

Danish Refugee Council Report

Background

The pilot goal of the program was to provide educational support to refugee and asylum-seeking children residing in Open Accommodation sites or urban settings in Greece. EAA aimed to offer holistic education support to students utilizing EAA IFERB. With the aim to provide the opportunity for children to cultivate the skills needed to thrive in a school environment, EAA and DRC adapted teaching and learning resources to develop children's linguistic and conceptual understanding while increasing children's motivation for learning. The EAA packages that were used were Numeracy, Host country, SEL, and Host country.

Beneficiaries:

Total Number of Beneficiaries	140
Total Number of Girls	78
Total Number of Boys	62

The total number of beneficiaries has been 140 in total instead of the initial estimated goal of 500. During the last 6 months in Greece, there were not many arrivals of refugee families in Greece and in parallel most of them stayed for a long time in reception centers on islands. Thus, the population in sites that DRC supported did not reach its maximum capacity. In addition to that, DRC focused more on the provision of school support classes through homework activities to children, resulting in limited time dedicated to the EAA program. Moreover, the children had a daily schedule that consisted of lessons for 8 hours per day. Additionally, the commute from the campsite and the public school being 2 hours on average meant that children spent 10 hours per day on formal education. Children also needed time to relax, play and get rest in order to start a new learning activity. This has negatively affected children's engagement and participation in classes dedicated to EAA resources. Most of the children had a variety of homeworks exercises for formal education and they were asking DRC teachers to support them on that.

Method of Implementation

The program was implemented in 10 open accommodation sites in Greece as part of the DRC Non-formal Education (NFE) Programme. The EAA packages that were followed in total were

Numeracy, SEL, Host country and Life skills. The programme started in March and lasted until the end of August 2023. All students were already enrolled in the DRC NFE programme and divided per age and level in classes.

The EAA packages had been added to complement the existing programme with the aim to help the children cultivate skills needed to thrive in school environments and increase their motivation for learning. EAA packages aimed at equipping the children with SEL tools and 21st century skills. Through project-based learning, children increased their engagement and positive attitude towards learning. EAA packages aimed at complementing the implementation of PBL methodology with a focus on literacy, numeracy, and psychosocial skills.

A baseline assessment had been conducted at the start of the program while an endline assessment at the end. Daily attendance sheets had been taken by all areas, photos by the activities and tests were handed as Means of Verification. During the implementation of the programme, regular meetings took place among the participants, including teachers and students, to discuss the program, review practices and plan next steps. All children were encouraged to express their views and feedback about the EAA material and its impact. FGDs took place at the end of the project with teachers and parents with the aim to review the programme and provide their feedback.

Resources were shared through printed materials and projected on a screen. The student was enrolled in both formal and nonformal education classes, meaning that there were classes 8 hours per day. Considering the proximity between the site and the public school and the homework exercises, every student had to spend 10 hours per day on learning. The packages through the images and activities could be considered a recess hour for a student where he/she can relax, play, build strong connections with peers.

Baseline and Endline

Overall Average Baseline	10.05	Overall Average Endline	12.7
Average Baseline for boys	11.08	Average Endline for boys	13.2
Average Baseline for Girls	9.3	Average Endline for Girls	12.3

Completion and Attendance Rate

Completion rate: 69.6%

Attendance rate: 44.36

The low attendance and completion rates are primarily due to a significant number of children relocating to other camps or departing for Europe with their families.

Satisfaction with the program:

% of students that found the program engaging?	80%
What % of teachers felt like the program enhanced students' learning	100%

The EAA packages were simple to implement as they included a variety of exercises with many images, making it very child friendly. Similarly, they helped the children to cultivate skills needed to thrive in a school environment. With the goal of providing meaningful access to learning opportunities, children increased their motivation for learning, and acquired basic knowledge on how to build self-reflect and self-esteem. The EAA educational resources on numeracy supported the 6 to 8 year old students successfully as students who had almost zero knowledge on basic numeracy were able to make simple additions after the completion of the project.

Satisfaction of support from the ID Team:

The DRC team is satisfied with the support provided by EAA. Regular meetings took place and all discussions and communications took place through mutual respect and smooth collaboration.

Challenges:

As the packages were written in English and the students came from different cultural backgrounds speaking a variety of languages, not English included, the presence of a translator was essential. Another bottleneck was the age and educational level of the EAA packages in comparison with the DRC student's level. Though EAA level 2 package was targeted to 8-10 years old, in reality the students of that age faced many difficulties on working with that, sharing feedback with the DRC teachers that it is very challenging to work on. Also, due to the population mobility in all sites, most of the students did not have the chance to fulfill all packages or start on the same date.

Comments for Improvement:

The establishing of a follow up training or a second phase training with the teachers could be helpful.

Continuation of the Program:

Would you consider using IFERB after the Pilot ended? Yes