



LET EVERYBODY INSIDE

(2017-1-TR01-KA201-045751)

"Let Everybody Inside" is a project (funded by the Erasmus+ program) that aims at the exchange of good practices about the welcoming and the inclusion of migrant children and their families. The project partners are from Italy, Portugal and Turkey (which is the coordinator).

PROJECT PARTNERS

From Turkey:

Düzce İl Milli Eğitim Müdürlüğü (as coordinator); Bolu Milli Eğitim Müdürlüğü, Kilis İl Milli Eğitim Müdürlüğü, Nüfus Ve Vatandaşlık Müdürlüğü, Iğdir İl Milli Eğitim Müdürlüğü, Yeşiltepe İlkokulu, İsmet Paşa Ortaokulu, Düzce Rehberlik ve Araştırma Merkezi.

From Italy:

Polo Europeo della Conoscenza - IC Bosco Chiesanuova, Scuola Virgo Carmeli, Istituto Comprensivo 06 - Chievo Bassona and the social cooperative Il Mosaico.

From Portugal:

Make it Better, Câmara Municipal de Cuba, Direção Geral dos Estabelecimentos Escolares, Escola Básica Fialho de Almeida, Associação de Pais e Encarregados de Educação das Escolas do Concelho de Cuba,

More information can be found at the official **Facebook** page of the project: [**2017-2019 Let Everybody Inside regional partnership project**](#)

This newsletter collect a small part of the activities that have been put in place to foster the inclusion of migrant children.



GENERAL DESCRIPTION OF THE PROJECT

In the partner countries there are various good practices and successful results for refugee, immigrant and asylum seekers. In spite of all these good practices, most of the European countries have produced temporary policies and solutions to struggle with the problems of refugee, immigrant and asylum seekers, this projects is different from other projects because it produces permanent solutions and the project is sophisticated. It has been tested whether or not all the programs are effective on the refugee, immigrant and asylum seekers and it has been necessary to collect all these programs under one title. Based on this need the good practices in different countries are gathered an transnational project has been designed to establish a holistic program.

Objectives:

- 1- Training for the language in order to provide the social integration of refugee, immigrant and asylum seeker children and their families.
- 2- Disseminating good practices towards the children among the regions.
- 3- Preparing a joint action plan that makes the social integration of the parents and children easier.
- 4- Increasing communication competence of the staff working in the partner institutions in regard to the psycho-social integration.
- 5- Leading the disabled refugee, immigrant and asylum seeker students to related special training schools.
- 6-Providing the participation of the refugee, immigrant and asylum seeker students studying in the partner schools and their families to the social activities.
- 7-Increasing refugee, immigrant and asylum seeker families' competences of child education and development within the parenting education program.
- 8-Creating social integration centre in order to provide the coordination among all refugee, immigrant and asylum seeker parents, students and staff of the partner institutions that participate in the program.
- 9-Creating awareness among the locals about the problems and social integration of the refugee, immigrant and asylum seekers.
- 10-Providing the orientation of the students to the school.



Example of good practices in Italy Intercultural mediators **Il Sorriso di Ilham ONLUS**

Il Sorriso di Ilham is an Association made of people coming from different countries: Morocco, Nigeria, India, Ivory Coast, Albania, Georgia, Argentina, China, Italy. Most of the members of the association are intercultural and interlinguistic mediators



The association "Il Sorriso di Ilham" operates in 2 specific areas:

1. School/Education System
2. National Health and Social service



Who is the intercultural and interlinguistic mediator?

He/she is a person with specific linguistic/extralinguistic competence in both (native) language and culture of the country of origin of the foreign pupils



And how does a mediator operate within the school system?

He/she:

- welcomes and supports newcomer pupils (by accompanying them from enrollment to integration into the school environment)
- provides the school with an adequate linguistic support (by translating both the school background of the pupil and programs and curricula of the Italian school)
- can contribute to tracing the personal and school background of the pupil and to identifying his/her competences



- establishes and helps maintaining the relationship between school and family by facilitating an ongoing linguistic and cultural dialogue
- translates school notices and school related documents
- enhances the culture and language of the countries of origin of the pupils
- participates in organizing intercultural education projects assists and advises all school operators dealing with the foreign pupil



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



What does the intercultural mediator not do?

- is NOT an expert in all issues related to the children' intercultural education or integration process
- CANNOT work alone, but only by networking properly with all the other subjects of the "school network"
- is NOT a Know-it-all!
- CANNOT run alone the Italian language literacy programme



An intercultural mediator can therefore:

- Be a witness and an actor of both of his/her own story as a migrant and of the change generated by the migration phenomenon
- Talk about the history of his/her own country of origin and its heritage in terms of culture and tradition

"Il sorriso di Ilham" organizes and participates in events to promote integration and sharing of universal values



INTERCULTURAL EDUCATION LABS



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



ITALIAN AS SECOND LANGUAGE WORKSHOPS



MUMS at SCHOOL Teaching Italian to the mothers



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



TEACHERS' TRAININGS



PUBLIC EVENTS



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Example of good practices in Turkey Social Integration Center

In the project, the Social Integration Center was established to provide adaptation of refugees and asylum seekers to the social life. The project was implemented in the social integration center for refugees, immigrants and asylum seekers. It was the first point of contact for refugees, immigrants and asylum seekers. All procedures and processes of refugees, migrants and asylum seekers were systematically implemented through this center. Sociologists, Psychologists, Social Workers, foreign language teachers (good in Arabic, English and other local languages), Family Counselors, pedagogues, NGO experts working in education, public education experts, vocational counselors took part in the Social Integration Center.



The European Commission's support for the production of this publication does not constitute an endorsement of the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Example of good practices in Portugal High Commissariat for Migration (ACM) Next Door Family EU

High Commissariat for Migration (ACM) in partnership with public and private entities throughout the country (Municipalities, Associations and other local institutions) implements the Next Door Family targeting migrants residing in Portugal of all ages.



The project "Next Door Family" was created in 2004 in the Czech Republic, and is currently used here since then, with significantly positive outcomes. It results from the "inclusive neighborhoods concept" and relies on the interaction between immigrants and the host society and the importance of strengthening social relationships as a way to contribute to a more effective integration, removing barriers and promoting cultural diversity.

To do so, a family agrees to welcome and host a family they do not know in their home, becoming pairs of families (one migrant family and one autochthonous family) for holding a typical Sunday lunch of their culture as a way of welcoming the "Other".



Aveiro



All meetings took place on Sunday, November 25th 2018, at the same time across the country and in countries that are associated with the implementation of this initiative, such as the Czech Republic and Spain.

The “Next Door Family” takes place in Portugal every year since 2012. There have been many public entities (municipalities and Juntas de Freguesia) and private entities (Immigrant Associations, Youth Associations and others, Cooperatives, NGOs, IPSS and Companies) that all the years are set for implementation at the local level. To that end, a support methodology was defined that integrates 10 steps for its successful implementation.



In the previous editions 584 meetings were held, where they were present:

- 1463 Families - 782 immigrant families and 683 indigenous families
- 4345 Participants and 651 volunteers

Participants from more than 60 different countries. In 81 municipalities, from north to south of the country and in the autonomous regions.

This is a transnational initiative that takes place every year in other European countries and Portugal has been one of the countries with the largest number of participants.