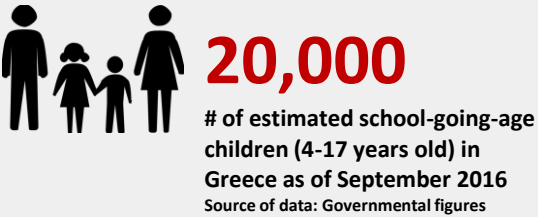


SECTOR KEY FIGURES



NEEDS ANALYSIS

Education is one of the largest gaps in the humanitarian response and is a top priority for children and their caregivers. On average children have been out of school for 2 years - 28% have never started school. English was by far the most reported learning priority for parents and also for the children themselves. Apart from the MOE's refugee education plan that started in 6 sites, there are currently many refugee-led initiatives and in some sites in Child Friendly Spaces, basic Greek and English are included in the programme of activities. The great majority of parents prefer their children to go to school outside the site rather than going to school in the site.

Although the coverage for informal education in sites is expanding, currently at 80% of all the sites, the lack of quality education remain a huge challenge. The basic language and psychosocial support activities need to be more restructured, especially for mother tongue education and homework support once the reception classes start. More temporary learning spaces need to be established, and teachers need to be trained.

Furthermore, given the uncertainty for the refugee population in islands, education activities have not been accelerated, leaving it to efforts by refugee volunteers and volunteer organisations. Relocation plans and education activities in islands need to be tackled as soon as possible, taking into consideration of tensions and resistance expressed by the host communities.

Education options for urban refugee children and youth (including life skills and vocational training) as well as peacebuilding education are urgently required as there are currently very few opportunities available.

JULY-SEPTEMBER HIGHLIGHTS

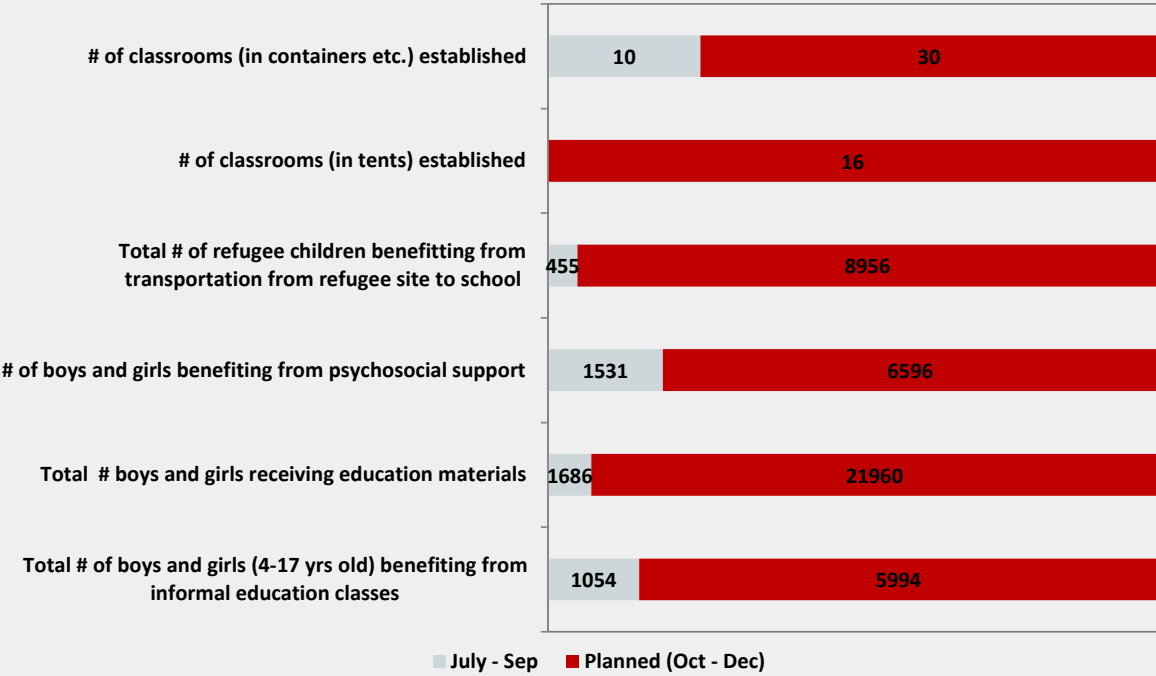
Opening of the 'Reception Classes'
At the end of August, the Ministry of Education announced its refugee education plan. Children aged 6-15 will be transported by bus from refugee sites to nearby schools to attend separate 'reception classes' in the afternoon, and school bags containing school kits will be distributed to all children. Kindergartens for children aged 4-6 will be established in refugee accommodation sites. The plan will gradually reach all refugee children without distinction; the unique condition for children to attend school is to be vaccinated, which lies under the responsibility of the Ministry of Health. Children residing in urban settings can be enrolled individually in nearby Greek schools, being taught along with Greek students. While this is a tremendously welcoming initiative, many clarifications are needed, such as the timeframe, difficulties in learning in Greek, documentation requirements, and a clarity for island and urban children. In an effort to better inform the refugee parents and children about the education plan, the ESWG is working jointly with MOE and Communication with Communities (CwC) Working Group to develop a Q&A for field staff who are facing the challenges of constantly being questioned by POCs. This process will help the partners including MOE to have better clarity in the deliver of the refugee education plan.

Informal education in open refugee sites and accreditation by MOE
During July and September, informal and more-structured non-formal education activities expanded in refugee sites by ESWG partners, registering around 80% of all sites. Many of these activities are carried out by resilient efforts of education refugees, being supported by NGO and volunteer organisations. Although the coverage of informal education activities seems to be expanding, many challenges still prevail, especially a lack of more structured service delivery by qualified teachers, learning spaces and instruction hours. In order to ensure quality control of education services carried by non-state actors in open refugee sites, the MOE through the Institute of Education Policy started the accreditation process in September through an online system. The ESWG coordination team is calling all partners to register to support the government's efforts to standardize the quality of interventions.

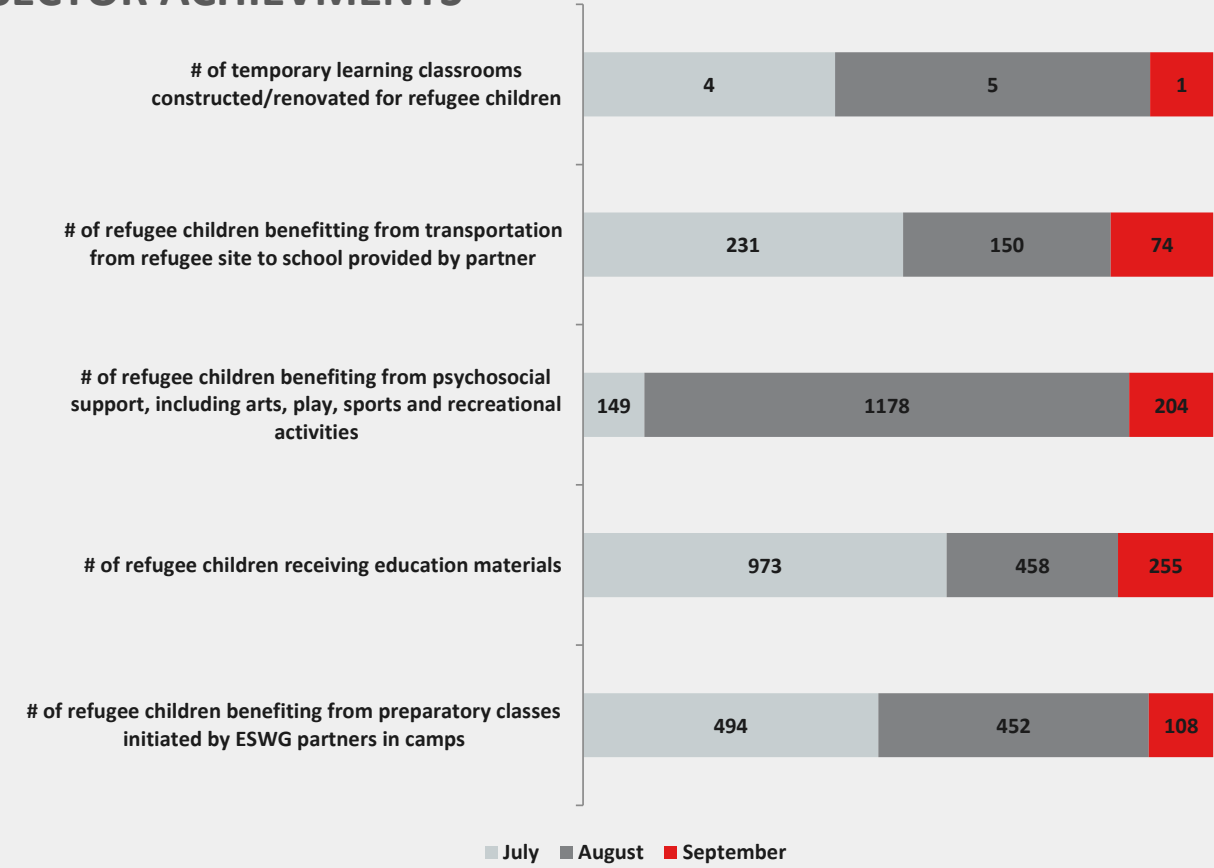
Education Sector Coordination
Led by UNHCR, UNICEF and Save the Children, the ESWG has expanded and is coordinating over 50 education partners at national and regional (Attica and North) level. The ESWG established a TOR and a strategy document. The main roles are: coordination, information management, strategic planning, setting and application of standards and guidelines, emergency preparedness, capacity building of partners, advocacy and sensitisation, and accountability and communication with communities.



PROGRSS & PLANNED



SECTOR ACHIEVMENTS



Leading Agencies: SCI, UNICEF & UNHCR: Liz Lock: e.lock@savethechildren.org.uk & Naoko Imoto: nimoto@unicef.org

Agencies who reported in activity info for this update:

