

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	National and Kapodistrian University of Athens UoA, UAC (Unaccompanied Children), UoA – Faculty of early Childhood Education
Website/Social Network	www.synigoros.gr
Name of Contact Person and Role within the project/teaching programme	Matoula Papadimitriou, researcher at the University of Athens and at the UNICEF program for refugees in Greece
E-mail	matoulap@yahoo.co.uk
Phone (not mandatory)	
Address (Town and Country)	Athens - Greece
Are you part of any national, European or International thematic network	UNICEF-UoA
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	Two
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees	Yes

Local Communities Other (please specify)	
Characteristics of participants (nationality, age, any other interesting characteristic)	Minors from Syria, Afganistan, Pakistan, 6-15 years old, living in main land and urban settings
Average number of learners	20
Sex disaggregation of participants (if available)	
Concise description of the learning experience ()	Need for a gradual integration in mainstream schools with preparation classes
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?	Yes
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	
Strengths of the approach	
Weaknesses of the approach	
Indicators of success	
Story telling (anecdotes) worth to be reported	Yes
Project Homepage/Social Network if any	
Training kits or tools available online	
How is the activity financed (public, private funds, project based)	Public funds, project based.
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.	Using the principle of positive equal treatment by taking positive measures (reception structures/additional lessons) aiming at gradual integration.
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without	Same as above mentioned.

discrimination	
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	The content of education is free of charge, accessible to all and culturally appropriate.
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.	Taking into consideration the background and the actual situation refugees find themselves in.
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	All provided education should follow the following four steps, availability (free of charge) – accessible (within reach) – acceptable – adaptable and have a result for refugees to develop several skills, vocational also.
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	Different educational systems and legal regulations result to different opportunities or/and barriers. Equal chances are not given across Europe.
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	Yes.
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.	Yes.
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the “stories” that make "History"	Yes.
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	Submersion without further support may result to failure also without taking into consideration the situation and the real needs of refugees.

Please add anything you might see fit

Name of the person in charge of filling out the grid
Matoula Papadimitriou

Date and Place
Athens 20.09.2019

