

## Manifesto for Inclusive Learning Intellectual Output 1 Advocacy Tool Kit

### Collection of successful practices of inclusion of migrants through education and training

Description of existing practices (carried out by the partner or within in its network)

The objective of the following grid is to describe existing practices on migrants' and asylum seekers/refugees' integration in hosting societies trough education and training.

Each partner should select from 3 to 5 practices that he/she deems coherent and consistent with the principles of the Manifesto for Inclusive Learning (please see below). The practices will be presented at the training in Berlin and they should provide evidences/demonstrate the value of applying an education and training-based strategy in inclusive policies and practices for a welcoming Europe.

The data collection can take place through interviews or asking the interviewee to fill out the form on his/her own. There must be a contact with the practice provider (download from the Internet Is not enough!)

PART I CONTACT DATA	
Name of the organization implementing the action	Apostoli
Website/Social Network	<a href="http://mkoapostoli.com">http://mkoapostoli.com</a>
Name of Contact Person and Role within the project/teaching programme	Dr. Vassi Leontari, Project Manager, Director Programmes Unit
E-mail	<a href="mailto:v.leontari@mkoapostoli.gr">v.leontari@mkoapostoli.gr</a> <a href="mailto:e.chatzi@mkoapostoli.gr">e.chatzi@mkoapostoli.gr</a>
Phone (not mandatory)	
Address (Town and Country)	34 Satovriandou, Omonia (Athens, Greece)
Are you part of any national, European or International thematic network	<b>Yes, the EURODIACONIA Migration Network Church Action for Labor and Life</b>
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/ volunteers or other operators involved	4 teachers 2 interpreters 1 social worker 1 volunteer

Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	Refugees, Migrants in general and Operators and educators working with migrants and refugees
Characteristics of participants (nationality, age, any other interesting characteristic)	The participants of the educational programme are mostly from Afghanistan and Syria. However, they are also from Iran, Iraq, a few from Bangladesh, Morocco and one from Germany.
Average number of learners	110 people per month.
Sex disaggregation of participants (if available)	Three participants who declared it.
Concise description of the learning experience ( )	Providing English and Greek language courses, Greek History as well, in order to integrate and include not only in the Greek society but also in European framework. The Greek language courses aim at the students' participation in the language national exam which provides them with certification in Greek language. Social and Life skills, career counselling, sewing and tailoring workshop, a painting workshop.
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	<ul style="list-style-type: none"> <li>• Collaboration with the social workers, the responsible for the refugee children in order to help registrations to the public education.</li> <li>• Collaboration with Centre of Greek language in order to participate the students in the exams.</li> </ul>
Have you established a satisfactory collaboration with other civil society activists?	Collaboration with national coordinator in education for refugee people to examine cases of children who didn't register in the public schools.
Have you established a satisfactory collaboration with migrant communities representatives, if any?	No.
Have you created a link/value chain with local social and educational services?	Communication and support with educators of public schools.
On line platform or app for e-mobile learning, if available	Not available.
Strengths of the approach	Motivate refugees and migrants to learn and help them in social integration of the country.
Weaknesses of the approach	

Indicators of success	Regular class participation (frequency and stability in attending classes), number of students, number of language certificates issued, increasing extroversion of participants, degree of openness, adaptability.
Story telling (anecdotes) worth to be reported	
Project Homepage/Social Network if any	<ul style="list-style-type: none"> <li>• <a href="http://mkoapostoli.com/η-δράση-μας/εκπαίδευση/εκπαιδευτικό-κέντρο-παιδιά-κόσμου/">http://mkoapostoli.com/η-δράση-μας/εκπαίδευση/εκπαιδευτικό-κέντρο-παιδιά-κόσμου/</a></li> <li>• <a href="https://www.facebook.com/ApostoliEducationalCenterforRefugeesandMigrants/">https://www.facebook.com/ApostoliEducationalCenterforRefugeesandMigrants/</a></li> </ul>
Training kits or tools available online	No.
How is the activity financed (public, private funds, project based)	Private funds.
Pictures	

Principle	How is it met?
1. Centrality of education and training be it formal and non-formal, understood as a relationship that transforms and connects those who teach and those who learn, in every place and time of life.	Implementation of teaching through the non-formal educational centre in collaboration with the public schools.
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	There is no discrimination. Every person who wants to learn can participate in the courses. In addition, there is support and help to everyone based on their needs within social service which the educational programme includes.
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Through education in life and social skills, through referrals to cooperating organizations at a local and national level, through a holistic approach for meeting needs of individuals.
4. Protection of the weakest, understood as the ability to look at the world always from the point of view of the most fragile, offer them protection first and paths of autonomy than.	Offering individual help and support in order to empower them within the holistic method of education in languages as well as life, social skills, and within personal counselling sessions.
5. Confidence in a shared future, intended as the conscious choice to include migrant people, starting from young people and women, first or second generation, in the design of an inclusive society, as the result of the meeting and the <i>metissage</i> between different stories, cultures and interpretations of the world	Social inclusion by communication and exchange of cultural differences during the implementation of group meetings for the education in life and social skills.
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and	Collaboration with other public and private services, NGOs, Social Cooperatives.

their associations.	
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	Collaboration with other private and public services and other NGOs in order to provide holistic support and correct information based on their individual needs.
8. Evidence-based approach, understood as the continuous tension towards the scientific analysis of change, based on quantitative, qualitative and mixed tools and methods, to overcome perceptions, stereotypes and information that are often distorted and manipulated.	
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	
10. Curiosity and respect for all the diversity of which everyone is a bearer against the culture of hate, xenophobia and any possible expression of intolerance	Group sessions, life skills, movies together with dialogue, thematic workshops.

Please add anything you might see fit

Name of the person in charge of filling out the grid

Christina Lontou

Date and Place

14/03/2019

Athens