



# SYNYPARXIS

## ECUMENICAL REFUGEE PROGRAMME

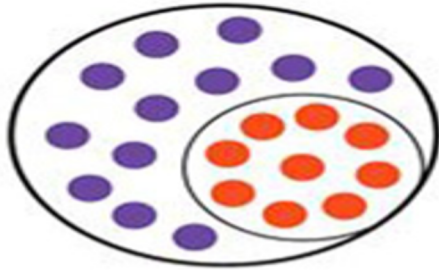
Non-profit organization of the Church of Greece



***“A general overview of the role of an educator when working with refugee or migrant minors: the case of UAM”***

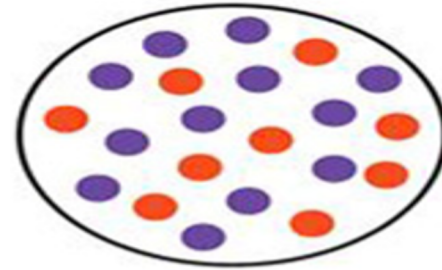
**Kallou Efi & Skrapali Efi, Educators of UAM Shelter  
SYNYPARXIS-Ecumenical Refugee Programme**

# The difference between integration and inclusion



INTÉGRATION

The integration would help them become part of a group but would not assist them in retaining their cultural identity .



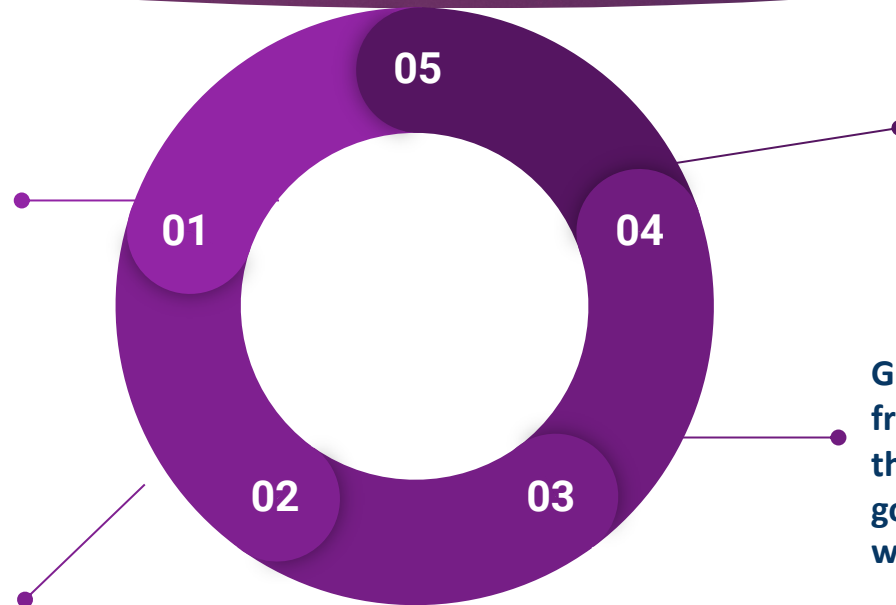
INCLUSION

The inclusion means that they would be accepted into the group without losing their identity and cultural characteristics.

# The challenges in non formal education

The first obstacle we come across is the indifference of refugees to learn the greek language. We as teachers must not forget that for many of the refugees, learning Greek is not a priority because of the uncertainty of their stay in Greece.

Many of these children are psychologically traumatized and have no desire whatsoever to participate in any activities.



A large percentage are illiterate without any form of past education.

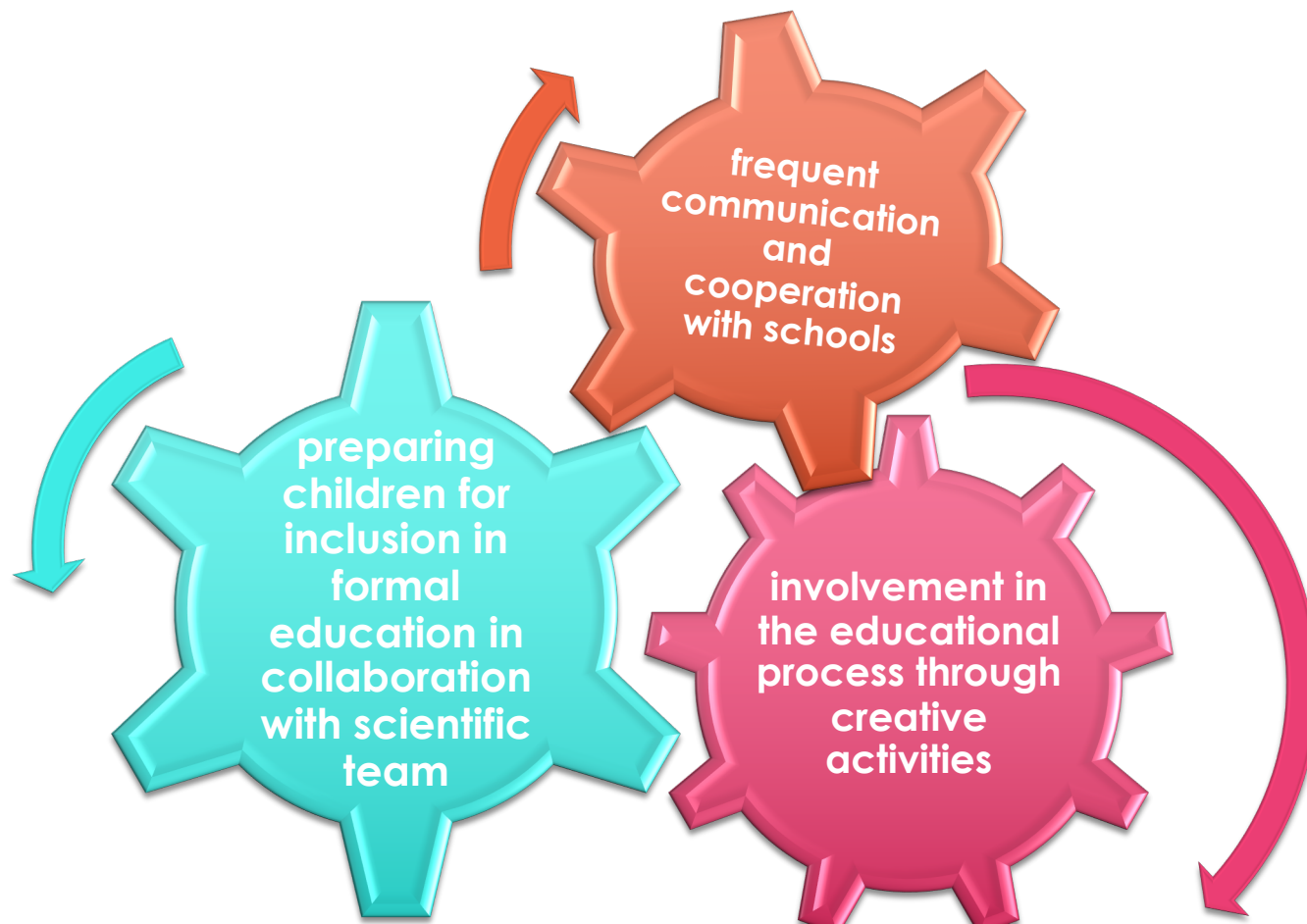
Greece serves as passage from the East to West for them. The children come and go so there is no consistency within classes and lessons,

Activities and lessons are held within the same building where the children sleep and eat. Their home is also their school. They have no contact with other children besides the ones they are living with, which acts as an obstacle to socialization and inclusion.





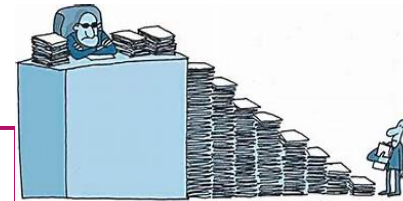
# The challenges in non formal education





# Public schools and refugee children in Greece: obstacles and good practices

Bureaucracy- time consuming procedures



Lack of space in public schools



Unwillingness of the schools to accept refugees



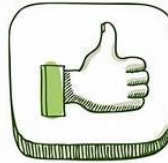
# Public schools and refugee children in Greece: obstacles and good practices



## Multicultural schools



- ✓ Specialized personnel
- ✓ Special tools and methods
- ✓ Differentiated instruction and curriculum
- ✓ Inclusive environment
- ✓ Multicultural projects



## General public schools

- ✓ Faster inclusion
- ✓ Reception classes for refugees → intensive Greek lessons
- ✓ Contact with local children



- Inadequate number of schools
- Is not preferred by domestic students



- Not all schools have reception classes
- Reception classes are not operational from the beginning of the educational year
- Not specialized personnel



## Case study

- ▶ A seven-year-old unaccompanied minor attends the 1<sup>st</sup> grade of a Greek multicultural school. After two months of attendance, the teacher of the class calls the educator and the psychologist of the shelter to discuss the difficulties that the kid faces during the lesson which are hyperactivity, lack of concentration, difficulty in understanding simple commands and learning difficulties.
- ▶ After discussion with the educators of the school and also of the shelter, the social worker and the psychologist, we addressed to a Center of Mental Health. The child underwent a clinical assessment with the psychometric tool WISC, but the test couldn't be completed because the oral part is adapted for the Greek population. Hence, it couldn't be differentiated and translated.

# Case study

No  
standardized  
test for  
refugees  
and migrants  
In place

Excludes  
refugee  
children from  
valid  
diagnosis

There can  
be no  
proper  
intervention  
from school

Exclusion and  
slow progress

