



Alien Project

Living Lab #2 04-08.02

documentation
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student projects
directions, tickets
maps, schedule
round tables, contacts

ATHENS 2017
#INNOVATHENS

ALIEN project summary

Advanced Learning and Inclusive Environment (ALIEN) for Higher Education through greater knowledge and understanding of migration processes

The project aims to contribute to greater equity and social cohesion within Europe, through a series of knowledge-exchange activities with diverse stakeholders (academics, national and local authorities, migrant community organisations) and through the understanding of the complexity of the flow of migration.

Given the critical context of the current refugee crisis in Europe the project's objectives are:

- To advance young people's intercultural competencies, knowledge and understanding of migration through transnational, multi and interdisciplinary collaboration of academic staff, migrant organizations and postgraduate students.

- To develop the engagement of Higher Educational Institutions (HEIs) with local and international migrant organizations as well as regional authorities; to build bridges and share knowledge, good practices and raise awareness of issues around migration.

Through:

- Innovative education methods focusing on issues around migration from the perspective of particular social science disciplines including Economics, Education, Politics/Sociology/Social Policy and Social Work.

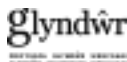
- A Community of Practice, created around an open-access virtual platform (i.e. e-modules, examples of teaching activities and assessment strategies).

- Handbooks of education methodologies and scenarios for workshops materials for direct use in the curriculum.

Living Labs work as interactive think tanks, where issues & opinions of public concern related to migration will be discussed.

Living labs serve as an input for the project's learning materials and thus they operate as the meeting point of the diverse stakeholders of the project; and they involve exchange of ideas, methodology forming and collection of data.

The project involves partnership institutions based in Poland (Polish Japanese Academy of Information Technology, Warsaw School of Economics), UK (Glyndwr University and University of the West of Scotland), Finland (Aalto University) and Greece (Technopolis – City of Athens).



contacts

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TECHNOPOLIS
CITY OF ATHENS

welcome to Athens

directions from the airport to city center (SYNTAGMA square)

Train (metro line)

Blue metro line, SYNTAGMA station.

Time schedule

every day from 6:30 until 23:30

(frequency: every 30 minutes)

link: <http://www.stasy.gr/index.php?id=67&L=1>

Bus

Bus line X95 (AIRPORT to SYNTAGMA).

Time schedule

every day from 00:10 until 23:55

(frequency: every 15-20 minutes)

link: <http://www.oasa.gr/content.php?id=air-lines&lang=en>

ticket prices from/to the airport

Train (metro line)

1 person (one way): € 10

2 persons (one way): € 18

3 persons (one way): € 24

1 person tourist ticket valid

for 3 days for all modes including airport

transfer: € 22

Bus

1 person (one way): € 6

general transportation info

Ticket prices for all modes

1 person (valid for 90 mins): € 1.40

1 person (valid for 24 hours): € 4.50

1 person (valid for 5 days): € 9

link: <http://www.stasy.gr/index.php?id=71&L=1>

Time schedule (train)

Sunday to Thursday, 5:30 until 00:00

Friday to Saturday, 5:30 until 02:00

Time schedule (bus)

Use the link below

link: <http://telematics.oasa.gr/en/#main>

welcome to INNOVATHENS

directions to Technopolis City of Athens (#INNOVATHENS)

Train (metro line)

Blue metro line, KERAMEIKOS station

Bus

Bus lines 049, 815, 838, 914, B18, Γ18

FOTAERIO stop

Trolley

Trolley line No 21 from OMONOIA square

FOTAERIO stop

Taxi

Use the taxibeat application.

Download here: <https://play.google.com/store/apps/details?id=gr.androiddev.taxibeat&hl=en>

metro line map (KERAMEIKOS station)

link: <https://www.ecmp2016.org/uploads/metro-stations.jpg>





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deliverables/ guidelines

Your research guidelines

We ask you to **collect data/evidence** and **document your experience** researching your area through discussion with the stakeholders involved, asking them questions, conducting on-site research and interviews as well as gathering data online.

Focus your research and questions on the **area of your study** and the **initial question/problem** you encounter - you can prepare in groups specific interview questions to ask the people you meet ahead of time.

Your research presentation guidelines

At the beginning of this week **you will choose your area of interest within the field of education**, and formulate an introductory research question/problem to investigate it. Based on this, we ask you to report your findings.

Following is a list of guidelines concerning your presentations concluding this week! **We would like you to deliver a presentation of at least one slide for each point we list.**

Tips

Your presentation should speak for itself and be easily understood by someone who did not participate in the workshop.

Try to present it visually, without using a lot of text, but rather focusing on the clarity of design.

A. Experience

(discussions, interviews, research)

Make an overview of all the presentations and research you have done and let us know:

1. What are your personal reflections about the work you have done so far?
2. What challenges did you encounter?
3. Which experience was the most useful for you and your area of research?
4. How could you benefit from your experience more in the future? Was there anything you wish you had done differently?

B. Analysis of issues

(what issues you encountered)

Please let us know if you encountered any **challenges within the area of your research** while conducting it.

1. What are the challenges within it and what challenges exist?
2. Does your research have any limitations?

C. Hard data and further research

(what numbers/facts do you have)

What data have you found to support the fact that these challenges exist in this area?

Let us know **what statistics you have**, what are the exact numbers of people involved and so on...

Present this data as an **infographic/graph/flowchart/timeline/mind map, a concept map or any other clear visual way** you wish.

How could you collect more reliable data in the future?

Let us know what **qualitative and quantitative methods** you could use to research this area further and **what research you intend to perform between this workshop**, and the next one.

D. Initial target audience

(the people you would like to communicate to and design for later)

Let us know what **stakeholder group** you would like to assist in tackling/solving/informing you about one of the challenges you discovered in your research area.

1. Why have you chosen this group?
2. What are the characteristics of this group?
3. In what way you could support them?
4. What seem to be their key needs?
5. Are their key needs being met now - to what extent?
6. What could be improved?

E. Next steps:

After you receive feedback at the end of this week we will ask you to **strengthen and remix your presentation** to be ready to present it to **design students** at the beginning of the next workshop.

The format of your kick-off presentation for the next workshop could be for example: printable / editable posters, infographics, animations, slideshows, movies etc. expressing 1-3 final conclusions from your research; these conclusions will form the starting point of work for your group during the next workshop.

Make sure that the data you have gathered is **factually correct** and try to supplement it with data from suggested sources from our Facebook group. **Remember to corroborate your sources.**

From there, in your next workshop, you will **work together on a small social design project proposal based on the conclusions** from this week's research and your **online collaboration** between these sessions.

living lab #2 schedule

Saturday 04/02

Cultural Breakfast:

Merging cultures in a common table and understanding different identities through food.

What needs to be prepared by students:

- 1. Each of the country teams should prepare a typical breakfast from their country.*
- 2. Introduce it to the rest of the team in an interesting and creative way (students are asked to prepare audio-visual material to accompany the dishes.)*
- 3. Why those ingredients/dishes? How it is related to their culture, habits, everyday life?*

Ground floor
INNOVATHENS

10:00 - 11:30

Cultural Breakfast

Getting to know each other - Integration activity
Guest: Pop-Up Mama Africa Restaurant

12:00 - 17:00

Studio work / Workshop:

Visual maps / Data collection / Terminology

Ewa Satalecka - *PJAiT*

Katerina Antonaki - *TECHNOPOLIS CoA*

23 Sfaktirias Str.

20:00 - 21:00

African dances Workshop / Night

living lab #2 schedule

Sunday 05/02

Round table-discussion:

Education and International migration in Europe/the EU

Subtopics:

1. Educational support for migrants and the receiving societies
(mechanisms, tools, benefits and costs, efficiency / effectiveness, syllabi / curricula, school activities, etc.)
2. Impact of international migration on the Education system in European migrant-receiving countries
(impact on schools, increased awareness of global citizenship, internationalization of receiving communities, etc.)
3. Education and Civil Society – Independent / community support for Migrants
4. How does each education sector develop and enable the integration and education of migrants?
5. Social integration & women's rights
6. Your suggestions based on your field practice experience.
7. How do stereotypes provoke discourses related to cultural differences?
8. Intergration of perspectives of gender in all policies and social expressions.
9. Engagement of migrant communities/ population. What kind of actions are required?
10. Initiatives and actions regarding the protection of women's rights. How could discrimination be eliminated through a variety of practices? *(discrimination has a variety of manifestations e.g. local population, experts who work with migrants and refugees, mass media, internal violence inside the populations of migrants).*

Sunday 05/02

Ground floor
INNOVATHENS

10:00 - 10:30

Opening of the workshop

Margaret Allan - UWS

Fernando León Solís - UWS

10:30 - 13:30

Round table-discussion: Education and International migration in Europe/the EU

Moderator:

Niko Karaiskos - *Coordinator at the Refugee Education
Programme for the Greek Ministry of Education*

Speakers:

Isabella Logotheti - *Funding & Outreach Officer, METAdrasi*

Katerina Lappa - *Teacher, Public Intercultural Schools*

Maria Liapi - *Sociologist and gender equality expert, DIOTIMA*

Michael Afolayan - *Co-founder, ANASA*

Marina Isaia Mavridou - *Project Manager, SIF*

Petros Charavitsidis - *Educator, Headmaster of 132nd Primary
School of Athens*

Yannis Baveas - *Project Coordinator for Education, IOM*

Q & A session with students

13:30 - 14:30

LUNCH BREAK

Samsung Lab
INNOVATHENS

14:30 - 16:00

Studio work - Work on the topic

14:30 - 16:00

Teachers' Workshop: Next steps for the manuals

16:00 - 17:00

Intercultural education in contemporary Greece: The teachers point of view

Georgios Tsimouris - *Associate Professor, Department of
Social Anthropology, School of Social Sciences,
Panteio University – Athens*

17:00 - 19:00

Studio work - Work on the topic

Monday 06/02

Round table-discussion:

Media coverage
of the migration issue

Subtopics:

1. Which are the main issues / topics the media has promoted?
2. How do they choose their themes?
3. Is it a current trend in journalism? Do journalists see an "opportunity" in the topic?
4. How do they collect data?
5. Have there been any political interventions?
6. The impact of social media on issues of migration.
7. How are migrants represented in the media?
8. What is the notion of 'us and others - us as others' which has been promoted?
9. If one image is thousand words / how does photojournalism influence public opinion?
10. What are the ethical challenges faced by the media?

Samsung Lab
INNOVATHENS

10:00 - 13:30

Studio work - Work on the topic

11:00 - 13:30

SUMMERCAMP: Kick-off staff meeting

13:30 - 14:30

LUNCH BREAK

Ground floor
INNOVATHENS

14:30 - 16:30

**Round table-discussion:
Media coverage of the migration issue**

Moderator:

Nikos Megrelis - Journalist, filmmaker

Speakers:

Betty Tsakareitou, PhD - Assistant Professor and Head of Advertising and Public Relations Lab, Panteion University, Athens, Greece

Evika Karamagioli - Scientific associate, U.R.I.A.C., Media Department, National and Kapodistrian University of Athens

Giorgos Moutafis - Photojournalist

Gina Mascholiou - Journalist

Maria Sidiropoulou - Journalist/tv producer of news program "Istories" SKAI TV

Samsung Lab
INNOVATHENS

16:30 - 18:00

Studio work - Work on the topic

Thursday 07/02

Nomismatokipio station

6 Gravia Str.



9:00 **Meet at "Nomismatokipio" Metro station**

9:30 - 10:00 **Arrival at DEREΕ - The American College of Greece and registration of the participants**

10:00 - 11:30 **Panel Discussion: Migration and refugee crises in Europe: Solidarity, responsibility, human vulnerability**

Moderator:

Anna Visvizi, Ph.D - Assistant Professor,
Deree-The American College of Greece, Academic Board
Member, Institute of Diplomacy & Global Affairs (IDGA)

Speakers:

Ioannis Balafas - Deputy Minister of Migration

Lefteris Papagiannakis - Vice Mayor on Migrant
and Refugee Affairs of Municipality of Athens

Marta Pachocka, Ph.D - Assistant Professor, Warsaw School
of Economics, Collegium of Socio-Economics, Department of
Political Studies, Coordinator of EUMIGRO Project

Christianna N. Leahy, Ph.D - Professor of Comparative Poli-
tics, Chair of Department of Political Science and International
Studies, McDaniel College

Christos Iliadis, Ph.D - Advisor to the vice-chair of Defence
and International Relations at the Hellenic Parliament

Martha Roussou - Advocacy Officer with Oxfam, Greece

11:45 - 12:00 **COFFEE BREAK**

12:00 - 13:30 **Workshop for students**

Co-ordinated by Drs. Anna Visvizi & Marta Pachocka

Mentors: Drs George Filis, Christos Iliadis,
Christianna N. Leahy

13:30 - 14:00 **Conclusions**

14:00 - 14:30 **Campus Tour**

14:30 - 15:30 **LUNCH BREAK**

Samsung Lab
INNOVATHENS

15:30 - 19:00 **Studio work - Work on the topic**

15:30 - 17:00 **Teachers' Workshop: Next steps for the manuals**

Wednesday 08/02

Samsung Lab
INNOVATHENS

10:00 - 13:30 **Studio work - Work on the topic**

13:30 - 14:30 **Technopolis Guided Tour + GR80s Exhibition**

14:30 - 15:30 **LUNCH BREAK**

15:30 - 16:30 **Final Presentations - Feedback**

participants

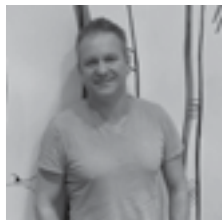
staff

**Ewa Satalecka (PJAiT)**

Professor at PJAiT

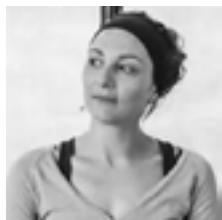
ewasatalecka@pjwstk.edu.pl

Ewa Satalecka is Professor at Polish-Japanese Academy of Information Technologies in Warsaw and leader of its motion typography class. She represents Poland on the international forum of ATyPl (International Typography Association). Satalecka organizes international design workshops, conferences, and exhibitions of typography and information design. Her work includes kinetic typography installations presented at the "Liquid Page" Symposium in Britain's Tate (2008) and as a part of the international "Moving Type" Exhibition in the Gutenberg Museum, Mainz, Germany (2011). Edited by Satalecka: MOTYF2013, MOTYF2014, Fajrant (available on issue, prized TDC 2012 certificate). Her articles were included in Very Graphic: Polish designers of the 20th Century, edited by Jacek Mrowczyk, (IAM, 2015) and 365xtypo: 365 stories on type, typography, and graphic design, edited by Linda Kudrnovska (Etapes, 2015).

**Fernando León Solís (UWS)**

fernando.leon-solis@uws.ac.uk

Dr. Fernando León Solís is Head of Languages at the University of the West of Scotland and Senior Lecturer in Spanish. He graduated in English Language and Literature at Granada University in Spain and was later awarded a PhD at Glasgow Caledonian University in 2001. He is the Joint Editor of the International Journal of Iberian Studies. His research expertise falls in the field of Cultural Studies, with a special focus on the construction of national identities in the media. He is the author of a book entitled Negotiating Spain: Competing Discourses of National Identity and was published in 2003 by Intellect. He has presented a number of papers in international conferences and published extensively in peer-reviewed academic journals. He is a contributor to the Viajeros Urbanos section of the Spanish paper El País

**Katerina Antonaki (Technopolis City of Athens)**

Creative director

antokaterina@mail.com

Katerina Antonaki is an independent graphic designer and researcher. She has been a visiting lecturer at Graphic Design Department, TEI of Athens for 3 years. Her work ranges from brand identity and editorial design, to spatial design. Along with her design practice, she is involved in education and urban research projects. Her research interests include, the activist role of graphic design (the visual and textual aspects of communication) at the social and political level, disruptive actions in public space, the role of spontaneity in design process and design methodologies. She has studied in London, Helsinki and Athens and she holds an "MA in Design Critical Theory and Practice" from Goldsmiths University of London. She is an IKY scholar. Her practice and research has been presented in international conferences and exhibitions. She lives and works in Athens.



Kinga Garnette-Skorupska (PJAiT)

kingasko@gmail.com

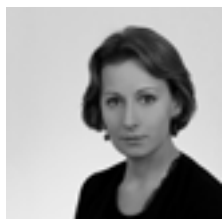
Kinga graduated from the University of Warsaw with a Master's Degree in Linguistics. Since then she has worked as a business assistant, ESL teacher and IT trainer, translator and web designer - often integrating these areas in creative ways. She is interested in web technologies, games and education, as well as popular science. Moreover, she is a Polish Language Coordinator in the TED Translators project and a member of TEDxWarsaw team. In the Alien project she works as a teaching methodology designer and advisor. Feel free to talk to her about the use of games and web tools for education, organizing TEDx events and any of your interests



Margaret Allan (UWS)

margaret.allan@uws.ac.uk

Margaret was an undergraduate at the University of St Andrews. She received her Doctorate in Education from the University of Stirling with a thesis entitled: 'Migrant ESOL Learners: a Foucauldian Discourse Analysis'. She has worked with migrant, refugee and asylum seeking students, as well as learners from settled migrant communities, in the university, college and school sectors both in the UK and in Egypt. She teaches in the School of Education at UWS where she is Programme Leader for the Med TESOL and coordinates, and teaches, the 'Analysing Discourse', 'Bilingualism' and 'Second Language Acquisition' modules. She also supervises research at both Masters and Doctoral levels.



Marta Pachocka (WSE)

Assistant professor at WSE
marta.pachocka@gmail.com

Marta PACHOCKA holds a PhD in Economics (2013). Assistant Professor at the Department of Political Studies of the Collegium of Socio-Economics of the Warsaw School of Economics (WSE). Coordinator of the project EUMIGRO – 'Jean Monnet Module on the European Union and the Contemporary International Migration – an Interdisciplinary Approach' (2016–2019) co-financed by the EU in the framework of Erasmus+ Programme. Key staff member of the Jean Monnet Centre of Excellence of the Warsaw School of Economics (2016–2019). Researcher in the project IMINTEG at the Centre of Migration Research of the University of Warsaw. Involved in many national and international projects co-funded by i.a. EU, Polish Ministry of Foreign Affairs, National Bank of Poland, Polish National Science Center. Beneficiary of 'Young Scientists' Research Grants' financed by the Polish Ministry of Science and Higher Education since 2012. Visiting Research Fellow at the Centre d'études européennes of the Sciences Po Paris (2015). Visiting Professor at the University of Economics in Bratislava (2015) and at the University of Tartu (2016). Secretary of the Polish European Community Studies Association (PECSA). Member of PTE, UACES, IPSA, IMISCOE, IASFM, AIELF. Her main research interests are i.a. socio-demographic changes in Europe/EU; Europe/EU and international migration; EU policy on migration and asylum; immigration policy and integration policy in France; France's international position;

participants

staff



Sophia Manika (Technopolis City of Athens)

Program Manager INNOVATHENS

smanika@innovathens.gr

Sophia graduated from the department of Applied Mathematics & Physical Sciences at NTUA and, looking for something human-oriented, continued with a master's degree in Linguistics at Utrecht University and MIT. During her doctoral research and dissertation she applied Information theory on sentence processing. She has lived in Utrecht, Boston, Munich, Berlin, Santa Barbara as a researcher, consultant and project manager and after 10 years, when she got fed up from the lack of sun, she returned to Athens. Since October 2014, she coordinates, as a programme manager, the actions of INNOVATHENS, for the promotion of creativity, entrepreneurship and innovation in the vibrant and welcoming ambience of Technopolis City of Athens. She would wish to become an all-scientist and live in a world without winter.

students

Agata Juskiewicz (PJAiT)

Agata Juskiewicz is a student of New Media Art at the Polish-Japanese Academy of Information Technology in Warsaw, Poland. Her interests range from art to science. She is passionate about graphic design, photography, architecture but also new technologies and its approach to design. Her project of Interactive Chairs has been presented at the international conference dedicated to a Human-Computer Interaction. Agata's experience includes identity and information system design for international cultural events. She has tried her hand at various fields. Starting with the internship at the interior design studio in Warsaw, Poland then working in a post-production studio in Hong Kong, China and joining a Service Design team in the Innovation Lab of Alior Bank in Warsaw, Poland afterwards. Agata with a couple of friends have founded Zwrotnica Foundation which aim is to promote young, independent artists. She is an optimistic and open-minded personality who is curious about the world and other cultures. Agata is fascinated by China and keen on learning Chinese language.

Ana Maria Costa Benito (UWS)

My name is Ana Maria Costa Benito and I am from Alicante in the south-east of Spain. I studied my first degree in Spain and my major was English Studies. I am now a postgraduate student studying a Master's in TESOL at the University of the West of Scotland. My main area of interest is in the policy differences between Spain and Scotland in the teaching of second languages in mainstream schools. I also teach English to refugees living in Scotland. This experience is why I was interested in being involved in The Alien Project in order to discover more about the main issues. My hobbies include playing guitar, reading and learning languages.

Basia Krajewska (PJAiT)

Basia Krajewska is a graduate of New Media Art at the Polish-Japanese Academy of Information Technology in Warsaw, Poland. Her main interests are typography, web design, poster design, because working in those areas allows you to combine manual work and technology. She is eager to broaden her knowledge in those fields, but she always uses every opportunity to try and work on something new. Beside her main studying sector she is interested in advertising and psychology. In the future she would like to work in an advertising agency.

Claire Elizabeth Caunce (UWS)

Hi, I'm Claire. I'm originally from Manchester, England but have lived in Glasgow for the past five years. I previously studied a BA(Hons) Archaeology at The University of Manchester, and worked as an Archaeologist before moving into a teaching career. I'm now studying for a Master of Education degree specialising in TESOL at The University of the West of Scotland. I'm particularly interested in the education of refugees and asylum seekers in Scotland, and the training given to teachers and tutors of ESOL in a community setting. I have worked as an English teacher in the UK and China, and currently teach English online. I play the flute and mandolin, and am studying Chinese, Korean, and Japanese.

Dionisis Siamagkas (TECHNOPOLIS CoA)

He is a senior student in the Graphic Design department in the T.E.I. of Athens. He is a very sociable and smile person with a good sense of humor and he really enjoys team working. As for his studying sector, he likes brand and package design, editorial and social design. He never loses opportunities in participating in workshops and exhibitions concerning design. He is a team player and he loves experimenting on new projects and techniques. In his free time, he gets into technology and practices on various design softwares and tools.

participants

students

Katriona Louise Armstrong (UWS)

My name is Katriona Armstrong and I'm from Glasgow in Scotland. I studied French and German at the University of Aberdeen and graduated in 2013. I'm now a postgraduate student studying a Master's in TESOL at the University of the West of Scotland. My main interest is teachers' perspectives of EAL (English as an additional language) in the Scottish school system. I have previously taught English to children and young adults in France, England, and Austria and hope to continue doing so after completing my masters. In my spare time I collect hardback first edition books and enjoy traveling to various cities in Europe.

Magdalena Golba (WSE)

Magdalena Golba is a student of 2nd year of International Economic Relations at Warsaw School of Economics. Member of Foreign Affairs Students' Club for one year in which she is a Project Vice-manager of 6th edition of Action Diplomacy - a unique project providing insight into the world of diplomacy by organizing meetings with the chiefs of diplomatic missions located in Warsaw. Involved in many national projects arranged by EU, The Center of Civics Education and Students for Republic in Poland. Volunteer of many charity campaigns supporting human rights and people with disabilities. She organizes many conferences about politics, modern history and foreign affairs. In 2013 she was awarded a Scholarship of the Prime Minister for the best high-school students in Poland for outstanding school performance and achievements. Her main research interests are diplomatic protocol, behavioral economics, crowd psychology and marketing law in EU countries

Valina Mermigka (TECHNOPOLIS CoA)

Hi! I'm an undergraduate student at Technological Educational Institute of Athens, Greece in the Graphic Design department. As a student, I have changed my mind a lot of times and I don't know which path I'll take in visual arts. I am very passionate about almost everything! I love books and editorial design as much as I love photography, especially the analog mode. In the near future I would like to be a cultural explorer, so I could have the opportunity to encapsulate unusual beauty in my photographs. I am getting inspired by the world of the visual arts in all their forms. Things as handmade paper and silkscreen fascinates me. I have taken place in a lot of workshops in the past, such as "Image and Sound" workshop by Makino Takashi at In Mute festival in Athens, Block Printing, Zine Making and Digital Story Telling. As a person, I am very optimistic, active and open-minded. I think team work is very effective and reasonable, that's why I love to collaborate with other persons.

participants

round table-discussion: Education and International migration in Europe/the EU

Greek Ministry of Education - Refugee Education Programme

Niko Karaiskos

*Coordinator at the Refugee Education Programme for the Greek Ministry of Education
niko.karaiskos@gmail.com*

Niko Karaiskos is currently a Coordinator of the Refugee Education Programme for the Greek Ministry of Education. Since the 1980s he has been privileged to work in various educational environments in Greece, the UK and South Africa. He has worked as a researcher at the University of Athens, Department of Education and the Department of Political Science successively and, then, as a Principal at an Athens Primary School. In most of the 2000s he worked as Project Manager for Education and Training Projects at the Information Society SA. After a short term as a consultant at the Ministry of Education he returned to the classroom in 2014. Niko Karaiskos holds a degree in Education and graduate degrees in Comparative Education and in EU Integration Policies. He still struggles to write his PhD on the process of Europeanisation of National Education Policies. He is a PMI certified Project Manager, experienced in managing EU funded projects.

ANASA

www.anasa.org.gr

The Cultural Center of African Art and Cultures ANASA is a Non-Profit and Non-Governmental Organization working for the elimination of racism, exclusion and discrimination, the promotion of multiculturalism and intercultural dialogue among peoples, and the empowerment and inclusion, through art and culture, of young people of African origin who were either born in Greece or came as migrants or refugees.

Michael Afolayan

*Co-founder of ANASA
ngomastudio@gmail.com*

Michael is a musician, actor, performer, artist, and he designs pedagogical - art workshops. Born in 1980 in Athens where he lives till now. His parents are immigrants from Nigeria. He is co-founder of the music-dance team ANASA (2005) which studies and presents performances inspired from the myths, rhythms and dances of West Africa. The team was developed into Cultural Center of African Art and Cultures ANASA (2011), and Michael teaches up to now west african percussions, he also accompanies by percussions the workshop of "Primitive Expression" and designs intercultural activities which he also presents in primary schools.

IOM: International organisation for migration

<http://www.iom.int/>
<https://greece.iom.int/en>

IOM is committed to the principle that humane and orderly migration benefits migrants and society. As the leading international organization for migration, IOM acts with its partners in the international community to:

- Assist in meeting the growing operational challenges of migration management.
- Advance understanding of migration issues. Encourage social and economic development through migration.
- Uphold the human dignity and well-being of migrants.

Yannis Baveas

Project Coordinator for Education, IOM
ibaveas@iom.int

Born in Athens, grew up in Lemnos, graduated from Panteion University of Social and Political Sciences, specialized in Public Administration and continued with graduate studies in USA. He holds a Master's in Political Science and UN Studies and a Master's in International Public Administration from Long Island University, NY. After coming back and completing his military service he was appointed as Director of "Propondis" fellowship Foundation a position held until 2016. Since the September 2016 he is Project Coordinator for Education at IOM, responsible for the transportation of all the refugee kids aged 6-15 to the public schools. Member of the board for 7 years, treasurer for 5 and volunteer for 12 years at the Piraeus Open School for the Immigrants.

DIOTIMA

<http://www.diotima.org.gr/>

The Centre for Research on Women's Issues (CRWI) "Diotima" is a non-profit, non-governmental women's organization. It was established at the end of the 80s through an initiative of a group of women from different academic backgrounds and aiming at systematically highlighting discriminations against women on all levels of social, political and economic life. During its long term course, and through a plethora of initiatives and actions undertaken, it has constantly been thriving to become a reference point for women, to broaden beliefs held by traditional political institutions on a governmental level.

Maria Liapi

Sociologist and gender equality expert
m_liapi@otenet.gr

She is one of the founding members of the NGO «Centre for Research on Women's Issues Diotima» and a member of its directing board since 1989. She has participated as scientific coordinator in numerous studies, research tasks, women's projects and groups of gender equality experts at national and EU level. She is experienced in working with the development of gender equality Plans and the implementation of projects in the field of gender based violence, integration and advocacy of women's rights. As researcher she is experienced in qualitative research methods and she has contributed in a number of books, articles and edited works on gender issue.

participants

round table-discussion:

Education and International migration in Europe/the EU

METAdrasi - Action for Migration and Development

<http://metadrasi.org/en/home/>

METAdrasi is a Greek NGO founded in 2010 with the main aim of facilitating the reception and integration of refugees and immigrants in Greece. Its primary function is to fill the gaps in areas not covered, or covered only to a limited extent, by the public authorities or other NGOs. METAdrasi has three main axes of activity:

1. The training and provision of interpreters in over 37 languages and dialects, to enable vital communication with refugees.
2. The protection of unaccompanied minors, who have been separated from, or lost, their parents, through a complete safety net involving transit accommodation facilities, their safe escorting from detention centers to suitable accommodation facilities and the pioneering activities of guardianship and foster families.
3. Various other activities in the reception and integration of refugees such as legal aid, certification of victims of torture, humanitarian aid material collection and distribution and has organized over 46 free Greek language courses.

PROJECT: Mini Lexicon for Basic Communication.

METAdrasi has contributed to the development of a series of innovative learning tools, dictionaries and glossaries, including the digital ["Learn Greek"](#) dictionary in five languages, an interactive learning tool aimed at beginners as well as those who need support to improve their vocabulary in Greek, and more recently the [Mini Lexicon for Basic Communication](#) in six languages a tool to facilitate day-to-day communication between refugees and migrants with Greek or English-speaking persons, currently distributed in refugee camps across the country.

Isabella Logotheti

Funding & Outreach Officer, METAdrasi
logotheti.metadrasi@gmail.com

Isabella Logotheti joined METAdrasi in 2016 and currently works as a Funding & Outreach Officer. She has previously conducted research and worked for NGOs in Greece and abroad.

At METAdrasi, amongst others, she was involved in the creation of the Mini Lexicon for Basic Communication in six different languages, a tool aimed at facilitating communication with refugees and migrants. She holds a degree in Political Science from the University of Athens and a Research Master in Sociology of Culture, Media and the Arts from Erasmus University, Rotterdam.

Petros Charavitsidis

Educator, Headmaster of 132nd Primary School of Athens
pcharavi@gmail.com

Petros Charavitsidis is an appointed teacher in Primary Education and a headmaster of 132nd Primary School of Athens. He studied Pedagogics at the Aristotle University of Thessaloniki and Political Science at Panteion University (Faculty of Political Science and International Studies). He holds a masters' degree from the Department of Primary Education, Aristotle University, and a PhD at the same Faculty, in the field of Pedagogy and Social Exclusion. His research interests include issues of social exclusion, marginalization and multicultural education. He has participated in research programs, teacher training courses and his articles have been published in Greek and international press. He is the author of the book "Building a Democratic and Humane School", recently published by EPIKENTRO editions.

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*Integrating
immigrants and
refugee children:
The experience
from
a primary school
in Athens //*

Secours Islamique France - Greek Branch

<https://www.secours-islamique.org/>

Founded in 1991, Secours Islamique France (SIF) is a Non-Governmental Organisation with missions devoted to international solidarity, social and humanitarian causes in the fields of humanitarian assistance and development aid, with a focus on alleviating the suffering of the poorest people both in France and in the world. SIF acts wherever humanitarian and social needs require mobilization of emergency relief and implementation of development programmes. A caring world, in which the basic requirements of people in need are satisfied, is SIF's vision.

SIF is inspired by the values of Islam, solidarity and respect for human dignity, which are at the heart of its concerns. Through its commitment, values and missions, it calls for the building of human solidarity that transcends differences and borders. Neutrality, Independence, Impartiality, Respect, Responsibility, and Risk-Taking: These are the principles underlying the humanitarian action that SIF has committed to preserve since its creation. Each of these principles guarantees relief for populations that is fair and respects their diversity – whether cultural, religious or social.

SIF is currently implementing projects in Greece responding to the various needs arising within the context of the ongoing refugee and migrant crisis. With a main focus in protection and education, the projects: "Assistance and Protection of Refugees and Migrants in Greece" and "Support to formal education of refugee children and youth" in Malakasa, have, from the outset, invited all members of the camp community to participate. SIF believes that accountability to the community is the key to contributing to durable improvements for people surviving through vulnerable situations. Every person has the right to participate in deciding and shaping their lives. As such, SIF puts a strong emphasis on the interface between rights holders and duty bearers. SIF's field team is on site daily to promote self-reliance and ensure interface between duty bearers and rights holders.

Through SIF's partnership with Bibliothèques Sans Frontières (BSF), an "Ideas Box" was introduced into the Refugee Accommodation Site of Malakasa, which resulted in the creation of a Child Friendly Space ensuring the protection of refugee children and youth and the successful functioning of an educational curriculum that combines non-formal education with psychosocial support activities.

Marina Isaia Mavridou

Project Manager Greece,

Secours Islamique France-Greek Branch

pmgreece@secours-islamique.org

Marina Isaia Mavridou is currently the Project Manager for Secours Islamique France-Greek Branch, with two main protection and education projects "Assistance and Protection of Refugees and Migrants in Greece" and "Support to formal education for refugee children" in Malakasa, Greece. Born in Kavala, Greece in 1991 she has a multidisciplinary background with undergraduate and graduate studies in Pedagogy, Social and Cultural Anthropology as well as in European Studies from the University of Thessaly, Greece and KU Leuven, Belgium. In the past she has worked and volunteered in projects and organizations for vulnerable groups focusing on social resilience.

Intercultural Public Schools

Katerina Lappa

Teacher

katerlap@gmail.com

She studied Education at the University of Athens, Aegean University in Greece and the Johannes - Gutenberg University in Mainz, Germany. She was a founding member and member of the editorial board of *Aerostato*, the only magazine for Greek children abroad published by the Greek Ministry of Education (1984-1988). In Germany, she contributed to the "Multicultural Work in Koblenz Neundorf District" project (1988-1989) and worked as a native language teacher in 1990. She participated in the after-school activities program of the 87th Intercultural Primary School of Athens, organised by the University of Athens (1997-1998). She was also one of the key authors of the Greek Language books for the 1st and 2nd grade of Minority Primary Schools of Thrace (1998-2000). She has worked as a coordinator and animator for a variety of educational activities in children public libraries (1992-1998) and was a member of the Scientific Committee of the projects *ReadingRelay Race* (2000-2005) and *Literacy Activities* (2011-2012) of the National Book Center. Since 1998 she works as a teacher in Primary Education – the last 9 years at the Intercultural Primary School of Alsoupolis and takes part at scientific congresses and teachers' continuing education programs related to activities with children books and intercultural education.

participants

round table-discussion: Media coverage of the migration issue

Giorgos Tsimouris

*Associate Professor, Department of Social Anthropology,
School of Social Sciences, Panteio University – Athens
tsimourisg@yahoo.com*

Giorgos Tsimouris graduated from the Department of Political Sciences, Panteion University, Athens (1980). He studied Sociology at the University of Essex, UK (M.A. 1994) and Social Anthropology at the University of Sussex, UK (PhD 1998). For his doctoral thesis he conducted research among refugees of the Greco-Turkish war of 1922 from Asia Minor, who settled in Greece. He has published in Greek and English on nationalism, intercultural education, refugee and migratory issues. He is the author of the book "Imvrii: Fugitives from our place, hostages in our homeland" (Athens, 2007 & 2013), concerning the trajectory of the Greek community of Imvros (Gökceada). His last research concerns the lives of 'seafarers'. He teaches at the Department of Social Anthropology, Panteion University, Athens.

// *Intercultural
education
in contemporary
Greece:
The teachers
point of view* //

MODERATOR

Nikos Megrelis

*Journalist, filmmaker
megrelis@gmail.com*

Journalist and filmmaker with a long and eventful journey into newspapers, radio, television and websites. He was Director of ERT World (2011-2013), presenter emissions (from 1989) to political and social issues (the last to black ERT was «Theme night») and a member of Executive Committee of the International Federation of Journalists (2004-2010). Has interviewed personalities of the international political scene, they left their mark in history, like Arafat, Zhivkov, Demirel, d'Estaing, Gul Napolitano, Cholmpourk, Isabel Allende and others. He has conducted missions in more than 60 countries and has given interviews and reviews in international networks CNN, CNN TURK, RAI, AL JAZEERA etc. Since 2014 vice President of Technopolis City of Athens and from 2016 Board member the Greek Documentary Union. He has received many awards and distinctions, such as: nominated for the Freedom Award of the press in Spain 2013, candidate with the movie-documentary "Dying for the Truth" for the documentary prize of Greek Film Academy in 2012, Foundation Cutuli prize (Italy 2012) and many others.

SPEAKERS

Betty Tsakareistou, Ph.D

*Assistant Professor and Head of Advertising and Public Relations Lab, Panteion University, Athens, Greece
btsaka@gmail.com*

Betty Tsakareistou works as an Assistant Professor and Head of Advertising and Public Relations Lab at the Dept. of Communication, Media and Culture of Panteion University and External Lecturer at Copenhagen Business School, Dept. of Intercultural Communication and Management.

She teaches courses on Advertising and Public Relations 2.0, Crisis Communication with Social Media, CSR and Social Issues in Management, Collaborative Consumption is the Sharing Economy Era, Startup and Social Entrepreneurship, Cultural Marketing and Communication with a focus on City Branding. She has been a Visiting Assistant Professor of CSR and Business Ethics at the part-time MBA Program of the University of Cyprus (2007-2011).

Her research interests expand into various interconnected areas: Organizational and Crisis Communication with Social Media, Sustainable/ Collaborative Consumption, Sharing Economy, CSR, Social Entrepreneurship and Startup Culture, Digital/ Mobile Culture, Social Innovation, Advertising 2.0, Public Relations 2.0, Mobile Reputations in the Sharing Economy, Collaborative Innovation and Leadership, Digital Citizenship and activism, Cultural Branding/ City Branding, Shareable Cities.

Evika Karamagioli

*Scientific associate, U.R.I.A.C., Media Department,
National and Kapodistrian University of Athens
karamagioli@gmail.com*

Evika Karamagioli has a legal educational background. Her specialization falls within democratic innovation through participatory design methods and tools, civic empowerment and advocacy, open data as civil society strengthening mechanism, risk communication and disaster management.

With regard to her academic achievements, Evika has a PhD in social sciences from the University of Paris 8. She currently works as deputy director of the MSc program "International Medicine – Health Crisis Management", Medical School, National and Kapodistrian University of Athens. She is also scientific associate at the University Research Institute of Applied Communication (U.R.I.A.C.), Media Department, National and Kapodistrian University of Athens.

She frequently publishes in reviewed journals on social and political transformation needs and current trends. She performs qualitative and participatory research on participatory policy making and has designed and implemented numerous crosssectoral projects in the field of civic participation and governance.

Gina Moscholiou

*Journalist
gina.moscholiou@icloud.com*

Gina Moscholiou is a journalist and radio talk show host at the Athens Municipal Radio (Athina 984), covering politics and current affairs.

Giorgos Moutafis

*Photojournalist
moutafis77@yahoo.gr*

Giorgos born in Athens - Greece had his first encounter with photography at the 18+ Photography Team in 2006 and followed studies of photography in Focus school and Digital Film Making in SAE Athens.

He has documented the most severe humanitarian crises and conflicts in more than 20 countries all over the world covering Middle East, Balkans and Africa. He has been assigned and his work has been published in Newsweek, TIME, New Yorker, Courrier International, Polka, Spiegel, Guardian, Al Jazeera, CBS (60MINUTES), CNN, BBC, among others.

He has dedicated the last nine years to a long-term project on migration, focusing on the perilous European paths that migrants follow. Giorgos based Athens, Greece works as a freelancer photojournalist and filmmaker.

<http://giorgos-moutafis.com/>

Maria Sidiropoulou

*Journalist / tv producer of news program "Istories"
marie.sidiropoulou@gmail.com*

Maria Sidiropoulou has studied journalism and international relations in Greece, as an erasmus student in France, and as an exchange student in Poland. She has worked as a documentary producer for ARTE and VICE, and she has been reporting about socio-political issues, the financial crisis and refugee crisis in particular, for media such as CCTV News International and currently for the news program "Istories" on SKAI TV. In the last two years she has visited refugee camps all over Greece covering the conditions there, and has reported on actions and movements in solidarity with refugees.

participants

panel discussion: Migration and Refugee crises in Europe: Solidarity, responsibility, human vulnerability

MODERATOR

Anna Visvizi, Ph.D

*Assistant Professor,
Deree-The American College of Greece, Academic Board
Member, Institute of Diplomacy & Global Affairs (IDGA)
avisvizi@gmail.com*

Political scientist and economist, editor and research consultant, with extensive experience in academia and the think-tank sector. Dr. Visvizi has presented her work in many forums in Europe and the U.S., including Capitol Hill. Her research interests include the economy, security and politics of broadly conceived Central Europe; the political economy of the Eurozone crisis, and especially the crisis in Greece; global safety and security, including transatlantic relations and global governance structures. Currently Dr. Visvizi serves as Assistant Professor at Deree-The American College of Greece. She is also a Member of the Academic Board of the Institute of Diplomacy and Global Affairs (IDGA). For her most recent publications, see https://www.researchgate.net/profile/Anna_Visvizi

*Organizers of the panel discussion and workshop:
Migration and Refugee crises in Europe:
Solidarity, responsibility, human vulnerability*

*Institute of Diplomacy and Global Affairs (IDGA)
<http://www.acg.edu/about-acg/institute-of-diplomacy-global-affairs/>*

*EUMIGRO
www.eumigro.eu*

*The International Business Programme
<http://www.acg.edu/undergraduate/undergraduate-programs/school-of-business/business-majors/international-business/>*

SPEAKERS

Christianna N. Leahy, Ph.D

*Professor of Comparative Politics and Chair
of the Department of Political Science and International
Studies at McDaniel College in Maryland, U.S.A.
dr.cleahy@gmail.com*

She has been a country expert for Amnesty International USA and a member of the Board of Directors of Amnesty International USA as well as a policy expert for Amnesty International at the international level on International Humanitarian Law and its intersection with International Human Rights law. She has advanced training in International Humanitarian Law from the International Institute of International Humanitarian Law in San Remo Italy and Harvard University's Program on Policy and Conflict Research. She is also an academic member of the Athens Institute for Teaching and Research. Her research with the latter has focused on the consolidation of democracy and pluralism in Greece and Portugal and the current crises of democracy in the European Union.

Christos Iliadis, Ph.D

*Advisor to the vice-chair of Defence and International
Relations at the Hellenic Parliament
christosiliadis@yahoo.gr*

Dr. Christos Iliadis studied Political Science at the universities Panteion and National and Kapodistrian University of Athens. In 2012 he received his PhD in Discourse Analysis from the Department of Government at the University of Essex. He taught at the university of Essex (2009-2011) and was a post-doctoral researcher at Panteion University (2013-2015). He has also published in both international and Greek peer-reviewed journals, in edited volumes and in the press. In 2013 Christos was elected at the board of the Hellenic League of Human Rights and he is also alumnus of the Hellenic School of Political Studies. With the League, he participates as a deputy member at the Migrant integration council at the city of Athens. During the last years, Christos has worked with projects related to migrant integration, human rights and multiculturalism and he has been a trainer to police officers and public officials on such issues. Currently Christos is working as an advisor for the vice-chair of the Standing Committee on National Defence and Foreign Affairs of the Hellenic Parliament. He is also a trainer-facilitator for the Council of Europe in Romed 2, a project targeting Roma integration.

Georgios K. Filis, Ph.D

*Adjunct Professor, International Business Department,
Deree-The American College of Greece, Academic Board
Member, Institute of Diplomacy & Global Affairs (IDGA)
gfilis@acg.edu*

Dr. Filis holds a Ph.D. in International Relations and Geopolitical Analysis from the University of Durham (UK), a Master's Degree in International Studies from the same University, and a Bachelor's Degree in Economics from Deree. His research interests and published work focus on geopolitical theory and analysis, geoeconomics and international entrepreneurship, energy security, and the broader developments on the Black Sea-Straits-Aegean- Eastern Mediterranean maritime axis. Dr. Filis is a visiting lecturer in various Greek military colleges, a contributing expert at the international consultancy organization Wikistrat, and director of AEGIS Publishing, which operates the news portal "www.defence-point.gr". He is also a Member of the Academic Board of the Institute of Diplomacy and Global Affairs (IDGA).

Ioannis Balafas

Deputy Minister of Migration

Ioannis Balafas was born in Lixouri of Kefalonia, with origin from Tzoumerka in Epirus. He is a Civil Engineer and has worked in a large number of projects, studies as well as construction, of major technical projects. Mr Balafas is a member of the Political Secretariat of SYRIZA party. He was elected as a member of parliament in the national elections on the 25th of January 2015, at the 2nd Region of Athens. He was elected by the House of Parliament as Second Vice President. He has served as Deputy Minister of Interior and Administrative Reconstruction from October 2015 to November 2016. Since November he is appointed as Deputy Minister of Migration Policy.

Lefteris Papagiannakis

*Vice Mayor on Migrant and Refugee Affairs
of Municipality of Athens
lefterispapagiannakis@gmail.com*

Lefteris Papagiannakis was born in France in 1971. He completed his primary and secondary education in Greece. He returned to France to study public law in the University of Lille II, followed by a DEA in European Community Law and International Economic Law. After the completion of his studies he worked in the European Parliament as a parliamentary assistant. Since then he also worked on the education of the muslim minority in Greece (in Thrace), as a legal counselor for the political party Ecologists Green and the Special Secretariat on environmental inspection. He was elected in the municipal council of Athens in 9/2014 and named vice mayor on migrant and refugee affairs in 3/2016.

Martha Roussou

*Advocacy Officer with Oxfam, Greece
martha.roussou@oxfamnovib.nl*

Ms Martha Roussou is an Advocacy Officer with Oxfam in Greece. She has an MSc in Social Policy from the University of Bath, UK. Martha has worked in various countries, including 10 years in Brazil and 5 years in Brussels doing advocacy for NGOs such as ECRE, Marie Stopes International and Caritas Europa. She has also worked as an assistant to Members of the European Parliament on issues of asylum policy and gender.

no plan for)

TEGRATION

OPEN SOCIETIES

GIVING
CHANCE

majority
minority
Wagon
normal
34th

UNITARIAN ORGANIZATION'S report

কল্যাণীয়া?

NEFITS

JNHCR

RELIGION

ALL FACTORS

HUMANITARIAN
INTERNATIONAL
LAW

INTER-LAW
LOCAL ALREADY EXISTING LAW
NOT EFFICIENT

Migration

12000
in islands

TURKEY \longleftrightarrow GRECE

MARCH 16
EU THREE
DEAL

GEOGRAPHIC
SCORE

VISEGRAD
S↕?
THERE
EU

CREATING
PERCEPTION

MEDIA

Chose
have in
ment

1,200
1000000

Michaelis

chinese

Living Lab #2

04-08.

documentation
lectures
round tables
presentations
outcome

living lab #2 at a glance

getting to know each other - cultural breakfast /
studio work /
mindmapping - terminology /
dancing workshop





living lab #2 at a glance

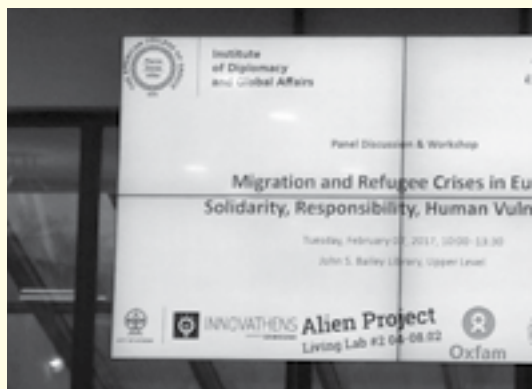
round table - discussion: Education
and International migration in Europe - the EU /
round table - discussion: Media coverage
of the migration issue

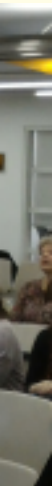




living lab #2 at a glance

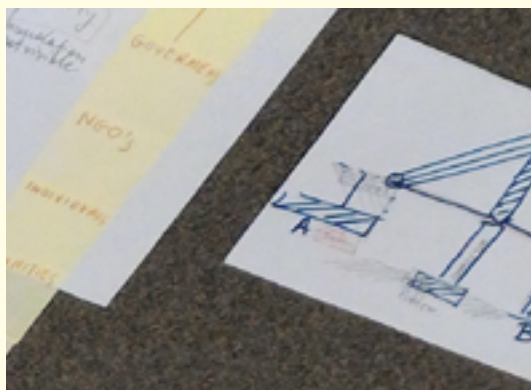
Visit to DERE - The American College of Greece for the Panel Discussion: "Migration and refugee crises in Europe: Solidarity, responsibility, human vulnerability"

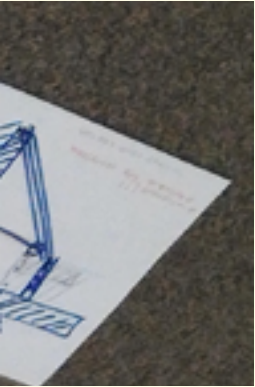




living lab #2 at a glance

Real time orkshop: Interactive project in art & design: migration, education, integration

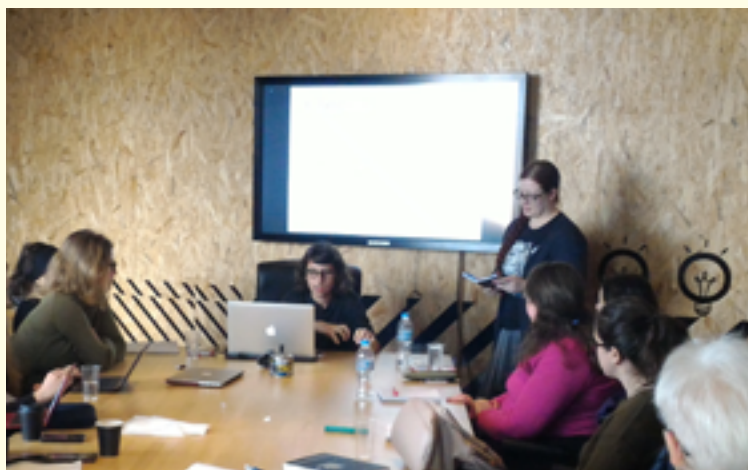




living lab #2 at a glance

students presentations /
closing of the living lab





① GROUPS ② TOPICS ③ Methods →

<p>SAMAR BASIA KRZYWKA DIONISOS MICHAEL ANNA</p> <p><u>EATERYIA</u> (BETTY TSARAFESOU)</p>	<p>MAP VERBAL TESTIMONIES ORAL</p>	<p><u>Interviews</u> <u>bio/statistics</u> <u>ethnographic</u> <u>lectures</u> <u>reading</u></p> <p>categorizing (range of integration) • is it possible to find a common language? ↓ ? process → action?</p>
<p>SAMAR BASIA LAURA</p> <p>MARYATA / TARIA EMASATAVECKA</p>	<p>MEDIA & LANGUAGE VERBAL/VISUAL</p>	<p><u>methodology</u> → frequency of words <u>web page</u> <u>research</u></p> <p>stakeholders: media, archives, community, glossaries linguistic analysis of words: - derivations - use in other sources</p>
<p>MARTA MYSLYSKA ELENI MUSTARA</p> <p>KATERINA / MELISA ELA / DEONIMA</p>	<p>WOMEN RIGHTS</p>	<p><u>Interviews</u> <u>Study visits</u> NGO - case studies <u>observation</u> close reading (human rights legislation)</p>
<p>AGATA KACPER CEZARY</p> <p>MARTA PACIOCKA KATERINA ELA</p>	<p>INTEGRATION TIME & MONEY ECONOMY</p>	<p><u>Interviews</u> <u>Study visits</u> <u>NGO's statistics</u> <u>observation</u> case studies</p> <p>close reading comparative analysis historical perspective</p>
<p>TARJA / YADZIA KINEA + STUDENTS ANDREASCHUK</p>	<p>COMMON WISDOM PROVERBS & IDOMS ABOUT MIGRATION BORDERS</p>	<p><u>Survey</u> <u>Interview</u> <u>observation</u>: site visits growth → street wisdom</p>

GROUPS	TOPICS	RESEARCH METHODS	PROTO-TYPE FOR SUMMER-CAMP
Ana Maria Costa Benito Anna Iwańczuk Dionisis Siamagkas Michał Domagała // Katerina Antonaki Betty Tsakarestou	Online Map Platform Written/Oral Testimonies	interviews / wo statistics / de- mographic / lectures / reading / categorizing (layers of integration) / Is integration possible without a common language? (proccess > action?)	
Basia Krajewska Katriona Alexander Laura Koivunen Samar Zureik // Ewa Satalecka Tarja Nieminen Marjatta Itkonen	Media Language Verbal/Visual	wo statistics (frequency of words) / webpage research / stakeholders: media enquiries concerning glossaries / linguistic analysis of words 1) connotations 2) use in other sources	
Marta Myszevska Eleni Moustaka Patricia Pater // Ewa Satalecka Katerina Antonaki	Women Rights	interviews / study visits / observation / close reading (human rights legislation) / ngo's case studies	
Agata Juszkiewicz Cezary Jaroni Kacper Radzik Magdalena Golba // Ewa Satalecka Katerina Antonaki Marta Pachocka	Integration Time & Money Economy	meetings / study visits / interviews / ngo's statistics / observation / case studies / close reading / comparative analysis / historical perspective	
+students // Tarja Nieminen Kinga Garnette-Skorupska Yadzia Williams	Common wisdom proverbs & Idioms about migration	interviews / survey / observation: site visits / grafitti: street wisdom	
	Borders		
Claire Caunce Valina Mermigka // Ewa Satalecka Katerina Antonaki Evika Karamanoli	Walking	interviews / co-experience / route records, sketches, pictures, visuals	

students' projects

team

Basia Krajewska (PJAiT)

Katriona Armstrong (UWS)

Refugees, the media and education

RESEARCH METHODS USED:

- Statistics
(frequency of usage of specific words)
- Webpages research
- Stakeholders
(media enquiries concerning glossaries)
- Linguistic analysis of words
(connotations, use in other sources)

This project looks at the language used in media coverage of refugees, and aims to increase understanding and awareness of this issue, both through education and the creation of posters.

Media coverage of refugees tends to use emotive language and has some sort of bias. This project looks at the media coverage of refugees, specifically at the language used. It aims to increase awareness and understanding of the biases in the media, and to show that different media outlets can cover the same story in many different ways. This can be done in a couple of different ways - through visual representations of important or striking points using posters, and through different educational activities. Although this project was imagined with university level students in mind, it could be used with any school group, depending on the source material or media types chosen. The purpose of this project, and the posters and educational materials, is not to give students the correct information and tell them their beliefs are wrong. Rather, it is to increase students' understanding and awareness of the language used by media outlets and how this language contributes to our own biases and beliefs.

OUR UNDERSTANDING OF THE WEEK

EDUCATION

- "normal" / "not normal" schools
- NGOs and government plugging each other's gaps
- Transportation to schools
- Intercultural schools

Day 2 was concentrated on education.

The most striking points included that new arrivals to Greece are allowed to go to intercultural schools rather than immediately joining Greek schools. The aim is for new arrivals to spend 2 or 3 years in intercultural schools, after which they have the Greek skills necessary to join a Greek school. Or, as one speaker termed them, "normal" schools. This distinction of "normal" and "not normal" schools allows an "othering" of the new arrivals, as they are kept apart from Greek children. Also, if they do not spend much time with Greek children, their social Greek probably does not develop as well as their academic Greek, which could lead to problems in the future.

Another point raised was that transportation to schools for children in the camps is provided. This may not seem like much, but children need to have access to school - not just a school building, but also

a way to get there. If children do not have a way to get to school, they will not have access to education

A further important point is that NGOs seem to plug the government's gaps. One NGO, METAdrasi, was founded in order to provide interpreters for asylum hearings, which the Greek government did not provide. This organisation now provides interpreters, as well as mini lexicons to facilitate basic communication in the camps, and is in the process of creating a Greek language coursebook for learners of Greek, among other activities.

MEDIA

- filtered information - reality vs. media coverage
- two different approaches: very negative or very positive
- financial crisis colours everything

Day 3 concentrated on the media.

An important point raised was that the financial crisis in Greece colours the media. Newspapers cannot afford to send reporters to the camps, so they are reliant on correspondents who already live near the camps. Most of them work for a paper supportive of the government, therefore coverage is filtered. Indeed, probably the most important point raised that day was about media coverage being filtered to agree

students' projects

with the prevailing attitude of the time. The media coverage of refugees in Greece has been through three phases - firstly very negative, then very positive, and now back to very negative. The coverage is polarised, and therefore coverage is filtered to take these overarching views into account

Numbers are not generally the easiest to understand, as most people do not have a reference point for numbers once they reach into tens of thousands and above. After this point, we can become desensitised to these figures, as everything is just "a big number". Therefore, statistics and graphs can be easier to understand. Percentages seem to be particularly striking, as everyone has a frame of reference for them. The other striking point from day 3 was that the European Union has a framework for integration, the first point of which is that integration is a two-way process - i.e. not just for the new arrivals.

point for numbers once they reach into tens of thousands and above. After this point, we can become desensitised to these figures, as everything is just "a big number". Therefore, statistics and graphs can be easier to understand. Percentages seem to be particularly striking, as everyone has a frame of reference for them. The other striking point from day 3 was that the European Union has a framework for integration, the first point of which is that integration is a two-way process - i.e. not just for the new arrivals.

PANEL DISCUSSION

- importance of showing the statistics properly
- 2 way process idea

On day 3, the most striking point was the need for statistics to be shown in the most appropriate manner. Numbers are not generally the easiest to understand, as most people do not have a reference

OUR TOPIC ANALYSIS / INITIAL IDEAS

ACTIVITIES IDEAS (media in the classroom)

- making own statistics
- compering headlines
- correcting headlines
- comparing different stories
- comprehension questions

For all of these activities, the intended audience is students. However, they could be used with younger schoolchildren with age appropriate materials. These activity ideas could also be used for any topic in the media, not just refugees. The main aims of all of these ideas is not to change people's views; rather to increase awareness and understanding of how language in the media is used carefully in order to convey an idea to the readers/viewers of that media source.

comprehension questions

perhaps the most traditional exercise with a newspaper text. Students are given an article, and asked to answer some questions about it. This could lead into a discussion of the main ideas.

comparing headlines and stories

to focus on the filtering of information by different media types. Students are given different headlines for the same story, or different versions of the same story, and have to work out why these headlines and stories are different. They could also be asked to work out the common features of the stories, and so which parts are the most likely to be true. This could also be done in a multilingual class with students bringing in headlines or stories from their own native languages for comparison.

correcting headlines

especially using more sensationalist headlines, like in tabloid papers. Students would be asked to read a headline and imagine what the story will say. They would then be given the real article to read, and then come up with a more accurate, less sensational or exaggerated headline.

making statistics

in order to show the language and specific words used in the media. The class would be given a series of different articles from different sources, and would have to pick out descriptors, eg for immigrants. Once the class has their own statistics for how refugees are described in the media, they could compare them to statistics produced by official channels, such as Ipsos MORI, a research company in the UK.

students' projects

VISUALIZATION OF DATA

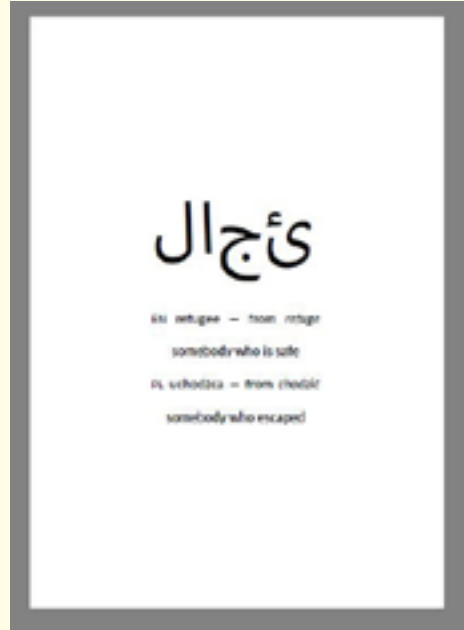
Initial drafts and sketches of the posters are supposed to get one of the main messages of our project through. In our case, the general idea is to imply how much language, which we use everyday and which obviously is ubiquitous, affects society's perception of the reality. This applies to media and how it creates particular images of the content it covers but language itself is a topic worth attention.

The first poster is deliberately very clear and minimalistic in form. The only one inscription which says ‚world‘ contains a fading letter ‚l‘. ‚World‘ without an „l“ is just „word“. Metaphorically it means how a small thing, a detail might challenge the bigger picture, change it's meaning and perception of it. Besides that, the message behind it is that words kind of create the framework of our world, because words are those that describe it.



The second poster draft is composed of two elements – one of them is an Arabic inscription – word „refugee” in Arabic. For the majority of the western world this inscription is a completely meaningless sign, taken more as an image, not an actual word. The second element of the poster are two dictionary based definitions of the word ‚refugee’ – both in Polish and English. The definitions explain the etymological meaning of the words. Ultimately, visually the definitions are supposed to correspond with a kind of dictionary form.

The poster is to raise awareness of the language's influence on people's perception. Sometimes only the etymology of the word impose some meaning on us, which we might not be aware of. Therefore, even the most mundane reasons as the origins of our vocabulary might be essential when it comes to correct understanding of the subject. The literal meaning of the theoretically same word might be different depending on the particular language.



students' projects

team

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Magda Golba (WSE)

Going deeper to the topic with the use of mind maps

RESEARCH METHODS USED:

- Meetings
- Interviews
- Study visits
- NGOs statistics
- Case studies
- Observation
- Close reading
- Comparative analysis
- Historical perspective

The long term prediction in terms of labour market issue is crucial.

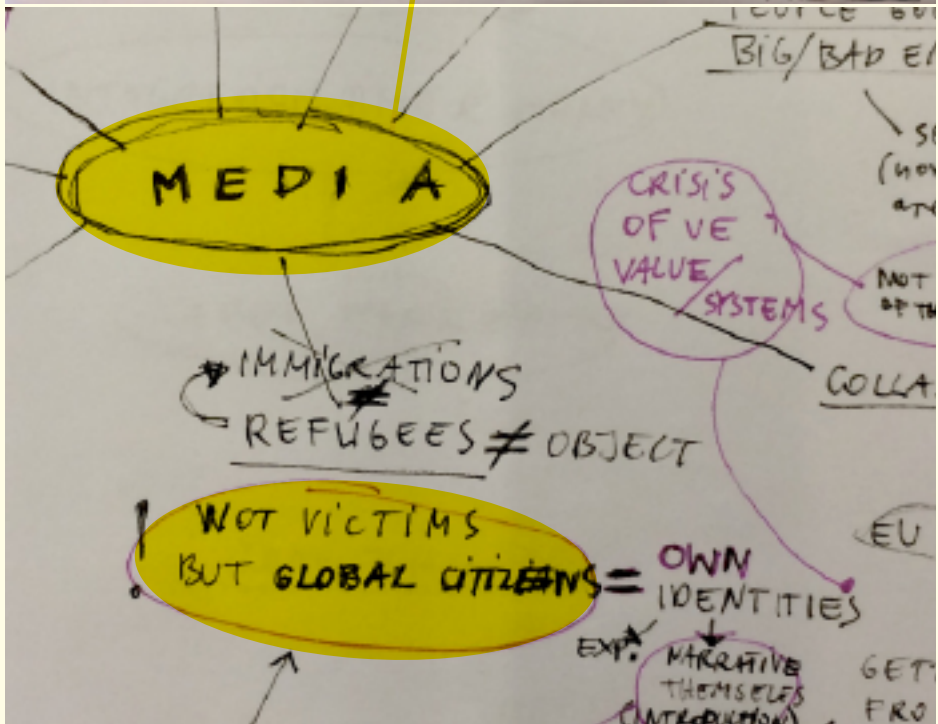
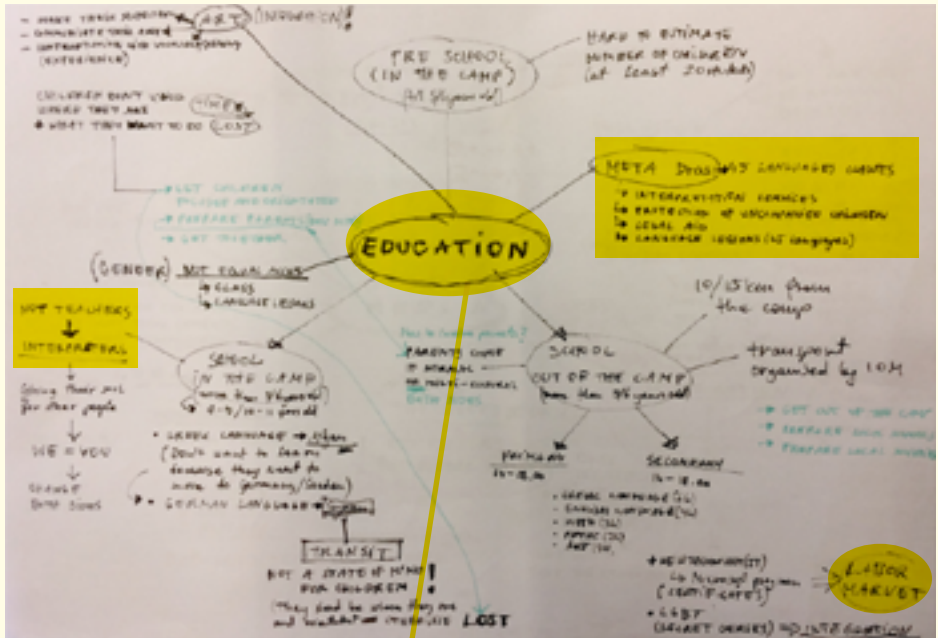
The project is based **on the research of immigrants on the labour market in Greece.**

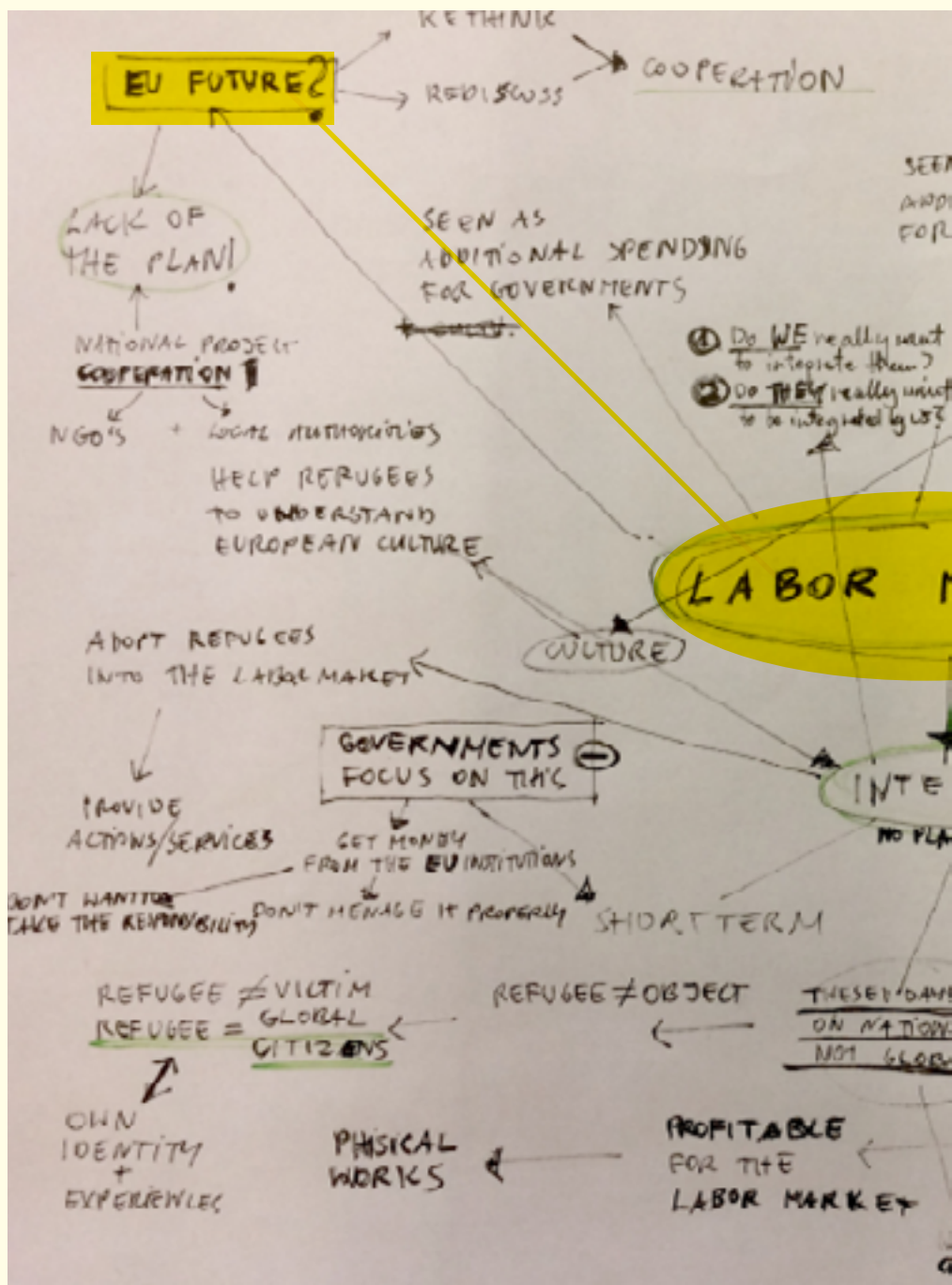
Its purpose is to go deeper to the topic and try to understand the current situation. We would like to highlight **the importance of the long term prediction.** It should be applied to the labour market in Greece.

It is crucial to be aware of the fact that Europe can not stand without influx of the immigrant workforce.

Our target group are local people and foreigners.

The idea is to organise the workshop for everyone who is interested in **developing the long term planning skills.**







students' projects

team

Anna Maria Costa Benito (UWS)

Dionisis Siamagkas (TECHNOPOLIS CoA)

Testimonies, integration and interaction

RESEARCH METHODS USED:

- Lectures
- Interviews
- Statistics
- Demographic
- Lectures
- Reading
- Categorizing (layers of integration)

Our projects aims in using written and verbal stories as a tool for dissemination of actual integration experiences and for educational purposes (academic and non-academic)

Having as a baseline the idea of collecting testimonies, the main purpose is to give an opportunity of sharing personal experiences concerning integration, to those who want to and who wish for any improvement on it.

Our target group was migrants and refugees of all ages, but we decided to put more emphasis on the teenagers and to add the locals as a category as well.

Our idea is to collect testimonies, to compare, study them and share them, in order to make visible the invisible points like common and different phenomenons.

OUR UNDESTANDING OF THE WEEK

ROUND TABLE DISCUSSION: EDUCATION

- emphasis on the language / education
- the NGO METAdrasi created an online LEXICON in order to help in the communication and the language education
- our target group is the teenagers (migrants/refugees/locals)
- based on experiences of the speakers, integration and communication issues were encountered in public schools between local and foreigner students
- foreigner students went to intercultural schools which really helped them to communicate and be more open

PANEL DISCUSSION MIGRATION AND REFUGEES

- the panel discussion and the speeches provided us with a general image about the migrants /refugees situations so far
- the mindmapping of the panel discussion brought up the idea of a bridge structure as a metaphor of integration giving us a different point of view of the situation

ROUND TABLE DISCUSSION: MEDIA

- testimonies from journalists were helpful to our research
- journalists are not being paid by their employers in order to perform any reportaz concerning refugees
- also they are not allowed by the goverment to enter any refugee camp

students' projects

OUR WAY OF THINKING

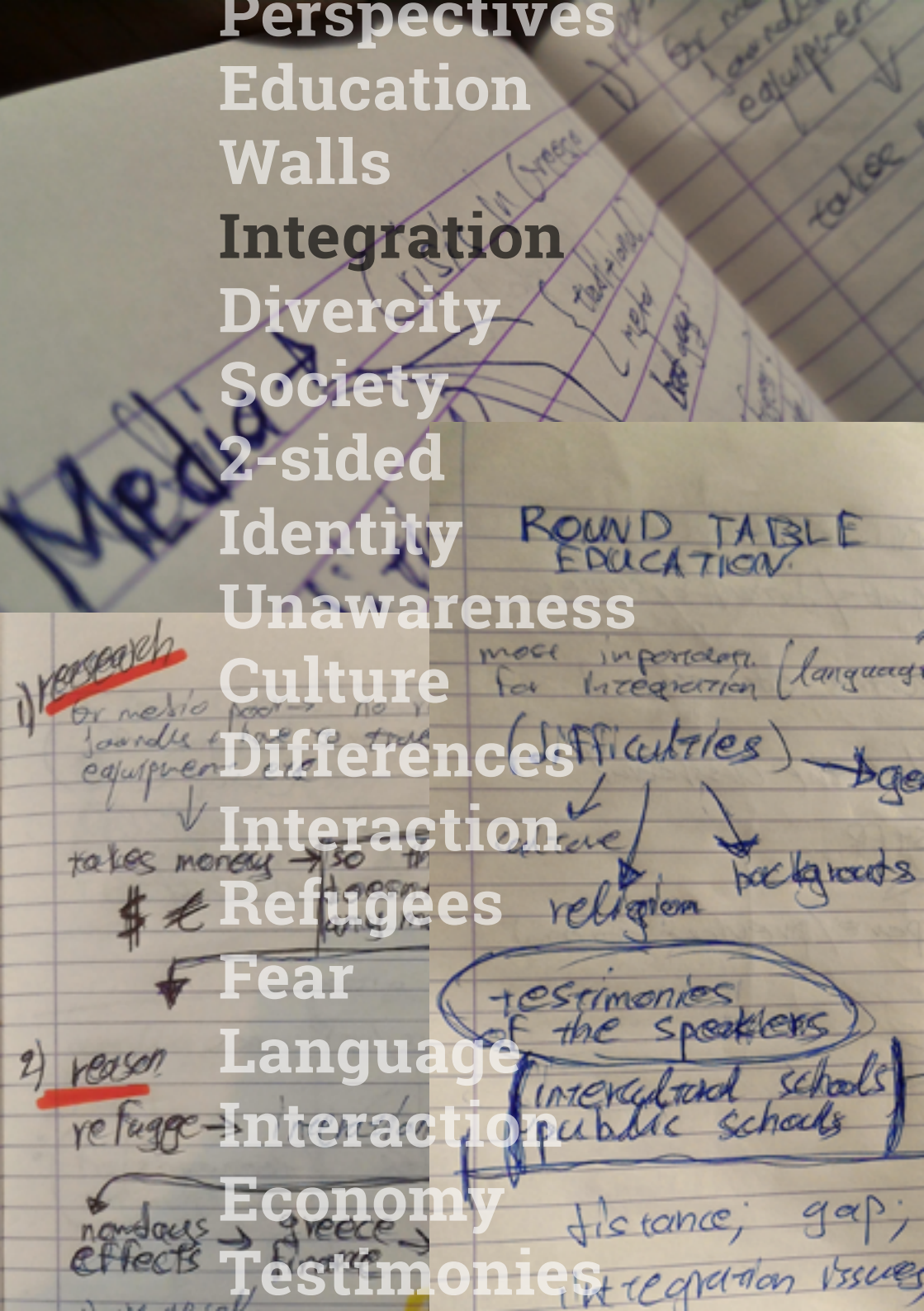
First of all, we wanted to make clear how information was going to be collected and this is why we thought we could collect data from two main areas, either the academic or the non-academic one.

By approaching in an academic way to teenagers, who are our main target group, we came to the conclusion that it can be effective and useful to get information, or in other words testimonies from their own personal experience, by means of teaching them a new language or helping them to integrate into a new culture or society.

At this point, integration was defined as a key word in our project since in order to achieve our main goal, which is evidence or data, we first need to make sure that our target group is integrated in their new society.

Regarding our main outcome, from an academic point of view, we can apply these testimonies in a classroom in order to make our students be aware of the main issues migrants have to deal with when integrating in a new culture which is far away from their own. Moreover, we also think, it may be helpful for them to know how and why they can support new migrants, and this would be done by means of showing them the main issues that these migrants have to face or even which their main worries, problems dis/advantages are.

Perspectives
Education
Walls
Integration
Diversity
Society
2-sided
Identity
Unawareness
Culture
Differences
Interaction
Refugees
Fear
Language
Interaction
Economy
Testimonies



students' projects

team

Claire Elizabeth Caunce (UWS)

Valina Mermigka (TECHNOPOLIS CoA)

'Walking' *A phenomeno- logical approach to learning*

RESEARCH METHODS USED:

- Co - experience
- Interviews
- Route records, sketches, pictures, visuals

Education through personal discovery.

This project will look at theories of phenomenology and peripatetic philosophy and their applications in both a practical and an educational setting.

The aim is to get participants thinking about their own perceptions, presumptions and unique way of experiencing the world around them. Doing this will enable dialogue to be opened on topics such as 'migration', 'place and belonging', 'identity'. These discussions can help to build personal awareness and empathy in the participants, and hopefully give them the tools to think critically around issues of migration.

Participants will 'walk' a planned route and note their own experiences in whatever way they wish (notes, sketches, photographs etc.) and then talk as a group to discuss their findings.

OUR WAY OF THINKING

- 1) Challenging assumptions.
- 2) Generating awareness.
- 3) Understanding our perceptions and personal biases.

'The Walk' in Athens

We planned and went on a 'walk' through Athens to see if the outcome was in line with our thinking and the theory we had read.

The outcome was very interesting and confirmed to us that we were on the right track with our project.

We both come from different backgrounds (one a native Athenian and the other a first time visitor from the UK) so our experience of 'the walk' was already hugely different. What was new and exciting to the visitor was barely noticed by the native, and what was considered highly important to the native was not always understood by the visitor.

We found that we made use of all of our senses during 'the walk'. Smells, sounds and sights were recorded in notes and photographs, which were then shared upon our return to the Lab.

We also discussed the possibility of stopping to sketch along the route, but were limited by time on the day.

a/ Experience

what was interesting
what was challenging
what have you learned

b/ Plans_Topic

what have you done
what have you discovered
what you want to look at
key words/definitions

Key words/perception

awareness
experience
empathy
education

Phenomenology is the idea that we experience the world in a unique way by moving around in it. Everyones experience is subjective. The way we exist in relation to the world. Our perceptions, assumptions.

Peripatetic school of philosophy walking around while thinking

Flâneur A person who walks around the city in order to experience it.

students' projects

When we discussed our individual experiences of 'the walk' together, it was amazing just how differently we saw the exact same places. The visitor had noticed the smell of meat in the air on a busy shopping street, whereas the native had been more focused on the amount of traffic in the area.

After our discussion, we brainstormed a list of 'factors' that could affect a persons experience of a place, they included; age, gender, religion, height, weight, medical condition, cultural background, languages spoken, place of birth, culture, education level, social status, reason for being in a particular place, and economic status.

It would be an interesting exercise to think about how these factors could affect a person doing the same walk through Athens.

en

local assembly

Social spirit.
trust.

Politics

Athens

History

→ integration
social

notu — treat others
[friends bullying
experiences

the way they came here.
/ treat you now

Politics Economy

Huber CEO ex UAW - 67111 011

students' projects

OUR TOPIC ANALYSIS / INITIAL IDEAS

This is a map of 'the walk' in Athens.

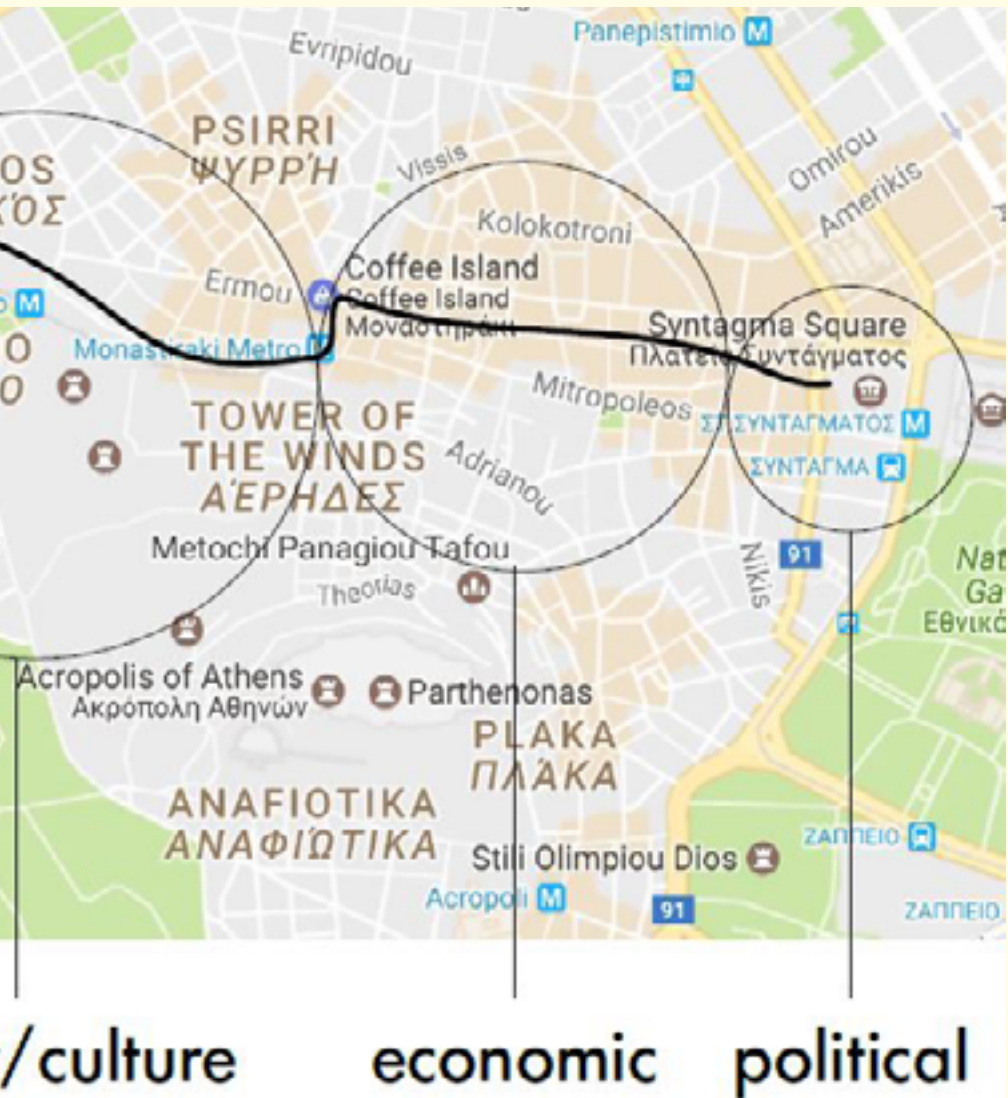
Quite by accident, it passed through several 'zones' of central Athens - Political, Economic, Historical / Cultural, and Social.

We felt it was an excellent route to trial the activity, and gave us a lot to think about and discuss.

However, the route itself is unimportant, as the exercise should be able to be done in any country/city, and can take whichever route is convenient to the group.

The important thing is the personal reflection and recording of 'the walk' by the participant and then the wider discussion in a group setting upon its completion.





students' projects

team

+ students

Kinga Garnette-Skorupska (PJAiT)

Tarja Nieminen (GLYNDWR)

Common wisdom proverbs & idioms about migration

Proverbs on migration, integration & hospitality

Since we are working on an educational project about migration with aims to educate about the issue and work out how to teach about it using a mix of social studies and art and design methods in Higher Education we are gathering insights about this from different cultures.

The examples gathered will be used in students' visual communication projects developed in-class throughout the duration of the ALIEN project.

RESEARCH METHODS USED:

- Survey
- Interviews
- Observation: Site visits
- Graffiti: Street wisdom

We are collecting via an online form, proverbs, sayings or wisdoms from different cultures and languages (with a translation into English) connected to hospitality, accepting guests, integration or migration - or any related issue.

Form link: <https://docs.google.com/forms/d/e/1FAIpQL-Se4cTHvS2tmi5hvf9sN2sAx31Ve2t5iREOasDBlrB-pidlVqW/viewform?c=0&w=1>

SOME EXAMPLES

- Host do domu, Bůh do domu. (Czech)

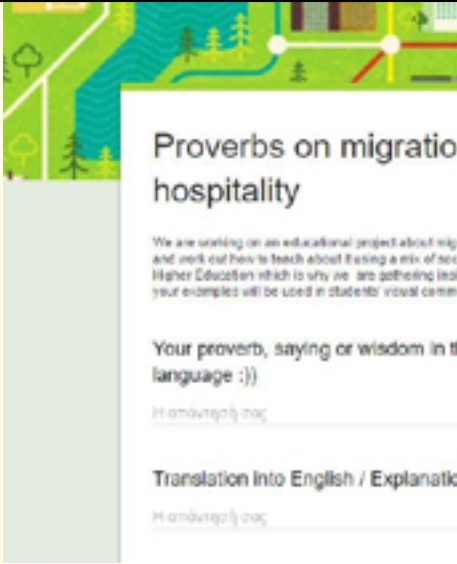
"Guest in house, God in house"

Appreciate a guest that comes to visit, treat them with special care.

- "Em coração de mãe, sempre cabe mais um." (Portuguese, Brazilian)

The literal translation would be: "In the heart of a mother, there is always room for one more person". This saying is used in many ways, but basically it shows that, if we have a kind heart, we can always host or welcome somebody else, it doesn't matter how full is your house, or even if we are poor and don't have enough resources. It has to do with compassion and good will.

And it means that we can always share whatever we have.



Proverbs on migration hospitality

We are working on an educational project about migration and work out how to teach about it using a mix of social sciences and Higher Education which is why we are gathering insights from you. Your examples will be used in students' visual communication.

Your proverb, saying or wisdom in the language :))

Η απάντησή σας

Translation into English / Explanation of the meaning

Η απάντησή σας

ΥΠΟΒΟΛΗ

Μην υποβάλλετε ποτέ κωδικούς πρόσβασης μέσω των Φορμών Google

index - credits

INSTITUTIONS / ORGANIZATIONS INVOLVED

ANASA - African Cultural Center
24 Sfaktirias Str. & Plateon Str.
Kerameikos, Athens
<http://www.anasa.org.gr/>

Pop-Up Mama Africa Restaurant /
Catering
24 Sfaktirias Str. & Plateon Str.
Kerameikos, Athens
<http://www.anasa.org.gr/dance/2017-xoroi-dytikis-afrikis/>

DERRE - The American College of
Greece
6 Gravias Str. Aghia Paraskevi,
Athens
<http://www.acg.edu/>

Institute of Diplomacy & Global
Affairs (IDGA)
<http://www.acg.edu/about-acg/institute-of-diplomacy-global-affairs/>

IOM - International Organisation
for Migration
6 Dodekanisou Str. Alimos, Athens
<http://www.iom.int/>
<https://greece.iom.int/en>

DIOTIMA - Centre for Research on
Women's Issues
24 Nikis Str. Athens
<http://www.diotima.org.gr/>

METAdrasi
Action for Migration
and Development
7 25 Martiou Str. Tavros, Athens
<http://metadrasi.org/>

Secours Islamique France
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49 Thiras Str. Athens
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Polish-Japanese Academy
of Information Technology
<http://www.pja.edu.pl/en/>

Warsaw School of Economics
<http://www.sgh.waw.pl/en/Pages/default.aspx>

Wrexham Glyndŵr University
<https://www.glyndwr.ac.uk/en/>

University of the West of Scotland
<http://www.uws.ac.uk/home/>

Aalto University
<http://www.aalto.fi/en/>

Technopolis – City of Athens
<http://www.technopolis-athens.com/web/guest/home>

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