

# Report 2021

Support for refugee and  
migrant children and  
families

Akelius Foundation

SOS Barnbyar

SOS Children's Villages



**SOS  
BARNBYAR**

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# Overview

At the time of drafting this report over two months have passed since Russia launched a full-scale war in Ukraine. Since then, we have witnessed the enormous suffering of the Ukrainian people and millions of children are right now facing the horrors brought to them by the war and many have been forced to flee their homes. Families have been separated and people, including children, risk being injured or killed and suffer enormous emotional distress and trauma. At the same time, we see how people and organization mobilize to support Ukrainians fleeing their homes in search of safety. SOS Children's villages in several neighbouring countries, are now supporting and ensuring a safe place for children and families. This is encouraging amid the tragedy, but, as important, will be the task to support the Ukrainians when the war is over and they start building up their country, cities, homes, and lives again. A lot of support will be needed to overcome trauma, ensure education for children, and get families back on their feet. SOS Ukraine will continue their work and adapt the support to meet the new situation and the needs on the ground together with local partners – as they have done before, during, and eventually also after the war.

It's in times like this that we see the importance of both long-term development and care programs, as well as emergency interventions responding to direct humanitarian needs that arises when homes and schools and other infrastructure is destroyed, and people must flee their homes. The displacement puts families and children at risk, and have severe effects when it comes to protection, health, and education. A disrupted education in an emergency is not merely missing a class or having a gap year, but it has deeper, negative socio-economic consequences, and effects the child's whole future. If not given the opportunity to continue schooling in either a formal, or informal, set-up, there is a high risk that the child will never return to school. Without education, their chance for a better future diminishes and they will most likely be locked in poverty and exclusion, and risk being forced into crime, child labor or child marriage.

In addition to the support for our long-term development and care-programs such as family-based care and youth programs, the Akelius Foundation has been a crucial partner for SOS Children's Villages in the effort to support children and families affected by natural disasters and conflicts and the following refugee crisis in several contexts during recent years. A situation that has worsened even more due to the Covid-19 pandemic.

The latest support within this field came from the "Double-up Christmas campaign" in 2019 which resulted in totally 39 799 000 SEK that has been used to attend various refugee and migration crisis in different parts of the world and especially targeting refugee children and families living in vulnerable situations caused by migration. Strengthening mental health and psychosocial support, as well as education in emergencies, have been two focus areas for the support.

This report covers the year 2021 and includes an overview of implementation, main achievements as well as challenges in a complex and constantly changing context that most projects are implemented in. Below is a short summary of the interventions included in the "*Support for refugee and migrant children and families*":

Partner organisation and short description of the interventions	Total costs (SEK)	Transferred 2020	Transferred 2021	Budget 2022
<b>SOS Greece (July 2020-October 2022)</b> Emergency response for children, youths, and families in migration in Lesvos, Athens, Thessaloniki, Crete, Kalamata, Komotini, Ioannina and Patra, including protection, integration, and education.	21 053 000	9 536 565	4 280 000	7 236 435
<b>SOS Colombia (July 2020-September 2021)</b> Humanitarian crisis response focusing on protection and Education in Emergency for Venezuelan migrant-, refugee- and host community children and adolescents with no access to formal education living in informal settlements in La Guajira.	10 526 000	5 046 879	5 479 121	0
<b>SOS Ukraine (2020-2021)</b> Family Strengthening support for migrant children and families in the Lugansk, Brovary and Kiev regions	4 211 000	2 463 794	1 815 770	0
<b>SOS Italy - Mental Health and Psycho-social Support Global Hub (2020)</b> Piloting a virtual support network - SOS CVI Mental Health and Psycho-Social Support (MHPSS) Global Hub, with the aim to build organizational capacity, mainstream and strengthen mental health and psychosocial support activities for children in emergency and care programs. The pilot project is in ESAF (East and Southern Africa region).	799 000	730 436	0	0
<b>Covid-19 support (2020-2021)</b> Co-ordination and adaptation of above-mentioned programmes and programmes for children and families affected by the global Covid-19 crisis.	1 220 000	453 800	766 200	0
<b>Administration SOS SE (5%)</b>	1 990 789	1 990 789	0	0
<b>Total</b>	<b>39 799 789</b>	<b>20 222 263</b>	<b>12 341 091</b>	<b>7 236 435</b>

# Greece

## Situational Context

During the year 2021, a total of 8.803 individuals<sup>1</sup> have reached Greece either by sea or through the mainland. As per the end of November 2021, official data report more than 35 182<sup>2</sup> refugees and migrants which are officially registered and currently in request of asylum in the country, the majority of which are living on the mainland (31.387) and the rest on the islands-entry points to Europe (3.795).

New arrivals presented a significant dropdown in comparison to the figures recorded in 2020, which summed up to 15,700 in total<sup>3</sup>. The majority of new incomers have been recorded on land, especially through the passing from the northern borders of Greece with Turkey (4.694), whereas 4.109 arrived at the islands of Lesbos, Samos, Chios, and Kos for the same period<sup>4</sup>.

## Covid situation

After the country's first lockdown (March 2020-May 2020) following the outbreak of the pandemic, a second and far more prolonged one was imposed (November 2020 – May 2021), affecting further all socio-economic aspects of the society. Restriction measures included the postponement of operations in both the public and private sector, the cessation of schools and social services, shutting down of retail, hotels, and all food-related services, the closure of borders, cancelation of flights, controlled documentation, and transportation authorization.

This alteration of normality immediately affected the mental health, especially of vulnerable and already burdened individuals. Feelings like anxiety, depression, constant fear, and uncertainty for the future, have been the main factors detected throughout the lockdown. For many refugee families, mental health cohesion remained at stake as their vitality has been hit tremendously, affecting all aspects of their lives and creating an additional wave of uncertainty and frustration.

After seven months, restrictions for the general population have been withdrawn partially as per May 2021, where the public and private sector resumed their activities, beginning to operate in some cases face to face again, whereas schools concluded by implementing in-person teaching. At the end of summer 2021, and with the beginning of the new academic year, cases of Covid-19 rose again, whereas new governmental measures were imposed on the majority of everyday aspects.

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<sup>1</sup> <https://data2.unhcr.org/en/situations/mediterranean/location/5179>

<sup>2</sup> <https://migration.gov.gr>

<sup>3</sup> Document - UNHCR Greece Factsheet December 2020

<sup>4</sup> <https://data2.unhcr.org/en/situations/mediterranean/location/5179>

By the end of November 2021, a 2G and 3G model was put in motion, whereas the mandatory vaccination of individuals has already been approved by the government, yet this did not affect refugee and migrant individuals. Despite the spread of the virus, no targeted vaccination campaigns were put in place to inform and promote the new measures against the virus to people with refugee profiles, marginalizing them even further.

The situation in Lesvos complied with the same restrictive measures as camps and, in some cases, had even more drastic measures to be enforced in relation to the refugee population. The exit from the premises of the camp was allowed only for health-related and administrative appointments considering legal matters, whilst leaving for other reasons was limited to a single-family member only for a few times per week and for a specific time.

As of May 2021, vaccinations began in the RIC of Mavrovouni with the everyday presence of EODY professionals (National Organization of Public Health) conducting vaccinations and Covid-19 rapid tests. The creation of a small vaccination centre within the camp was dealt with minor involvement since residents were very briefly informed and sceptical. By the end of summer, the announcement of an obligatory vaccination certificate for traveling and for being eligible for relocation to many European countries, reinforced vaccinations inside the camp. Still, by September until the end of the year, and with Greece noting again rising numbers in daily infections, the site management of the camp, imposed the continuation of restrictive measurements regarding the operation of the RIC.

Nonetheless, the mandatory weekly testing related to all indoor activities (i.e., school attendance, psychosocial support, legal appointments, etc.), created an additional burden and difficulty in relation to the exit from the camp. Apart from the lack of available free Covid-19 tests, individuals had to self-finance their tests, while in many cases, refugee families were not eligible for testing and issue a negative certificate due to the lack or pending social security number (i.e., case of newcomers). Meanwhile, in the case of positive testing of one single person, all family members and/or proximate contacts were transferred to the quarantine zone, delaying any pending or upcoming legal appointments related to their asylum or travel request for an uncertain amount of time.

According to official data, until the end of December, 65% of the total population in Greece<sup>5</sup> has been vaccinated while all school units continued to operate face to face, and children were obliged to present either a negative self-test twice a week or a vaccination certificate.

## Mavrovouni camp's evolution and the announcement of a new closed facility in Lesvos

Since the beginning of 2021, major transfer missions have been made for refugees and migrants living in Lesvos, either to the mainland or to the new RIC in Mavrovouni. Even though it has been considered a temporary accommodation site established after the Moria fires, new arrivals have been channelled there.

Especially after the postponement of operation of the Municipal Accommodation Site of KaraTepe in late April, following a six-year of continuous operations, the remaining inhabitants have found shelter in the new RIC in Mavrovouni. SOS ERP team, since 2015, has supported more than **18,800 unique beneficiaries** (children and parents)<sup>6</sup> by continuously assessing and adapting to the needs of the population, whereas near **26,000 individuals** have found accommodation and have been supported in various activities from local organizations.

<sup>5</sup> request of asylum in the country, the majority of which are living on the mainland (31.387) and the rest on the islands-entry points to Europe (3.795). New arrivals presented a significant dropdown in comparison to the figures recorded in 2020, which summed up to 15,700 in total <https://ourworldindata.org/covid-vaccinations?country=OWIDWRL>

<sup>6</sup> [https://soscv.sharepoint.com/sites/WS\\_001851/Public%20Documents/Forms/AllItems.aspx?viewid=4d743f10%2Dc14b%2D4bf2%2Ddabbc%2D9af7fdae6180&id=%2Fsites%2FWS%5F001851%2FPublic%20Documents%2FERP%20Reports](https://soscv.sharepoint.com/sites/WS_001851/Public%20Documents/Forms/AllItems.aspx?viewid=4d743f10%2Dc14b%2D4bf2%2Ddabbc%2D9af7fdae6180&id=%2Fsites%2FWS%5F001851%2FPublic%20Documents%2FERP%20Reports)



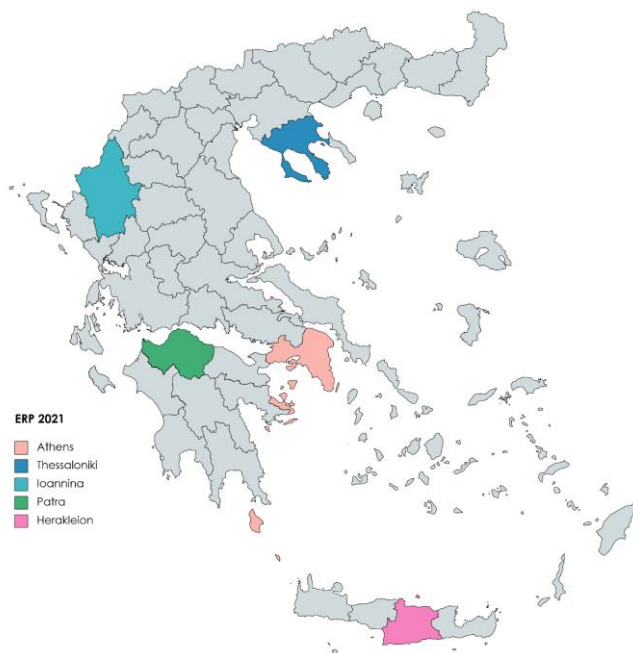
Nonetheless, the living conditions in Mavrovouni remained difficult during the entire year. The lack of proper and sufficient housing (hundreds of individuals remained in makeshift tents), the exposure to severe weather conditions, limited access to basic amenities such as clean running water and hygiene facilities, in addition to restricted and not sufficient provision of psychosocial and educational services for a prolonged time, is considered the most crucial difficulties faced.

A slight change of the situation has been presented in December 2021, on the occasion of Pope Francis's Apostolic Visit to Lesbos, where the majority of tents have been demolished, moving inhabitants to containers and ruphalls (large community tents, where the accommodation of individuals is divided by makeshift barriers). This new housing situation has slightly improved some disadvantages, such as the immediate exposure to weather conditions and the provision of heating, however, it also raises concerns and risks, as it forces many families and vulnerable individuals (i.e., single mothers, small children) to live in shared areas with older inhabitants.

Following the inauguration of two new closed facilities for refugees in Samos and Kos, the government also announced the creation of a new structure in Lesbos, which will accommodate all remaining refugees from the RIC of Mavrovouni, as well as any new arrivals, and which will be concluded within 2022 in a very isolated location on the island (an approximate 50 minutes' drive from the city centre) with no access to any type of accommodation in the near area. This announcement has already caused riots by the local community, which included the destruction of construction machines and the blocking of the streets.

## Programs

### Emergency response program (ERP) in a nutshell



ERP activities continue to operate on a national level since late 2015, providing support to vulnerable refugee and migrant children and families on a psychosocial, educational, mental health, and recreational level. Through the expansion of services to more areas through the Family Strengthening Programs (FSPs), more beneficiaries have the opportunity to be adequately assisted in their self-empowerment and development.

Locations ERP activities have been operating on Lesbos Island through the operation of a Day Care Centre and in five different FS locations across the country, Athens, Thessaloniki, Patra, Crete, and Ioannina. SOS is continuously assessing the needs of the refugee and migrant population and is ready to adapt its services according to the existing demands.

## A. Lesvos island

### Phase I: Supporting children with refugee backgrounds accommodated in RIC of Mavrovouni and in KaraTepe camp (January – April 2021)

In 2021, SOS Children's Villages Greece remained one of the main stakeholders in KaraTepe camp until the end of its operation in April, offering services to children and parents who continued to live there but also to beneficiaries who have been accommodated in the RIC of Mavrovouni. By assessing the local developments and in accordance with all local authorities and actors, the project's implementation began to focus initially on mapping the needs of the population and designing the expansion of services in early February.

Nonetheless, Covid-19 remained a significant factor during the entire 2021, which also affected the implementation of actions towards the support of individuals. Under the spectrum of the prolonged stay of children inside the facilities of the camp which reinforced the burden of their mental health, SOS CV Greece focused its actions to deliver quality services in a child-friendly setting. By adapting accordingly, the SOS team secured the educational development and engagement of children in KaraTepe camp but also offered a much-needed sense of "normality" by producing and distributing daily learning, and recreational material to children based on their cognitive level and age and maintaining daily contact.

Furthermore, based on the lack of support towards children both inside and outside the RIC, mainly concerning their inability to enrol in public school units due to lack of sufficient open spots in classes and not sufficient local stakeholders providing educational assistance within the camp, SOS highlighted the dire need of creating services that would be targeted for children of the RIC. After a thorough assessment, this was facilitated through the operation of two operating classes during morning and afternoon hours for both children in KaraTepe and the RIC on a pilot phase. By prioritizing the exit of children of the camp – even for a few hours – as part of their social interaction, community engagement, and social skill training, SOS activities expanded even further in the already operating structures of SOS in KaraTepe camp.

Transportation was accelerated by the SOS team, which accompanied beneficiaries from one point to the other with shuttle buses, maintaining all security measurements and ensuring the parents' consent. Children were divided according to their age and learning level, whereas their social interaction was reinforced through joint activities. Upon the beginning of operations, educational material (i.e., school bags, pencils, notebooks) and masks have been distributed to all participants, whereas children received a healthy snack every day.

Progressively and following the official announcement for the closure of KaraTepe camp by the end of April 2021 and the mobility of most of the population to the mainland, SOS prioritized the shift of activities into a more stable and child-friendly setting and began the operation of a Day Care Centre in the centre of the island.





## Phase II: Supporting children with refugee backgrounds in the new Day Care Centre in Lesvos (May 2021-ongoing)

Within two weeks after the closure of the Municipal camp of KaraTepe at the end of April 2021, the new Day Care Centre in the city centre of Lesvos has been established and welcomed its beneficiaries, on a daily operation with a full capacity operation. Beneficiaries included children that were already transferred to the RIC of Mavrovouni after the closure of KaraTepe, as well as new enrolments of students. Once again, the transportation of children continued to be facilitated through shuttle buses, under the supervision of SOS staff.

As an attempt to spread the activities of SOS CV Greece and support more children, the SOS team continuously made weekly outreaches to families in the RIC disseminating the program, the activities, and enrolling children. To secure the children's access to services, the SOS team has collaborated also with different local actors operating in the site, facilitating the referral and support of vulnerable children that have been excluded from any type of support for a prolonged time.

For most children enrolled in the SOS Day Care Centre, education was not a part of their lives for a prolonged time, and in some cases, children never even had the chance to attend a schooling environment before. Hence, the primary focus has been given to providing children with services, that reflect both their cognitive level and age. These included educational assistance, recreational and movement-based activities, social skill development, and international activities, allowing beneficiaries to be supported in a child-friendly space and regain a part of their lost childhood.

Provided services were addressed to children aged from 4 to 16 years and were specifically designed to meet beneficiaries' needs and provide them with an adequate supporting mechanism for attending school. Moreover, parents were also supported through psychosocial and parental skills training, as part of empowering family bonds and enriching family cohesion.

Finally, from January 2021 till the end of the year 409 children and 216 parents were supported, numbers significantly less than the previous years. This is strongly dependent on the capacity of the Day Care Center, the mobility of the population, and the stability of beneficiaries and targeted quality services the program provides.

### List of services

- Operation of a Kindergarten
- Classes in Greek and English
- Mathematics and Science
- Special Education
- Recreational and stress relief activities
- Psychosocial support
- Parental Counselling
- Provision of daily healthy snacks and NFIs (i.e., bags, pencils, notebooks, etc.) when necessary

### Good practices

- The majority of students in public schools supporting refugee children are SOS beneficiaries
- Continuation of the shuttle service with daily itineraries
- Constant cooperation with representatives from the Ministry of Education that aimed to enroll the center's students in local public schools after their educational preparation in the program
- Maintaining a good relationship with Mavrovouni's site management and securing the necessary permits for communication with parents and children
- Various psychosocial projects organized targeting on children and parent awareness on a variety of topics (i.e. Mental health management, Cyberbullying, child protection, and child safeguarding policies and rights)
- Rapid response, assessment of needs, and redefinition of services in the new context
- Positive acceptance and smooth integration of the center by the local community of Lesvos

### Challenges

- Constant mobility of population and need for re-arrangement of classes
- Prolonged lockdown for residents of the camp that cannot exit the premises of the site
- Covid-19 restrictions with continuous readjustments based on active cases and national governmental decisions
- Weather conditions that make the attendance of children difficult (heatwave season during summer, rain, and snow during winter months)
- Power shortages that made operations challenging
- Parents' reluctance to let their children attend classes in fear of testing positive and under the fear of quarantine and delay in their legal requests

## B. Family Strengthening Programs

In 2021, Family Strengthening Programs continued to provide support to refugee and migrant children and parents through specialized intervention plans that aim at keeping families connected and empowered. From January 2021 till the end of the year, 491 children and 236 parents have been supported with services that varied from educational, recreational, and movement-based activities, to psychosocial, parental skill training, facilitation with bureaucratic and job-oriented actions, community-based events, and provision of food and NFIs.

Despite a second prolonged lockdown and the postponement of face-to-face services from November 2020 till May 2021, SOS FS programs altered and adapted their operations to online provision of services keeping facilitation in person for emergency cases.

More specifically, the remote support implemented was similar to the one during the first lockdown and included:

- Educational classes in Greek, English, German, Maths, Science, Digital Skill Training
- Recreational and movement-based activities to keep children creatively active
- Remedial and school support for children attending public schools via distance learning
- One to one psychosocial support and parental skill development
- Job orientation and job-related referrals
- Counselling and effective ways of coping with prolonged stressful situations that trigger anxiety and despair.

Since a series of restrictions were partially lifted per May 2021, some family strengthening activities (i.e. Women Empowerment Workshop, psychological sessions) began to operate in person again with an adapted number of attendees to comply with regulations for indoor meetings. Still, educational, and recreational support was offered mainly through blended modus, following the necessary governmental regulations. The re-operation of public schools began officially in May, and educational support became again available face-to-face. Educational classes wrapped up the academic year's material and focused on a series of revisions since online education left many children with learning gaps.

Following the closure of public schools for summer vacations in late June, the SOS team, aiming to further support children and prepare them for the next academic year, proceeded with the creation of specifically designed summer learning workshops that focused on quality educational material to keep children engaged and entertained during summer. Besides the creation and use of the online Escape Room, children interacted with their peers and developed their learning skills with more shared activities, team games, the organization of summer events and projects to celebrate the end of the year, arts & crafts, and creative workshops. Similarly, psychosocial support to children and parents, parent counselling sessions, and the Women Empowerment workshop operated undistracted during the summer as well.

Upon the return in September 2021, and as a response to an increasing number of requests for enrolment as part of the successful distance learning support provided during the lockdown, SOS ERP expanded even further in beneficiaries and adapted once again its services with a blended way of operation, creating flexible classes both for face-to-face classes, and distance learning classes.

Nonetheless, besides the provision of educational and psychosocial services, SOS continued the provision of necessary food and NFIs, through its family strengthening programs and included even more beneficiaries than 2020. Material aid included the distribution of food, hygiene products, clothes, educational and necessary basic everyday materials for the entire family.

## Expansion of FS services and locations

Following closely the mobility of the population from the islands to the mainland, SOS constantly re-assessed the open needs of individuals and proceed with the expansion of both FS services and FS operations in additional locations.

Since January 2021, ERP activities expanded in the city of Patras, following the already established presence of the Organization in the local community through the operation of FS activities. The specific expansion relied also upon the fact that Patra maintains a harbour which constitutes the main connection

between Greece and Italy reaching out to Europe, in addition to the significant number of refugee and migrant population who reside in the nearby area.

FS program in Patras daily accommodates families and children who are supported with psychosocial, educational, and recreational activities. Additionally, the program also offers classes for educational and vocational training in Greek for adults, as part of social integration and job orientation.

Additionally, the enrichment of services in the expansion of a new Women Empowerment Workshop in Thessaloniki, which welcomed refugee and migrant women to weekly sewing and handicraft classes, as part of the integration assistance.

Moreover, by further focusing on children's social, cognitive, and communication skills, a new Theatrics Workshop for teenagers (both from refugee and local communities) has been set up in Athens, where children have the opportunity to be introduced to classical cultural masterpieces, practice differential theatrical acts, and also create strong bonds with their classmates, by finding a safe space to express themselves creatively. This led to the first Theatrics event, where children inspired by Christmas and influenced by the pandemic, created their own Christmas play, which was presented to the family, friends, and the community the last day before the Christmas break.

## Good Practices

- Continuation of provision of data and technological means to families to secure uninterrupted educational support to SOS programs
- Outreach to camps and local stakeholders from FS programs regarding the dissemination of SOS activities and enrollment of children and families
- Reach out to the local refugee population with the distribution of food and non-food items and information on services
- Continuous assessment and adaptation of classes to meet children's needs
- Lessons based on children's interests and collective assessments on materials that needed to be revised before the end of the academic year
- A special focus has been given to the improvement of the writing skills of the students, a neglected subject due to distant learning
- Individual support provided to students that needed extra help and guidance with their classes and/or their homework for public school
- Mentoring students for the optimal paths they can take for their future studies
- Integration of interactive and playful methods of learning in the educational programming, also facilitated the SOS-CV Educator's capacity to follow up with their student's progress and overall development, whereas drop-out rates scored low
- Cooperation between two workshops (Women Empowerment Workshop and Theater Workshop) for the presentation of a theatrical Christmas play
- Beneficiaries in Crete were referred to free Covid-19 tests conducted by EODY (National Public Health Organization) in nearby distance from the SOS CV Center in Heraklion

## Challenges

- Mobility of population with relocations of families created open spots in educational classes and other activities during the reporting period
- Children and parents lack proper technological means to attend activities and educational material online
- Increased everyday needs of children and families (food and non-food items, health care, etc.) that consume them from active participation in activities

- The mandatory Covid-19 regulations (i.e., provision of rapid tests, temperature check and use of sanitizers, constant use of masks, the specific limit of students and adults per class/workshop, minimum use of shared objects, sanitization of each item after each class/workshop) creates feelings of frustration and is also time-consuming in terms of the smooth operation of classes and other activities.
- Cultural peculiarities that make it difficult for people to participate in activities (husbands refusing to allow their wives to participate in sewing workshops, difficulty communicating feelings and weaknesses, etc.)
- Reluctance to attend online or through telephone counseling sessions and to “feel connected” with the SOS mental health professionals

### C. Collaboration with Special Secretariat for Unaccompanied Children

After the conclusion of the academic year 2020-2021, the Special Secretariat for the Protection of Unaccompanied Minors (SSPUAM), proceeded with the evaluation of its respective partners regarding the provision of services to vulnerable children on a national level.

The collaboration between SOS Children’s Villages Greece and the SSPUAM was established in October 2020, with the provision of a specialized non-formal and remedial education support plan to unaccompanied children who have been lacking proper educational assistance for a prolonged way. Hence, evaluating the quality of services provided, SOS CV and SPUAMM joined forces for a second year, supporting unaccompanied children who remained either outside of the educational community or required specific assistance.

Unaccompanied children accommodated in Shelters on a national level have been enrolled and supported since November 2020, to a series of non-formal and remedial educational lessons that during 2021 were mostly provided on distance learning modus. Face-to-face classes became also available since September 2021 for some locations, where the proximity to the Centres is available.

Despite the enforcement of lockdowns and restriction measures, by the end of the year, 244 unaccompanied minors actively attended the online education program, offered by 4 SOS Educational Centres (Athens, Thessaloniki, Ioannina, and Patra), resulting in their graduation and continuing with their vocational trainings and studies. Moreover, based on the assessment and proposal of an expanded educational support plan for the upcoming academic year 2021-2022, besides the educational lessons (i.e.

Courses were specifically designed based on the needs and the assessment of each child by the creation of a tailor-made support plan, including:

- Greek, English, German lessons
- Math and Physics
- Digital Skills training
- Recreational and movement-based activities
- Remedial support
- Academic and professional orientation

Greek, English, German, Science, Mathematics, Remedial classes, Digital Skills) and recreational activities, interventions will additionally focus on stress-relief activities, job-orientation mentoring, robotics and photography classes, giving the chance to children to expand their horizons and become active citizens of the world.

### D. National Programs

In the context of providing appropriate support towards independence and social inclusion, 16 children have been supported through interim SOS programs.



In the context of providing appropriate support according to their needs, four children have been assisted by moving to semi-independent structures, overviewed by the Organization, and have been also assisted in continuing their education by attending public institutes for vocational training.

Distinctive is also the success rates concerning the educational development of children, who achieved 100% of undisturbed attendance both in public schools as well as in their studies. Specifically, 3 children are currently attending classes at technical schools, following training in the fields of nursing, hairdressing, culinary, whilst one of the young adults also was accepted as an intern nurse in one of the largest public hospitals in Greece.

Special emphasis is also placed on activities that enhance the personal talents of children, whether they relate to sports activities or artistic inclinations. Through this support to the personal interests of the children, the inclination of one in the field of kickboxing emerged and evolved, representing our country at a professional level in international tournaments and in events in Greece, as due to its pending legal status, it is not possible to issue an athlete's professional card.

## E. Refugee Children in Foster Care

One of the main pillars of support for the children who joined the Organization's national programs was their immediate evaluation and the investigation of their care framework. SOS CV Greece as part of promoting the de-institutionalization and ensuring an appropriate family support model for children in need in cases where family reunification was not in the best interest of the child, carried out and successfully completed 2 foster care placements of children with refugee profiles and particular vulnerability, as per the end of December 2021.

Following all the necessary public procedures defined by the child protection framework in the country, a total of 4 children aged from 4 to 6 years, were placed in suitable foster care families in Greece, highlighting another pioneering move for the Greek standards.

SOS professionals continue to support the foster families and the children throughout the process and provide a safety net for their further development. The SOS foster care team is constantly on alert for cases of infants and small children in need of foster care support. After the experience gained in recent years from the placement of refugee children in Greek foster families, we remain open to new requests but also in constant contact with all the relevant Greek authorities on these matters (Juvenile Prosecutor's Office, Special Secretariat for Unaccompanied Children).

## F. Collaboration with local actors

The collaboration with local actors continued undisrupted for the entire 2021, setting and maintaining a wide network of organizations for the support of the vulnerable population. Specifically, SOS continued to collaborate with local stakeholders in the support of more beneficiaries, which relied on the provision of food and NFIs, space for providing targeted interventions, and to cover the actual needs on the field.

All stakeholders have been working with SOS for an extended time and include both private and public institutions and bodies. All the SOS CV Educational and Social Centres of the ERP program are constantly looking for new collaborations and synergies with public and private bodies and remain open and alert for new collaboration proposals that can aid our programs to go one step further.

Site Management of RIC Mavrovouni	UNICEF	Ministry of Education
Special Secretariat for Unaccompanied Minors	EODY	Albatros
Irida	Metadrasi	Diotima
IRC	Intersos	Praksis



Iliachtida	Caritas Hellas	War Child
Solidarity Now	Praksis	

## G. Capacity Building of professionals

In 2021, a series of trainings took place through the ERP program, both to SOS CV professionals in the field and to professionals in institutions and structures collaborating within the program. Throughout the year, updates and trainings were provided on the content and structure of our programs to professionals and educators in public schools in the country.

At the same time, regarding the support of unaccompanied minors, we came in contact, cooperated, and trained the professionals who are responsible for minors in various shelters operated by state and non-profit organizations. More specifically, SOS CV professionals supported the children's social workers, educators, and caregivers in educational issues, crisis management issues, e-learning, and administrative issues as well as strengthening them in their supportive role for the children placed under their care and who at the same time attended classes in our centres.

To continuously reinforce SOS teams in the challenging and ever-changing environment in Lesvos with new capacities and tools, a series of trainings took place in the SOS Day Care Centre as well. Professionals participated in capacity-building training offered by the international focusing on MHPSS, professional empowerment, and child safeguarding sessions.

## Statistics

Type of Beneficiaries (1/1/2021 – 31/12/2021)	No of Beneficiaries
<b>Total number of children beneficiaries (1/1/2021-31/12/2021)</b>	<b>1160</b>
Number of children beneficiaries in Lesvos	409
Children supported by FS programs	491
Distance learning for Unaccompanied Children	244
Children accommodated in National Programs	16
<b>Total number of adult beneficiaries (1/1/2021-31/12/2021)</b>	<b>546</b>
Number of parents beneficiaries in Lesvos	216
Number of parents supported by FS programs	236
Women empowerment workshops	41
Capacity building of professionals	53
<b>Total number of families supported (1/1/2021-31/12/2021)</b>	<b>1515</b>

# Colombia

Families supported by FS programs (Food & NFIs)	190
Families supported through collaborations with other NGOs	1325
<b>Total number of beneficiaries</b>	<b>1706</b>
<b>Total number of families</b>	<b>1515</b>

## Situational Context

Due to the political, economic and social crisis, the exodus of Venezuelan refugees and migrants persists; more than 5.11 million Venezuelan migrants and refugees have already left their country (R4V, 2021). Colombia continues to be the first destination country with more than 1.842.390 refugees and migrants (25% children and adolescents) (Colombian Migration Office, 2021). Despite the efforts of the international community and the Colombian Government, there are many migrants with irregular status, represented in 56.4% (Colombian Migration Office, 2021), increasing their needs and protection risk (R4V, 2021). The numbers of refugees and migrants and their needs are higher in border areas where there is a mix of migrants on the route, settled migrants and pendular migration. All these dynamics attract different armed actors to border areas such as smugglers, human traffickers and illegal armed groups related to the internal Colombian armed conflict, posing significant protection risks particularly to children and young people, such as forced recruitment, drug trafficking, forced labor, Sexual and Gender-based violence and sexual exploitation, among others. The deterioration of the economy due to the COVID- 19 pandemic, further increase the vulnerabilities of the migrant and the local population.

In Colombia, there are approximately 420.000 Venezuelan migrant children and adolescents, of which only 24.000 were nationalized, as they were at risk of alienation. Despite the efforts of the Colombian Government and the strategies implemented, such as the creation of the Humanitarian Corridor, which benefits 4.000 children and adolescents, this has not been enough to mitigate risks and meet the needs of this population.

Around 85% of children in target communities in La Guajira are not enrolled in the formal education system, which massively increases the mentioned protection risks. Access to education is difficult in this humanitarian context for different reasons:

- Mass migrant flows cause school congestion and long waitlists, mainly in states such as La Guajira where historically, services (such as health and education) - also for Colombians - have not been enough and is lacking in quality.
- Irregular migrant status and lack of documentation hindering school-enrollment.
- Lack of economic resources hampers access to school material (books, notebooks, pencils...).
- Distance from informal settlements to schools and lack of reliable local transport.
- Xenophobia and lack of integration of migrant children in schools increasing dropouts.
- Parents and caregivers are not prepared enough to care for and support children's educational processes.
- Gender barriers for girls to access education (sexist beliefs, traditional gender roles, high rates of adolescent pregnancy often linked to sexual abuse etc.).
- Lack of access to face-to-face and formal virtual education due to COVID19 preventive measures, including school closures for long periods, and lack of access to Wi-Fi and ICT devices to follow virtual classes.

Aside from the protection risks, lack of access to education and academic delays and gaps can also affect children's physical, psychological, and emotional development and negatively affect their life projects. Therefore, to contribute to their protection and cognitive, academic, physical and emotional development, SOS Colombia provided an integral response through Education in Emergencies for children and adolescents affected by the Venezuelan migrant crisis in the most vulnerable communities in La Guajira.

SOS Colombia is one of the few actors providing Education in Emergencies in Colombia, particularly in La Guajira. The organization has been offering an EIE program here since 2018, during 2020 and part of 2021, 1.452 children, adolescents and young people participated in 16 learning spaces in the municipalities of Maicao, Uribia and Riohacha in La Guajira and around 40% of them were transitioned to formal education – meaning they can continue their education and have more possibilities in their future. Aware of the need of children and adolescents in the prioritized communities and based on the results reached through this project, SOS Children's Villages will keep looking for new alliances and partners to keep implementing the EIE program.

## Program

SOS Children's Villages Colombia, with the collaboration of the Akelius Foundation, has positioned itself in the region as a benchmark for innovation and expertise in Education in Emergencies, through an appreciative and experiential methodology. During the execution of the project, we had a pedagogical team consisting of **39 teachers and psycho pedagogical professionals** who have the experience and skills in universal, appreciative and experiential learning, child protection and a gender and inclusion approach.

Due to the families' living conditions and the humanitarian crisis aggravated by the pandemic, children and adolescents do not have access to education: the formal education system is overcrowded, it does not have sufficient quotas, relevant processes, and pedagogical strategies adapted to the situation; and there is a lack of access to the internet and electronic devices increasing the educational barriers. Hence, SOS Children's Villages EIE community learning spaces become the only option for children and adolescents' education, protection, and socialization in the prioritized communities. Aiming at providing a high-quality protection and education service, a permanent training process and meeting and experience sharing with peers among teachers and community agents took place along the project, increasing their knowledge about protection, gender, inclusion, communication, child development and innovating in learning methodologies, approaches and activities.

**16 community learning spaces** were created in the prioritized three municipalities and equipped with educational and recreational material. Each space was built with adequate local materials according to weather and context conditions and was designed with "learning corners" distributed as follows:

- Communication and Language,
- Development of Mathematical Logical Thinking,

- Emotions and Protection.

**22 community leaders participated in adapting the spaces.** Also, a toy library, where children, adolescents and families can have access to books, games, musical instruments, costumes, toys was established in each learning space. A community process was held to consolidate a community-based mechanism of the space's functioning and increase children's and families' commitment and responsibility with its care. The learning spaces, with their playroom, were consolidated as protective spaces available for the community development and available to be used by other local and humanitarian actors in activities that benefit the population.

**1.452 children between 6 and 17 years old**, within the framework of the project, participated in the non-formal education program, focusing on their social, physical, cognitive and academic development. **40% of them were linked to and integrated in the formal educational system.** This was done through the management of the pedagogical team, in coordination with parents and stakeholders at the education sector such as the National Ministry of Education and the local schools. The project included actions with mothers, fathers, and caregivers to raise awareness about children's rights and available mechanisms to access different services and strengthen skills to protect and care for children in the migration context. Their participation in the learning process, emotional development activities, and advocacy with local entities to achieve a place in formal education for children have been some of the project's most important results.

**64 adolescents and young people from the prioritized communities (migrants and host community members) were involved in the "community agents" strategy.** The strategy aims to strengthen the youth's, or the agent's, skills in leadership, teamwork, citizenship, children's rights, community management, effective communication, and pedagogical capacities and approaches. The approach with community agents supported the youths' empowerment as agents of change, reducing their risks of involvement in criminal acts and groups. This capacity-building process with community members contributed to reducing xenophobia and violent situations, and to strengthening the protection mechanisms in the community. It has allowed leaving installed capacity and a lasting impact in the community.

Through this project, the following results are highlighted:

**1. 66% of the total participants showed progress in their basic learning rights**, based on the strengthening of the following capacities:

- 59% advance in mathematical, logical thinking.
- 55% advance in their protection capabilities.
- 41% advance in emotional capacities.
- 39% advance in their communication and language skills

At the beginning of the project, a baseline characterization strategy was implemented to identify the children and adolescents' main strengths and needs in the educational process (basic learning rights). Based on the results, pedagogical guides were built through a collaborative exercise by the psycho-pedagogical team, and an Education in Emergency Planning Bank was consolidated (including 56 pedagogical guides).

Pedagogical meetings, based on experiential activities, were held in the community learning spaces with children and adolescents two times per week during the project implementation period. Due to the COVID-19 pandemic, and mainly during the peak that in April led to a red warning decree in La Guajira, the non-formal education program was re-designed by the teachers, and different mechanisms were created to guarantee accompaniment of the children in their education and protection: 1. Family challenges were proposed (e.g., cooking a birthday cake with parents or family members; expressing feelings, and creating handcraft with materials available at home), 2. Messages and activities to promote child protection and COVID-19 prevention measures were done through speakers in the communities, 3. Materials and booklets with pedagogical and recreational activities were delivered periodically to each child's house, 4. Phone calls

to monitor and support families and children. Once the red warning was ended, small groups of children were defined, the spaces were organized considering physical distancing and all the biosafety prevention measures were taken into account. In July, all face-to-face activities recovered normality, but preventive measures keep being implemented.

Children and adolescents were divided into groups according to age and skills criteria. An evaluation allowed us to verify the advances children and adolescents achieved in their educational process. This evaluation and the participant´s feedback were the primary input to plan and reorganize the spaces and the activities developed.

**2. 113 participants received psycho-pedagogical support:** 100% of children and adolescents (113) identified with learning difficulties or significant delays in their learning process were supported by the psycho-pedagogue professionals. An individualized plan, as well as a family accompaniment strategy, was done with each of them to, on one hand, strengthen the essential skills that help them improve their performance at school or at the non-formal education program, and on the other hand, support parents in their accompaniment to the educational process of the child. The psycho-pedagogue support increased the children's resilience, supported their psychosocial-, cognitive- and physical development, supported positive peer relationships and social cohesion, and promoted essential life skills that support children's capacities and confidence. Teachers and community agents were also trained in disability, inclusion, and universal learning design to promote everybody´s participation in the spaces and activities.

Among the main psycho-pedagogical difficulties found were:

- Learning difficulties
- Disruptive behavior
- Autism
- Unspecified Learning Disorders
- Unidentified cognitive and neurological alteration

**3. 2200 school kits** with education materials were delivered to participants. The kits included: backpack, notebooks, pencils, colours, rules, glue, markers, scissors, pencil sharpener, eraser, colours bag. During the implementation, 2 deliveries were done.

**4. 83% of people reported that humanitarian assistance in the emergency education service is delivered in a safe, accessible, responsible, and participatory manner.** During the implementation of the project, the procedure for requests, complaints, claims, suggestions, and congratulations (PQRSF) was applied to gather first-hand observations and comments and thus generate corrective actions or continue strengthening them. Also, two satisfaction surveys were conducted on the services, in which it was found that 95% of families reported that the Education in emergencies service was accessible and 88% said it was reliable. Families recognized that the methodology used by educators in the meetings of Education in Emergencies spaces is precise and innovative and stated that the SOS CV team provided guidance and advice when needed. The percentage of satisfaction of the service by municipality is: Maicao 82%, Riohacha 80% and Uribia 87%.

**5. 21 community mobilization actions were developed,** focusing on promoting child protection and social inclusion of the migrant population with the host population, and the reduction of xenophobia. Among the main community mobilizations were: Marches for Rights, Carnival of Rights, Radio Aldeas Móvil, among others. Also, the strategy of community agents was developed. In this strategy, there was the participation of 32 young migrants from Venezuela, who supported the entire process of education in emergencies. It was possible to strengthen their leadership and citizenship capacities.

**6. Due to an exchange rate surplus and the need to have sanitation facilities within the spaces to reduce health situations with children and SOS facilitators, in alliance with Tierra Grata, 7 ecological dry latrines** were built in 7 community learning spaces (2 in Riohacha, 3 in Maicao, 1 in Parguachón and 1 in Uribia). The prioritized communities do not have access to drinkable water, nor sanitation. Community leaders and SOS facilitators were trained in the use of the toilets.

## Partnership

Several alliances were developed that supported the Education in Emergencies program development. Among the most prominent partnerships we have the alliance with the Ministry of Education of the Municipalities of Maicao, Uribe and Riohacha; UNICEF and the learning circle program for educational linkage which facilitated the enrolment of children and adolescents in educational institutions. With UNICEF, an articulation was carried out with its Flexible Educational Models and the attention to participants with extra school age and with Save the Children an exchange of Education in Emergencies methodologies was carried out and training actions were developed in Gender-based violence and Sexual and reproductive health and rights.

**To strengthen the attention of the participants prioritized by psychopedagogy** who had learning barriers, the alliances with Humanity & Inclusion Colombia, FUNGAJE and Juntos Construyendo Futuro (an ally of Fundación Pies Descalzos) were key in supporting physical rehabilitation processes and help with items such as wheelchairs, workshops for caregivers, referral of cases for diagnosis of autism, or cognitive problems, training of trainers about accessibility, disability, inclusive language and models of care were some of the articulations carried out.

**Other alliances that supported individual processes of the participants and their families were:** IOM, Red Cross, ICBF, Cendy, Renacer Foundation and Family Commissioner. With these alliances, it was possible to obtain aid for families and individualized support in education, health and protection for children and adolescents. With FUPAD, support is obtained for undertakings and with the Mayor's Office of Uribe, actions are coordinated to plant trees and work with families to manage waste, and a strategy to minimize the use of bags and for advocacy actions against the law. From children and adolescents to education and protection, a joint effort was carried out with Profamilia, HALU, UNICEF and the OXFAM Foundation. With UNHCR and DRC, it is possible to support the migrant population in linking and orientation regarding the temporary status of protection for migrant families participating in emergency education spaces. We continue to participate in the Emergency Education Roundtable, in which we lead educational outreach actions, GIFMM Guajira Roundtable, Childhood Board for La Guajira, Multi sectorial Roundtable and Socio-Economic Roundtable.

## Lessons learned

- Participation of community leaders: During the project, active participation by host and migrant community leaders was vital since inclusion and social cohesion were generated.
- Peer work and workshops with parents on universal learning rights have enabled parents, caregivers and educators to re-design the learning process of children and adolescents, from a process of traditional learning to an experiential, comprehensive, emotion-centered learning process with a strong component of pedagogical inclusion.
- The reflective and proactive capacity of the organization's team and its knowledge of the territory facilitated the revision and adjustment of the Methodological Guide based on the basic rights of DBA learning.
- The training and socialization to the parents and caregivers in relation to the guidelines of the Ministry of National Education and Migration Colombia of Joint "Circular No. 16 of 2018 , on the care of children and adolescents from Venezuela in Colombian educational establishments", allowed them to know the guarantees, opportunities and the right that migrant children and adolescents have to access formal education and made it possible for them to manage access to the educational system.
- The work with the young educational agents has made possible the development of their leadership skills, of teamwork and their citizenship capacity, which is reflected in the management of community toy libraries.
- The organized and well-documented monitoring process, as well as the structured planning of the staff training and the learning activities, facilitated the systematization of the project and the analysis of results.



- The strategy of the mailbox for requests, complaints, claims, suggestions and congratulations (PQRSF), allowed to carry out corrective measures and continuous improvements during the project. In addition, it strengthened citizen participation in children and adolescents.
- The toy library allowed families to have access to reading materials, toys and games that help them support the guarantee of children's right to play, and perform an active role in stimulating the children's development and learning process. The materials also stimulate family spaces that strengthen affective bonds.

## Challenges

- Avoiding dropouts of children in the formal education system was a challenge during the implementation of the project: children are not interested in attending formal school. Xenophobia situations as well as difficulties for them to understand classes and activities proposed by their teachers at formal schools, make them willing to stay at the non-formal SOS CV learning spaces. The team designed a process with the school teachers to define strategies to foster and increase the assistance of children to the schools.
- To raise awareness of self-protection and biosafety regarding COVID19 prevention within the communities was a challenge. Several activities and strategies were needed to increase awareness and to achieve the regular implementation of prevention strategies by children and families, even in activities in the communities without SOS facilitators.
- Insecurity and safety-issues in communities generated partial closures in some of the spaces or rescheduling of the meetings for the protection of children and facilitators. A revision of SOS security protocol as well as a training, and strengthening of security measures was done.
- To deconstruct or re-think the teaching and learning process for children implied several meetings with teachers, community agents and parents. This allowed different actors involved in the learning process to transit from a traditional teaching process to an innovative methodology adapted to their needs, customs, interests and migration context.
- During the implementation phase a rainy season took place in La Guajira, mainly in Uribia. Some spaces were damaged due to the wind and rain. They were fixed together with the community. Access to the communities was a challenge during this period.
- Creation of spaces for dialogue with communities and organizations that carry out actions in the field to articulate - processes and improve care.

## Statistics

**1.452** children, adolescents and young people participated in the project (54% female and 46% men), 49% were indigenous and 2% were Afro-descendants, with ages between 6 and 11 years (63%) and between 12 to 17 years old (47%). Distributed in the municipalities as follows:

- Maicao: 491 participants (6 Communities (informal settlements): Cristo Vive, Impacto de Dios, Luisa Perez, Renacer, Villa del Sol and Villa Mery).
- Paraguachón: 77 participants.
- Riohacha: 594 participants (6 communities (informal settlements): 21 de Junio, 31 de Octubre, La Lucha-Villa Yolima, Milagro de Dios, Villa Fátima and Villa Geneco)
- Uribia: 290 participants (4 communities (Informal settlements): 3 de Abril, Aeropuerto, Etnia Wayuu and Villa Fausta)

64 community agents (community adolescents and young people, migrants, and host community members) were trained and supported the education in the emergency program.

811 adults (parents and caregivers – 87% mothers, 4% fathers and 9% other family members). Among the nationality of the primary adult caregivers, 81% were Venezuelan, 15% Colombian and 4% have two citizen's ships (Colombian and Venezuelan). Their educational level was 42% primary education, 37% secondary education 3% technical and technological, 2% professional and 13% without basic studies.

The average number of family members of the participating families is 7.

84% of participants were Venezuelan, 14% Colombians and 2% have two citizen's ships, Colombian and Venezuelan.

The schooling that predominates among the participants is the primary studies (63%) and secondary studies, with 13%. At the beginning of the project, just 23% of the participants were enrolled in the formal educational system.

7% had a regular status in Colombia.

## Monitoring of result

Results (Intervention logic)	Indicator	Municipality	Goal Achievement			
			Goal	Result of the goal	% of Goal Achievement by municipality	Total
<b>Outcome 1.</b> Non-formal education focused on social, physical, cognitive, and academic development will avoid additional educational gaps and increase children's chances to move from non-formal to formal education. All actions will be implemented from a pedagogical, recreational and community approach that promotes social cohesion and integration.	20% of the participants that go to formal education	Maicao y Paraguachón	78	135	173%	197%
		Riohacha	78	144	185%	
		Uribia	52	131	252%	
	60% of participants advancing in basic DBA learning rights	Maicao	195	279	143%	137%
		Riohacha	234	264	113%	
		Uribia	156	250	160%	
		Paraguachón	39	63	162%	
	80% of people reporting that humanitarian assistance is delivered in a safe, accessible, responsible and participatory manner.	Maicao (Incluye Paraguachón)	80%	82%	103%	104%
		Riohacha	80%	80%	100%	
Uribia		80%	87%	109%		
<b>Output 1.1.</b> Quality education (formal or non-formal according to needs) for children and	(1000) # of participants enrolled in the EiE program	Maicao	325	491	151%	140%
		Riohacha	390	594	152%	
		Uribia	260	290	112%	

adolescents in prioritized communities of La Guajira, which is protective, inclusive and that promotes dignity and participation in all essential activities and adapted to the context of COVID19.		Paraguachón	65	77	118%	
<b>Output 1.2.</b> Construction of community learning spaces / toy libraries	(16) # learning spaces created	Maicao	5	5	100%	100%
		Riohacha	6	6	100%	
		Uribia	4	4	100%	
		Paraguachón	1	1	100%	
<b>Output 1.3.</b> Supply of educational kits with school supplies	(2000) # of participants receiving learning materials	Maicao y Paraguachón	650	798	123%	110%
		Riohacha	780	782	100%	
		Uribia	520	560	108%	
<b>Output 1.4.</b> Individualized psycho-pedagogical support plans for prioritized participants identified as being at high risk.	(160) # of prioritized participants who have a psycho-pedagogical support plan	Maicao	52	38	73%	68%
		Riohacha	62	23	37%	
		Uribia	42	42	101%	
		Paraguachón	10	10	96%	
<b>Outcome 2.</b> The most vulnerable children, adolescents and their families affected by the migration crisis and the armed conflict will have a greater understanding of the problems of child protection and prevention measures. This will allow them to guard against security risks.	80% of participants (each of the groups in learning spaces) who report an understanding of child protection issues and prevention measures to increase protection according to the main risks identified. Number of learning spaces that show actions where children express their understanding of child protection issues and prevention measures.	Maicao	260	280	108%	90%
		Riohacha	312	261	84%	
		Uribia	208	182	88%	
		Paraguachón	52	28	54%	
<b>Output 2.1.</b> Group activities for children, adolescents and young people to improve their well-being and strengthen their resilience through a community approach adapted to the COVID19 context.	16 # of group activities carried out on specific prevention measures	Maicao	4	8	200%	163%
		Riohacha	4	5	125%	
		Uribia	4	7	175%	
		Paraguachón	4	6	150%	
<b>Outcome 3.</b> Integration and social inclusion of migrants from Venezuela, promoted by focusing the EIE program on refugee-migrant children, children	60% of migrant participants participating in the project in relation to the total participants	Maicao	195	474	243%	202%
		Riohacha	234	506	216%	
		Uribia	156	202	129%	
		Paraguachón	39	77	197%	

from host communities and the inclusion of Venezuelan migrant education professionals on local teams when possible.	(4) # of migrant teachers (by sex) who join local teams.		4	32	800%	800%
<b>Output 3.1:</b> Community mobilization for the integration and social inclusion of Venezuelans, promoted by focusing the EiE program on refugee and migrant children and children from the host community and also by including Venezuelan education professionals in the teams local where possible.	(8) # of community mobilization actions that have been led to promote the integration and social inclusion of Venezuelans, promoted by focusing the SE program on refugee and migrant children and children from the host community	Maicao	2	6	300%	300%
		Riohacha	2	8	400%	
		Uribía	2	6	300%	
		Paraguachón	2	0	0%	

## Communication activities

During the execution of the project, a strategy was carried out that allowed a record of the impact of the actions in the territory and the importance of carrying out this alliance with Akelius Foundation and SOS Children Villages Colombia.


Below you will find audiovisual material and some publications on social networks.

### Facebook: 13 posts



### Facebook 6 de agosto 2021

A través de juegos como rompecabezas, armatodo, jenga y muchos más, estimulamos el pensamiento lógico-matemático de las niñas, niños y adolescentes, aumentando las habilidades cognitivas y destrezas de motricidad fina. Acciones que realizamos en el marco del proyecto de #EducaciónEnEmergencias en #Riohacha, #LaGuajira. #SomosAldes SOS



**Performance for Your Post**

5,475	People Reached
45	Reactions, Comments & Shares (g)
32	Like
7	Love
1	Comments
4	Shares
46	Post Clicks
0	Photo Views
0	Report as Spam
28	Other Clicks (g)

**NEGATIVE FEEDBACK**

0	Hide Post
0	Report as Spam
0	Hide All Posts
0	Unlike Page

Reported data may be delayed from what appears on posts.

5,475 People Reached | 91 Engagements | 4 Shares

Libera Guerrero, Montano Joo and 34 others

### Twitter: 8 posts

### Twitter 15 de abril 2021

¿Te cuento un cuento? en el #RincónComunicaciónYLenguaje en #LaGuajira niñas, niños y adolescentes #refugiados crean su propia historia para apropiarse valores y derechos de la infancia. #AtenciónEnEmergencia #ParLainfancia #Riohacha #LaGuajira #ComunicaciónYLenguaje #AldesSOS #AKELIUS pic.twitter.com/WQY0JCEI



**Impresiones** 658  
Veces que personas vieron esta Tweet en Twitter

**Interacciones totales** 18  
Veces que la gente interactuó con esta Tweet

**Interacciones con el contenido multimedia** 8  
Cantidad de clics en su contenido multimedia, incluidos videos, archivos Vine, archivos GIF e imágenes

**Me gusta** 4  
Veces que a personas les gustó esta Tweet.

**Respuestas** 2  
Veces que la gente reactivó esta Tweet.


**Abrió el detalle** 2  
Veces que la gente vio los detalles sobre esta Tweet.

**Respuestas** 1

### Instagram: 13 posts

### Instagram 3 de julio 2021

aldescolombia ¿Qué tal una maratón de lecturas para este fin de semana? ¡Animale! Mediante esta actividad se mejoran los procesos de comprensión lectora. Esta es una de las actividades que las niñas y niños participantes del proyecto #EducaciónEnEmergencias más.



93 Me gusta | 7 de julio

**Alcance** 1.673  
Cuentas alcanzadas

1.401 Seguidores | 272 No seguidores

**Resumen**

Cuentas alcanzadas	1.673
Interacciones con el contenido	95
Actividad del perfil	15

**Interacciones con el contenido** 27

Me gusta	26
Veces que se guardó	1
Comentarios	0
Veces que se compartió	0

**Actividad del perfil** 7

Visitas al perfil	5
Toques en el sitio web	2
Nuevos seguidores	0

### LinkedIn: 3 posts

### LinkedIn 21 de abril 2020

¿Te cuento un cuento? En el Rincón de Comunicación y Lenguaje, en #LaGuajira, los niños, niñas y adolescentes #refugiados crean su propia historia para conocer y... ver más



**Estadísticas de contenido general**  
Dirigido a: todos los seguidores

2780	47	1,87%
Impresiones	Reacciones	Porcentaje de clics

# Ukraine

Web

page:

<https://www.aldeasinfantiles.org.co/proyectos/educacion-en-emergencias>

## Photograph material:

[https://aldeasinfantilessos-my.sharepoint.com/:f:/g/personal/areaproyectos\\_aldeasinfantiles\\_org\\_co/Er98ZjcLAlxKg\\_FULWckWtcBdkvf-3iJVY3bpLpT7E5skw?e=3omcyr](https://aldeasinfantilessos-my.sharepoint.com/:f:/g/personal/areaproyectos_aldeasinfantiles_org_co/Er98ZjcLAlxKg_FULWckWtcBdkvf-3iJVY3bpLpT7E5skw?e=3omcyr)

At the time of writing this report Ukraine is in the middle of a war. Our colleagues have done their best to collect the information available about 2021 as well as provide you with an update on the current situation of children, young people, and families in our programmes (please see the grey boxes). Given the complicated situation, this report includes information from all programs and support in Ukraine during 2021 even if not funded by Akelius Foundation.



Looking back at 2021, the first half was marked by raising of number of COVID-19 cases in Ukraine with a historical peak in April and a descending of the wave during April-July. To ensure that children in SOS alternative care programs could continue their schooling they were all provided with equipment for distant learning.

During the year, the Luhansk region also experienced growing volatility of the conflict situation. Hostilities and casualties on the contact line increased and the humanitarian situation worsened due to movement limitations because of COVID-19. However, SOS Children's Villages Ukraine could continue its work thanks to its presence in the area since many years and long-lasting ties with local child protection bodies as well as a positive image among beneficiaries and support from local authorities.

## SOS Family Care

During 2021, children without parental care found a loving home in one of the families in SOS Children's Villages Brovary and the integrated village in Luhansk. These families have the legal status of "foster families" and receive all the support they need from SOS Children's Villages. Foster parents received support and were strengthened in their parenting and children were provided with the services of full-time specialists on the basis of needs assessment and individual development plans: psychologist, social educator and speech therapist.

SOS Children's Villages Ukraine also provided short-term care for children in crisis situations. The children stayed with SOS Children's Villages (usually less than six months) until they could return to their families or move to another form of family-based care.

Foster families from SOS Children's Villages Brovary and Luhansk were evacuated to the Lviv region a few days before the Russian invasion. During the first days of the war, they were evacuated to SOS Children's Villages Poland where they are now receiving all the support they need. Read more in the article about the evacuation [here](#). In total, 28 SOS foster families with 145 children continue to receive support.

## Youth Care

During 2021, SOS Children's Villages Ukraine supported 21 young people in the youth center in Kiev on their transition to an independent life. The support was tailored to everyone's passions and skills. The young people had access to several support services such as psychological counselling, educational activities, vocational training, and recreational activities. They also took part in activities that strengthened their life and social skills and abilities for successful self-realization.

Following the outbreak of the war most of the female youth fled Ukraine, whereas the male youth had to stay as they are over 18. The Youth Coordinator who had to evacuate to Poland has stayed in regular contact with the young people, see human touch story [here](#). At the time of writing this report none of the male youth had been called up for military service. They are safe and keep themselves busy by helping co-workers from SOS Children's Villages clean up the SOS Children's Village in Brovary from rubble.

The youth programme in Luhansk reached up to 100 young people within two main areas: psychosocial support and employability. 96 young people in Luhansk participated in classes and activities aimed at strengthening their employability. Coaching and mentoring opportunities were also provided for the young people.

## Family strengthening

During 2021 SOS Ukraine continued its work to reach more families in need of support through its family strengthening programme. Cooperation agreements with key local stakeholders were signed so that families with children at risk could be referred to the programme.

The family strengthening programme in Luhansk region was strengthened by reintegration support provided to families where children were returned from residential institutions during the lockdown. These services were received by families from 7 municipalities of Luhansk region, with distance up to 150 km from SOS Ukraine's offices. Without this unique support, children would be placed back into childcare institutions. The beneficiaries of the programme were provided with food packages; hygiene kits; health support (diagnostics, medications); school backpacks; material assistance according to individual needs (baby food, newborn set, diapers, folding bed) as well as psychosocial support.

In September 2021, a newly established SOS Mother and Child Shelter in Sievierodonetsk was opened. The overall objective of the service was the prevention of child abandonment and promoting the reintegration of children from institutional care in Luhansk region. The shelter was implemented through the Family Strengthening Programme and therefore broadened the scope of the programme services. The shelter's beneficiaries were planned to receive a full range of services under the Family Strengthening Programme.

During 2021, in the Kyiv region particularly, the needs with regards to psycho-social support for vulnerable families increased sharply. Most children in the family strengthening programme have psycho-emotional difficulties. Programme professionals observe that the psychological state of children very much depends on the psychological state of parents, that is why psycho-social support for children and for parents/caregivers is equally important. SOS Ukraine therefore developed a national guide on psychological assistance for beneficiaries as well as implemented projects aimed at strengthening psycho-social support to children, young people and families.

After the beginning of the war, some families left the war zones and dispersed across Ukraine and Europe, some remained at their place of residence, including the occupied territories. Our social workers continue to maintain direct contact (in Kyiv region) or remote contact with them (in Luhansk region) and provide counseling and psychological support, as well as monthly financial support. In total, 361 families with 836 children are receiving support through the family strengthening programme.

## Emergency response programme

Since the beginning of the conflict in Ukraine in 2014, SOS Children's Villages has worked with internally displaced persons, war-affected children, and their families. In 2021 the emergency response programme in the Luhansk region reached an increased number of families and children. The package of services for each child and their family was formed individually, based on the identified needs. Services that were provided to children and parents during this period included

- ✓ individual psychological counselling for children and parents
- ✓ group psychological counselling for children and parents
- ✓ individual social and pedagogical consultations for children and parents
- ✓ group social and pedagogical consultations for children and parents
- ✓ consultations of a speech therapist / correctional teacher / speech pathologist

The economic empowerment component was added as a part of comprehensive support since May 2021 and 91 beneficiaries (77 women and 14 men) were involved in the project. As a result, the employment status of 15 beneficiaries (10 women and 5 men) changed from unemployed.

As per mid-May 2022, 71 families with 161 children are receiving distant support such as cash assistance and telephone counselling as part of the emergency response programme in Ukraine.

## De-Institutionalization

SOS Children's Villages Ukraine is one of the strongest actors in the country in the aspect of prevention of institutionalization and of alternative family placement of children. SOS specialists are included in the local Commission for Child Protection and try to influence the state decision-making authorities on the

expediency of placing children in alternative forms. SOS Ukraine actively works on the reintegration of children from alternative care to biological families.

In order to prevent institutionalization, SOS Ukraine, in cooperation with state authorities, provides placement of the children who has lost parental care in foster families. During 2021 SOS Ukraine also took a proactive position in advocacy reform and children and young people also participated in advocacy.

On 27 April 2022, SOS Children's Villages Ukraine signed a Memorandum of Understanding with the Children's Service of the Transcarpathian Regional State Administration. It implies that the statutory child protection authority and its professionals after assessing the needs of specific children and their families will be referring cases for support intervention, to the SOS CV Ukraine (and its partners') teams for provision of the identified assistance. The key objective is to prevent breakdown of families or existing care placements (in foster care, guardianship, kinship, or a small group home) and consequently prevent placement of children into institutional care.

*Due to the war, our colleagues in Ukraine have not been able to produce content from all programmes you support. However, here are two stories from SOS Children's Villages in Ukraine: one before Russia's invasion of Ukraine - and one after.*

## Building families in eastern Ukraine

*This story of three siblings from Luhansk region, eastern Ukraine, who used to live in institutions and were reunited with help from SOS Children's Villages, takes place before the war.*

– I don't know what to do with them. Take them wherever you want, a troubled mother cried out when she got a call to take her three children, girls Oksana and Rita and boy Maksym, from an orphanage and boarding school back home. It was the spring of 2020, the start of the pandemic.

Born and raised in Luhansk region, the siblings had a difficult childhood. The father of Oksana and Rita died when they were little. In 2013, their mom remarried and gave birth to Maksym. The union didn't last. Their mom developed an addiction in an effort to find escape from the hard life in eastern Ukraine.

Overpowered by her addiction, the mom couldn't care for her children. Soon, Oksana and Rita were taken from their mom's care and sent to an orphanage. They would remain there for the next six years.

After a short time, Maksym's father passed away. With his mom unsuccessfully trying to kick her addiction, the boy was sent to live with his paternal grandmother Lina where he stayed until he turned six years old – the age children start school.

Believing she's making the best decision for Maksym and factoring in her advanced age, granny Lina sent the boy to live in a boarding school where the conditions are similar to those of an orphanage. Granny Lina tried to assure herself that Maksym would be better off in a boarding school, but, having grown up in an orphanage herself, she wasn't entirely at peace with her decision. To give herself and the three siblings some comfort, she would take Maksym and his sisters to her home for weekends.

Then came the spring of 2020 and with it - the pandemic. The orphanages and boarding schools had to reduce or close their work. All children with living parents or known relatives were hastily being sent off. With their birth mother still fighting her demons, the three siblings were sent to granny Lina.

Granny Lina agreed to take in the children thinking it would be temporary. She feared how the two girls, who were now teenagers and not her biological granddaughters, would accept living with her for longer than a weekend and whether she would be able to provide the care they needed. But, most of all granny Lina feared how could she, an elderly single woman, provide a living for three children.

In search for answers and help, Lina met with specialists from SOS Children's Villages. After a short conversation and quick evaluation, the family began receiving help with food, hygiene items and clothing. The psychologists and social pedagogues began working with the entire family.

Lina's fears of possible difficulties in the relationship with the girls soon came true. It was not only problematic for Oksana and Rita to verbalize their needs and wishes, but with each carrying their own pain and fears, the girls and granny often clashed. However, no matter how much they fought with granny, Oksana and Rita, as well as Maksym made one wish crystal clear – they did not want to return to the orphanage or boarding school.

– Life in the orphanage was difficult for Oksana and Rita, Violetta, social worker of SOS Children's Villages, explains.

– Earlier, when granny Lina would pick them up for weekends, they cried a lot. Oksana, the eldest, didn't get along with her younger siblings. She didn't relate to them.

With help from SOS Children's Villages, granny Lina started to see a psychotherapist. She still hadn't gotten over the death of her son, Maksym's father, and she didn't know how to overcome this grief while not pouring out her pain on her grandchildren. All three siblings began having sessions with specialists including a speech therapist.

– At first, Oksana and Rita lagged behind at school and could not keep up with their peers. In time, they improved their school results, but still need to work a lot to catch up with their classmates. Things were easier for Maksym. He quickly adapted to the surrounding, became very active and found many friends at school. We keep regular contact with the children's teachers to follow their adaptation and integration, Violetta adds.

The intensive work of the psychologists improved the relations between the family members. If at first the siblings and granny Lina worked with the psychologists individually, in a few months the children asked for common sessions with the psychologist and granny Lina - to develop their relations, to solve their existing problems and build grounds for a future together.

Little by little, granny Lina figured a way to supplement her finances and found a freelance job. Recently, Oksana promised granny Lina that once she would finalize her general studies, she'd train to be a hair and make-up artist to help granny with additional income.

– Nowadays, granny Lina is happy she got a chance to raise such wonderful children. What she once doubted, now Lina firmly believes and that is that she is able to give her three grandchildren a good life and a good direction for their futures.

The crown of the lengthy, hard and intensive work of the specialists of SOS Children's Villages, granny Lina and the three siblings came in the summer of 2021. Granny Lina, inspired by how far her little family has come, decided to take official legal custody of all three children. They are now a real family.

The wish of now 15-year-old Oksana, 13-year-old Rita and nine-year-old Maksym came true – they will not go back to the orphanage and boarding schools. They will remain together as a family in a family.

## **First days of school after fleeing Ukraine: a new home, a new language, the same lunch breaks**

From a war zone to Pinkafeld in Austria. A school in Burgenland and SOS Children's Villages Austria work to integrate Ukrainian children and give them a sense of security.

The electric piano is not working. The teacher is trying to fix the problem to let one of the students demonstrate his skills. Meanwhile, some of the classmates are having an intense match at the foosball table. Behind them, girls sitting on bean bags are showing each other something on their phones.

All the lunch breaks are similar in one way or another, whether it's in Krywyj Rih in southern Ukraine or in Pinkafeld in eastern Austria. But this one is special. It is the first lunch break that the children who have fled from Ukraine are spending at the school in Pinkafeld. Two classes have been set up here. One for 6- to 10-year-olds, the other for 10- to 17-year-olds.

Before the war, they lived in an SOS Children's Village in Ukraine. Today, 15 children and their Ukrainian foster mothers are staying in Pinkafeld. SOS Children's Villages equipped them with all the necessary school supplies.

SOS Children's Village Pinkafeld director Marek Zeliska says: "These are the first families from Ukraine who fled to Pinkafeld. Right after their arrival, they saw a doctor and we went shopping for clothes. Some of them have already asked where the church is. We find them very open-minded, warm-hearted and extremely grateful. Now, we want to let them settle in and, of course, involve them in our activities."

SOS Children's Village helps people affected by the war in Ukraine in several ways - supporting family reunification and offering accommodation, also for families with children with special needs. There is also a donation centre for displaced persons from Ukraine. At Vienna's main train station, there is a child-friendly space where children on the move are looked after and can play, just being children again.

*With an app and an exercise sheet*

"The children should now get a sense of security and learn a little German," says the Pinkafeld school's director Rainer Tiefengrabner. This is a challenge also for the teachers, because they do not speak Ukrainian. An interpreter is helping for the time being. Teacher Markus Wagner is pragmatic: "I downloaded a translation app," he says. And because there are no suitable textbooks yet, he has put together his own exercise sheets with the most important vocabulary. The difficulty here, he says, especially with the older youth, is that they have very different levels of knowledge. While some of them speak good English, others can only read Cyrillic letters.

On the first day of school, this doesn't really matter. When the teacher tries hard to pronounce the names of his students with perfect intonation during the introductory round and fails, it makes the children laugh. And when they laugh, Markus Wagner laughs too.

And among themselves? Do the students talk about their experiences and the war? "I have not heard anything like that," says the interpreter. Meanwhile, the first German sentences can be heard in the class. "Zu mir (to me)," says a bright voice. And shortly after: "Danke (thank you)". The children are throwing a ball across the classroom.

All the lunch breaks in the world are probably similar in one way or another.

## ***To whom it may concern***

*To protect the safety of children in the activities we jointly support, the content of donor reports with photos is not to be published externally but is intended only as internal feedback to you as a partner and your staff. Any names of children appearing in this report have been changed for reasons of privacy. The aim is to protect children's right to privacy in accordance with the Convention on the Rights of the Child by limiting exposure to children, and to prevent outsiders from locating or identifying them.*



Sources: SOS Care Promise database, Annual report 2021, SOS Children's Villages in Colombia, Greece and Ukraine, SOS CVI Communication reports  
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