

## 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	4 <sup>th</sup> High School of Metamorfoosi and 2 <sup>nd</sup> High School of Kifisia, Interorthodox Centre of the Church of Greece
Website/Social Network	www.intero.gr
Name of Contact Person and Role within the project/teaching programme	Kyriaki Mantellou, high school Teacher
E-mail	<a href="mailto:kyriakinm@gmail.com">kyriakinm@gmail.com</a>
Phone (not mandatory)	
Address (Town and Country)	Athens, Greece
Are you part of any national, European or International thematic network	No
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	Refugees Migrants in general

Operators and educators working with migrants/refugees Local Communities Other (please specify)	
Characteristics of participants (nationality, age, any other interesting characteristic)	Boys and girls between the age of 13-19. Pakistan, Albania, Ukraine, Moldova, Azerbaijan, Georgia. One of the children is an orphan.
Average number of learners	20 children
Sex disaggregation of participants (if available)	Yes
Concise description of the learning experience ()	The emigrants are persons that have an inner fear and a reservation because of their cultural difference and the cause of their immigration. The pupils hold some reservation with the questionnaire. That's why i used it as a guide for a productive discussion only. Projects in mixed groups of pupils help in a very positive way for their integration as also the exchange of information about the different habits.
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?	No
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?	No
On line platform or app for e-mobile learning, if available	No
Strengths of the approach	Hope for the best (a better life)
Weaknesses of the approach	Fear
Indicators of success	Willingness
Story telling (anecdotes) worth to be reported	Food habits, traditional family life
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	Yes

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.	This is achieved by providing examples from the everyday life of the trainer's and trainees' country of origin.
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	By promoting and enhancing values, such as equality, respect and acceptance of diversity.
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	This is achieved by applying a team approach (team work) when working on projects.
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.	By promoting the collaboration/ team work between the weak and the strong pupils. Creating heterogeneous teams, in terms of strong and weak individuals.
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.	By presenting examples of real stories of immigrants and/or societies that have already a "shared future". E.g. in other EU countries.
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	-
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	-
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.	A questionnaire has been developed and offered to the "Non- Greek" pupils to capture their perception of their presence at school and their relationship with the scholar environment.

9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the “stories” that make "History".	Pupils make presentations on the traditions and significant events that took place in their country of origin.
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.	Acceptance and respect are promoted through discussion and activities that promote the familiarization with the different habits of the different cultures.

Please add anything you might see fit

Name of the person in charge of filling out the grid

Kyriaki Mantellou

Date and Place

Pendeli, 13/03/2019