

# Towards a holistic understanding of educational inclusion of refugee students

Προσεγγίζοντας ολιστικά την εκπαιδευτική συμπερίληψη παιδιών προσφύγων

Dr Michalis Kakos

Centre for Interdisciplinary Research in Childhood, Education and Society

# Refugees

- Those who owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, are outside the country of their nationality and are unable or, owing to such fear, are unwilling to avail themselves of the protection of that country; or, who are outside their country of nationality or habitual residence and unable to return there owing to serious and indiscriminate threats to life, physical integrity or freedom resulting from generalized violence or events seriously disturbing public order.

Article 2, the 1951 Convention related to the Status of Refugees and UNHCR, 2011, p. 19.

- ‘I didn’t *come*, I *left*’

Interview with S. (refugee father)

Interrupted childhood

Interrupted education

Interrupted life

Vulnerability

Unfamiliar educational system

New language

TRAUMA

Fear

Loss

Redefinition of self

Uncertainty

Rejection

New roles within family

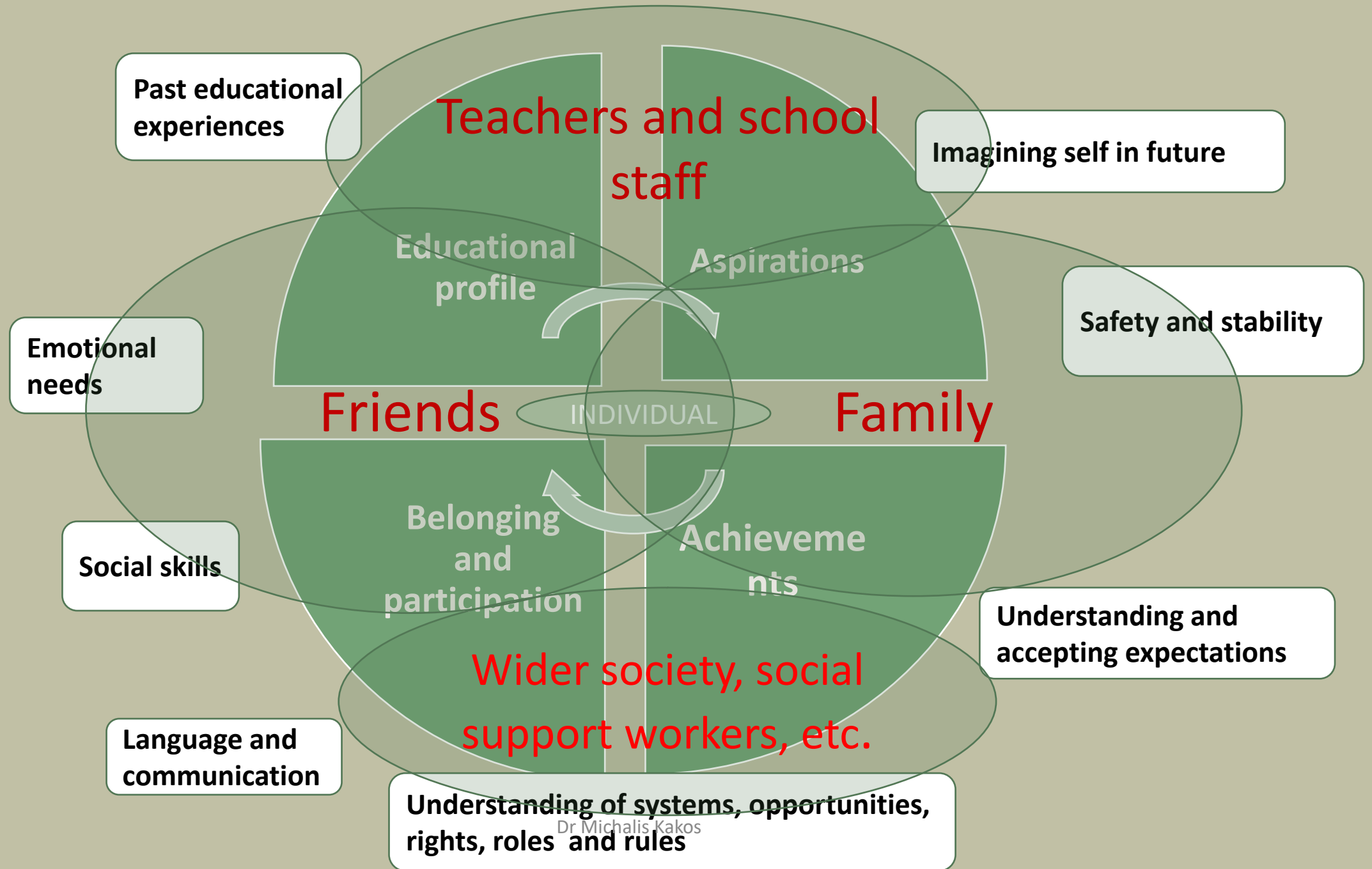
Lack of social cycle

Imposed identities

+++++

# INCLUSION IN EDUCATION-

## Towards a holistic model



# Building an inclusive school

*“I am the Headteacher of a Community Centre”*

(Mrs H., Head teacher of LL primary, Leeds)

**Constructing an inclusive schools starts with the deconstruction of its fence**

## From...

- National Curriculum
- National language
- National objectives
- School premises
- Assumption that schooling is the only valid form of education
- Assumption that the Ministry of Education is the sole responsible for educational policies

## To..

- ➔ Suitable curriculum
- ➔ Language for communication
- ➔ Student-centred objectives
- ➔ Community spaces used by schools
- ➔ Synergies between formal and informal education
- ➔ Policy coordination for educational inclusion

- The school as a piece of a jigsaw
- Child-centred approaches cannot be constructed in the absence of children and parents
- Independent schools: accountability, recognition of needs, planning and evaluation
- Teacher Education for the Right to Education