



**Mediterranean Information Office**

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## CALL FOR EXPRESSION OF INTEREST

for organizations from  
Jordan, Lebanon, and Palestine  
to join the 1 yr long project

Mutual skill building of trainers  
on DIVERsity & INclusive pedagogies (DIVE-IN)



Project funded by:



- The Annual Programme of MIO-ECSDE supported by the LIFE+ Operating Grant for NGOs
- UNESCO Participation Programme

**Call open: 08 February 2019 (09.00 a.m.)**

**Deadline: 18 February 2019, 12.00 (noon)**

## The CHALLENGE (why this project is taking place)

In recent years, we witness in the Mediterranean an unparalleled flow of immigrants and refugees: hundreds of thousands people leave from war-torn zones, post-conflict or socioeconomic vulnerable countries every year, to enter the European territory, mainly through Greece, Italy, Spain ( [www.iom.int](http://www.iom.int)). Most of them wish to reach and settle in northern Europe, but they are often stuck for years in a 'transition' country due to the long paper-work or security processes (e.g. asylum seeking). The scale and nature of the challenges each host region faces varies. To give two contrasting examples, the Jordanian state needs to cater for the 80 thousand refugees in one single camp (Zaatari), while for any small island of Greece with a few hundred inhabitants, even 1 thousand arrivals changes profoundly the societal structure and impacts heavily on the management of natural and other resources.

The challenges for the education systems in the host areas to effectively integrate the newcomers are profound. Apart from refugees, the schools of e.g. the big city centers, already face the challenge of addressing other socio-economically disadvantaged learners coming from the poorest households; ethnic, religious and linguistic minorities; Roma families, etc. According to research the high concentration of this mix of learners in schools renders them at risk of underachievement, marginalization, bullying and school dropouts (World Bank, 2011; OECD, 2018).

## The OPPORTUNITY ('meetings' of sustainability and inclusion education in formal and non formal settings)

Obviously the skills required for today's educator (both formal and non formal) are increasing, as they need to be able to cater to the needs of the most diverse and vulnerable learner populations in flux contexts and circumstances.

**Education for Sustainable Development (ESD)** is an "umbrella" type of education that fundamentally embraces the way we think about our complex, rapidly changing world and the way we behave. It uses learner-centered, active, open to all and even non-verbal playful methods. Its themes spread to a variety of real-life situations ranging from the school and neighborhood environment to global climate change, gender, equity and equality issues, etc. At the same time ESD is action-oriented and calls for transformation of the self and others. In this framework it is considered a teaching and learning vehicle that is relevant and appealing to all learners; cultivates important life-skills (e.g. cooperation, critical thinking, problem-solving, etc); inspires civic competences (e.g. democratic values); enhances intercultural understanding (e.g. respect, acceptance, tolerance) and cultivates a sense of belonging to the community. It applies to all of us, girls and boys, young and old, poor and rich, city or rural dwellers, etc.

Is ESD a "luxury" for those living in challenging survival situations? Certainly not, however, its approaches for such audiences need to be differentiated with respect to the local conditions (post-GAP position paper, 2018). Furthermore, **Inclusive Education (IE)** means different and diverse learners, learn side by side in the same setting. IE values diversity and the unique contributions each learner can bring. In a truly inclusive setting, every child feels safe and has a sense of belonging.

In this framework, the DIVE-IN project relies equally on the expertise of ESD and Inclusion practitioners, together with psychologists, social workers gender experts and artists to approach these audiences. The starting point should be, first and foremost, to ensure and restore human dignity and the right to live

decently. Providing learners with life-skills, skills to confront and overcome poverty and to be integrated in their new 'home lands' is one of the project priorities.

The value of ESD and IE approaches is reflected in various international reference documents such as the Sustainable Development Goals (SGDs) especially SDG4, the Education 2030 Agenda, as well as the 39 C/5 UNESCO Resolutions; the 2018 GEM Report of UNESCO, and the Mediterranean Strategy on ESD (2014) and its Action Plan (2016).

The advantages of combining formal with non-formal education practices should be underlined. Extracurricular activities can have multiple benefits, from increasing the learner's self-esteem, sense of belonging, social skills, motivation and academic achievement to enhancing the girls' participation and the neighborhood cohesion (OECD, 2018). Moreover, non formal education forms can be more flexible than the traditional ones when operating in rapidly changing environments and in their response to change (Nordic Ministries Council, 2017). Combining formal with non-formal teaching & learning practices allows for the creation of a more interesting mix of actors (multi-stakeholder approach), opens the possibilities of implementation (inside and outside school), and can increase the outreach of any project (e.g. by engaging special audiences such as women, families, neighborhood).

### Euro-Mediterranean: our regional inclusion context

The DIVE-IN project has a Euro-Mediterranean regional scope, involving educators from 'sending', 'transition', and 'final destination' countries, on an equal basis. Educators in these countries may face different challenges on providing inclusion settings for their learners, depending on what their institution is (formal or non formal e.g. an NGO in a camp, a public or private school, etc), their learners age (e.g. adolescents have different needs than younger primary level student), their region (rural or urban), even where their institution is located (downtown in a metropolitan city or in a rich suburb), their countries' policies for children with disabilities, minorities, ROMA and other disadvantaged groups, etc.

We may face another façade of the issue of lack of inclusion in our day-to-day work, but we have a lot to learn as trainers, and individuals, if we work with each other, in a trustful and supportive way. By bringing in together ESD and IE practitioners, and best practices from all countries, we consider that DIVE-IN will bring authenticity, add meaning to our work and be beneficial to us, and ultimately our target groups. The Mediterranean region is seen also as an area where we will disseminate our results.

The countries that will benefit from DIVE IN include three states, **Jordan**, **Lebanon** and **Palestine**, that are in the war-torn zone surrounding Syria and host millions of Syrian refugees, plus **Greece**, a country that faces a combined severe economic and refugee crisis. However, this project has many opportunities to link its activities and outreach to other Mediterranean countries (the lead partner MIO-ECSDE, is a federation of NGOs from Mediterranean countries with heavy refugee flows, many of which have expressed their interest in DIVE-IN project and its results). Moreover, many teachers who are members of the MEdIES e-network (~5,000 ESD educators, [www.medies.net](http://www.medies.net)), apply ESD and inclusion methodologies in their teaching and learning practices and projects are the indirect beneficiaries of this project. DIVE-IN will channel its own experience and lessons learned to on-going national and international initiatives (e.g. GAP, World's Largest Lesson, MSES, etc.).

## Aim and objectives

Our ultimate vision is more inclusive, more respectful to one another communities, both inside and outside schools. To do this, the project aims to support educators, animators and trainers from both the formal and the non-formal system in **designing and applying inclusive education practices for diverse groups, with emphasis on disadvantaged learners** (refugees, poor, marginalised, excluded, etc.).

The expected results are:

- a core community of education practitioners (including teachers, social workers, psychologists, drama and art animators, outdoor and museum guides, etc.) skilled in up-to-date teaching and learning methods on inclusive ESD pedagogies with the confidence to work effectively with multicultural and disadvantaged learners.
- more empowered, collaborative and tolerant youth (including girls and disadvantaged youth).
- co-created educational resources through an intercultural and inter-ethnic dialogue, to enable education practitioners to address similar challenges by applying inclusive ESD pedagogies.

## Foreseen Activities and deliverables (outputs)

To reach the above results the plan of activities is the following:

Jan 2019: IDENTIFICATION OF PARTNERS, Setting up of the DIVE-IN-TEAM, a voluntary gender-balanced group of ~10-20 educators in each project country. The Partner in each country will be identified through the MIO-ECSDE and MEDIES networks, the supporting UNESCO National Commissions and a mapping exercise. The DIVE-IN-TEAM can be comprised of formal as well as non-formal educators. It will be open to a wide range of animators, trainers, youth leaders, sport and gender experts, etc. to expose one another to new ways of thinking. **(OUTPUT 1 = MEMBER LIST OF DIVE IN TEAM)**

Jan 2019: Launch of project's webpage as branch of [www.medies.net](http://www.medies.net) to facilitate interaction among DIVE-IN-TEAM members in all countries. **(OUTPUT 2: [WEBPAGE LINK](#))**

Feb 2019: EDUCATORS' NEEDS ANALYSIS. This can be done with a short questionnaire, a 'focus group' session (to identify their main barriers e.g. language, locals' views, ghettoing, stereotypes, etc. and their most pressing training needs). A 'what works' session can be held in each country to bring to the table successful projects on inclusive pedagogies with refugees, and other disadvantaged learners. Among these, projects for women and girls will be a priority. To minimize cost the input from the non-Greek members of the DIVE-IN-TEAM will be collected by emails and skype-calls. In general open source web and social media tools will be favored throughout DIVE IN. **(OUTPUT 3 = 1 pg Findings of needs analysis, uploaded in webpage)**

March 2019: Identification and invitation of the PEDAGOGY EXPERTS from the partners' countries to co-train an intensive international course. We wish to act as peer trainers to one another. Each Partner will delegate an expert to undertake one 2-3 hr workshop in the training, on a theme discussed beforehand so that we are complementary to one another.

April 2019: 2.5 long intensive TRAINING by the experts to our DIVE-IN-TEAM. The seminar content will be tailor-made to the identified needs. Up to 6 international experts will be invited (at least one per project country) for an audience of up to 25 trainees. Host country: Greece; Working language: English. **(OUTPUT 4 = Report of training uploaded in webpage).**

May-October 2019: DESIGN & PILOT. During this phase, the new educational approaches will be developed and piloted in all partner countries. **There is no standard 'format' for these approaches: they can range from games, art workshops, theater plays & drama sessions, mothers' or parents' activities, neighborhood meetings, dance and sports, mentoring sessions, etc. depending on their local needs.**

Their duration may vary also, as they can last from some hours (e.g. a half day festival) to several meetings with the learners (e.g. for the development of a theater play), or the organization of an Inclusion Week at school, etc. They can be piloted within the formal system (schools) or in a non formal setting (camps, art institutions, theatres, community centers, informal youth, elderly, or women groups etc).

Each member of the DIVE-IN-TEAM will be asked to design, pilot, and evaluate at least one such approach for a specific learners’ context. During this design and implementation phase the DIVE-IN TEAM in each country will hold regular meetings in order to discuss progress in the inclusion process, challenges and ways to overcome them (by applying the methodology of ‘critical friend’ to one another). Regardless of their format (game, lesson, community activity, etc), these pilots should demonstrate an education and inclusion “know-how” that is transferable, it could be applied in other circumstances (the pilots will be included as a cases in the Guidebook). (**OUTPUT 5** = Report & photos from Partners’ events and interventions uploaded on the webpage).

Nov 2019: **AUTHORING OF RESOURCES.** After all pilots have been concluded, the DIVE-IN-TEAM will be asked to outline the methods they followed in the form of a Collective Guidebook that can be used as a resource by other educators. It may have the form of a progressively developed/tranched curriculum or a ‘choose-from-a-menu’ set of activities. The Guide will be authored in English. (**OUTPUT 6** = 1-2 pg per partner, with tips and lessons learnt from the pilots).

Nov 2019: **UPSCALING & OUTREACH.** In this period the finalized Guide will be uploaded in English. Translation of the Guide in the project’s languages is welcome, but optional. (**OUTPUT 7** = the Guidebook). In this period there will be a wide promotion of the project activities and results to other teaching and learning platforms and institutions (e.g. UNESCO PP Section, GEM, GAP/UNESCO, UNHCR, Anna Lindh Foundation, epale, Worlds’ Largest Lesson, NGOs, etc.)

Dec 2019: Final evaluation, closing of the project, reporting. (**OUTPUT 8** = Final Report)

## Task Allocation

	Part. Jordan	Part. Lebanon	Part. Palestine	MIO-ECSDE	comment
OUTPUT 1 (contact list)				✓	(contacts as shared by partners)
OUTPUT 2 (the webpage)				✓	
OUTPUT 3 (country needs analysis)	✓	✓	✓	✓	
OUTPUT 4 (report of ToT)				✓	
OUTPUT 5 (reports of pilots & interventions )	✓	✓	✓	✓	
OUTPUT 6 (lessons learnt)	✓	✓	✓	✓	
OUTPUT 7 (The Guidebook)				✓	With input from partners
OUTPUT 8 (Final report)				✓	

## Eligible Organizations

Applicant organizations need to:

- Be registered legal entities in one of the 3 countries (Jordan, Lebanon, Palestine)
- Be non-for-profit Institution
- Document their experience in Inclusive Education and/ or ESD and related topics, such as human rights, active citizenship, etc.
- Provide one senior expert trainer in Inclusion Education methodologies / practices for undertaking a 2-3 hr workshop, during our international peer learning ToT.

## Financial Support

Each Country Partner will be supported through:

- The cover of costs in the ToT (visa, airticket, subsistence for 3 nights in Athens) for up to 2 individuals per partner
- The amount of 3,000 USD per partner to implement the national activities

Activity costs that can be covered by the project include:

- Labour cost
- Local travel costs
- Pilot interventions costs (lunch& coffee, technical support, printouts & purchase of hands-on material needed for the interventions, e.g. cartons, crayons, etc.)
- Costs for filming and/or broadcasting of the event in order to enhance impact

The amount includes all other costs, income taxes and any other amount payable or cost that may be required for the completion of the work/service.

**Financial monitoring and reporting will be carried out according to MIO-ECDSE's financial rules and procedures (those that apply for LIFE+ as well as for the UNESCO Participation Programme).**

## Applications

Participation in this Call for Applications is open, on equal terms, to all Institutions who meet the conditions laid down in this Call where they possess adequate capacity.

**Only online applications will be accepted: [LINK TO THE APPLICATION](#).**

In the application you will be asked to describe / upload

- ✓ your project ideas
- ✓ CV(s) of the team expert(s).
- ✓ Statutes of the organization (preferably in English or French language)

**Deadline 18 February 2018 at noon**

## Qualification, Requirements and Evaluation Criteria

- a. Failure to provide/prove the following is considered grounds for disqualification.
- ✓ The successful candidate must be a registered Legal Entity in the country.
  - ✓ (only for MIO-ECSDE member-NGOs) Proof of payment of 2017 and 2018 membership fees.
- b. The qualified applications will be evaluated based on the following criteria:
- ✓ Experience of the Organisation relevant to the Call
  - ✓ Relevance & Quality of the proposed national activity
  - ✓ Expertise of the experts in relation to the Calls

Applications submitted after the specified deadline shall not be considered. The successful candidates will be informed within 1 week following the submission deadline.

The present call for applications is posted on the website of MIO-ECSDE ([www.mio-ecsde.org](http://www.mio-ecsde.org)).

Inquiries on the call: Iro Alampej, Tel: +30-210-3247267, (ext. 202), e-mail: [info@medies.net](mailto:info@medies.net)

## ANNEX: SUSTAINABLE EVENTS

A **sustainable event** is one that is designed, organized and implemented with a view to minimizing its ecological footprint and maximizing its positive impact on society. To reduce the general impacts of our events or their ecological footprint, we should therefore always consider the life cycle when we organize an event, in order to identify the points that will have a bigger negative impact on the environment.

Below are listed some useful tips that should be used wherever applicable in order to minimize the ecological footprint of our event to the extent possible.

Sustainability target	How
<b>Reduce energy use and the resulting greenhouse gas emissions</b>	<ul style="list-style-type: none"> <li>✓ Select venues and accommodation that implement energy efficiency measures, comply with green building standards and/or use renewable energy sources.</li> <li>✓ Choose locations and venues minimizing local and long-distance transportation needs for participants and products.</li> <li>✓ Where long-distance travel is unavoidable, offset GHG emissions.</li> <li>✓ Apply energy-saving office practices during the organisation and hosting of the event.</li> </ul>
<b>Reduce materials consumption and waste generation</b>	<ul style="list-style-type: none"> <li>✓ Minimize materials provided to participants and used by service providers (e.g. caterer, exhibitors), before, during and after the event.</li> <li>✓ Avoid the use of disposable items, use pre-used/ recycled and reusable/recyclable products and reduce packaging needs to a minimum</li> <li>✓ Separate and recycle waste where possible.</li> </ul>
<b>Reduce water use</b>	<ul style="list-style-type: none"> <li>✓ Select venues and accommodation that implement water conservation practices and use water-efficient appliances.</li> <li>✓ Implement water-conscious measures such as avoid bottled water and re-filling glasses only upon request.</li> </ul>
<b>Reduce indirect environmental impacts on air, water and soil</b>	<ul style="list-style-type: none"> <li>✓ Minimize the need to transport food and other products and favour local organic food.</li> <li>✓ Use products manufactured with or containing fewer harmful substances, such as chlorine-free paper and non-toxic cleaning products.</li> </ul>
<b>Increase the social benefits for all involved</b>	<ul style="list-style-type: none"> <li>✓ Involve local and regional level as much as possible by, for example, recruiting local people (social integration), supporting SMEs (catering, energy, cleaning, IT supply, family-run accommodation), and showcasing successful local projects.</li> <li>✓ Contribute to the Sustainable Development Goals and the core ILO Conventions through compliance with labour standards, and requiring social integration (reducing unemployment), Fair Trade products and social criteria along the supply chain.</li> <li>✓ Assure security and health aspects (e.g., noise level).</li> </ul>