

SUPPORTING THE INCLUSION OF REFUGEE AND MIGRANT CHILDREN IN GREECE INTERDISCIPLINARY PRACTICE

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Think about...

- Inclusion
- Assimilation
- Stereotypes
- Equity
- Diversity
- Integration
- Prejudice
- Equal Opportunities

“Inclusion is seen as a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need. It is about giving equal access and opportunities and getting rid of discrimination and intolerance (removal of barriers). It affects all aspects of public life.”

(Source: https://www.inclusion.me.uk/news/what_does_inclusion_mean)

Diversity



Inclusion



What is inclusion ?

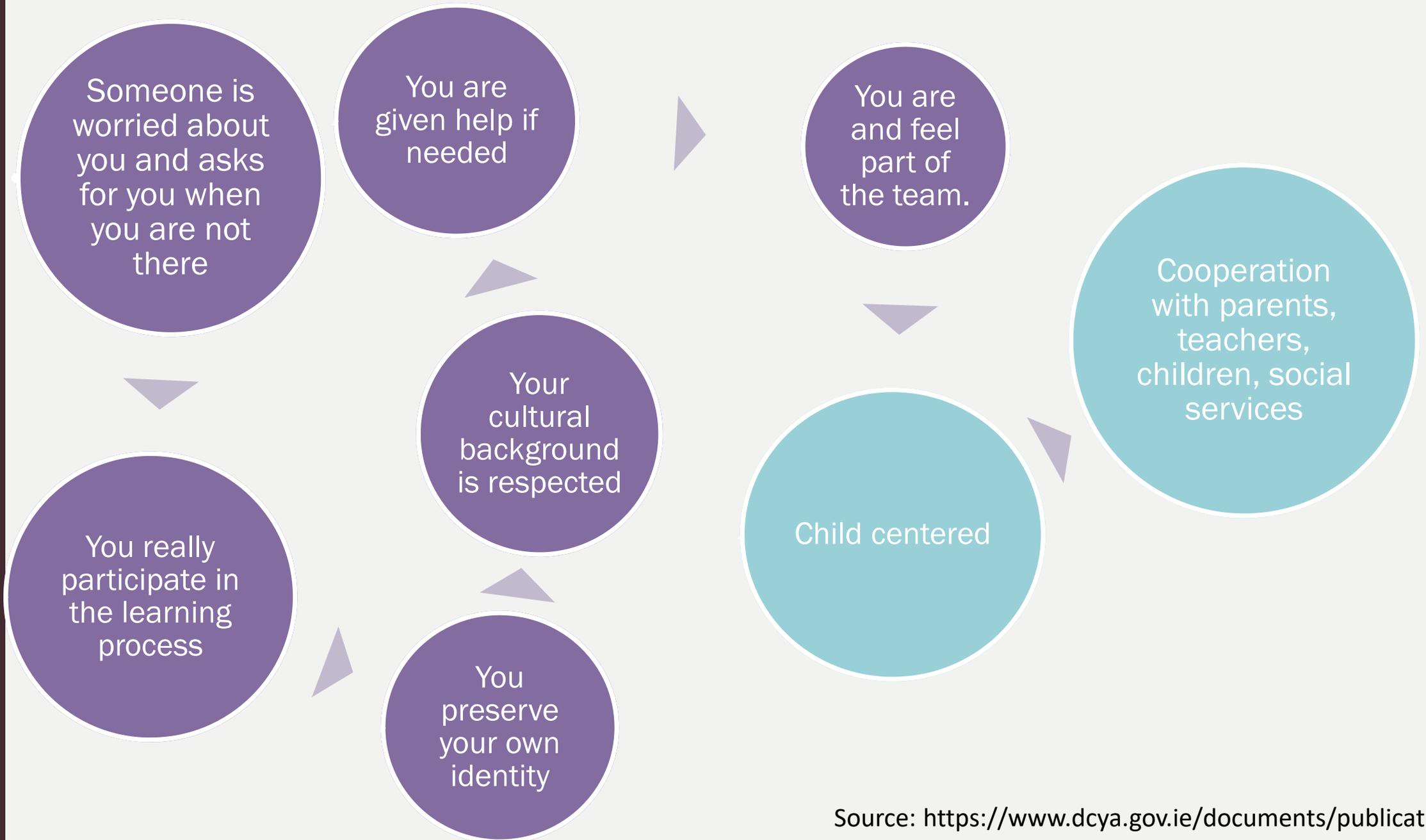
Being admitted to a school where the majority of children go

Playing with children in the park in your neighborhood

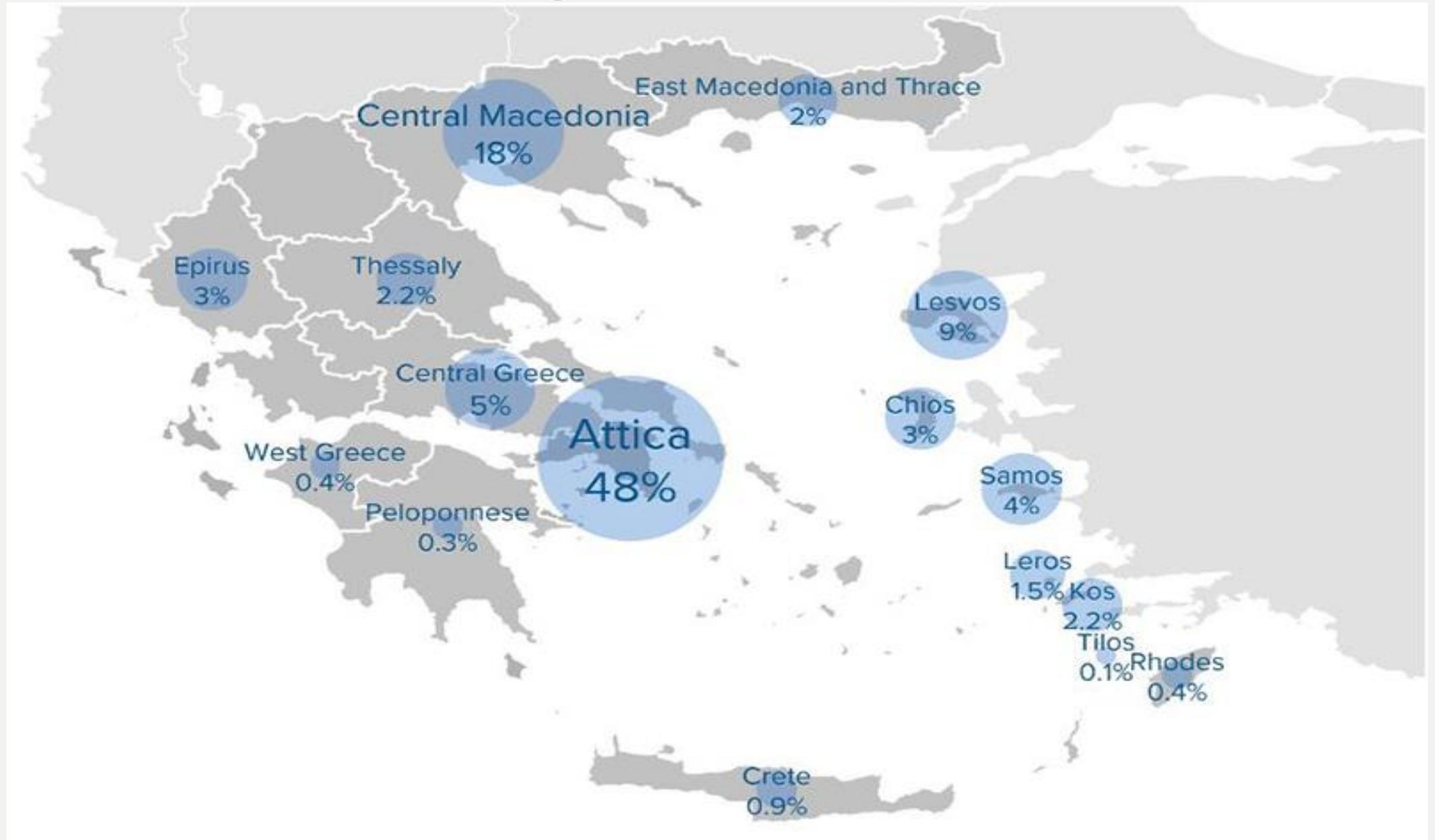
Being invited to social events

Having the same access to social services and cultural and sport events as others





A big little story



- In the period 2015-2016, more than 1 million refugees and migrants entered Greece (ECHO, July, 2017)
- After February 2016 and the implementation of the EU-Turkey agreement in March 2016, almost 60,000 people were left based in Greece – including more than 23,000 children (UNHCR, 2016b)
- High number of unaccompanied and separated children, a large majority boys between the ages of 14 and 17 years old.



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Education in an Emergency Setting: Formal and Non-formal Educational Initiatives

FORMAL EDUCATION

- Reception (afternoon) classes
- Language Immersion programmes (morning classes)

NON FORMAL EDUCATION

- aiming to respond immediately to children's need for a stable psychosocial and learning environment.
- offered by international and local humanitarian and education organizations in the refugee camps as well as in urban community/learning centers.
- Homework support programmes

Oft cited issues with Refugee and Migrant children

- **Disruption in (or lack of) schooling** due to war, conflict and/or forced uprooting followed
- **Psychosocial needs**
- **Language and cultural diversity**
- **Literacy**
- **Lacking the host country language of instruction**
- **Long term living in difficult often squalid conditions**
- **Personal stories...**
- **Insecurity as to the future**
- **Parents and Family**
- **Frequent additions (as new arrivals)**
- **Frequent relocation**
- **Lengths of stay in Greece/host country**

What might one expect?

- Attention issues
- Learning Difficulties/Disabilities
- Special Education Needs
- Attitude issues
- Fear and Insecurity
- Lack of trust
- Conflicts
- Lack of Motivation

What issues were brought to the surface?

- **Need for teachers' training**

highly centralized, stiff and inflexible ,

little allowance for extra support or innovative approaches that would facilitate learning in a diversified new school environment.

Professional development is not well embedded in the structures of the national system resulting to teachers lacking the appropriate tools and the confidence to handle this new situation.

- **Funding**

- **Structural and social barriers**

What might we be forgetting?



Source: <https://www.dw.com/en/half-of-syrias-school-children-miss-out-on-education/a-19550703>



Source: <https://lawcorner.in/human-rights-and-right-to-education/>

*“An assumption of resilient classrooms is that effective classroom environments will increase children’s availability for learning **by** increasing their academic engagement **and** enhancing their behavioural discipline”.*

(Doll, Brehm & Zucker, 2014)

What are resilient classrooms?

- Places where all children can be successful emotionally, academically and socially.
- Academic Efficacy
- Behavioural Self Control
- Academic Self Determination
- Effective Teacher- Student Relationships
- Effective Peer Relationships
- Effective Home – School Relationships





- Classroom organisation
- Acceptance and warmth
- Fairness
- Cooperation / Synergy

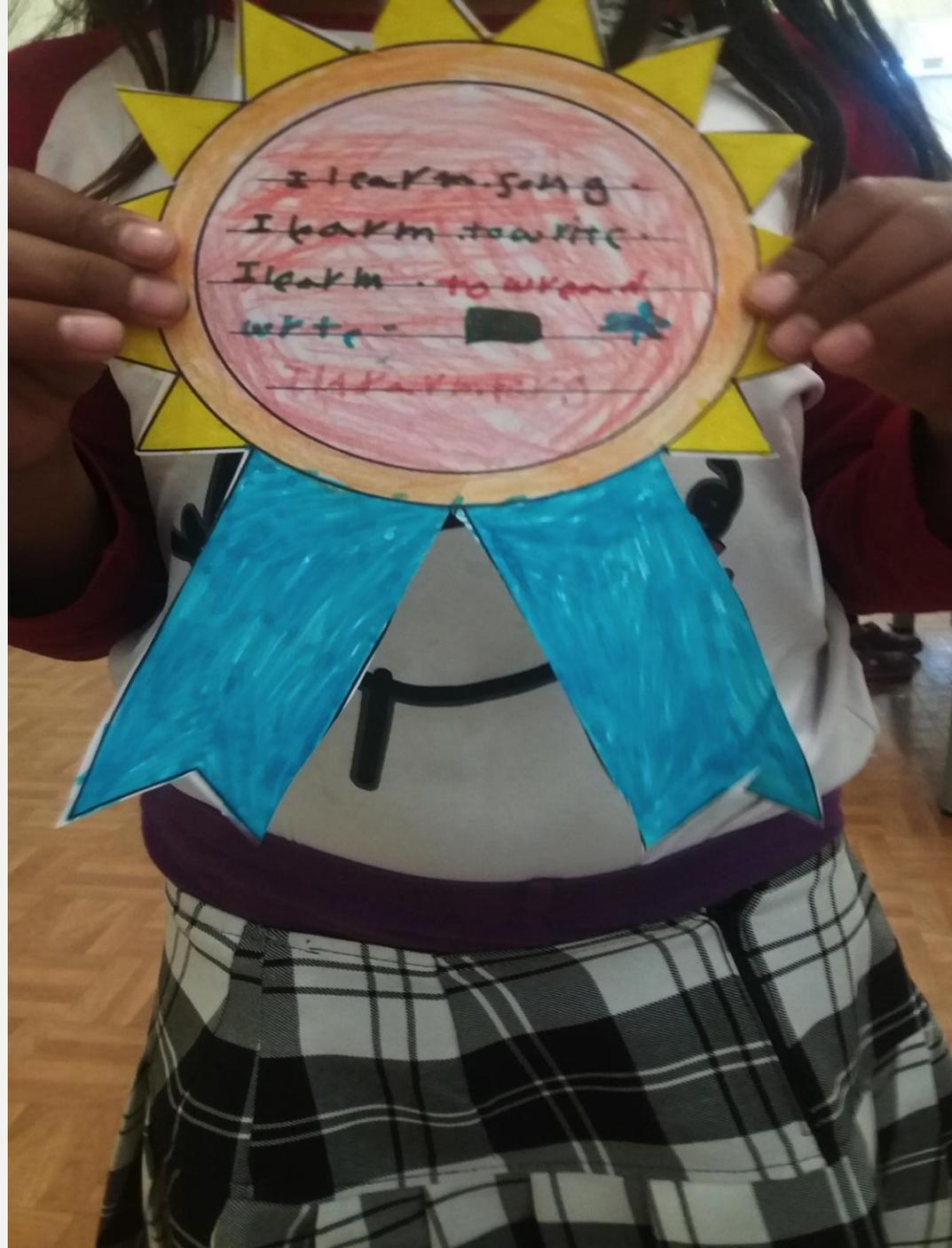
- Empathy
- Peaceful resolution
- Differentiated Instruction

An Interdisciplinary education programme

- High Expectations
- Thematic, versatile and flexible Curriculum
- Differentiated Instruction
- Structured, Reflective Teaching
- SEL programmes
- Close Monitoring of children's learning
- Empathy
- Acceptance
- Discipline
- Rules and Order
- Trust

Children's Stories...

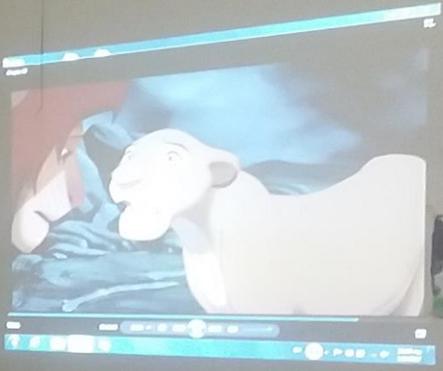




This good is very Good. ♥
because we went to school.
everyday we learn Englishing
we had very Good food teachers. ♥
Yes we went to school
my teachers teach us very well.
Thank you my teacher

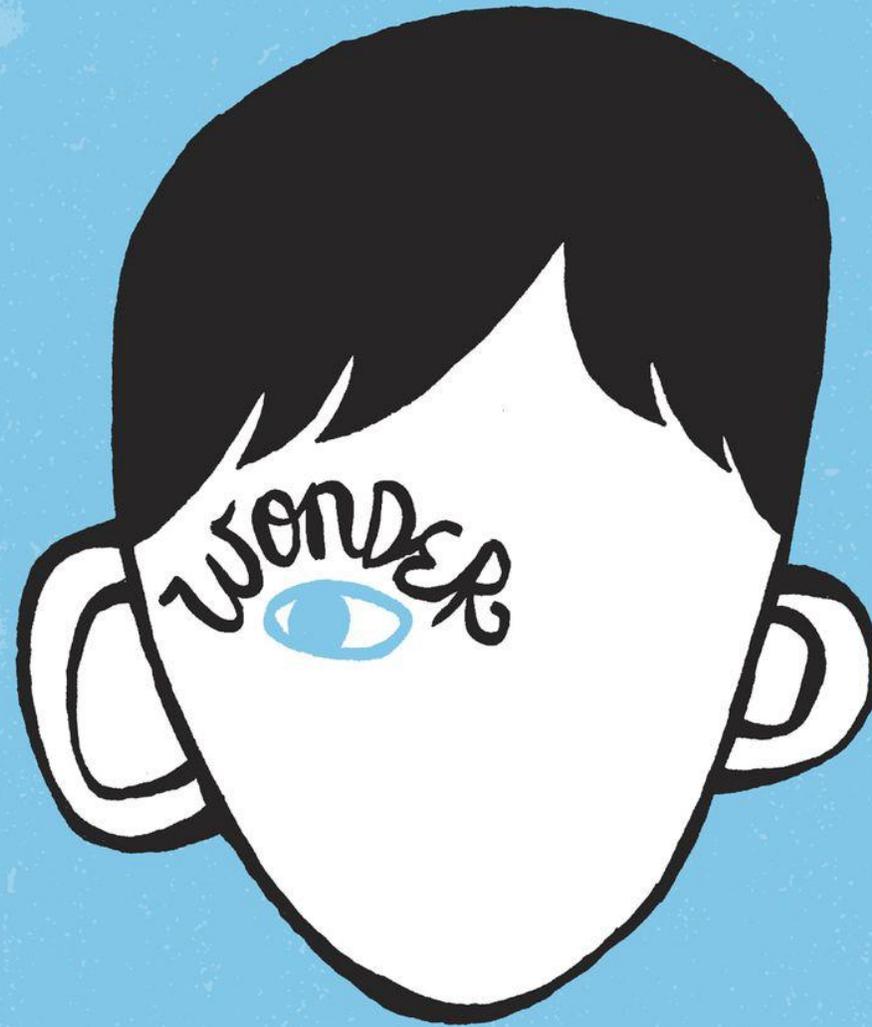


lion
lioness (female lion)
cub (baby lion)





"In a wonder of a debut, Palacio has written a crackling page-turner filled with characters you can't help but root for." —*Entertainment Weekly*



R.J. Palacio

I play ball
I have an x-box

I feel
ordinary
inside!

I eat ice-cream
I ride my bike

I feel ordinary
but other kids
make me feel
not ordinary



I wish...

I know
I am not an ordinary
ten-year-old kid

Augie
is a Boy
He is ten years old.

He eat

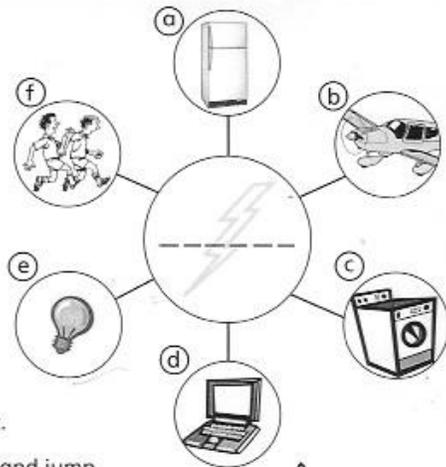


SCIENCE

Energy.

1 Write

- a A fridge needs energy to keep things cold.
- b A deroplane needs energy to fly.
- c A washing machine needs energy to wash clothes.
- d A ktop needs energy to work.
- e A lamp needs energy to give light.
- f ppople need energy to run, walk and jump.



2 Read and complete the table

Energy makes things work. Electricity, heat and light are all forms of energy.

Why is energy important?

Energy is very important. Computers, fridges, televisions and mobile phones all need energy. Cars, planes, trains, buses and motorbikes don't work without energy.

Where does energy come from?

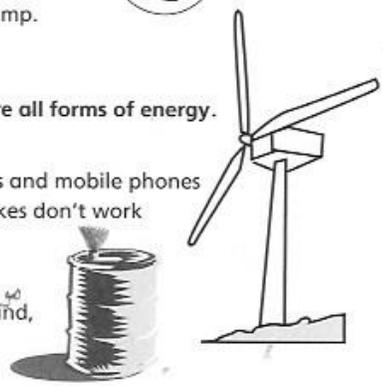
Energy comes from different sources such as oil, coal, wind, water, the sun and natural gas.

What are renewable energy sources?

The sun, wind and water are renewable energy sources. We can use these sources again and again. They don't run out. They are good for the environment.

What are non-renewable energy sources?

We can only use non-renewable energy sources once. They run out. Natural gas, oil and coal are non-renewable energy sources. They are bad for the environment.



sun	coal	<u>wind</u>	oil	water	natural gas
They run out.			They don't run out.		
They are bad for the environment.			They are good for the environment.		

Non-renewable energy sources	Renewable energy sources
oil natural gas coal They are bad for the environment	Sun Wind Water They are good for the environment

one day at the natural history museum

me and all my school friends went to natural history museum. Last week we went by bus.

My teachers went with us. when we arrived.

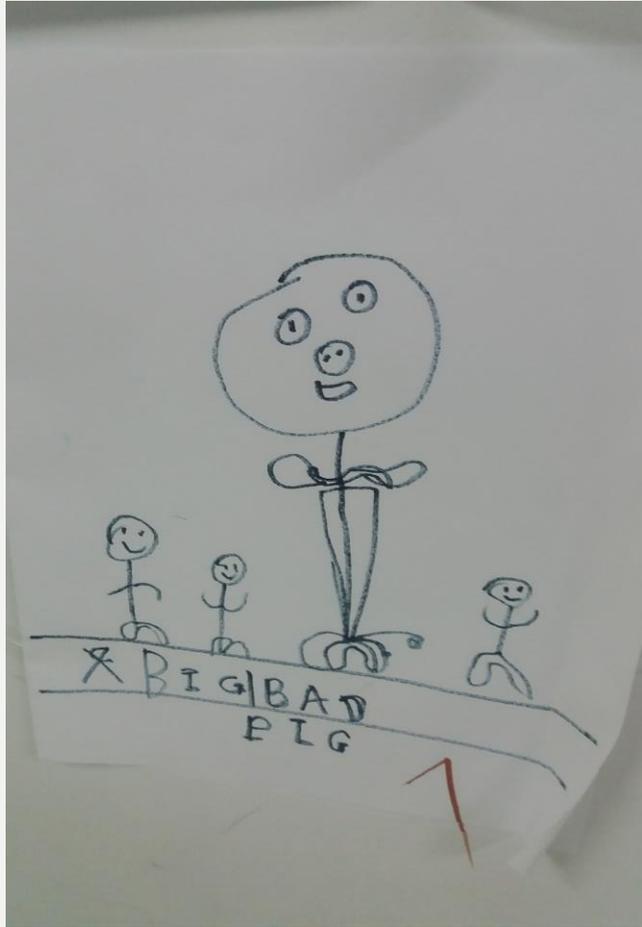
Katerina was waiting for us. Katerina works for the museum. She explained what we saw

in the displays. we saw butterflies

we were fascinated

spind







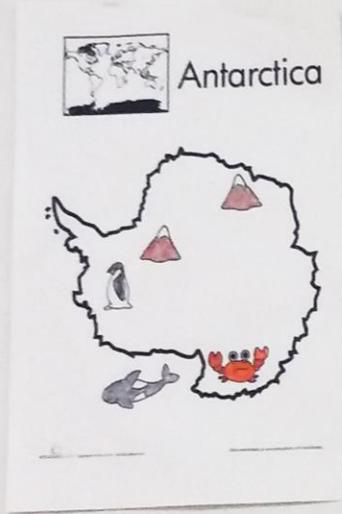


any to very
of Australia

The
to the
to the

Nevi
—
—
Ava
piako

ANTARCTICA



polar Bears live in Antarctica



penguin live in Antarctica



whales live in Antarctica



penguins live in Antarctica

*Kholar
Ali
mohammad

**“If you try to speak
Greek a little bit
every day, you will
learn it fluently!”**

Aziz, 8,5 years old from Afghanistan

3rd Grade Elementary Student

2 years in Greek school

You can make it too!



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**“It takes a little time,
but once you learn
the language, school
is a lot of fun!”**

Sirin, 9 years old from Iraq

4th Grade Elementary School Student

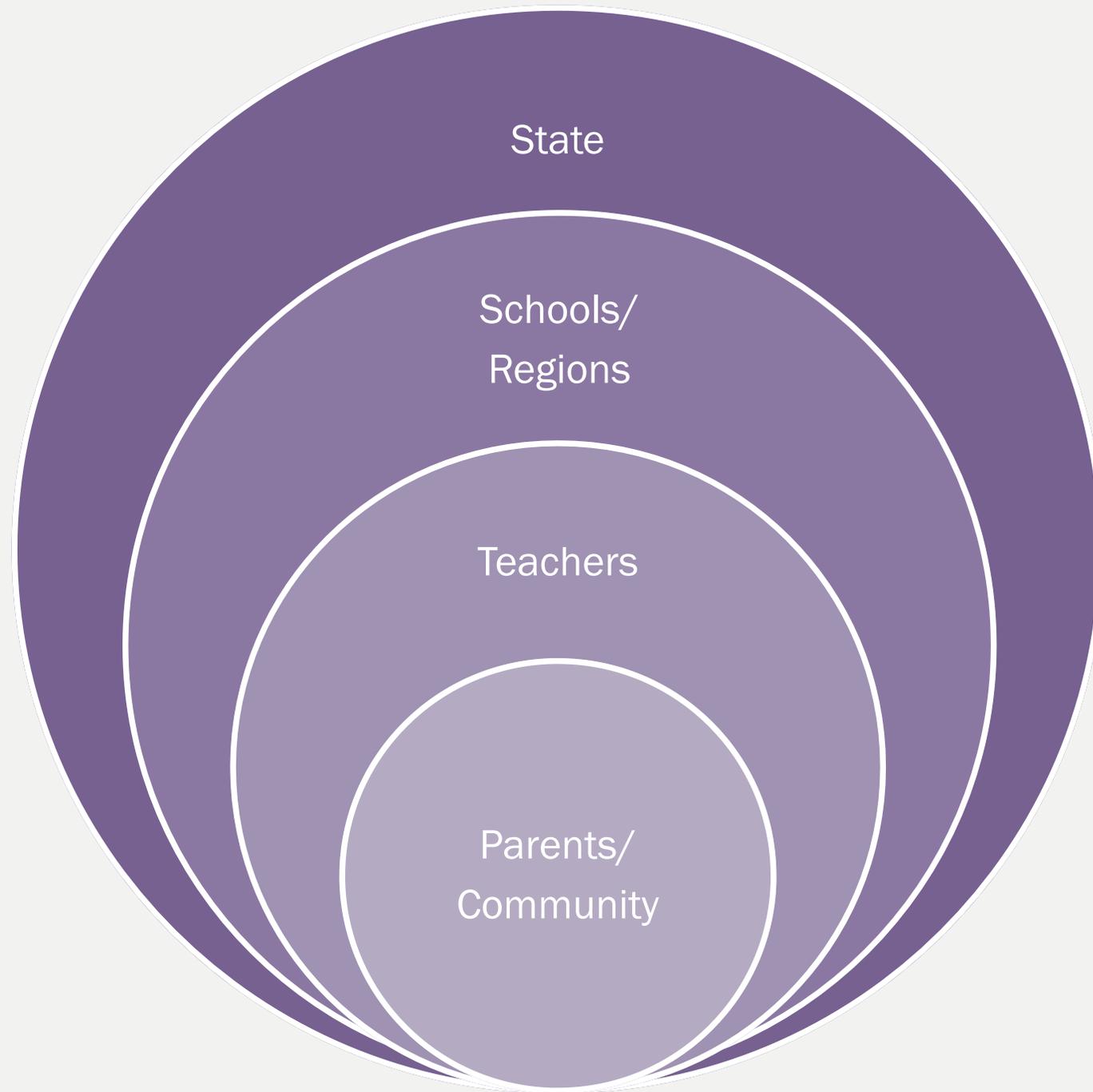
2 years in Greek school

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Margarita Mansola

“ Most probably, I survived thanks to my teachers at school: An adult model that cared”

(“Building Resilience in Youth at Risk” Wolin & Wolin, 1994)

Thank you !



Source: <https://www.winjigo.com/itworx-education-calls-to-bring-syrian-refugee-children-back-to-school-at-the-syria-donors-conference/>