanied and separated children residing in the Sections in Moria, due to the fact that they are in designated areas and thus more accessible. *Health-Point Foundation* will further look into obtaining access to Kara Tepe. *Health-Point Foundation* currently organizes their educational sessions though a shared Google calendar and typically organizes their sessions by age group. * **Beyond Borders (formerly, Teach Beyond):** are currently in their second week of classes, with 13 children and between 50-60 adults attending. English and Mathematics classes take place, with Greek classes expected to start in the near future. *Beyond Borders*have no permanent facility to host classes. They currently collaborate with *A Drop in the Ocean* for teaching space. They expect to be registered as an NGO by the end of January. *Beyond Borders* and other WG actors remarked that the student attendance rate has declined as a result of transfers to the mainland. * **A Drop in the Ocean:** expect to introduce a women’s foundation class in English and Greek at end of their current cycle, in around six weeks. There are currently twenty women who have registered their interest and *A Drop in the Ocean* welcomes any referrals from WG actors. * **Boat Refugee Foundation:** teaches students in their mother-tongue and recruits teachers from the community. Training days for teachers takes place every two months. *BRF* expressed that it hopes to exchange information with *School of Peace* regarding child protection training. *BRF* continues their programs with a capacity of 150 children. 110 children are enrolled as the Arabic speaking classes have low attendance rates and are not full. The Farsi classes have reached capacity. English and Mathematics are taught and the registration of new students took place earlier in the week of 21 January. *BRF* informed the WG that it had looked into providing mixed language classes but expressed the challenge this poses for teachers. *School of Peace* gave its opinion that mixed classes are good for the preparation of students into the formal education sector, but ultimately concurred with *BRF* that the student turnover rate is high in Lesvos’s operational context due to the transfers and students are typically enrolled only for a couple of months. The representative from the MoE responded that it is the policy of the MoE to provide mixed language and intercultural classes for refugees. He recommends that classes in the NFE sector should also try to mix nationalities and classes should be grouped, not by nationality, but by age or level of English/Greek. * **School of Peace:** teaches Mathematics and English in the mother-tongue language of students. Intercultural classes and greater student interaction takes place in an extra class for activities. 32 students are enrolled and there is a new program to provide psychosocial support. * **METAdrasi:** emphasized the importance of establishing attendance and behavior rules in educational settings and although that it may take a specific period of time from the establishment of a mixed language NFE program to start to see results, children quickly adjust to these contexts and it’s preferable to form such classes in terms of school readiness and integration. * **TAPUAT:** provides English and Greek classes. At *TAPUAT*, children are grouped by age and not by mother-tongue and this works fine given that children pick up languages quickly. On 17 January, *TAPUAT* enrolled 62 new students of women and children. | * ***Health-Point Foundation* will compose an e-mail for the WG providing information on the Foundation and its awareness sessions to send to the chair.** |
| 2. **Update from the Formal Education Sector** | With respects to grouping children into classes in NFE, the MoE has no established recommendations as regards to the age criteria. However, it was recommended from the REC and *METAdrasi* to follow formal education age criteria at least for the ages 6 – 12. 34 to 40 teenagers are attending the High School evening class in Mytilene. The representative reminded the WG that reception classes in Mytilene (five schools) are open to registration. | * **The REC will share with the WG material on the subject of learning Greek as a second language.** |

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| 3. **AOB** | -Mini lexicons were created by UNHCR in collaboration with *METAdrasi*;  -UNHCR made a donation to the Regional Directorate of Primary and Secondary Education in the North Aegean for calendars. The theme of the 2019 calendar is the refugee population in the 1920s and today, with pictures of refugees from both periods. The calendars will be distributed to all school in the North Aegean region. | * **The lexicons in multiple languages will be shared with the WG members.** |

-The next Education Working Group will take place on 6th February 2019

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