

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 through 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	3 rd Primary School of Neo Psychiko Interorthodox Centre
Website/Social Network	Intero.gr
Name of Contact Person and Role within the project/teaching programme	Georgia Karela Primary School Teacher
E-mail	geokar3@yahoo.gr
Phone (not mandatory)	
Address (Town and Country)	Athens- Greece
Are you part of any national, European or International thematic network	Yes
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	One
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees	Refugees Migrants in general

Local Communities Other (please specify)	
Characteristics of participants (nationality, age, any other interesting characteristic)	Ages 6-12, Syrian
Average number of learners	6 children
Sex disaggregation of participants (if available)	
Concise description of the learning experience ()	The Syrian students left their country because of war. They went to school and followed the educational system as it is organized.
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Yes
Have you established a satisfactory collaboration with other civil society activists?	Yes
Have you established a satisfactory collaboration with migrant communities representatives, if any?	With the parents.
Have you created a link/value chain with local social and educational services?	Yes
On line platform or app for e-mobile learning, if available	Yes
Strengths of the approach	They want to have more opportunities.
Weaknesses of the approach	Language.
Indicators of success	The students' pleasure. The way their parents thanked us.
Story telling (anecdotes) worth to be reported	We exchanged ideas about the customs and traditions of our countries.
Project Homepage/Social Network if any	No
Training kits or tools available online	No
How is the activity financed (public, private funds, project based)	No funds
Pictures	No

Principle	How is it 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.	We followed formal education as the books and the material that were used are the ones that the Ministry suggests. Apart from that, we used additional material that was prepared from the teacher.
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	They were active members of the learning process and we tried to cover their needs.
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Through their personal stories they understood that they can help each other in case of difficulty.
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.	We worked with theatrical techniques in order to feel safe.
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>metisage</i> between different stories, cultures and interpretations of the world	They exchanged their stories and impressions and we tried to find the common subjects.
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	We had to refer to the School Director.
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	We cooperated with other schools and teachers and exchanged ideas and lesson plans.
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.	We used many methods, such as discovery learning, cooperative learning and learning through computer in order to overcome the problems we faced. Apart from the se, connecting school and museum was one of our main aims.
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the “stories” that make "History"	We heard the story of each one and we tried to discuss it and understand his / her side.
10. Curiosity and respect for all the diversity of which everyone is a bearer against the culture of	We tried to understand each other and through the learning process and the activities we

hate, xenophobia and any possible expression of intolerance	wanted to show that we can have many things in common and that we respect the others.
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Please add anything you might see fit

Name of the person in charge of filling out the grid
Karela Georgia

Date and Place
Penteli, 21/11/2019