A digital/online educational module and monitoring/recommendations guidelines for trainers regarding the psychosocial support of refugees
IO4: *IO4-Psychosocial Support through Communities' engagement & mobilization*

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Psychosocial Support Program to Promote Social Integration of Refugees through Group Kinetic Games

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The context

- By the end of 2016, more than 55,000 people have been registered in settlements throughout Greece (Amnesty International, 2017).

- During their arrival of refugees, Greece is in the middle of an economic crisis and faces the implications of severe austerity measures. Economic turmoil is accompanied by lack of adequate infrastructures to host the incoming population.

- In Greece, as in many other EU Member States, the reception and settlement of refugees were delegated to International and National Organizations and NGOs (which were mostly concerned to provide basic humanitarian assistance, like health, food and shelter).

- At the same time refugees have increased psychosocial care needs due to a number of intertwining and overlapping difficulties.

- Educational integration (including integration into higher education) of children/young adults proves to be a thorny issue

Supporting University Community pathways for REfugees-migrants

Main rationale and objectives

- Within the context described above SUCRE aimed to facilitate young refugees' educational integration (and in particular integration into Higher Education) by supporting –through the construction of relevant training material- practitioners who work with the refugees in various sites.

- Part of the educational material produced concerns psychosocial support.

- Its general objective was a) to take into account the perspective and the experience of practitioners themselves and b) to move away both from a narrow policy-driven focus and from a problem focused perspective.

Main Resources and structure of the material

- Towards the above mentioned objectives we conducted

- A) Practitioners' needs survey (by conducting interviews and focus groups)

- B) Desk research (in an attempt to identify relevant literature as well as existing interventions and examples of "good practices").

Hence, the educational module is structured as follows:

The first part incudes a brief presentation of the main thematic categories identified in practitioners' interview/focus group discourse.

The second part includes some important assumptions and considerations from the relevant literature that have been taken into account.

The third part includes examples of the "good practices" identified.

PART I
EXPLORING PRACTITIONERS' EXPERIENCES AND NEEDS

Exploring practitioners' needs

Practitioners' needs survey included the following stages:

- Identification of potential participants (organizations and refugees) and construction of interviews and focus groups guide

- Mobilization of participants and interviews/FG implementation

- Data thematic analysis (Braun & Clarke, 2006)

- Data were coded using a hybrid inductive-deductive approach.

- The main thematic categories that emerged are the following:

Exploring practitioners' needs

- **Professional identity**
- Uncertainty and precariousness (continuous transfers from one place (camp) to another or from one NGO to another, Precarity/Lack of a stable working context and of a sense of belonging)
- Discrepancy among aid workers and volunteers (blaming the other, excessive labour burden)
- Lack of relevant (focused) training/ need for legal and medical training

- **Organizational-Administrative context** (collaboration issues within NGOs and state services, Limited information sharing and exchange between services, issues of confidentiality)

Exploring practitioners' needs

- **Refugees' reception by the local communities**
- Positive but also negative reactions: exotic view of refugee population/ fearful reactions/ racism/ stereotypes about refugees
- **Other challenges/difficulties**
- Constant movement and fluidity
- Educational integration
- Need for cultural awareness
- Asylum procedures (slow/ineffective)
- **Special groups**
- Adolescents and youth facing double transitory processes
- Unaccompanied minors, detention in prison, guardianship issues
- **Psychological problems** trauma/ separations

PART II
findings, assumptions and considerations from the relevant literature
ON REFUGEE NEEDS

Key concepts and assumptions from the relevant literature

- **The refugee movement as *crisis* and the rhetoric of emergency** (The emergency discourse creates a sense of discontinuity and decontextualizes the lives of people experiencing a crisis and it calls for a short term relief work)

- **Temporality** (Time as a metaphor to talk about instability and powerlessness of both practitioners and refugees)

- **Securitization and Border politics** (debates on border security within Europe)

- **Legal/administrative** definitions of refugee population and **category fluidity** (Immigration control policies)

Key concepts and assumptions from the relevant literature

- **Resisting the homogeneity of the refugee experience**

- (refugee experience as an "epistemic object in construction" (Malkki, 1995)

- **Racialisation** (Fanon, 1967): Race (and ethnicity) changes over time and is different in different situations. It is made socially significant, rather than being natural or fixed

- **Intersectionality** (Crenshaw, 1997): thinking about belonging into several social groups (such as gender, class, sexuality and ethnicity) at the same time. Different groups have varied amounts of power in relation to other groups

- **Transnational turn**-migration as a continuum (Vertovec, 2010).

Key concepts and assumptions from the relevant literature

- Approaching refugee children through a **community based psychosocial perspective** (assessing needs in relation to the community of refugees, developing community based resilience)

- Approaching **Integration as a multifaceted and dynamic process** that involves a continuous inter-play between self and socio-political and historical forces

- **Refugees' agency** (Sennet, 2006): refugees acknowledged as competent agents of their lives, and not as passive recipients of aid and care
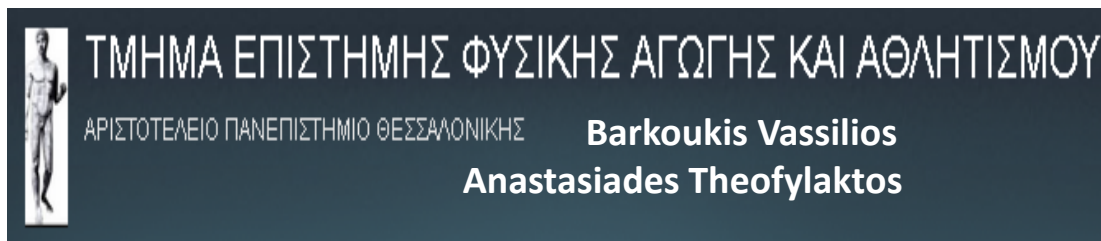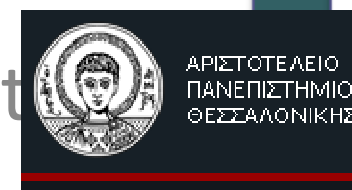
PART III
EXAMPLES OF GOOD PRACTICES

- **Social Care and Psychosocial support**
- (eg. Good practice in social care for refugees and asylum seekers SCIE, 2010, **IRC's Guiding Principles for Psychosocial Programs**)
- **Children's care and protection**
- (eg. Good practices in supporting children and young people, BPS, 2009)
- **Clinical issues** (eg. Trauma and the 'Trauma Grid', Papadopoulos, 2007, 2018)
- **Migration and family matters**
- (eg. Reception and living in families (RLF). Overview of family-based reception for unaccompanied minors in the EU Member States. Nidos, Swedish Association of Local Authorities and Regions, 2015)
- **Education**
- (eg. The British Psychological Society's Code of Ethics and Conduct 2009)

Psychosocial Support Program to Promote Social Integration of Refugees through Group Kinetic Games

The role of sport in the social integration of refugees

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ΤΜΗΜΑ ΕΠΙΣΤΗΜΗΣ ΦΥΣΙΚΗΣ ΑΓΩΓΗΣ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ

ΑΡΙΣΤΟΤΕΛΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΟΝΙΚΗΣ

Aspects of the educational to

- The role of sports on refugees' integration
  - Sport - Physical activity - Play: Benefits of participati
  - The role of sport in the social integration of refugees
  - Barriers preventing refugees' participation in sport
  - Psychosocial support sport program for the promotion of social integration of refugees through Cooperation Movement Games
- Best practices
  - Funding and Programming
  - Communication and awareness
  - Attracting and training of human resources
  - Collaboration and assessment

Aspects of the educational tool

- **Example games to promote social integration**
- Introductory Games - Acquaintance - Familiarization - Communication Games
- Collaboration - Trust Games
- Interaction - Recreation Games
  - Objectives -Secondary goals
  - Age
  - Team/s - Number of participants/players
  - Venue – playing area/space
  - Variations - Modifications
  - Equipment