**InterculturAl communiCaTion for social INclusion of YOUng people through THeatre workshops**

KA2 - Cooperation for innovation and the exchange of good practices

KA227 - Partnerships for Creativity

PROJECT NUMBER 2020-1-NL02-KA227-YOU-003343



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## Overview

**An overview of your national context. In your overview, you may want to include some national statistics and a general explanation of the situation (challenges and progressions) when it comes to social inclusion of youth with different cultural backgrounds**

European countries have been dealing with a high influx of migrants and refugees in recent years, especially after 2015. That year, more than four out of every five (83%) first-time asylum seekers in the EU were under the age of 35, with those aged 18–34 accounting for slightly more than half (53%) of the overall number of first-time applicants. Nearly a third of the applicants (nearly one in every ten) were under the age of 18. Almost all EU member states have a similar age distribution (Council of Europe, χ.χ).

Greece was the major entrance route for more than 1 million persons seeking asylum in the European Union in 2015. The majority of people reach Greece from Turkey, where they risk their lives on perilous sea crossings to Greek islands in the northern Aegean Sea. Even though the number of arrivals has decreased substantially since Europe's so-called "refugee crisis”, thousands of people continue to arrive to our country (Panayotatos, 2020).

Despite the fact that Greece has been a reception country for immigrants since the 1990s, no formal integration policy has been developed or implemented until recently (Leivaditi, Papatzani, Ilias & Petracou, 2020). Greece established its first National Strategy for the Integration of Third Country Nationals in 2013 to integrate or encourage the social inclusion of people with migratory backgrounds. This strategy included specific measures and actions to be implemented in areas as diverse as service provision, introductory courses, employment, health, housing, political participation, anti-discrimination, and intercultural dialogue, but the focus was primarily on training and skills development for TCNs and public employees dealing with migrant issues (European Commission, χ.χ).

In 2019, the Greek government presented a new strategy, called “National Integration Strategy”. Education, labor market integration, racism, and xenophobia are among the issues addressed in the new approach. Furthermore, in 2016 the government also published a policy paper that included educational actions for refugee children. Foreigners have access to have access to services aiming at social integration. Language classes are provided by local and national, as well as NGOs, for immigrants, although Greece does not have a self-standing integration legislation, apart from the articles 128 and 129 of the Immigration & Social Integration Code (European Commission, χ.χ).

Even though, Greece has promoted those two Integration Strategies, they are not legally binding. They are mostly a roadmap containing integration policies rather than an express governmental commitment to execute the policies recommended (Leivaditi, Papatzani, Ilias & Petracou, 2020).

**References**

Council of Europe: Rights, inclusion and participation of young refugees (χ.χ). Retrieved from: https://pjp-eu.coe.int/en/web/youth-partnership/rights-inclusion-and-participation-of-young-refugees

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Leivaditi, N., Papatzani, E., Ilias, A. & Petracou, E., (2020). Integration Policies, Practices and Experiences – Greece Country Report. (Paper 2020/53). Greece, University of the Aegean.

European Commission (χ.χ). Governance of Migrant Integration in Greece. Retrieved from: https://ec.europa.eu/migrant-integration/governance/greece

## Good Practices

**Good practice 1**

|  |  |  |
| --- | --- | --- |
| Title  “Theatre and refugee integration in Greece” | | |
| Date  2019 | | Authors  [Anastasia Spiliopoulou, Caritas Hellas, spiliopoulou@caritas.gr ] |
| Element | **Guiding questions**  How can theater support the integration of refugees and migrants into Greek society? | |
| Problem Statement | **Which specific problem did the practice address? (1 sentence max)**  The goal of the practice is to help young people from Iran, Afghanistan, and Pakistan, between the ages of 17 and 25, overcome feelings of isolation and develop a feeling of belonging. | |
| Context | * **What was the initial situation/ specific context?**   The project investigates how art, especially theater, might help refugees and migrants integrate into Greek culture.   * **What are the specific challenges the practice is trying to address?**   The major issue that the practice is attempting to solve is the difficulties of integrating refugees and migrants into Greek culture and society. | |
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| Geographical coverage | * **In which country, region, province and/or district the good practice has been implemented and replicated? (map, if available)**   The Community Centre of Caritas Hellas hosted all the group meetings. The Community Centre in located in Athens, Greece. | |
| Key Stakeholders | * **Which final beneficiaries were reached out?**   28 young people from Iran, Afghanistan and Pakistan, between the ages of 17 and 25.   * **Which stakeholders were involved to finance the activities (if any)?** * The acting project was part of Metavasis program implemented by Caritas Hellas since February 2017 and funded by the German Ministry of Foreign Affairs and Caritas Germany. * **Who are the implementing partners?**  1. German Ministry of Foreign Affairs 2. German Embassy in Athens 3. Caritas Germany 4. Theater PK 5. Greek Forum of Migrants 6. Director Giolanta Markopoulou and acting group: ‘’Station Athens’’ 7. Cinematographer Olympia Mytilinaiou | |
| Target beneficiaries | * **Who are the target beneficiaries (direct, indirect) of the practice? How many are they? (sex and/or age disaggregated data).** * 28 young people from Iran, Afghanistan and Pakistan, between the ages of 17 and 25. | |
| Objective | * **What is the aim/objective of the good practice?**   The project's purpose is to assist participants in expanding their creativity and imagination, as well as their social networks, language competency, and communication skills. It also sought to help individuals overcome feelings of loneliness and build a sense of belonging. Finally, it aimed to acquaint them with local culture and develop contact channels between the refugee population and the local community. | |
| Methodological approach | * **Describe the methodological approach step-by-step so that it can be easily understood and replicated by others (the different practical steps can be listed as bullet points, if relevant)**   The project was divided into two 10-month stages (September-June). The first phase was devoted to creating trust among the acting group's members, while the second part was devoted to gaining a deeper grasp of the local context and forging connections with the local culture. More specifically, during the first phase weekly meetings included role-playing games, physical exercises, and improvisation to enable group members open up and express themselves. The second phase focused on the performance of the play ‘’Odyssey’’, a classic piece of Greek mythology.   * **Describe how the approach has been gender inclusive**   Initially, the group consisted only of only three female members. This lack of gender balance was addressed by encouraging women to participate. Women's organizations, refugee community organizations, and Caritas Hellas structures were used to inform potential female participants about the initiative. The procedure was a huge success, and by the end of the first trimester, the group had grown to 12 women. | |
| Results | * **What are the results/ outputs of this practice?** * **This section reflects the level of evidence of your practice, so results should be presented clearly and supported by data (with sources and dates).**  1. The sense of belonging among participants was increased 2. The skills and the abilities of the participants were enhanced and improved 3. The Participants’ daily lives have improved 4. The intercultural communication between refugees and locals was improved   Caritas Hellas, 03/12/2019, <https://globalcompactrefugees.org/article/acting-project-theatre-and-refugee-integration-greece> | |
| Impact | * **What is the impact (positive and negative) of this practice on the beneficiaries (men and women)? How was it monitored and evaluated?** * **How beneficiaries’ livelihoods have been improved economically? Socially? Environmentally?**  1. Everyone had the chance to form new social networks, relationships, and friendships. 2. Working as a group, participating in team building exercises, and creating collective activities were all the ways for participants to engage in active learning). 3. Everyone in the group had the opportunity to access adequate social and livelihood support systems. 4. Throughout the performances, a new relationship emerged between refugee and host community members, introducing a new dynamic to how the “other” is viewed and understood by everybody. | |
| Success factors | * **What are the conditions (institutional, economic, social and environmental) needed for the practice to be successful?**  1. Appropriate spaces and facilities 2. Sufficient funding by the German Ministry of Foreign Affairs and Caritas Germany 3. Adequate number of young participants with an intercultural background | |
| Constraints | * **What constraints/challenges were encountered when implementing the practice? How were they addressed?**  1. To create group cohesion and stimulate active involvement of all group members, who hailed from various cultural backgrounds and beliefs, a participatory method was used. Participants were actively involved in every element of performance improvement with the help of the group facilitators, each offering their talents and interests to areas they felt confident in. 2. At first, the group had only three female members. This imbalance in gender representation was addressed by emphasizing female participation. The procedure was a huge success, and the group had 12 female participants by the end of the first trimester. 3. Overcoming the participants' everyday hardships, personal obstacles, and trauma was another hurdle. The project focuses on accumulating good experiences and creating a sense of belonging in order to improve participants' psychological well-being. 4. In order to overcome existing language barriers, body theatre techniques have been employed widely. | |
| Sustainability | * **To what extent the practice is sustainable institutionally, socially, economically and environmentally?**   The current practice is fully sustainable to all the aforementioned factors.   * **What are the key elements to put in place for the practice to be institutionally, socially, economically and environmentally sustainable?**   A sponsor must be found. | |
| Replicability and upscaling | * **Has this practice been replicated, in the same context? In different contexts?**   To our knowledge, the exact same practice has not been replicated again.   * **What are the required conditions to replicate and adapt the practice in another context/geographical area?** * **What are the required conditions to replicate the practice at a larger scale (national, regional, international)?**   The conditions for replicating the practice in another geographic region or on a bigger scale are the same as they were previously. | |
| Related resources | * **List of references about the practice (Training manuals, guidelines, pictures, video, websites, etc.) (if necessary)**   N/A | |

**Good Practice 2**

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| Title  “Transversal Model for Migrants” | | |
| Date  2018 | | Authors  ITG, IASIS, CSI, Mindshift, BFE, SSF, BAU |
| Element | How can migrants be economically and socially integrated within Europe? | |
| Problem Statement | * **Which specific problem did the practice address? (1 sentence max)**   The practice addresses the issues that migrants face with the integration within Europe. | |
| Context | * **What was the initial situation/ specific context?** * **What are the specific challenges the practice is trying to address?**   The project team's combined efforts are aimed at enabling professionals to improve the activities they have already tested to assist migrants who are vulnerable in the labor market, as well as those who are experiencing economic and social marginalization.  The most critical challenge that migrants encounter is that, while European Countries accept them, they are not as keen to welcome them in their societies. | |
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| Geographical coverage | * **In which country, region, province and/or district the good practice has been implemented and replicated? (map, if available)** * The good practice took place in the following 7 countries : Greece, Cyprus, France, Portugal, Bulgaria Spain and Turkey. | |
| Key Stakeholders | * **Which final beneficiaries were reached out?** * **Which stakeholders were involved to finance the activities (if any)?** * **Who are the implementing partners?**   The main target users of the project products are trainers, coaches, career counsellors, VET educators and social workers.  Final beneficiaries are migrants.  This project has been funded with support from the European Commission. | |
| Target beneficiaries | * **Who are the target beneficiaries (direct, indirect) of the practice? How many are they? (sex and/or age disaggregated data).**   The partner organizations involved 5 professionals working with migrants and 5 migrants in each country, 70 representatives of the target groups as a whole. | |
| Objective | * **What is the aim/objective of the good practice?**   The project's goals are:   1. To help close the gap between the average economic and social status of European employees and that of EU migrants, who frequently have less satisfying jobs, lower earnings, less possibilities for professional advancement, and a decreased chance of getting a better job. 2. To help combat the still insufficient response to migrants in order to find a solution to close the gap. 3. The absence of tools and guidance for trainers, coaches, VET educators, and social workers who support migrants in the EU in the area of transversal competences. | |
| Methodological approach | * **Describe the methodological approach step-by-step so that it can be easily understood and replicated by others (the different practical steps can be listed as bullet points, if relevant)** * **Specify time frame and implementation cost, if available** * **Describe how the approach has been gender inclusive**   To achieve its goals, the project team collaborated to develop and improve transversal skills for migrants, including:   1. the ability to understand a problem or context (intelligence, critical thinking, etc.) including cultural multi-aspects and social differences 2. decision-making, responsibility acting, and leadership 3. collective and cooperative capacity, while considering new business models (remote working, networks, etc.) 4. organizing support and resilience for the company and/or the group 5. innovation 6. agility, initiative spirit, and career mobility   The project lasted two years, from September 2018 until August 2020.  About the beneficiaries, everyone was able to participate equally, so there was no gender discrimination. | |
| Results | * **What are the results/ outputs of this practice?** * **This section reflects the level of evidence of your practice, so results should be presented clearly and supported by data (with sources and dates).**   After completing this practice, the migrant’s trainers and coaches were able to support the development of migrants' transversal competences related with problem solving, decision-making, teamwork, resilience, creativity and agility.  <http://www.transversalmodel.eu/?page_id=18> | |
| Impact | * **What is the impact (positive and negative) of this practice on the beneficiaries (men and women)? How was it monitored and evaluated?**   The project had high positive impact on moth men and women beneficiaries as their trainers were empowered with the necessary know-how to enrich beneficiaries with skills that could assist them with higher job position promotion. The project was monitored and evaluated by an Internal Evaluator who was in charge to track the progress of the project and identify risks to diminish them.   * **How beneficiaries’ livelihoods have been improved economically? Socially? Environmentally?**   Since beneficiaries acquired high-on demand skills their potential to get economically and professionally promoted has been increased. | |
| Success factors | * **What are the conditions (institutional, economic, social and environmental) needed for the practice to be successful?**  1. Scientific Committee to plan and organize the activities 2. Access to target groups and users 3. Training facilities 4. A funding sponsor | |
| Constraints | * **What constraints/challenges were encountered when implementing the practice? How were they addressed?**   The most challenging issue was to commit beneficiaries to the training course and reduce drop-outs. Therefore, to ensure commitment, the training program was organized to be as much hands-on and practical as possible. | |
| Sustainability | * **To what extent the practice is sustainable institutionally, socially, economically and environmentally?**   The current practice is fully sustainable to all the aforementioned factors.   * **What are the key elements to put in place for the practice to be institutionally, socially, economically, and environmentally sustainable?**  1. A well-established dissemination and exploitation plan 2. A Funding sponsor 3. Paper-free deliverables 4. Online content | |
| Replicability and upscaling | * **Has this practice been replicated, in the same context? In different contexts?** * **What are the required conditions to replicate and adapt the practice in another context/geographical area?** * **What are the required conditions to replicate the practice at a larger scale (national, regional, international)?**   Since this Erasmus+ Project has European Dimensions, the replicability to different nations has been ensured. | |
| Related resources | * List of references about the practice (Training manuals, guidelines, pictures, video, websites, etc.) (if necessary) * <http://www.transversalmodel.eu/wp-content/uploads/2019/09/TM4M_O2_Training-curriculum_EN_vfinal.pdf> * <http://www.transversalmodel.eu/?page_id=744> | |

**Good Practice 3**

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| Title  “GVETS” | | |
| Date  2018 | | Authors  Center for Social Innovation Ltd., Diversity Development Group, IASIS NGO, Oxfam Italia, Itainnova, Menedek – Hungarian Association for Migrants, Aidglobal |
| Element | Can you learn through games? | |
| Problem Statement | * **Which specific problem did the practice address? (1 sentence max)**   Children with migrant background are at risk of violence so professionals who work with them must build capacities to protect them. | |
| Context | * **What was the initial situation/ specific context?**   According to the IOM and UNICEF (2016) one in five of over 100,000 refugees and migrants who have crossed the Mediterranean Sea to Europe is a child. It is estimated that 214,355 migrant children have arrived in EU member states only in 2016. | |
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| Geographical coverage | * **In which country, region, province and/or district the good practice has been implemented and replicated? (map, if available)**  1. Cyprus 2. Lithuania 3. Greece 4. Italy 5. Spain 6. Hungary 7. Portugal | |
| Key Stakeholders | * **Which final beneficiaries were reached out?**   Professionals working with children   * **Which stakeholders were involved to finance the activities (if any)?**   The project was funded by the Erasmus+ Programme of the EU   * **Who are the implementing partners?**  1. Center for Social Innovation Ltd. 2. Diversity Development Group 3. IASIS NGO 4. Oxfam Italia 5. Itainnova 6. Menedek – Hungarian Association for Migrants 7. Aidglobal | |
| Target beneficiaries | * **Who are the target beneficiaries (direct, indirect) of the practice? How many are they? (sex and/or age disaggregated data).**   Direct beneficiaries: Professionals working with minor migrants  Indirect beneficiaries: Minor children with migrant background | |
| Objective | * **What is the aim/objective of the good practice?**   The aim of the GVETS is to develop an interdisciplinary capacity building program through gamification for new professionals working with children in migration environments to improve their capacity and strengthen their role for the protection of children. The innovative pedagogical method of gamification werw deployed as its affordances are full alignment with training needs of social workers to address societal challenges. | |
| Methodological approach | * **Describe the methodological approach step-by-step so that it can be easily understood and replicated by others (the different practical steps can be listed as bullet points, if relevant)**  1. Establish a consortium consists of scientific personnel and educators 2. Develop a blended training with international experts and Apps under a multi-disciplinary perspective and accredited through the EQF, ECVET and EQAVET 3. Devise innovative VET pedagogical methods, best practice guidelines, and strategies towards the use of digital tools and innovative learning environments 4. Develop contemporary methods and tools for assessment of skills acquisition, recognition and validation 5. Develop an online learning platform for the improvement of skills and competences of professionals working with children in migration environments 6. Upload all training materials into the online learning platform 7. Disseminate and sustain the results  * **Specify time frame and implementation cost, if available**   Timeframe: 2 years approximately  Cost: 200.00 EUR approximately   * **Describe how the approach has been gender inclusive**   Everyone was able to participate equally, so there was no gender discrimination. | |
| Results | * **What are the results/ outputs of this practice?** * **This section reflects the level of evidence of your practice, so results should be presented clearly and supported by data (with sources and dates).**  1. GVETS e-Book 2. A Toolkit 3. A Policy Making Package 4. E-learning Platform 5. Professionals improved their capacities and roles for the protection of migrant children   GVET, 2018. http://gvets.eu/about-the-project/ | |
| Impact | * **What is the impact (positive and negative) of this practice on the beneficiaries (men and women)? How was it monitored and evaluated?**   The impact was highly positive as direct beneficiaries got trained through an interdisciplinary capacity building program through gamification. The project was monitored and evaluated by an Internal Evaluator who was in charge to track the progress of the project and identify risks to diminish them.   * **How beneficiaries’ livelihoods have been improved economically? Socially? Environmentally?**   Professionals got access into high-in demand Toolkits, Practices and other learning materials while the protection of minor migrants was taken into consideration. | |
| Success factors | * **What are the conditions (institutional, economic, social and environmental) needed for the practice to be successful?**   **1.** Scientific Committee to plan and organize the activities  2. Access to target groups and users  3. Training facilities  4. A funding sponsor | |
| Constraints | * **What constraints/challenges were encountered when implementing the practice? How were they addressed?**   It was difficult to find a funding sponsor to support your idea as the issue the Project tackles is sensitive, broad and many institutions have been involved into it. To bypass that obstacle there was an urgent need of an innovative approach that would differentiate the Project from others and make it unique. | |
| Sustainability | * **To what extent the practice is sustainable institutionally, socially, economically and environmentally?**   The project is totally sustainable to all the aforementioned factors.   * **What are the key elements to put in place for the practice to be institutionally, socially, economically, and environmentally sustainable?**  1. A well-established dissemination and exploitation plan 2. A Funding sponsor 3. Paper-free deliverables 4. Online content | |
| Replicability and upscaling | * **Has this practice been replicated, in the same context? In different contexts?** * **What are the required conditions to replicate and adapt the practice in another context/geographical area?** * **What are the required conditions to replicate the practice at a larger scale (national, regional, international)?**   Since this Erasmus+ Project has European Dimensions, the replicability to different nations has been ensured. | |
| Related resources | * **List of references about the practice (Training manuals, guidelines, pictures, video, websites, etc.) (if necessary)**   [**http://gvets.eu/wp-content/uploads/2018/11/GVETS\_e-book\_final.pdf**](http://gvets.eu/wp-content/uploads/2018/11/GVETS_e-book_final.pdf) | |

**Good Practice 4**

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| “FATI” | | |
| Date August 2021 | | Authors  IASIS NGO, Citizens In Power, CEPS Projectes Socials, Digijeunes & Vilniaus Universitetas |
| Element | From Alienation to Inclusion: Can it happen? | |
| Problem Statement | * **Which specific problem did the practice address? (1 sentence max)**   The project seeks too eliminate social, linguistic and psychological barriers which prevent migrants and refugees from being integrated in the new environment | |
| Context | * **What was the initial situation/ specific context?**   As the configuration of the recent European political scene testifies, there is an upward trend of the nationalistic and xenophobic atmosphere within the EU societies, which is undoubtedly being reinforced in the recent years, due to both the large refugee flows and the terrorist acts occurring across Europe. Accordingly, the Gallup study of attitudes toward immigration found people in Europe the most negative in the world towards immigration. The majority of residents (52%) said immigration levels in their countries should be decreased. And all that while migrants constitute the 4.6% of the European population, a percentage which could be ‘translated’ into numbers as 20 million of migrants. Consequently, the aforementioned situation invokes a matter of intricacy in order for the NGOs and other organizations, who are dealing with the issue of the integration of migrants and refugees, to work and emphasize on the notions of global interdependencies and equality, with the oversimplified argumentation occurs to be the wide range of resources that strengthen the dominant narrative. | |
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| Geographical coverage | * **In which country, region, province and/or district the good practice has been implemented and replicated? (map, if available)**  1. Cyprus 2. Greece 3. France 4. Spain 5. Lithuania | |
| Key Stakeholders | * **Which final beneficiaries were reached out?** * **Which stakeholders were involved to finance the activities (if any)?** * **Who are the implementing partners?**  1. The final beneficiaries reached out were Third Country Nationals 2. The Project was funded with the support from the European Commission 3. A. IASIS NGO   B. CIP  C. CEPS Projectes Socials  D. Digijeunes  E. Vilniaus Universitetas | |
| Target beneficiaries | * **Who are the target beneficiaries (direct, indirect) of the practice? How many are they? (sex and/or age disaggregated data).**  1. Direct target beneficiaries: Youth Workers, Educators, Counsellors, Professionals working with refugees and migrants, NGOs, Youth Organizations, Private and Public Institutions relevant to the field of migration 2. Indirect: Third Country Nations with an orientation to disadvantaged mirgants and refugees | |
| Objective | * **What is the aim/objective of the good practice?**   The aim of the good practice is to develop a unique on-line environment which contains comprehensive training modules on social integration of migrants and refugees into EU societies, while seeking to eliminate all those social, linguistic and psychological barriers which prevent migrants and refugees from being integrated in the new environment. The training modules cover a variety of topics including “Artistic Self-Therapy”, “Online course on film-making”, “Interactive Linguistic Tools”, Etc. | |
| Methodological approach | * **Describe the methodological approach step-by-step so that it can be easily understood and replicated by others (the different practical steps can be listed as bullet points, if relevant)**   The environment of the project is being endowed with a variety of other pioneer digital tools and applications, specially designed for the creation and establishment of a strong network amongst European NGOs, social enterprises and charities for migrants and refugees, thus forming strong alliances, sharing best practices amongst those organizations and preparing a fertile ground for future collaborations, by simultaneously supporting, in a practical way, the notion of global citizenship and developing a mutual European policy in order to defend human rights and to fight against racism. Accordingly, the ultimate aim of the project is to bring together such organizations, thus adopting a more collective and therefore effective action.  Simultaneously, the e-platform involves the wider EU public, mainly through the ‘Library of Commodities’ which operates for the purpose of provision of humanitarian aid, as the wider European public gains the opportunity to offer its used objects to refugee settlements located in the partner-countries. Additionally, through a ‘Directory of European NGOs, social enterprises and charities for migrants and refugees’, being created as a part of the outputs of the project ‘From alienation to inclusion, a strong network of such organizations emerges, therefore allowing their actions to acquire global dimension, primarily by using volunteers and services of other EU organizations located in other countries; such operation is being considered the initial point for the development of a mutual European policy on migrants and refugees.  In parallel, ‘From alienation to inclusion’ social media campaign, endowed with e-videos created by the consortium, has been specially designed to raise the awareness on the topic, thus conveying the necessary knowledge concerning significant notions interconnected with social inclusion, whilst the innovative e-videos provide information about the general operation and contribution of the European NGOS and the European programs- funds and inform about the functions and objectives of the project ‘From alienation to inclusion’. The media-campaign and the e-videos are seeking to promote the real process of integration within the specific educational method, thus achieving to convey the positive message of coexistence, interaction and equity, by providing a more humanitarian complexion of the issue which simultaneously manages to invoke the public feeling. Besides, Youth organizations are invited to participate to the Youth Film-making Contest, by firstly acquiring specialized knowledge on film-making tools and media campaigns with sociological ramifications, therefore empowering youth workers with a comprehensive film-making skillset that will allow the latter to incorporate this tool in their daily work with such groups and more   * **Specify time frame and implementation cost, if available**   Time: 01-03-2018 till 29-02-2020  Cost: approx. 200.000 EUR   * **Describe how the approach has been gender inclusive**   All participants had equal opportunities to join the educational program regardless of gender. | |
| Results | * **What are the results/ outputs of this practice?** * **This section reflects the level of evidence of your practice, so results should be presented clearly and supported by data (with sources and dates).**   Tangible Outputs:   1. Free Training Courses for Youth Workers 2. Linguistic Tools for Migrants & Refugees 3. Psychological Support for Youth Workers Dealing with Vulnerable Groups 4. FATI E-Videos   FATI (2021). Retrieved from <https://www.projectfati.com/project-tools/linguistic-tools-for-migrants-refugees/> | |
| Impact | * **What is the impact (positive and negative) of this practice on the beneficiaries (men and women)? How was it monitored and evaluated?** * **How beneficiaries’ livelihoods have been improved economically? Socially? Environmentally?**   1. Youth Workers build a variety of social and digital skills that can foster their daily work with refugees/migrants  2. Migrants and Refugees improved a variety of soft skills, particularly linguistic (approximately 40 individuals equally mixed of males and females)  The project was monitored and evaluated by an Internal Evaluator who was in charge to track the progress of the project and identify risks to diminish them.  Direct impact on beneficiaries’ livelihood has social aspects since it will be simpler for them to integrate into society as their linguistic skills improve. As a result, economic progress is a byproduct of integration. | |
| Success factors | * **What are the conditions (institutional, economic, social and environmental) needed for the practice to be successful?**   **1.** Scientific Committee to plan and organize the activities  2. Access to target groups and users  3. A technical partner  4. A funding sponsor | |
| Constraints | * **What constraints/challenges were encountered when implementing the practice? How were they addressed?**   It was difficult to bind the refugees to follow the program. Most of them are searching for more "practical" solutions to satisfy their requirements, such as housing, employment, and so on, thus soft skill development isn't as important to them. To address these challenges, effective communication is required. On the one hand, the project's goals should be explicit to prevent creating unrealistic expectations and on the other, proper education is needed to raise their awareness about the importance of soft skills. | |
| Sustainability | * **To what extent the practice is sustainable institutionally, socially, economically and environmentally?**   The project is fully sustainable to all the aforementioned factors.   * **What are the key elements to put in place for the practice to be institutionally, socially, economically, and environmentally sustainable?**   1. A well-established dissemination and exploitation plan  2. A Funding sponsor  3. Paper-free deliverables  4. Online content  5. Equal chances for individuals to participate despite of their age, gender, ethnicity, etc. | |
| Replicability and upscaling | * **Has this practice been replicated, in the same context? In different contexts?** * **What are the required conditions to replicate and adapt the practice in another context/geographical area?** * **What are the required conditions to replicate the practice at a larger scale (national, regional, international)?**   Since this Erasmus+ Project has European Dimensions, the replicability to different nations has been ensured. | |
| Related resources | * **List of references about the practice (Training manuals, guidelines, pictures, video, websites, etc.) (if necessary)**   [**https://www.projectfati.com/project-tools/free-training-courses-for-youth-workers/**](https://www.projectfati.com/project-tools/free-training-courses-for-youth-workers/)  [**https://www.projectfati.com/project-tools/fati-e-videos/**](https://www.projectfati.com/project-tools/fati-e-videos/) | |

**Good Practice 5**

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| Title  Theatrical pedagogical activities for awareness in human rights and refugee issue | | |
| Date  2019 | | Authors  Hellenic Theatre/ Drama & Education Network, UNHCR |
| Element | What if it was you? | |
| Problem Statement | * **Which specific problem did the practice address? (1 sentence max)**   "What if it was you?" is a program that uses experiential activities and theater and educational drama approaches to increase awareness of human rights and refugee concerns within the broader educational community. | |
| Context | * **What was the initial situation/ specific context?**   Every two seconds, a person is forcefully relocated somewhere on the planet.  People who have been displaced by war, violence, and human rights violations have the right to seek safety, protection, and a better future for themselves and their family. The problem of forced displacement has been documented over time and is now a reality in all modern cultures, as the number of individuals forced to leave their homes reaches 70 million. Given that Greece has traditionally been a host country for refugees and migrants as a result of its geographic location, there is a need for information, education, and awareness about them. The UNHCR has traditionally placed a high focus on refugee concerns. | |
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| Geographical coverage | * **In which country, region, province and/or district the good practice has been implemented and replicated? (map, if available)**   Greece.  Until the fall of 2019, the program "What if it was you?" had reached out to about 70 cities with its activities, which included local student festivals, interactive performances, and activities titled "Together," aimed at mixed groups of refugees and members of the local community, in addition to training seminars and workshops for students.  . | |
| Key Stakeholders | * **Which final beneficiaries were reached out?** * **Which stakeholders were involved to finance the activities (if any)?** * **Who are the implementing partners?**   It has been designed and implemented since 2015 by the Hellenic Theatre/ Drama & Education Network and the Office of the UN High Commissioner for Refugees in Greece | |
| Target beneficiaries | * **Who are the target beneficiaries (direct, indirect) of the practice? How many are they? (sex and/or age disaggregated data).**   "What if it was you?" is a program to raise awareness of the wider educational community on human rights and refugee issues, with experiential activities and techniques of theater and educational drama.  Additionally, a variety of theatrical workshops for children of all ages have been created and are offered for use in schools by professional theater educators.  No other data available. | |
| Objective | * **What is the aim/objective of the good practice?**   Its aim is to develop and disseminate beneficial materials and methods to promote acceptance, solidarity, and peaceful cohabitation between the local community and refugees, with the primary goal of safeguarding human rights, especially avoiding racism in schools and the educational community. This is primarily accomplished through the organizing of teacher training seminars and the support of schools that use experiential teaching approaches and the use of theater, theatrical play, and Educational Drama techniques in comparable programs. | |
| Methodological approach | * **Describe the methodological approach step-by-step so that it can be easily understood and replicated by others (the different practical steps can be listed as bullet points, if relevant)**  1. Seminars for teachers: In the seminars, elements from Forum Theater, Documentary Theater, the portrayal of fairy tales or literary texts, music, dance, pictures, films, and other techniques are used, as well as elements from Forum Theater, Documentary Theater, the portrayal of fairy tales or literary texts, music, dance, pictures, films, and other techniques. The UN High Commissioner for Refugees and the Panhellenic Network for Theater in Education provided the training materials, which were customized to different ages for all levels of schooling. 2. Workshops for students and school networking: Theater instructors can intervene in schools in two ways: a) In schools where teachers have participated in training activities, the theater teacher executes a limited series of workshops on the action developed by the teacher in the classroom or with the student group. The teacher's cooperation with the external collaborator is seen as an important part of the teacher's continuing education; b) the theater teacher leads an independent experiential workshop based on the program material, encouraging the class teacher to initiate a program or action, attend training meetings, and so on. On the website of the program (www.TheatroEdu.gr) there are detailed descriptions of all certified workshops for students of all levels. 3. Training of trainers 4. Interactive theatrical performances  * **Specify time frame and implementation cost, if available**   2015-2019   * **Describe how the approach has been gender inclusive**   N/A | |
| Results | * **What are the results/ outputs of this practice?** * **This section reflects the level of evidence of your practice, so results should be presented clearly and supported by data (with sources and dates).**   The results are:  a) Teacher training through a series of experiential seminars aimed at raising knowledge of the program's subjects as well as familiarizing instructors with unique theatrical educational approaches and activities.  b) Intervention of a theater instructor in the school in the framework of collaboration with teachers and their assistance in their work with their groups of pupils while using the approaches described above.  c) Presentations and exchange of practices across schools are organized through teacher meetings, student organizations and schools, student festivals, and other means.  d) Opportunities for reflection through the organization of appropriate processes at the student level, at the level of city teachers, and at the level of theater instructors and other program executives.  e) Useful instructional content that is continually gathered, enriched, and made available to instructors during seminars or via the program website. | |
| Impact | * **What is the impact (positive and negative) of this practice on the beneficiaries (men and women)? How was it monitored and evaluated?** * **How beneficiaries’ livelihoods have been improved economically? Socially? Environmentally?**   It has provided teachers and other members of local communities and collectives with training, access to relevant educational and information resources, and dramatic teaching methods to promote tolerance and solidarity.  It has used interactive procedures and dramatic instructional approaches to reach out to students and young people in order to increase their knowledge and awareness about the refugee crisis.  It has created opportunities for participatory activities aimed at refugee and local communities and promote the inclusion and prevention of racism in the classroom and local community  <http://theatroedu.gr/Portals/0/main/images/stories/files/Books/2019Ki_an_hsoun_esy_WEB.pdf?ver=2020-04-13-124349-737> | |
| Success factors | * **What are the conditions (institutional, economic, social and environmental) needed for the practice to be successful?**  1. Scientific community 2. Trainers 3. Training facilities 4. Action Plan 5. Funding sponsor | |
| Constraints | * **What constraints/challenges were encountered when implementing the practice? How were they addressed?**   N/A | |
| Sustainability | * **To what extent the practice is sustainable institutionally, socially, economically and environmentally?**   Fully sustainable to all the aforementioned factors.   * **What are the key elements to put in place for the practice to be institutionally, socially, economically, and environmentally sustainable?**   N/A | |
| Replicability and upscaling | * **Has this practice been replicated, in the same context? In different contexts?**   In the whole country, throughout Greece.   * **What are the required conditions to replicate and adapt the practice in another context/geographical area?** * **What are the required conditions to replicate the practice at a larger scale (national, regional, international)?**   To our perspective, this Good Practice can get implemented to different nations and at larger scale by replicating its procedures. | |
| Related resources | * **List of references about the practice (Training manuals, guidelines, pictures, video, websites, etc.) (if necessary)**   Hellenic Theatre/ Drama & Education Network, UNHCR (2019). Theatrical pedagogical activities for awareness in human rights and refugee issue. Retrieved from http://theatroedu.gr/Portals/0/main/images/stories/files/Books/2019Ki\_an\_hsoun\_esy\_WEB.pdf?ver=2020-04-13-124349-737 | |

## Conclusions

**Why are these practices relevant to the project and how are they contributing to the achievement of the project goals?**

Relativity is founded on the fact that the fundamental pillar of the aforementioned programs is the integration of immigrant and refugee populations into Greek culture, sometimes through best theatrical practices and other times through practices in the larger framework of art and creativity.

Through the Desk Survey conducted to identify those Organizational and National practices we recognized the innovation that ACTin’Youth brings in the Greek contexts as, to our knowledge, no similar initiative has ever been implemented. Having said that, the selected 5 best practices give helpful insights to the ACTin'Youth Consortium about the chalenges we may encounter, allowing us to be more proactive in reducing possible risks that have been faced by other organizations in the past. Apart from challenges, the Best Practices provide the process of the pedagogical approach applied during the implementation of them, allowing us to be more creative in designing more effective and engaging outputs while decreasing the risks of overlaps.