

ISRAAID  
Greece Annual Report  
2019

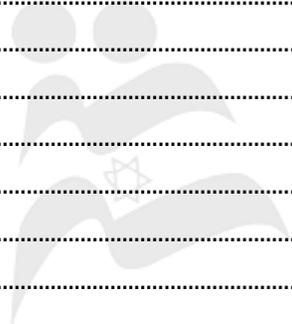


# IsraAID Greece

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## I. PROTECTION

The experience we have gained in the protection field in Greece has enabled us to build a range of programmes to support the mental wellbeing and emotional resilience of our communities. On Lesbos during 2019, we have been implementing SEL Programs for children aged 4-18, in three different education systems. Each program is adjusted for the relevant groups of children—reaching a maximum weekly reach of 200 children from Moria Camp, Kara Tepe and Mytilene. In northern Greece, our focus on facilitating integrational behaviour has led to the establishment of cultural awareness workshops and job preparedness training. We have also supported emotional resilience and mental wellbeing through art therapy, sports and youth programmes and community events.

IsraAID Greece holds significant experience in PSS and SEL program addressing children in transition, utilising a holistic approach and putting an emphasis on strengthening the prevention and response capacity of communities to ensure access to high-quality child protection services for affected children. Our involvement in protection includes added benefits such as native Arabic and Persian members of staff to streamline effective and culturally relevant service provision; local Greek MHPSS staff members to support integration; and a meaningful track record of project management in child protection and MHPSS. IsraAID Greece uses community-based psychosocial support and experiential methodologies to enhance resilience among children and caregivers, imparting them with tools that can assist in times of crisis.

### II.I SEL BORDERLINE

#### *Programme Summary*

We initiated a weekly workshop for children who are attending different centres run by other organizations, around the camps. Starting at the beginning of July, every Friday, IsraAID's team (PSS Facilitator and translator) had 2 hours of intervention with the refugee children attending the 'Welcome Office' in Mytilene, run by Borderline. This program aimed to give practical tools to deal with emotions in extreme situations, providing a holistic approach where the children can protect themselves and build resilience. In the first cycle, we had 15 sessions with an average of 18 children. In the second cycle, we had 11 sessions with an average of 5 children. The program was based on the SEL component, and since we had 15 sessions, we managed to cover all the 5 components on a basic level. We used the Child & Youth Resilience Measure-Revised (CYRM-R) which was developed as part of the International Resilience Project (IRP) to assess impact of this programme. The Child and Youth Resilience Measure (CYRM) is one of the most popular measures of resilience.

### II.II Stand By Me Lesbos SEL

#### *Programme Summary*

IsraAID, in partnership with Stand By Me Lesbos, opened an educational centre for children aged 6-18 near Moria which included PSS and Protection services. A social-emotional learning (SEL) programme was introduced for the children attending the school, led by a PSS facilitator and translator. Children had the opportunity, during the program to practice the five core competencies of SEL. Through the sessions, the children developed their awareness on the topics being addressed such as self-awareness, social awareness, empathy, coping skills, self-management skills and so on.

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They were given time in the classroom to express their feelings and thoughts in a variety of ways, such as painting games and discussing, and as session passed, they felt more comfortable and confident talking to us.

## II.III Binding Cultures

### *Programme Summary*

This program had two main goals. The first was to reflect social diversity, facilitate integration within Greek society and reduce cultural gaps. The second, was to offer psychosocial support through the use of embroidery as a shared activity. A local Greek embroidery tutor was engaged to facilitate the learning and skills process, with support from IsraAID's PSS facilitator to initiate discussion on PSS topics.

## II.IV Protection in Sindos

### *Program summary*

Sindos Community Centre was established as a safe space for the refugee community of Sindos, and surrounding camps and other accommodation. The Centre, which was redecorated and refurbished at the beginning of 2019, is intended to be a safe and welcoming environment for people from the community to spend time, connect with friends and family and build bridges within the community. It is also a space for them to engage with community mobilisers and communicate with IsraAID staff, having their voices heard, engaging with the program and initiating change within the community.

PSS interventions implemented during 2019 included the establishment of cultural awareness workshops, job preparedness training, parental support group, women's empowerment sessions, sport and leadership coaching and community gatherings and celebrations.

### *Implementation Modules*

Greek national and refugee community staff were employed to implement a program of PSS activities at the Centre. The balance of implementation between professional PSS staff and community mobilisers ensured that community members were able to communicate accurately and effectively and engage in the PSS interventions in full.

Our PSS programme as expanded over the course of the year. We have initiated interventions in response to need. Cultural awareness workshops were initiated in response to community interest in Greek history and culture. Job preparedness training was implemented in response to adults seeking employment expressing confusion over Greek employment laws and requirements. The women's group shifted from a focus on time spent together and entertaining activities to a program on topics such as time management and stress relief.

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## II.V EMPOWER

### *Program summary*

The Empower pilot project sought to enable families from the refugee community to become self-reliant and to facilitate social cohesion between the host and refugee communities. The project's goal was to facilitate and achieve movement away from aid and dependency towards improved dignity and prosperity, enabling refugees to contribute to their host communities and provide for themselves in meaningful ways. This goal would be achieved by addressing the areas of language, cultural understanding, vocational training, psychosocial support and education.

### *Programmatic Implementation*

The participants were expected to participate in the relevant activities below:

- Greek language
- Professional Development
- Cultural trips and excursions
- Let's Culture Together
- Early Childhood Development (for children under 5)
- Math and science (for children aged 5 and over)
- Parental support group

## II. Education

Our overall goal for the education sector is that the refugee community will have capacity to access available opportunities and services in line with basic human rights and dignity. This applies to refugees of all ages, from children enrolling into Greek schools for the first time, adults seeking employment and families looking to engage with the host community.

Amongst children, our goal is to help bridge the gap in education the children have experienced, which may be anything from six months to four years. In all our non-formal education programmes for children, we focus on core academic subjects (Greek, English and Maths), as well as study of the mother tongue. Whether this provides the only access to education the children have, as on the islands, or acts as after-school support for those enrolled in the public school system, as in northern Greece, the focus is on supporting the children to raise their academic level to that appropriate for their age, according to the Greek school system.

Amongst adults, language acquisition is critical for better access to job opportunities, enabling adults to compete more effectively in the local workforce. Language skills also enable more rapid social integration, as well as boosting self-confidence and promoting independence. The development of skills and capacity through CV workshops and job preparedness training also enhances employability. Our education program for adults in northern Greece provide Greek and English language lessons, job preparedness training and CV development to facilitate these goals.

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## III.I School of Peace

### *Programme summary*

In the first quarter of 2019, IsraAID'S team was working towards three main goals in the school operation:

- 1) In the fields of education, with our Education coordinator, we aimed to establish a solid curriculum and strengthening the academic level of the students, working on Math, English and their mother tongue. In addition, we were working on strengthening and developing our teachers academic and teaching skills.
- 2) In the field of PSS, together with our PSS specialist, we aimed to create a culture of protection in the school and add psychosocial support elements to the daily operation of the school. We completed a PSS program for the students, re-write the school protocol to match international standards of child protection and offered self-care session for the teachers.

## III.II Stand By Me Lesvos Academia

### *Programme Summary*

Educational settings provide a crucial touchpoint for identifying and flagging issues and having the access to professionals and community workers who understand and can utilize the referral pathway. IsraAID, in partnership with Stand By Me Lesvos, opened an educational centre for children aged 6-18 near Moria where regular English and Greek courses, among other classes, and PSS and Protection services will be available. The two organizations expanded the services currently offered at the space to offer more children from the camp access to non-formal education services. Daily core classes parallel to those in the formal Greek educational system will be available to these children, as well as tutoring in their mother tongue.

### *Programme Design*

The education coordinator worked closely with the refugee staff to develop a curriculum and programme for the school, focusing on the core subjects of maths, English, Greek and Farsi (the mother tongue of all the attending children). The classes were divided by age into Turtle for children ages 6-8 and Tree for children ages 9-13. Each class had an average of 25 students.

## III.III Sindos Education Program

### *Program summary*

The educational program at Sindos Community Centre sought to increase the communication capacity and facilitate the acquisition of skills that would better enable the refugee community to engage in the economic and social life of Greece. Non-formal education classes for adults and children, with a focus on language proficiency, aimed to support students to handle daily life, engage with the host community and integrate more easily into everyday settings, such as school and the workplace.

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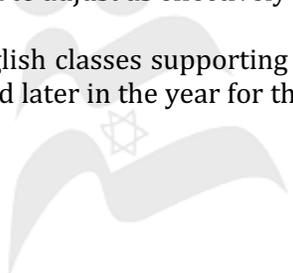
The program was established for the duration of 2019 and certain aspects, such as the Greek language programme, were later strengthened by the initiation of the Empower project. Programmatic activities were accessible to the Sindos community – approximately 500 refugees living in the town of Sindos, from across the Middle East and Africa – as well as from nearby camps and self-accommodation Thessaloniki.

## *Implementation Modules*

Greek national and refugee community staff were employed to implement a programme of non-formal education at the Centre. This included Greek language classes, at beginner, pre-intermediate and intermediate level designed to give students a fundamental understanding of the language at written and spoken levels, as well as introducing vocabulary and terminology that would be valuable to everyday life in Greece. English classes for adults, also at three proficiency levels, aimed to help students communicate better in this universal language, as well as supporting their understanding of grammar and ability to participate in Greek classes.

For children, IsraAID Greece sought to establish an early childhood development (ECD) programme for children aged 1-5 (up until the age where they will enter the formal education system). This activity aimed to provide a structured routine, in a safe and creative environment in which the children can develop their motor, language, cognitive, social and emotional development as well as developing skills that will enable them to adjust as effectively as possible to the Greek public school.

For school-aged children, regular English classes supporting their acquisition of this language and after-school support was also provided later in the year for the subjects of maths and science under the Empower project.



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