

ERASMUS + Projects

SMILES



Supporting Migrants

Integration Life

Experience Skills

Best Practices Handbook



By SMILES Project Team





BEST PRACTICES ON SOCIAL INCLUSION HANDBOOK

INTRO

This project focuses on the need of both groups to be trained not only in "conventional" basic skills, but also in life skills, a double set of skills that aims to get a better life with few means, to improve communication between and among target groups and other parts of the population, and finally to integrate them.

Therefore, we want to explore pedagogical methods and tools used in our organizations, compare and evaluate them. We need to be sure that our methodological processes are operational, effective and efficient, bringing skills and autonomy to target groups.

Its because of all of above that we aim to formalize them in a handbook of good practices.

SMILES

Erasmus +
project





BEST PRACTICES

SELECTED
BY
COUNTRIES



Spain

Tenerife, Canary Islands.

Partner organization's
name:

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-
-

**Asociación Canaria de
Cooperación
Solidaridad Internacional (ACCSI)**



Name of the partner organization:

Asociación Canaria de Cooperación Solidaridad Internacional
(ACCSI)

Name of the representative person:

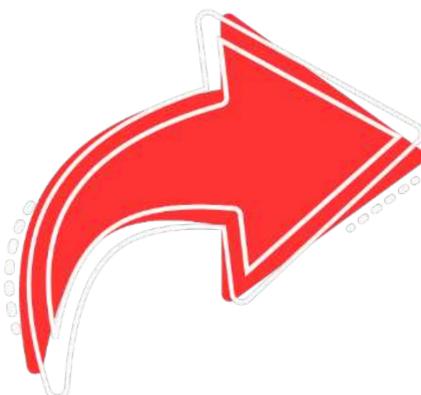
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Date: 03-09-2020



Barriometrajes

where?

In several working-class neighbourhoods, at Tenerife island, Spain.

By who?

Barriometrajes: Cine Comunitario.
(Neighbourhood-Short Films:
Community Cinema).

When and for how long?

One year, 2018-2019



Main topic

Active Citizenship and Community Building;
Cultural Awareness.

Consists of:

Community cinema project with the main goal of activating daily public places and social relationships through collective short-films made with the participation of the neighbourhood inhabitants.

Who is?

Barriometrajes

How do they work?

1. Barriometrajes technical team approaches to the neighbourhood population through visits, conversations and social events to get to know their reality, needs and problems. Also, they introduce the project and attract participants.

2. During several weeks participants acquire technical training focused on short-films production with the aim of filming collectively short-films inspired by the stories and memories of neighbourhood population.

3. Finally the short-films are showed in an open-air cinema, internet and cultural events making friendships and social links.



Success/changes the practice make

1. Build a collective identity.
2. Creation and improvement of social relationships.
3. Record and create an audiovisual, individual and collective memory of neighbourhoods
4. Introduce artistic, social work and cultural production on neighbourhoods.



Funded by: Canary Islands
Government, Tenerife Council and
La Laguna City Council



See Barriometrajes project
description video (English subt.) at:

<https://www.barriometrajes.net>



@BARRIOMETRAJES

Link to short-films production:
<https://www.barriometrajes.net/video/>

Vocational Farm School: "La Aldea"

where?

Tenerife island,
El Rosario township.

By who?

Aldeas Infantiles SOS
(SOS Children Villages) (NGO)

When and for how long?

2003 - 2020



Main topic

Active Citizenship and Community Building;
Environmental education.

Consists of:

Farm for environmental education mainly aimed
to children and primary school students.

Who is? Vocational Farm School "La Aldea"

How do they work?

1. Raising awareness about the environmental problems specifically those of the island as territories with limited resources, raw materials and scarce farming land.
2. Promoting the development of an Environmental Educational Programme, in a stable and permanent way, through the quality of childhood conditions, and families, generating a socio-environmental education in order to acquire knowledge and habits related to environmental protection.
3. Contributing to most important common project: the construction of a society for sustainability.



Pedagogical tools to facilitate the transmission of values such as effort, respect for land and animals, cooperation, team working, and self-esteem.

1. A rural day. One day activities at the farm aimed to schools, institutions and charities.
2. Small-great farmers. Several activities for children: animal caring, and farming labour adapted to educational goals.
3. Learning in another way. Encourage and motivate didactic learning of school subjects using natural spaces.

Success/changes the practice make

1. Children awared on the importance of protecting environment and ecosystem
2. High rate learning results through the “learning by doing”, active participation and cooperative working methodology.
3. Awareness and experiential knowledge of nature, countryside, natural resources, agriculture and environmental values.





ALDEAS
INFANTILES SOS 
Un hogar para cada niño

<https://www.aldeasinfantiles.es/nuestros-programas/sostenibilidad-y-naturaleza>



@Aldeas Infantiles SOS de España

Centro-de-Educación-Infantil-Aldeas-Infantiles-SOS-Tenerife

Inten Cultural Music

where?

Tenerife island, at cultural centres, public places (festivals, fairs, ...) high and primary schools.

By who?

Nigeria Union Association in Tenerife / Fresh Inx

When and for how long?

2015 -2020

Main topic

Active Citizenship and Community Building; Cultural Awareness.

Consists of:

Showcase of different styles of modern and traditional African/Nigerian music.



Fresh Inx /Nigeria Union dancing with school students, 2019

who is?

Intercultural Music

How do they work?

1. Showcase the rich African-Nigerian cultural music: different traditional costumes, rhythms, and tribes as Yoruba, Igbo, Hausa...
2. Showcase different tribal traditional dressing (Yoruba, Igbo, Hausa).
3. Showcase different modern African music styles: hip-hop, R&B, Pop, Soul, Afrobeat.



SUCCESS/CHANGES THE PRACTICE MAKE

1. Children, students and people participating at the showcase are awared of the cultural diversity and use traditional and modern music as a way for integration and knowledge of other cultures and ways of life.

2. High rate of intercultural awareness through direct contact with traditional dancers and modern african music performers.



Spain

Zaragoza

Partner organization's
name:



STP EUROPA



Name of the partner organization:
STP EUROPA



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Date: 25-08-2021



La Colaboradora **(ZARAGOZA ACTIVA)**

where?

Azucarera del Rabal (c / Mas de las Matas 20)
Zaragoza (SPAIN)

By who?

ZARAGOZA ACTIVA SPACE belongs to the
Zaragoza City Council

When and for how long?

Since 2010 and still running.



Main topic

Active Citizenship and Community Building;
Cultural Awareness; Urban Sharing Lifestyles;
Social Communication Methodology.

Consists of:

Zaragoza Activa (ZAC) is a public ecosystem of entrepreneurship and social innovation whose global mission is to improve the social and economic conditions of the city

who is?

La Colaboradora

How do they work?

The Colaboradora is a physical space of Collective Intelligence where a collaborative community works on its business, social or creative projects with the only payment requirement of exchanging ideas, services and knowledge through a time bank to strengthen the collaborative economy of its members and its environment. In this space you can develop business, social, creative projects ... It is aimed at entrepreneurs, freelancers, freelancers, NGOs, activists, creatives, re-entrepreneurs who want to develop a project.

La Colaboradora is made up of people with a project to develop. It is a P2P physical environment where talent is managed and the philosophy of peer to peer exchange networks is combined with the intensity of human contact through the meeting of collaborative communities.

La Colaboradora is a space co-managed between the Zaragoza City Council and the users themselves who are involved in its governance and are empowered by it. Each member works in the development of their project with the commitment of putting 4 hours of their time at the service of the community to offer services on a voluntary basis in the governance tasks of the project (dynamization, communication or training) or contributing with their knowledge by advising to other members.

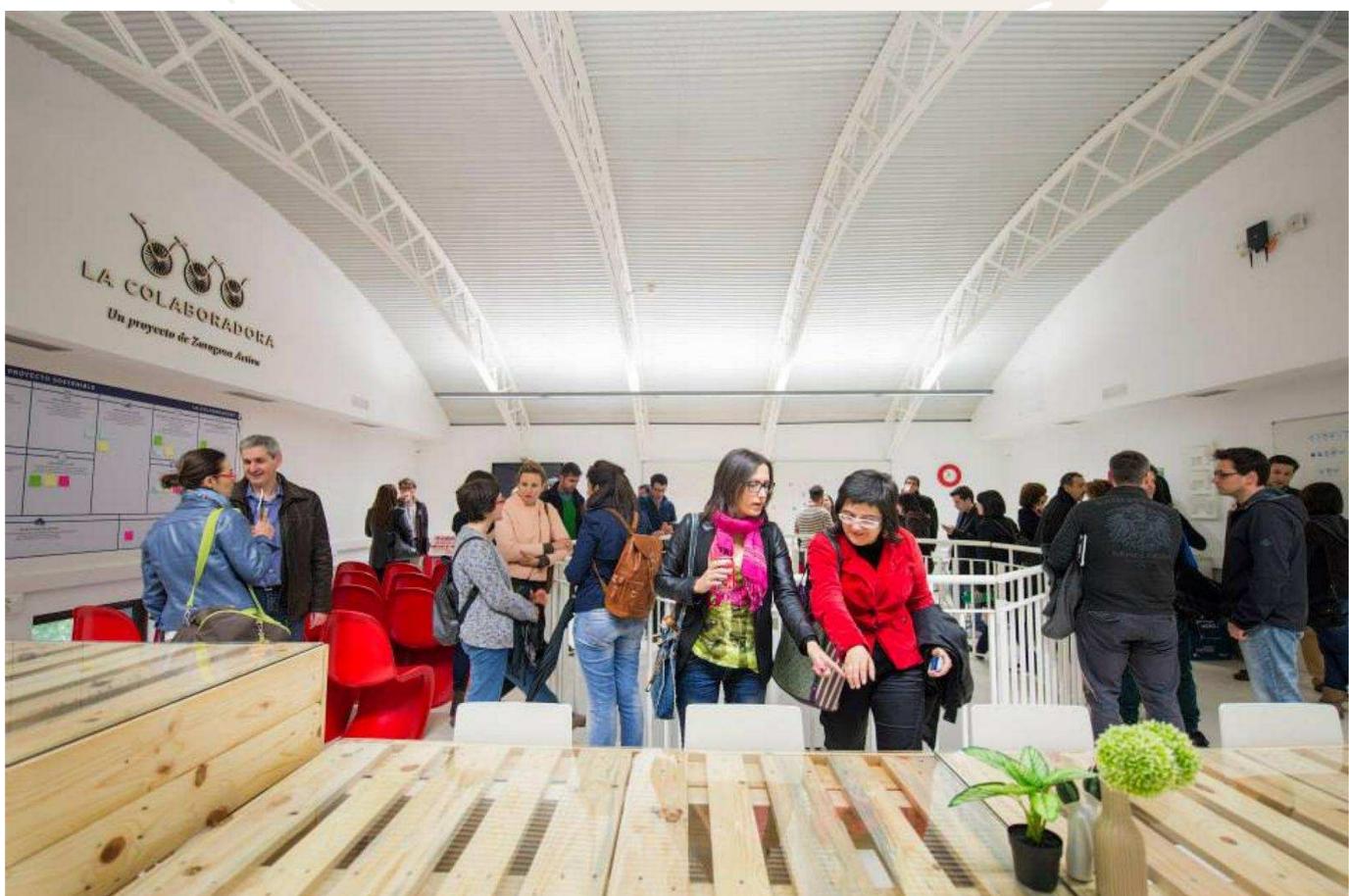
Its governing bodies are the Management Board and the Assembly.



SUCCESS/CHANGES THE PRACTICE MAKE

1. Networking: collaboration with entrepreneurs (youngsters and migrants) animating the municipal area and the neighboring, trying to create knowledge, mutual understanding, supportive networks and synergies and to support them to create a business.

2. Work inclusion: one of the most important activities, is the provision of training and work integration opportunities and mentoring programme. The strong collaboration with training institutions and with enterprises active in the territory, has contributed to the successful social and work integration of some of the migrants.





La Colaboradora: a collective intelligence hub with a time bank.
<http://www.zaragoza.es/lacolaboradora>

Red Serpent: Free Internet access stations.

<http://www.zaragoza.es/ciudad/sectores/activa/serpinteroja.htm>

Library Cubit

Where?

Azucarera del Rabal

By who?

Zaragoza City Council in collaboration with the Bertelsmann Foundation and the Caja de Ahorros de la Inmaculada

When and for how long?

Since 2010 and still running

Main topic

Active Citizenship and Community Building; Cultural Awareness; Urban Sharing Lifestyles; Social Communication Methodology.

Consists of:

The Cubit Youth Library is a public library service with an important section specialized in young people and incorporation of its own social media services (Library 2.0). It is a project of the Zaragoza City Council, carried out in collaboration with the Bertelsmann Foundation and the Caja de Ahorros de la Inmaculada

who is?

Library Cubit

How do they work?

The Cubit Youth Library, both for its building, its collection and its services, may be the first national reference library for young people.

It is located in the Azucarera del Rabal, a brand building, with a strong and recognizable identity, a model of a new generation of public facilities for the entire city, Zaragoza Activa headquarters, which brings together specialized services for employment and training, participation, support for entrepreneurs, culture and new technologies, so the Cubit Youth Library is perfectly integrated both in the building and in the functional program of said equipment.

The interior of the Cubit Youth Library has been designed by the German architect Christian Schmitz and consists of two differentiated spaces that house specific funds and services:

The glass cube that gives its name to the library, has three floors: one with an equipment for public Internet access, one housing a newspaper and comic library and at least a floor for consultation and performing activities.

The services offered related to the migrants consists in the WELCOME LIBRARY: A SOCIAL LIBRARY PROJECT WITH IMMIGRANT MINORS AT RISK OF EXCLUSION

Success/changes the practice make

1. The project has clear targets: young people at clear risk of exclusion received in two of the centers, as we have previously commented, and that, due to their origin and profile, are being welcomed in one or another center.

Once this reality imposed on the profile of these young people and their little or no contact with the community that receives them and after numerous meetings, between library staff, young centers and the city council, the conclusion was reached that the objectives of the project should be:

1. Fight against xenophobia, racism and social exclusion.

2. Make visible the social and cultural work of public libraries.

3. Make the library a meeting place for young people from different backgrounds and realities.

4. Promote democratic culture.

5. Encourage reading.

Culture House

where?

Zaragoza (SPAIN)

By who?

The house of culture
(Zaragoza city council service)

When and for how long?

Since March 1998 and still running

Main topic

Promoting and encouraging the organization and development of activities aimed at raising awareness in society about the migratory phenomenon and facilitating the participation of immigrants and minorities through the associative activities.

Consists of:

The House of Cultures and Solidarity is configured as a social center, whose purpose is to promote the social integration of immigrants and ethnic minorities and favor intercultural models of coexistence.

who is?

Culture House

How do they work?

The programs and projects that are provided from the Casa de las Culturas are distributed in several areas: Social care and advice area Projects are developed aimed at satisfying the personal and social needs of the immigrant population of our city.

The main needs detected in this group would be: information, work and difficulty in adapting to the environment. Multiculturalism and Awareness Area.

The House of Cultures has as its main objective to actively influence in creating a positive framework for the relationship between different cultures in our city. For this, it is considered necessary to intervene with the entire population of Zaragoza, promoting tolerance and respect, to avoid xenophobic and racist attitudes.

Participation Area One of the objectives of the House of Cultures and Solidarity is to enable the active participation of immigrants and minorities, through their organizations and entities. In order to enable participation, the General Meeting and the Management Board are created as participation bodies of the House of Cultures and Solidarity.

Success/changes the practice make

•Information is provided on the family reunification process and the Sufficient Housing Report necessary to request temporary residence authorization for family reunification is also issued. It is a report that accredits the availability, by the sponsor, of a home - which must be the usual one - adequate to meet the needs of him and his family.

•The "Intercultural Classroom" project is a didactic resource of a multicultural nature, aimed at making known the cultural richness of other countries and ethnic groups with the aim of promoting attitudes of tolerance and respect among the Zaragoza population. Make known to the population of the city, and especially to childhood, adolescence and youth, the culture of other countries Promote attitudes of solidarity, tolerance and respect Reflect on the situations of racism that occur in today's society Raise awareness about the need to act in our environment to improve citizen coexistence.

•A bag of 21 languages: Romanian, Russian, Ukrainian, English, French, Arabic, Chinese, ... as well as various African and Hindi dialects.
OBJECTIVES: Facilitate the reception and integration of migrants who for various reasons have come to our city. Improve its relationship with the different services of the Municipal Administration and with non-profit associations and social entities. Facilitate their access to the services and resources of the city.

Finland

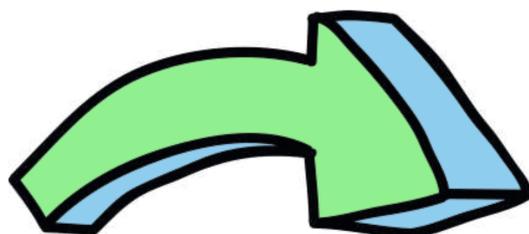
Partner organization's name:

Educai Oy

Name of the partner organization:
Edukai Oy

Name of the representative person:
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Second language learning at KAO

where?

Kajaani-Finland

By who?

Edukai Oy

When and for how long?

March 2017 at Edukai, ongoing- August 2019
at KAO field of technology, ongoing



Main topic

Integrating second language teaching
into practical vocational training

Consists of:

vocational training, language training

who is?

Kainuu Vocational College

How do they work?

Kainuu Vocational College KAO offers vocational training in a wide variety of fields. Educational company Edukai Oy in turn offers preparatory courses for immigrants aiming to study at the vocational college. A significant part of the studies is teaching Finnish.

March 2017, at Edukai second language teaching has been approached in a novel way, integrating language studies into the learning of vocational skills. This is achieved by means of co-teaching.

Co-teaching between a vocational teacher and language teacher works as follows:

The language teacher

1. prepares the students for learning a new vocational skill by teaching essential vocabulary
2. attends the practical teaching situation, offering language assistance when needed
3. verbalizes the substance being learned in the situation and after it

The key to success is close cooperation between the vocational teacher and language teacher. Additionally, both teachers regularly and at need visit the students at their practical learning and address issues of language arising at workplace.

August 2019, teacher of Finnish Outi Piirainen has adopted these methods at KAO and started integrating immigrants in her classes of Finnish for native speakers.

Success/changes the practice make

1. The co-teaching approach has been successfully used at Edukai in various fields: cleaning services, catering, social and health care services, construction work and metal work (figure 2))

2. Increased understanding and awareness of the importance of language as well as improving attitudes towards immigrants

3. Awareness and experiential knowledge of nature, countryside, natural resources, agriculture and environmental values

4. The preparatory training creates a clear path into actual vocational studies alongside native students and, in some cases, actually leads to a permanent job.



Multicultural Activity Centre Monika

where?

Kajaani - Finland

By who?

Kainuun Nuotta NGO

When and for how long?

2005 - still running,
funded with an annual grant from Funding
Centre for Social Welfare and Health
Organisations, to be applied for each year

Main topic

Counselling service, language
assistance, community building

Consists of:

A low-threshold meeting place and advice
centre for immigrants.

who is?

Kainuun Nuotta NGO, Center Monika

How do they work?



The target group of Monika is all foreigners living in Kajaani, and especially immigrants in danger of social exclusion. They offer a safe place, a living room with games for everybody to meet and chill out.

Monika offers advisory and guidance services for everyday situations in several languages and various group activities, including such themes as sports, music, current affairs as well as Finnish culture and way of life.

They has special groups for women and children, too: group MamaTree, arranged in cooperation with several NGOs, meets once a week with both immigrant and Finnish mothers with their children, there is a read-together group for women to practise reading and a workout session



Success/changes the practice make

1. The centre supports immigrants well-being, assists in integration and helps to create a network of peers.
2. It improves their civic skills and sense of community. Especially the groups for women are integral in improving the involvement of stay-at-home immigrant mothers into Finnish society.
3. Through their language and advisory services, Monika also improves cooperation between various operators, the officials and third sector by working as a link between immigrants and Finnish authorities.



<https://www.kainuunnuotta.net/fi/monika/>

<https://monika.fi/>

Contact at:

eija.tusa@kainuunnuotta.net



Robots in Language Teaching

where?

Kajaani – Finland

By who?

Edukai Oy

When and for how long?

January 2018 - ongoing



Main topic

Language learning

Consists of:

Using humanoid robots in language teaching

who is?

Edukai Oy



How do they work?

At Edukai, human NAO Robots Nana and Nono have been used as assistant teachers in teaching Finnish to immigrant groups.

The robots have been programmed by language teachers to have simple conversations with students. With beginners, they ask and answer some basic personal questions, such as name, family, language skills, work and hobbies. With more advanced groups they help to coach students for job interviews.

They have also run presentations and quizzes and can be used to instruct a student in practical work, for example with proper working order at a given task.



Success/changes the practice make

1. Social humanoid robots are used to improve communication skills. Developing that kind of skills take a lot of practice and repetition, which might not be easy for an immigrant student to get. Uncertain students who are shy at talking to native speakers also feel it is easy to approach a robot.

2. A robot's pronunciation is easier to understand than a quickly speaking native speaker, and it does not tire of repeating the same thing over again. It also improves students' skills of pronunciation, since it does not understand anything but most precise pronunciation

3. All this makes a social humanoid robot an excellent assistant to a language teacher, contributing to a fun, relaxing, non-condemning atmosphere, which in turn facilitates learning.





See EDUKAI projects and contact at:

<https://www.edukai.fi/kehittaminen/>

edukai@edukai.fi



Link to see more about humanoid robots:

<https://www.facebook.com/watch/?v=653096388508453>

Italy

Partner organization's name:



DUEMILAUNO AGENZIA SOCIALE



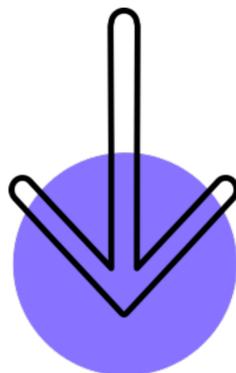
Name of the partner organization:
Duemilauno Agenzia Sociale



Name of the representative person:
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Social Firms Europe CEFEC annual conference

where?

Trieste-Italy

By who?

DU&MILAUONO AGENZIA SOCIALE –
Società Cooperativa Sociale Impresa Sociale

When and for how long?

18th – 20th of June 2019



Main topic

Innovation and social enterprise: a
tradeoff between market and individual
needs

Consists of:

Annual conference of Social Firms Europe CEFEC,
These conferences are usually organized with
plenary sessions, panel discussions and
workshops. Much of the session time will be
spent networking on international level

who is?

Duemilauno Agenzia Sociale

How do they work?

Social firms Europe C&F&C is a truly participative and integrative network, working on behalf of its members across all the EU member states:

- promote the model of social firms and social cooperatives at EU, national and regional levels;
- collect data and evidence about the impact of social firms;
- facilitate networking and sharing of best practice between members;
- share skills and expertise of members;
- encourage and explore opportunities for further research into the social firm model as it operates in different EU countries.

The Conference 2019 focused on the latest trends of the European social economy, with a particular attention on both the innovation potential of social enterprises in the ever changing political, economic and social environment and on the innovation strategies in social and health services, with a view to identifying new forms of reconciliation between the needs of the individual versus those of the free market.

Success/changes the practice make

1 Based on the assumption that new needs always require new answers and new synergies, C&F&C annual meeting main aim is to develop joint contributions and make them usable and transferable to different contexts.

2. Good opportunity to find partners for new projects, piloted methodologies and solution for inclusion within employment for different vulnerable people;

3 Easy to access the conference every year, it is organized in different EU countries;

4 Access to the consistent materials prepared by speakers and consolidate in to Conference report, which most of the time it is published;

5 large visibility for the projects and best practices within all promotion tools organized within Annual Conference;



CAS (Extraordinary Reception Center) of Turriaco

where?

Turriaco – Province of Gorizia – Italy

By who?

Duemilauno Agenzia Sociale

When and for how long?

February 2019, still running

Main topic

The discussion was for that focused on the analyze of the specific and general situation of refugees and the possibility to create actions of concrete help, support and solidarity.

Consists of:

The CAS of Turriaco is an Extraordinary Reception Center for refugees and asylum seeker in the municipality of Turriaco, run by the social Cooperative Duemilauno Agenzia Sociale in collaboration with the municipality of Turriaco and the Prefecture of Gorizia



who is?

CAS (Extraordinary Reception Center) of Turriaco

How do they work?

The first asylum seekers arrived in Turriaco on 13 February 2017, around twelve people, mostly coming from Afghanistan and Pakistan.

Thanks to the collaboration with the Municipality, various activities could be implemented: use of the library with moments of interaction and language learning, to maintenance work on the green areas or municipal assets as the repainting of the wall of the local sports field with a mural depicting the themes of freedom, peace and brotherhood.



Social gardens were created and managed together with the local primary school, the practical contribution of a bioethical gardener and the cultural association *Essenza del Corso* followed by a 200-hour horticulture training course coordinated by the training institution C&FAP.

Success/changes the practice make

1. Provision of training and work integration opportunities. The strong collaboration with training institutions and with enterprises active in the territory, has contributed to the successful social and work integration of some of the migrants.

2. Vocational training for vulnerable people organized on the practical field it is suitable in any cases of social exclusion.

3. Teaching a profession that can be practice in many areas give mobility and many possibilities for a job

4. The success element is the collaboration of different layers and the active involvement of the local community to manage mutual integration.



Timavo Community for Unaccompanied Foreign Minors, Monfalcone

where?

Monfalcone – Province of Gorizia - Italy

By who?

Duemilauno Agenzia Sociale

When and for how long?

2016, still running



Main topic

Presentation of the Timavo Community
for the Unaccompanied Foreign Minors

Consists of:

The guesthouse is dedicated to the reception activity of migrants in lower age, promoting a project open to the development of ancillary services and opportunities destined for both the industrial area of the territory and citizenship as a whole Community

who is?

Timavo Community for Unaccompanied Foreign Minors

How do they work?

The community offers a 24-hour residential service for Foreign Minors aged between 13 and 18, with a possible continuation of residential programs up to the age of 21. The service is focused on the realization of an educational project in favor of the young guests and their integration.

The community life and the individual projects for each of the minors provides for:

- Sharing and managing moments of community life: collective management of the house, cleaning-maintenance-expenses-care of the environment, carrying out common activities...
- Completion of the compulsory and optional study cycles through reintegration and school recovery at the institutes of the adjacent territory, aimed at the needs and expectations of the minor and his family;
- The reconstruction of relational and family networks with the aim of a possible reintegration, when this is objectively possible, with the family of origin.
- The individualized psychotherapeutic support with the weekly contribution of a qualified psychologist, for those minors in situations of particular hardship/suffering, in agreement and synergy with the appropriate competences for the protection and therapeutic acceptance... AND MUCH MORE!



Success/changes the practice make

- The cooperation with the local Vocational Training Centers and Orientation Services of ENFAP FVG, (National Agency for Professional Training and Education) and CIOFS/FP FVG (Italian Center for Salesian Feminine Works/Professional Training) allows the programming of specific training and educational projects related to the educational, professional and social integration of Minors with the background of migration.
- Provide a safe place for minors who have difficult times on the path to migration
- Individual evaluation and emotional support within psychotherapy and counseling
- Facilitating communication with members of their families from their origins
- Supporting with school homework and inclusion within school groups
- A new beginning in safety, with self confidence in a new community.



Greece

Partner organization's name:



DAFNI KEK



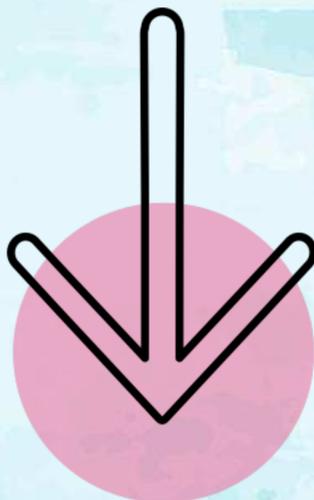
Name of the partner organization:
Dafni Kek



Name of the representative person:
Vasiliki Tsekoura



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No Name Kitchen

where?

Patras [Western Greece] (as well as other places in Balkans and Ceuta)

By who?

Volunteers from around Europe and locals

When and for how long?

Ongoing for the last 3 years



Main topic

Urban Sharing Lifestyles

Consists of:

- Practical and survival support for homeless migrants and refugees (food, clothes, electricity, healthcare)
- Monitoring violent incidents from law enforcement (their impact has reached the EU)
- Networking between local and organisations from all over Europe and the world for raising awareness and supporting solidarity

who is?

No Name Kitchen

How do they work?

No Name Kitchen is an NGO that started with solidarity interventions in 2017 in Serbia by supporting migrants and refugees left with no accommodation. For the last 3 years they have established the Patras Focal point which helps cover basic survival needs of migrants and refugees residing in the abandoned factories of Patras while trying to continue their journey in central Europe, due to fear of deportation to Turkey.

No Name Kitchen tries to establish connections with local organisations and businesses to help provide basic necessities while also offering a more welcome environment to people on the move, providing them with a local network of references for as long as they stay in Patras and are in need of support.

Additionally, they have started a project called "Health on the Move" to allow access to expensive emergency medical procedures (e.g. dentists). Also an important aspect of their work is the violence report which gathers incidents of violence against migrants and shares them with the public to raise awareness of systematic discrimination.

SUCCESS/CHANGES THE PRACTICE MAKE

One of the most interesting aspects of the No Name Kitchen, is the fact that it addresses a very underrepresented group of people (homeless migrants) in a way that helps build relationships and feel in control of ones life.

For example the team of NNK provides the ingredients but the cooking is done by the migrants themselves, according to their taste and the available ingredients.

Another really interesting aspect is the role of the volunteers, whom play an active part in maintaining contact with the people and gaining their trust, by exchanging experiences and making friendships.

Each one learns from the other to better navigate life in Patras as best as they can. Language exchange is also obvious but it is a mutual process where the migrants learn from the volunteers but also the other way round



[https://www.facebook.com/
NoNameKitchenBelgrade](https://www.facebook.com/NoNameKitchenBelgrade)

Website/links:
www.nonamekitchen.org

[https://donorbox.org/food-health-for-
refugees-in-patras#info](https://donorbox.org/food-health-for-refugees-in-patras#info)



Life Skills for Europe Framework

Where?

Patras [Western Greece] and broadly European

By who?

European Association for the Education of Adults (BE)
Danish Adult Education Association (DK)
The Learning and Work Institute (UK)
Dafni Kek (GR)
Slovenian Institute for Adult Education (SI)

When and for how long?

Development: 2016-2018 Use: Ongoing

Main topic

Active Citizenship and Community Building;
Social Communication Methodology; Life Skills development

Consists of:

Framework to better help create adult learning courses on life skills, especially in terms of adults from socially and economically underprivileged backgrounds

who is?

Life Skills for Europe Framework

How do they work

The LSE Framework is a comprehensive matrix aimed at supporting adult education centers in offering courses that help better build the life skills of adults.

The framework defines eight key capabilities necessary to be an active participant in life and work. For each capability there are two aspects, difficulty of skill/capability level and familiarity of context, which allow for a range of starting points and support the recognition of learner's progression.

The framework can be used in various ways and from many different perspectives. In terms of courses for adult migrants and refugees, it is a very helpful tool both for designing a course and defining both to the educator and the learner what to expect but also as an assessment tool to help the educator and the learner understand what they can and cannot do, what needs to change, what more is needed.

Success/changes the practice make

The specified tool is suggested due to its straightforward and simple yet multilevel approach towards life skills. As already mentioned it can be a very helpful tool both for educators and learners in guiding them on where to start building their skills, what they need to learn to navigate life, etc.

It can be especially useful to adult education organisations that address migrants and refugees and base their course on a basis that balances theoretical knowledge and practical real-life implementation of these skills.

Another aspect of the framework, is that the skills mentioned are aimed at empowering the learner be and feel independent in their everyday life. It is also very relevant also in understanding ones rights and obligations within a society and be able to address social services in equal terms.

<https://eaea.org/project/life-skills-for-europe-lse/?pid=3396>



<https://www.kekdafni.gr/προγράμματα/ευρωπαϊκά-προγράμματα/πρόγραμμα-life-skills-for-europe/>

Kinisis - Movement of Supporting the Rights of Refugees and Migrants

where?

Patras [Western Greece]

By who?

Kinisis - Movement of Supporting the Rights of Refugees and Migrants

When and for how long?

Since 2007

Main topic

Active Citizenship and Community Building; Cultural Awareness; Urban Sharing Lifestyles

Consists of:

Local citizens movement to support the social integration of migrants and refugees in the local community, while also addressing xenophobic tendencies and actively working to eradicate them

who is?

Kinisis - Movement of Supporting the Rights of Refugees and Migrants

How do they work?

The "Movement of Supporting the Rights of Refugees and Migrants" was created on October of 2007 in Patras in response to the inhuman living conditions of refugees in the local area and the efforts to evict them using repressive methods. They are a communal group that functions with open procedures and meetings in which everyone's participation is equal.

Kinisis is an "informal" group of people (informal in the sense that they don't have a legal form) which operates anti-hierarchically with its decision organ being its weekly collective assembly.

Kinisis operates in 3 main domains:

- material support to migrants/refugees such as providing food, clothes and medicine
- fighting against stereotypes, xenophobia, racism - advocacy in schools, fighting against far right-wing politicians
- political action for the legal issues of migrants/refugees respect for their rights based on the Geneva convention, inclusion in Greece in all aspects and on legal level as is for all the Greek citizens

They operate due to the support by individuals, the municipality, unions and other organisations.

Success/changes the practice make

Kinisis has a crucial role in the city of Patras, being the most quoted/referenced organisation when talking to migrant/refugees and people involved in supporting their inclusion and integration.

It is a widely acknowledged truth that migrants and refugees receive no support by the state when receiving their papers and sent out of the camps.

Kinisis has managed to take up the role of the missing state by providing assistance in so many different levels and all in voluntary basis.

Kinisis has also undertaken a crucial role in terms of legal needs and systematic procedures that if not done correctly could have very negative effect on their future. They help them with their papers, with their navigation to the social services and knowledge of their rights.

As confirmed by many, Kinisis is there any time something happens. They show their immediate support not just politically but also practically by providing assistance, services and accompanying anyone who's in need.

Finally Kinisis gives a lot of importance in life planning so they also provide this service, creation of an action plan for the next steps of their lives in order to become more independent.



kinisipatras.gr/en



Κίνηση Υπεράσπισης
Δικαιωμάτων Προσφύγων και
Μεταναστών/στριών



Romania

**Partner organization's
name:**

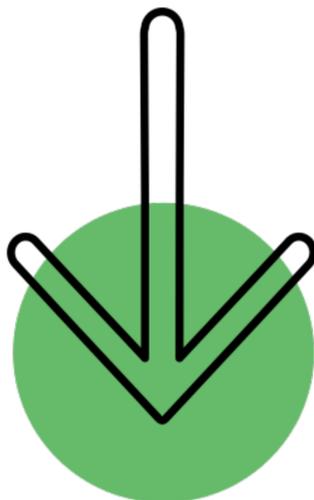
**BUCOVINA INSTITUTE
– Asociația Institutul pentru
Parteneriat Social Bucovina,
Suceava, Romania**

Name of the partner organization:
BUCOVINA INSTITUTE

– Asociația Institutul pentru Parteneriat Social Bucovina,
Suceava, Romania.

Name of the representative person:
Petru-Vasile Gafiuc

Contact details:
Email: pvgafiuc@gmail.com
Mobile: 0040752323881
Date: 09/08/21



SEPAL - Supporting Employment Platform Through Apprenticeship Learning

Where?

Suceava - Romania, Badalona- Spain,
Siauliai- Lithuania, Athens-Greece,
Szczecin - Poland

By who?

Partner 1 Pere Closa Foundation from Catalonia - Spain,
Partner 2 ZISP, Human Resources Monitoring and Development Bureau from Lithuania
Partner 3 Koispe Diadromes Social Co-Operative from Athens - Greece
Partner 4 Collegium Balticum from Szczecin - Poland

When and for how long?

Three years, October 2018 - September 2021

Main topic

Active Citizenship and Community Building;
Cultural Awareness; Supporting N&ETs
employment with support employment services,
Evaluation of existing competencies.

Consists of:

Creating an innovative model for job insertion for N&ETs with age between 24-29 years old adapting the apprenticeship and internship as a learning on the job valuable model. We are working with N&ETs on risks as: disabled, roma, migrants, dropouts, affected by poverty and low skills youngsters.

who is?

S&PAL – Supporting Employment Platform Through Apprenticeship Learning

How do they work?

The S&PAL innovative approach consists on:

- developing set of tools for NE&Ts employment support services within S&PAL Innovation Book
- creating an online platform that supports registration, evaluation and job mediation
- involving LSC (local stakeholders committees) to support apprenticeship and learning on the job model
- piloting the new model among 300 NE&Ts in 5 countries
- set of for policy measures in order to support NE&Ts employment

By including the vocational training with supported employment, the NE&Ts have a clearer vocational path and career choice and develops the competences required for current job market.

The process starts with assessing the existing skills and competences, followed by 4 months of apprenticeship stages within social enterprises or private firms and 2 months of internship within private firms.

Vocational training at the work place – social enterprise or public firm – capitalizes on existing motivation and lowers the chances of drop-out. Apprenticeship programs are needed to support the existing career goals that are unmet due to lack of competences.

Success/changes the practice make

1. Raise awareness regarding N&ETs education employment needs in comparison with the requirement of the current labor market.

2. Influence the attitude of local authorities regarding the needs of the N&ETs and the problems regarding their employability.

3. Qualifying and supporting the employment of 300 N&ETs using the online platform created in this regard.

4. Creation of the SEPAL Innovation Book that ensures transferability of the results and the continuity of the project.

SEPAL

Supporting Employment Platform
through Apprenticeship Learning



See more about Project Sepal
and contact at:

<https://www.projectsepal.com>



<https://www.facebook.com/projectSEPAL>

COBALT - Cognitive Optimization by Assistive Learning Tool

where?

France - Caen, Romania - Suceava,
United Kingdom - Plymouth, Estonia -
Tallin

By who?

By 5 Organizations: GIP-FCIP de l'académie de Caen from France, Communicotool by TEXDEV SAS from France, ACCES MAN by STAR NAV from France, OÜ K&ERUB-from Estonia, Plymouth & District Mind-UK and Bucovina Institute Association from Romania.

When and for how long?

From 2017 to 2020, the application
it is still used by Special Schools
from Suceava

Main topic

Active Citizenship and Community Building;
Cultural Awareness; Urban Sharing Lifestyles;
Social Communication Methodology, Digital
learning tools.

Consists of:

Developing an assistive digital learning tool to
facilitate the learning process for children with
learning disability that you can find on Google
Apps Store today.

who is?

COBALT - Cognitive Optimization by Assistive Learning Tool

How do they work?

Main purpose is supporting pupils with disabilities, namely those with learning difficulties through research in all the partner countries, developing the Application for learning facilitation and developing a program training for trainers to implement the application but also to teach them how to adapt the content for better understanding, using image, icons, figures and digital functions.

An application that you can find on Googleapps store and a full training program that you can download from the project website.

Taking a new learning approach by introducing a flexible tool that will be used inside and outside of schools in order to facilitate the acquisition of theoretical knowledge, necessary to pass theoretical exams and pass vocational certification. For the application you can find the tutorial on <https://cobalteu.com/cobalt-tutorial/>

Success/changes the practice make

The COBALT project (Cognitive Optimization by Assistive Learning Tool) created a digital tool that supports people with cognitive disabilities for better information assimilation.

The purpose of this digital application is to facilitate the learning process for people who have difficulty understanding theoretical notions.

This application will facilitate the obtaining of a passing grade for the exams, but also the obtaining of a certificate of professional skills, so that these people can integrate more easily later on the labor market. The application is intended both for teachers who work or will work with students with disabilities, and for those students.

This digital application is, in fact, a pedagogical tool meant to help both teachers, support people and pupils / students. In short, this will be an extension of the classes, giving students the opportunity to access pedagogical and technical materials both at school and at home, in a way that will allow them to easily understand them, depending on their abilities. / disabilities place.



<https://cobalteu.com>



<https://www.facebook.com/cobalteu>



Integration by Social and Digital Learning - ISDL

Where?

Italy, Turkey, Romania, Germany, Poland

By who?

Euro-Net from Italy, Kirsehir Il Milli Egitim Mudurlugu from Turkey, Association Institute for social Partnership Bucovina from Romania, Knuepfwerk e.V. from Germany, Euro-Idea Fundacja Spoleczno-Kulturalna from Poland and Fundacja Biuro Inicjatyw Spolecznych from Poland

When and for how long?

November 2017 - September 2019,

Main topic

Active Citizenship and Community Building; Cultural Awareness;
Migrants and unemployed who need to increase the knowledge and skills about:

- cultural sensitivity in order to feel integrated in the society
- active citizenship in order to feel part of a larger and new context where to live in
- foster digital literacy to increase the employability and also extend the knowledge thanks to ICT tools

Consists of:

Exchange of good practices and examples regarding the integration of migrants using digital tools

who is?

Integration by Social and Digital Learning – ISDL

How do they work?

Adult learning is crucial for migrants as they may require different skills from those that they used in their countries of origin for their new careers. It can also help equip people working with intellectual awareness and competences, easing the integration process for everyone involved.

By the exchange of good practices the project partners aim to enhance the skills and abilities of relevant staff, enhance skills and competences of people working in organizations dealing with refugees and unemployment issues also increasing the capacity of relevant organizations and authorities.

* to explore and discover successful good practice examples about European cases of integration and employment policies for migrants and unemployed in partners' countries.

* to train adult educators from partner's institutions about active citizenship, creativity in urban areas, social communication methodology for the integration, digital education and community building.

* vocational learning, on an e-learning platform, tested, developed and evaluated by staff and volunteers of the civil society.

SUCCESS/CHANGES THE PRACTICE MAKE

1. Acquisition of skills about effective integration of migrants by social and digital learning

2. Discovering new digital tools for social integration of migrants

3. Better understanding the challenges and opportunities coming from a better integration of migrants

4. Raised awareness of digital education schemes and practices

5. Increased knowledge about effective ways to foster digital literacy



<https://www.isdlearning.eu/>



'ISDL



www.facebook.com/isdl2017

France

Partner organization's name:

AFIDEL

Name of the partner organization:

Duemilauno Agenzia Sociale.

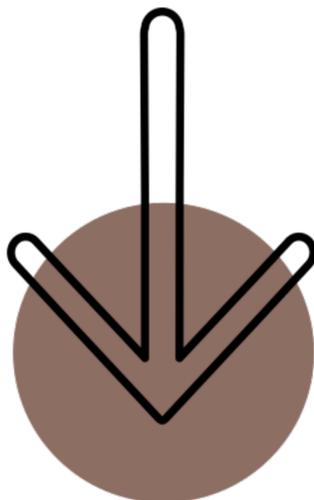
Name of the representative person:

Jean-François Granjon

Contact details:

Email: erasmus@cocagnehautegaronne.org

Mobile: +33 6 85 92 44 15



Jardins du Comminges

Where?

HUOS (Haute Garonne, France)

By who?

Not for profit organization

When and for how long?

Since 2010

Main topic

Social Inclusion through economic activity

Consists of:

Employment for adults from vulnerable groups



who is?

Jardins du Comminges

How do they work?

The entity is an association, which manages a farm / organic vegetables production, and has a department for Environment Maintaining (Rivers banks and green spaces maintenance) The wage-earning workers are under limited contracts (from 3 months to 2 years), are from disadvantaged groups, mostly young adults but with no age limitation; their recruitment is made in cooperation with Pôle Emploi (Job National Agency) and other social organizations. The salaried get provided training – to the production – and a guidance to their job orientation, if necessary a training to this orientation. In many cases their stay at “Jardins du Comminges” is a resocialization period (for example habituation to working day rhythm) and social stabilization. After the end of their contract, most of them are able to find a job, or to participate at a training session. The vegetables production is sold on weekly subscription baskets, containing seasonal products.

SUCCESS/CHANGES THE PRACTICE MAKE

Professional orientation and training / or employment for the salaried.

The permanent staff of "Jardins du Comminges" professional guiding persons to the vegetables production, and orientation coaches.

For specific training tasks, teachers from AFID&L are accompanying the salaried. The administration is made by Employers Group "Gestes".

The activity is supported by governmental measures (policy for inclusion through economic activity), and the European Social Fund.

The "Jardins" is a member of the national network "Jardins de Cocagne" (Gardens in Land of Plenty).

PRADHA Aurignac

where?

Village of Aurignac (Haute-Garonne,
France)

By who?

A private status Company, owned
by the State

When and for how long?
Since 2017

Main topic

Humanitarian, social inclusion, language
courses

Consists of:

Hosting asylum seekers

who is?

PRADHA Aurignac

How do they work

The PRADHA is located in the center of the medieval village of Aurignac, opened in 2017. It is a large house with 16 apartments, only families are hosted (parents and children or alone mothers with children).

The center is managed by ADOMA, a private status company, owned by the State. All the hosted people are legal, having applied the refugee status, but waiting for the answer from the authorities, approval of their demand or not.

The hosting is free of charge, the refugees receive a monthly money -depending of the number of persons in the family. All the apartments have home equipment, therefore the families have their own life in autonomy.

The staff provides a support to the social life, inside the house between the families and in interaction with the environment, and help to the knowledge of French society and administrative.

A private association (AlterEgo) provides classes of French as a Foreign Language, in the house itself, and some participants go to Saint-Gaudens and follow classes at AFID&L's site

Success/changes the practice make

Gives the migrants / asylum seekers a home security while their official asylum demand is being studied by the administration



RESF (Réseau Education sans Frontière - network for a borderless education)

where?

Saint Gaudens and district (Haute Garonne, France)

By who?

Group of local citizens

When and for how long?

Local group since 2007

Main topic

Active Citizenship and Community Building;
Cultural Awareness; Urban Sharing Lifestyles

Consists of:

Help to migrant school pupils and families,
under threat of expulsion

who is?

R&SF (Réseau Éducation sans Frontière – network for a borderless education)

How do they work?

Not organized neither as an association nor a NGO, the R&SF movement started in France in the early 2000, locally in 2007, as a protest against the expulsion of a young migrant, registered as a student (“scolarisé”).

After that action, the local movement often helped migrant youngsters or families with kids to find a home, and to manage their legal situation with the authorities.

The movement members –all informally “members” – are simple citizens, as well as school teachers, social workers, retired persons, acting out from any institution. Each local movement has a full autonomy, the national network shares and coordinates the information.

Success/changes that practice make

Practical and lawyer support to migrants



THE END



By SMILES project team

THANKS

FOR SHARING AND SUPPORTING

