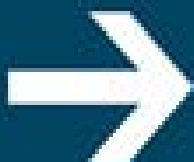


SLYMS

Case studies on the SLYMS Model



Erasmus+



UNIVERSITAT
POMPEU FABRA



ΔΗΜΟΣ ΘΕΣΣΑΛΟΝΙΚΗΣ



ΚΟΙΝΩΝΙΚΗ ΟΡΓΑΝΩΣΗ
ΥΠΟΣΤΗΡΙΞΗΣ ΝΕΩΝ

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INSTEAD OF A PROLOGUE

The aim of this study is to identify, describe and study good practices, smart learning strategies, cases of participation in the Multilingual Festival of the Municipality of Thessaloniki, as well as related Festivals, which can be open examples of research-action for teachers, trainers and trainers, creators of social educational policies and Youth policies.

In the context of our research, we came in contact with members of the Multilingual Celebrations community of the Municipality of Thessaloniki, with young people who participate as volunteers in the project, with teachers who prepare programs for participation in the Multilingual Celebrations, with members of the academic community, as well as with members of national communities of the city, with representatives of Bodies and finally with representatives of institutions. At the same time, we incorporated research into similar actions in the city of Barcelona, in order to identify similar actions and social ventures.

The research comes to confirm, to describe representatively only, samples of actions, confirming our previous work, on the study of public social events, the resilience policies of the community and the municipality, the inclusive policies, which are indirectly developed inn clearly, through alternatives and from the base ventures.

The effort is available to Social Organizations, Bodies, Educational Institutions and citizens, Youth policy makers, through the electronic platform of our Program.

Regarding the Multilingual Festivals, which are the core of his study SLYMS Erasmus + Youth, the interested party will be able to browse the programs of the annual actions by studying their structure, the contents of the projects, the titles and the main issues of the open discussions with the citizens and the young people as well as the round tables, exploring their methodology , locating addresses of entities and identities, studying the internal sequence and holistic approach of the Multilingual Holidays-SLYMS model.

In addition, it will be able to exhaustively monitor the progress of the Multilingual Festivals through the announcements and quotes of the Research Team in



Multilingual Education DIEFAFI¹ both through its website and through the website of the Municipality of Thessaloniki².

In closing, we would like to emphasize the consistency between the design of the Multilingual Holidays Program and the Evolutionary Model of Action Reflection Research, which is being studied by the Program. SLYMS and which guides and inspires the members of the Festivals to build corresponding actions and always in collaboration with the other participants³.

Author: Dr. Argyro Moumtzidou

1 <https://langtrips.wordpress.com/>

2 <https://thessaloniki.gr/8%CE%B7-%CF%88%CE%B7%CF%86%CE%B9%CE%B1%CE%BA%CE%AE-%CE%B3%CE%B9%CE%BF%CF%81%CF%84%CE%AE-%CF%80%CE%BF%CE%BB%CF%85%CE%B3%CE%BB%CF%89%CF%83%CF%83%CE%AF%CE%B1%CF%82/>

3The Model of the Multilingual Festival belongs exclusively to the dissertation of the creator of the Multilingual Festivals and is called the Evolutionary Model of Research-Reflection-Action in teacher training. The model deals with the formation of a collective culture and education based on the Awakening of the Languages and Cultures of the community, of the world. Moumtzidou, A. 2016.*The language of the Langues in the formation of the Greek ensembles: Vers a dynamic model of action-formation.* Éditionsuniversitaireseuropéennes-



INTRODUCTION

The Festival of Multilingualism (or otherwise Linguistic Routes: Thessaloniki, Multilingual city) is a continuation and a progressive development of social events of the Municipality of Thessaloniki and is registered in the general project "Linguistic Routes. Thessaloniki, a multilingual city"⁴. It is a model of mild social intervention with a focus on pluralism, the inclusion of foreign language communities in the cultural capital of the city and the use of multiculturalism in favor of the resilience of the city of Thessaloniki.

As a Program it concerns a training and at the same time a gradual involvement of teachers, students, parents, institutions, social organizations and non-speaking communities, cultural and social associations as well as the institutions of the city with the aim of development, on the one hand learning communities with characteristics of social pedagogy, on the other hand in the discovery of the Other, in the cooperation, the sequence, the relationship with the allophone and the heterocultural human being.

In addition, the Program aims at a transformative educational and social policy as it utilizes through its activities models of non-formal and informal education such as Multilingual Cafes, Open Multilingual Workshops and Open Roundtable Discussions.

Characteristic of the Program is the co-educational process of training that is followed, which is based pedagogically and didactically on a specific training-action model called Evolutionary Research-Action Model, and which comes to utilize the innovation "Awakening in Languages and Cultures". Innovation with international validity.

In particular, this innovation, constituting the basis and framework of teacher training, seems to be able to jointly raise the awareness of the city, institutions, parents and citizens in general in a social intervention focusing on more solidarity and collaborative pedagogy.

4 For more information, you can visit the blog: <http://langtrips.wordpress.com/>



And this, as a basic concept of the Program and its primary purpose, is the change in the perception of the citizen and his animation for more cooperative, solidarity and social projects, for more alternative paths in the field of the development of an interconnectedness⁵.

Also, a priority of the Program is the open discussion on educational programs inside and outside the academic classroom with characteristics of more open, symmetrical, elastic and holistic curricula, in order to implement more effectively, policies of inclusion of groups in refugee and migrant groups, but also mobility and vulnerability. The project is framed by the scientific program SLYMS Erasmus + Youth, which explores, promotes and promotes learning paths and the introduction of an electronic portfolio in the actions and practices of this institution.

In summary, the presentation of the central idea of the Program is as follows: to contribute the Festival through specific processes of its preparation to build a common place where they will highlight their work and collaborate with each other:

- foreign language groups and communities
- consulates and embassies of all countries
- teachers and schools in the region engaged in alternative solidarity and social education projects such as intercultural education and multilingualism
- Institutes, educational and cultural associations and parents' associations
- NGOs
- Bodies of the city

With the Multilingual Festivals, we aim to promote the multiculturalism and multilingualism of the local community, as well as of the wider societies, with which the locality comes in direct or indirect contact, to highlight the rich potential produced by the meeting of cultures and to create opportunities for acquaintance and cooperation,

⁵For example, we report a similar educational effort made in Spain in order to contact the various educational, institutional and social actors to work on joint programs. Above all, however, it constitutes the contribution of the Municipality both in terms of spatial semiotics and in terms of analysis of social urban relations. (<https://ries.revue.org/447> *One more school in Spain, consulted on 29/7/2016*)



thus making the cities a multifaceted laboratory for the production of art, speech and joint actions, in fact in collaboration with Institutions, Organizations and Institutes abroad.

Above all, however, the Festival of Multilingualism promotes, animates and highlights the languages of the places inside and outside the walls of Thessaloniki, the active multilingualism of the city-market-school, documenting the important role of languages in the production of culture and contributing to the cosmopolitan image of groups. as unique multilingual collectivities and as clusters of intercultural beings. Intercultural beings, in the sense of the ability that every citizen is called to develop through a specific intercultural education, in order to be able to create bridges of access to the diversity of his fellow man as well as to analyze and process the reality of his neighbor, through a thoughtful look and with the starting point the cooperation, the relationship and the emergence of our collective self as a society.

The program of events was initially designed given the participation of schools in extracurricular activities as well as the cooperation with social structures of the city, the region but also other cities and other countries. Due to social distance (2020-21), it was decided to carry out the events in order to digitally highlight collaborations inside and outside the borders, projects of institutions and citizens, while orienting the Municipality in an annual communication with the members of the Festivals by organizing digital updates-trainings , meetings and Multilingual Coffee in order to continue to frame, among other things, the research objectives of the SLYMS Program.



DESCRIPTION OF THE ARCHITECTURE OF THE MULTILINGUAL HOLIDAYS PROGRAM

The project was supported by the Municipality of Thessaloniki and in particular by the Directorate of Programs and Lifelong Learning.

Collaborating Bodies and Support Groups-social partners of the program:

1. The Municipal Television and Radio of the Municipality of Thessaloniki
2. The Internet radio StarClassic.gr
3. The Informal Group for Multilingualism in Education and the road "DIEPAFI"
4. The partners of the SLYMS Program⁶

The planning in general, the organization and the execution of the program of the Multilingual Festivals include:

- Intercultural Workshops of Multilingualism,
- Views,
- Artistic digital projections,
- Digital art exhibitions
- Digital encounters of the type Coffee / Chocolate Multilingual for the acquaintance with the languages and cultures of the world
- Trainings of teachers and trainers in language biography and its utilization in inclusive pedagogy
- Training of volunteers in cultural mediation, animation and networking of citizens on the occasion of the Multilingualism Festival
- Open discussions with emphasis on inclusive education and the phenomenon of school dropout

⁶ www.slyms.uth.gr



- Language learning for children, adolescents and adults and critical multilingual literacy
- Intergenerational research by students on the linguistic and cultural paths of the local community with linguistic and cultural mapping of neighborhoods (multilingual signposts)
- Presentations of good practices of Social Organizations
- Training of volunteers and teachers in the intercultural model SLYMS (Sociocultural Learning for Youth in Mobile Societies)
- Scientific meeting on Multilingualism in education and multilingualism in the social space and its use as a learning path (
- Connection with cities such as Belgrade, Tirana, Athens, Larissa, Kozani, Nantes, Lisbon, Barcelona ...
- Online StarClassic Radio broadcasts focusing on the city's multilingualism, the SLYMS Program, the Greek language and its culture
- Promoting tourism through memoirs and travel as a means of utilizing culture and contributing to the economic and cultural development of local communities.

The axes systematize a collaboration between the different cultural resources of the city, in order to highlight a continuous educational, intergenerational, social capital of Thessaloniki.

The proposed events are attended by Institutions, Social Organizations, Academic Institutions, specialist scientists and researchers in non-formal and informal education, knowledge economy, integration and inclusion, contact of Languages and Cultures, inclusive arts, representatives of European languages and representatives.

The network of collaborations of the Municipality of Thessaloniki includes the informal Interface Team, Universities of the country, associations, associations, schools, parents, teachers, citizens, representatives of other municipalities as well as national and linguistic communities of both Thessaloniki and the Balkan countries. Cyprus, Spain, Portugal, France, African countries.



The main themes of the Multilingual Festivals are realized through thematic activities: training meetings, round table open workshops, annual projects, annual radio shows, annual Multilingual Coffee:

In more detail⁷:

- Management of Multilingualism in the classroom and society through roundtable type trainings. The specific discussions are organized by the Municipality of Thessaloniki and are addressed to groups of teachers, parents and citizens, who will be able to participate in the Festival but also optionally to any interested party, Social Organization, Institution, etc. Also, presentation of innovative pedagogical and teaching material for development intercultural skills in children and with the overriding goal of awakening them to Languages and Cultures.

The collaborating teacher, the sensitized parent, the citizen had and has the opportunity to receive counseling and material as well as to participate in intercultural and multilingual workshops (Open Multilingual Workshops) both during the preparation of the Feast and during the events.

- Open discussions-round tables with topics related to the philosophy and pedagogy of the Feast.
- Intergenerational approaches of language and cultural communities, through projects and presentations of non-language communities at the Multilingual Festivals (Multilingual Village, Multilingual Cafe)⁸.
- Informal forms of multilingual management in the social space through the organization of radio broadcasts⁹ (Innovative action - original use of electronic and mass media and dissemination of information).

⁷The Multilingual Cafes were held digitally in collaboration with communities and the volunteer team of teachers and citizens DIEPAFI. During the preparation, information, exchange, presentations and experiential activities, sharing of linguistic and cultural experience, linguistic biographies, integration processes took place, thus mobilizing the interest of more vulnerable political refugees in the direction of social participation.

⁸The main pillar of the Multilingual Festivals, the digital Multilingual Village is a pocket of intergenerationality as it can develop programs both during the festival and during the year regarding the languages of the language groups of Thessaloniki, other countries and other cultural traditions. The Multilingual village is framed by the Multilingual Festivals throughout the year with meetings of representatives in order for the individual associations and communities to work together in a network, highlighting the cohesion and pluralism of the city of Thessaloniki.

⁹The radio shows that dealt exclusively with the issues of multilingualism and the contact of cultures were hosted by the internet radio StarClassic.gr. The shows relate entirely to issues of contact between languages and



- Organization of Multilingual Cafes on behalf of the Educational Multilingual Education Research Team. Multilingual Cafes are an innovation in the social and educational field and concern the critical observation of languages and Linguistic awareness in multilingual and multicultural environments, their intelligent management in the educational process, the concept of smart city and resilient society.

The individual activities of the Program are framed and interact thematically through the individual meetings that we organize throughout the preparation of the Holidays with the institutions and associations as well as with the teachers, the coordinators of Refugee Education and Training, the volunteers and the young people on the move.

Due to specific developments in matters of refugee flow in Greece, the participations in the last 4 years are particularly framed by the active Social Organizations inside and outside the Reception Centers and the social apartments and hostels of the city.

For example, we mention actions of the 8th Festival of Multilingualism¹⁰:

- Alternative projects for the management of the Multilingual Literacy of children of refugee and migration flow but also of vulnerable societies, both inside and outside the school walls, as well as on the street and in the Reception Centers of refugee flow cities, in Thessaloniki, Ioannina.
- Alternative projects of non-formal and informal education and strategic access of children of vulnerable groups to education and social network (Guinée, Congo, Malaysia, Cameroon, Pakistan, Syria, Kurdistan, Afghanistan...) by the Social Support Organization A.
- Alternative projects of non-formal and informal education of the Social Organizations in matters of language and cultural education of the mobile

cultures, to issues of acquaintance and understanding of the different language paths, historical backgrounds and cultural exchanges that are evolving in Thessaloniki, but also in the wider area of Greek territory. Anyone interested can visit the StarClassic broadcast files (<http://starClassic.gr>) and in particular the 3 cycles of the show "Thessaloniki, Multilingual city" as well as the show "The Open Zone hosts the SLYMS program".

10 For the whole program, detailed and concise, the interested party can browse here:

<https://thessaloniki.gr/8%CE%B7-%CF%88%CE%B7%CF%86%CE%B9%CE%B1%CE%BA%CE%AE-%CE%B3%CE%B9%CE%BF%CF%81%CF%84%CE%AE-%CF%80%CE%BF%CE%BB%CF%85%CE%B3%CE%BB%CF%89%CF%83%CF%83%CE%AF%CE%B1%CF%82/>



populations and proposals for adaptations and innovative changes in the curricula of the schools (University of Thessaly, Aristotle University of Thessaloniki).

- Creation of educational commons and their promotion (University of Thessaly, Aristotle University of Thessaloniki).
- Promoting good practices in teacher training. Exemplary applications of innovative pedagogical materials for management and enhancement of children's multilingualism and development of post-intercultural skills in teachers, parents, students, representatives of institutions, students, through the example of creating an intermediate space that is a Celebration, an intervention in the street , a program of non-formal and informal education (Open Multilingual Laboratory Big Bang School-School of Nature, Regional Directorate of Primary and Secondary Education of Central Macedonia, Office of Coordination and Monitoring of Refugee Education of Thessaloniki / D / M of West Thessaloniki - Department of Health Education).
- Issues of social inclusion and Education, Culture, Volunteering and Sustainability.



ON CRITICAL REFLECTION AND INCLUSION IN THE EVOLUTIONARY RESEARCH MODEL FOR THE ACTION OF THE MULTILINGUAL HOLIDAYS OF THE MUNICIPALITY OF THESSALONIKI - SLYMS ERASMUS + YOUTH

The Multilingual Holidays model also introduces Multilingual Cafes throughout the year. As we have already described above, these are open Cafes organized by the Voluntary Team of Teachers and Citizens DIEPAPI in various parts of the city in order to have the connection between educational and social space. They remain open to the citizen, a threshold between the market in the sense of direct democracy and internal and personal pursuit. A middle ground between inside and outside, between two or more people to meet, between 2 or more cultures, 2 or more languages.

A space of dynamic possibilities that creates an accessibility situation for all of us to the unknown *other*. It is, after all, a process of non-formal and informal inclusive education of citizens. As we have already clarified, the main goal of the Festival is to highlight the multiculturalism and multilingualism of the local community as well as the wider societies with which the locality comes in direct or indirect contact, to highlight the rich potential produced by the meeting of cultures and to create opportunities for acquaintance and cooperation, thus making the cities a multifaceted laboratory for the production of art, speech and joint actions, in collaboration with institutions, organizations and institutes abroad.

Above all, however, the Festival of Multilingualism promotes, inspires and highlights the languages of the places, the active multilingualism of the city-market-school, documenting the important role of languages in the production of culture and contributing to the cosmopolitan image of groups, as unique multilingual beings.

In this context, Multilingual Cafes raise concerns, narrate the linguistic autobiography of the mobile person, the one who crosses borders, who is part of a non-speaking community, ... In addition, the Multilingual Coffee acquaints citizens with other languages, sensitizes them to alphabets, calligraphy, stories, fairy tales, cultural issues of another country.



There is a dialogue between natural speakers, a description of the accent and the grammar of another language. This brings to the fore the culture as reflected in the specific language.



METHODOLOGY OF THE ANNUAL PROGRAM OF ACTIONS

As a social event and developing its programs around different axes with interdisciplinary character, pluralistic approach and common purpose, it seems to develop in the long run skills in the participants, social and personal.

This is happening as the evolutionary model of action reflection reflection research attempts to identify and exploit man's communicative and contemplative choice, his need to share his cultural experience, his identity, his curiosity about the different, his need for the relationship and the together. Above all, however, for the need to network in terms of a modern active citizen, within a system of values and needs, which he seems to want to understand more deeply by enriching them.

The Multilingual Festivals, through their tools, rather, manage to create emotional thresholds for the participants, mobilizing their interest in the unknown other, showing more respect for the identity and the person.

We believe that they help their members to feel the necessary social mobilization, to identify a social action, to experience participation, empathy, to develop multilingual skills, to reflect, to become acquainted with the public, to have an understanding of socio-cultural issues and children.

In the context of the above and having secured a Common Framework of Reference for social and personal skills as they emerged from numerous interviews on specific shows¹¹, which host the participants and members of the Festivals, as well as from discussions in annual round tables of the Multilingual Festivals, we identified and dealt with specific examples of actions of the Institutions and Organizations that take part.

In other words, we followed specific learning paths, as they emerge from the methodology of organizing the Festival, the education provided to young people (volunteers, teachers, citizens and students) in order to be clearly imprinted so that they become prior knowledge.

The research process took place during 8th Multilingualism Festival. This was preceded by discussions between the members of the Multilingual Interface training

11 <https://starclassic.gr/broadcasts/i-anoixti-zoni-filoksenei-to-programma-slms-/190>



group with the participants, interviews on radio shows, questionnaires of reflective content, meetings on the ZOOM platform.

Previous material of the Multilingual Festivals was used, texts and similar publications on the training-research-action model of the Festival, which was adopted by the Program. SLYMS.

For the writing of the intellectual product, some cases were selected with criteria:

- a) clear methodology
- b) echo of the action
- c) theoretical basis and educational tools of the action

Qualitative data emerged in the two phases we followed in our research:

- 1) Inventory form for the actions for the common repository of educational material of the Multilingual Festivals
- 2) Selection of actions, reflection questionnaire based on the reference framework for social and personal skills (IO4)
- 3) Reflective discussion, final recording and recording of actions
- 4) Concluding remarks on the learning paths of the Multilingual Holidays type activities

The Festival itself introduces a methodology of critical thinking, awakening to the intercultural continuity of modern societies and therefore communication skills, an awareness of social issues, a momentum of empathy. At the same time, it leads to collaboration through the way it organizes its volunteers and members in collaborative actions and open training.



THE CASE OF THE MULTILINGUAL CAFES OF KOZANI AND THESSALONIKI

The Multilingual Cafes regularly host an ephemeral community, open, at a time when social mobility and the retreat of traditional ties between us are evolving rapidly.

As an idea, it is an antidote to indifference, individuality and linguistic and cultural exclusion.

Our main effort is to create conditions for people without previous linguistic or cultural ties to meet each other, to mobilize their interest in diversity and its pedagogical significance.

People who all they want is to share the conversation, so that they feel that they are being trained in social solidarity and understanding. Citizens seeking self-education, interaction, critical thinking and communication.

People of different backgrounds, races, ages, socio-economic groups meet, meet and exchange, learn each other's language and culture. They share the same mental bank and co-shape critical thinking. Particularly, The guests know the different voices and language paths of the city, come in contact with their fellow citizens with different roots, origins and cultural origins, play with sounds and words, live the music of different peoples and cultures, discuss and share them their concerns about educating everyone in a world of change, participating in experiential and artistic events. This, we believe, promotes a new education of the Citizen, an informal co-education of all of us, through all, with all and for all.

Multilingual Cafes are located in the middle, between thought and action. As a place, after all, a Cafe belongs equally to society, to the street, to Face to face. It is both closed and open, elevated as a stage in our imagination as a space that shares the passage through our inner world, the secret to the outside of us, in its manifestation.

Multilingual Cafes can be held outside the Multilingual Festivals at the invitation of educational institutions, schools, organizations, municipalities or communities of citizens.



For example¹² we mention the program of the 1st Multilingual Cafe, which took place in the city of Kozani and in the context of the 1st Multilingual Festival of the city in 2018 in collaboration with the Municipality of Kozani and the Sports-Culture and Youth Organization of the specific Municipality ..

The 1st Multilingual Cafe of Kozani hosted five tables of languages and dialects, Albanian, Arabic, Cretan, Pontic and Kozani. At the same time, the attendees had the opportunity to get in touch with listening to languages of India and Iraq thanks to the presence in the cafe of two students of the TEI of Kozani, originating from the above countries. Finally, there was no lack of auditory stimuli from Russian and Japanese as well as from the Siatist idiom.

The participants had the pleasure to listen to anecdotes and lectures in the Pontic dialect, to enjoy Cretan mantinades and Kozani bands, to learn Indian, Japanese and Iraqi languages and to meet at the same table with immigrants from Albania and Russia very close linguistic stimuli of these languages.

A form of non-formal education was held at the Cafe, providing an opportunity to exchange views on the difficulties of migrants-refugees in the host countries in terms of both daily adjustment and education.

An important offer is the cuisine of the peoples. The guests, for example, came in contact with multicultural cuisines, enjoying some typical traditional dishes from 5 different peoples.

In general, the Multilingual Cafes, which are the backbone of the Multilingual Festivals, are organized each time around an umbrella of themes of linguistic and cultural interest.

Cities such as Kozani and Thessaloniki with linguistic and cultural pluralism, obviously host groups with different national origins and different backgrounds. In the

¹²Multilingual cafes are held in Thessaloniki every year and in places with a symbolic character for the narrative of the city. Port, listed buildings of historical and ethnological interest, the town hall, Cafes and public places, Universities and areas of national and linguistic communities.



Multilingual Cafes, groups meet historically mutually exclusive, with a stereotypical memory and lack of understanding of the historiography of each group.

Locals, Pontians, Asia Minor, Thracians, Cappadocians and not only, people with memories and stories from the coast to the depths of Central Asia, returnees, but also refugees with a variety of language paths and cultural references. They coexist uprooted from Southern Russia, Pontus and Eastern Thrace to Anatolia and Armenia, but also natives along with Grevenians, Epirotes, Cretans.

We encounter sounds like languages like Greek, Vlach, Russian, Armenian, Turkish. We distinguish dialects such as Pontic, Cappadocian, Kouvoukli but we also hear the very local idioms of Kozani, Velvento, Siatista. Idioms that refer to the coexistence and contact of languages as we would say about the Slavo-Macedonian idiom of our region.

Also a tool of empathy and creating an emotional threshold is the Linguistic Biography through the narration of the journey, the transition, the movement of the person who narrates himself during a Multilingual Coffee. Many people who heard the story of a refugee, immigrant, student in mobility experienced emotion, met and understood the stranger feeling the memories of their relatives and ancestors emerge within them¹³.

The case of Thessaloniki concerns in actions of the Cafes either with an all-day character or with the character of a social meeting of a few hours. They are held all year round, maintaining the cohesion of the institutions and in view of the preparation of the Feast.

It brings together teachers, citizens and institutions, students and institutions around specific issues that collectively concern the city. They took place in key and

13 The interested party will be able to find material and specific topics in the posts of the websites of the Municipality of Thessaloniki, Kozani.

<https://oapnkozani.gr/giorti-polyglossias-o-neos-thesmos-tis-kozani-grafei-i-teti-solou-skitsografos-kai-syngrafeas/>
<https://thessaloniki.gr/8%CE%B7-%CF%88%CE%B7%CF%86%CE%B9%CE%B1%CE%BA%CE%AE-%CE%B3%CE%B9%CE%BF%CF%81%CF%84%CE%AE-%CF%80%CE%BF%CE%BB%CF%85%CE%B3%CE%BB%CF%89%CF%83%CF%83%CE%AF%CE%B1%CF%82/>



symbolic parts of the city, such as the port, in historic buildings (Villa Bianca), in authentic cafes, in the courtyard of Museums, or in the City Hall.

The main theme is already announced, while flashbacks to educational projects, experiential activities, discussions and language games, as well as good practices fill their program. During the refugee flow, the Multilingual Cafes were a pole for the promotion of the language and culture of the refugees.



THE CASE OF VOLUNTEER TRAINING

The Multilingual Festivals, consistent with the co-educational model of research, reflection and action, plan and carry out training seminars, open co-educational discussions, more systematic trainings before the project and during the year.

The trainings concern both the young volunteers from 15 to 25 years old and the older volunteers, citizens, representatives of institutions, teachers and students, students in order to prepare their actions, to become trainers of trainees, volunteers of the program of events at a specific time. The trainings are organized through the Municipality of Thessaloniki but also through the respective Institution of another city, when it proceeds to the organization and dissemination of the Multilingual Festivals. In the end, there is honorary recognition by the Municipality of Thessaloniki, while the volunteer can be registered as a volunteer of the Municipality as a whole and its programs.

On the issues that concern the volunteers and participants of the program.

- Clarification of pillars of the program (includes first the training of members so that groups and members can be educated on the street, at school, in the community, ie critical literacy (linguistic, mathematical, social) through the smart strategies of education in multilingualism and interculturalism
 - Designing multilingual / intercultural workshops in non-native learning communities opening the gates of communication and pluralism
 - Enrichment of intercultural education and training tools
 - Multilingual coffee for an understanding of concepts, to understand and get to know the services we provide as citizens for better access to communication. Promoting our cultural culture and preserving it through intergenerationality. Information, request for support, animation together, emotional thresholds, action. Integration of people of refugee and migration flow, acquaintance and relationship
 - Recording of good practices, action diaries, language autobiographies,...



- Organizing local community awakening activities in in-vivo multilingualism, raising public awareness of perception, ie in a language - in the broadest sense of the word - which means utilizing the absolutely symbolic system that is a language and thus revising the world

- Collection of pedagogical material for awakening to multilingualism and interculturalism

- Critical literacy through multilingualism

- Awareness and production of material on the main topics of multilingualism

- Training in material applications and database enrichment

- Production of projects in collaboration with institutions, communities, teachers, parents inside and outside the borders.

The participants and volunteers of the project:

- Get acquainted with open interactive seminars of the type Evolutionary training action in Awakening in Languages and Cultures

- They are inspired by visits to actions that take place on the street, in the communities, in the municipality, with and by Bodies, mainly with citizens.

- Participate in the preparation of Multilingual Cafes in order to experience the meaning of the intermediate space, to be involved in the process of mutual understanding and comprehension

- They attempt to create a learning community of non-formal and non-formal education

- Provide a Network of collaborators inside and outside schools, with Institutions, Foundations, Bodies and NGOs

- They are inspired by the Social and Personal Skills of Volunteering

- Related to a network of scientists, researchers, advocates for innovative alternative and social change actions

In this context, volunteers of Social Youth Support Organizations suggest that supported young people in mobility participate and rather, encourage them



to become more familiar with the Greek language, a bridge language for their integration into the Greek community.¹⁴

¹⁴ We carried out indicative actions with supported Youth of the Social Support Organization of Youth ARSIS.



EXPERIENTIAL WORKSHOPS ON LANGUAGES: THE CASE OF ACTION ART

With its triple property as Narrator, Visual Artist, Educator, the representative of the NGO Action Art prepares by training the participation of young narrators in foreign languages, who tell stories and fairy tales in their own language in order to acquaint the audience with languages and cultures.

In particular, she states that the narrator training program aims to disseminate the Intangible World Heritage in order to contribute to the restoration of its social and pedagogical function. This organization also creates awareness programs on social issues (interculturalism, diversity, human rights, environment, etc.) through non-formal and informal education, utilizing the narrative and the different forms of modern you have. For the participants N. Multilingual Festivals are synergies between actors, people and the expansion of communication networks. They consider that they contribute to the fight against xenophobia, to social cohesion and integration, to creative coexistence.

OFmountain participates from the 1st multilingual cafe and the 1st Multilingual Festival until today (8th Celebration) with multilingual narrative performances, with presentations in multilingual cafes, with multilingual workshops for parents and children, with kiosks in which they participate as volunteers from different countries with the European Solidarity Body (ECS) program.

Asked by the Head of the Agency and after discussions of a reflective nature with the Youth of her teams, she considers that their participation is in line with the promotion of their goals and the implementation of some of the goals of the Agency:

- the dissemination of the World Intangible Heritage, the Oral Tradition
- raising awareness of diversity and cultural diversity
- raising awareness for the active participation of citizens
- contributing to the development of social cohesion and social inclusion
- the development of collaborations and synergies between people of the local community, organizations, located in Greece, in various countries of Europe, the Mediterranean, the Balkans



Considers it important that the members of its teams seek their participation in the Multilingual Celebrations, as they believe that they contribute directly and indirectly to their enlargement, development, development during the preparation of actions and their implementation. More specifically, the skills that are animated seem to be: communication, critical thinking, collaboration, negotiation, animation and coordination, flexibility and adaptability.

To our question about the way in which the above skills seem to be developed, the head of the specific groups of Young Foreign Language Narrators answers:

- *The process of preparation contributes to the development of friendships between the natural narrators, achieving them to feel like members of a group with a common goal: to convey information about their culture through their spoken language in their mother tongue and to share it. of preparation and implementation contributes to the creative integration into the reality of the country in which they live.*
- *The experiential process during the performances manages to create an atmosphere of intimacy between narrators and listeners. The audience in all the places where the performances took place, consisted of people of different ethnicities. Their participation was important as they discovered through the narration the uniqueness of the cultures, the peculiarities but also the similarities.*

Also important was the finding of the multilingual team that the preparation contributed to the improvement of the language, a fact that confirms that the fairy tale can contribute effectively to the creative learning of the language.

- *The actions close each time with discussions between narrators and participants in an atmosphere of intimacy and joy, making each of them a player for the dissemination of oral storytelling, for the preservation of their cultural identity, important factors in dealing with xenophobia, elimination of inequalities and the peaceful coexistence of people¹⁵.*

¹⁵For more information, the interested party can contact the Action Art Agency at info@action-art.gr



THE CASE OF THE SOCIAL ORGANIZATION FOR YOUTH SUPPORT ARSIS

The participation of Highly Mobility Youth with the support of a Group of specialized staff (teachers, social scientists, social carers, artists, psychopedagogues) of ARSIS Epirus

ARSIS as a Social Organization, which is primarily concerned with the integration of Young Unaccompanied and High Mobility through inclusion programs in both the social and educational field, responded to a relevant questionnaire after a specific action at the 8th Multilingual Festival and we have material for her previous participations¹⁶.

To our question about the reason why the specific group of Epirus decided to get involved in the Multilingual Festivals, the person in charge of the group answers: *Among the goals of ARSIS Epirus is the active participation of the beneficiaries and the group of employees of the organization, in events, actions, festivals and banquets that promote interculturalism and communicate important for the awakening and evolution of societies, issues.*

The participants believe that the Multilingual Festivals give the participants the opportunity to get closer to their own culture but also to get to know new cultural and social contexts.

This group has to demonstrate:

- Participation in the 6th Festival of Multilingualism, with a round table where the experience of the participants with the multilingual environment in which they work or live was discussed.

¹⁶We clarify that the Social Organization ARSIS participates from the 1st Festival of Multilingualism while the author of the work has trained, okay and attended Young people from the Hostels of ARSIS as well as New supported refugees in order to participate as volunteers and members of Yio. We have participations in the Multilingual Cafes (Thessaloniki, Kozani), as well as with a Language Kiosk, with presentations of the Mobile School that it has, with the development of round discussions on issues of integration and inclusion, with the realization of the Compass / Compassito material (human and child rights).



- Participation in the 7th Multilingual Festival, with a treasure hunt of words (common in more than one language) based on a special mobile application. It was aimed at teenagers.
- Participation in the 8th Festival of Multilingualism, with Video-Documentary "Ahl Ar Ra'y", the people of opinion, in which teenagers appear who live in the accommodation structures of unaccompanied minors managed by ARSIS Epirus and transfer through their personal experiences living daily in a multilingual environment.

The expectations of the participants, as described below are:

With each of our participation we look forward to entertaining the beneficiaries through the actions we undertake and to gaining a sense of responsibility in carrying out what we have jointly planned to do, but also in cultivating the "belonging" to a society that accepts diversity. through social events like this.

In the second year, we expect the Multilingual Festivals to convey to the general public the invisible side of multilingualism, which many of us may experience in one way or another.

To our question about whether and in what direction the personal and social life of the participants seems to have changed, the following answer is indicative of our research:

The Festivals of Multilingualism broaden the horizons of the participants through their contact with different cultures, but also various kinds of arts, customs, etc. The change in everyday life is not immediately visible but it has certainly added another perspective to the way we see and analyze attitudes and events.

Particularly: *During the planning and implementation of the action of participation in the Multilingual Festivals, but also during the conduct and monitoring of actions of other bodies and persons, skills such as teamwork and creative thinking are cultivated, as well as skills on the use of specific means had to be used to implement one action but also to involve and monitor others.*

The person in charge of the actions notes, specific skills such as: communication, critical thinking, cooperation, crisis and conflict management, negotiation, animation / coordination, self-assessment, flexibility and adaptability.



In addition, it clarifies that *All of the above skills are developed both during the formation of the action group (beneficiaries and staff) and the planning and implementation of the action, as well as during the active participation and monitoring of all multilingual activities through the people we come in contact with. , through the specialties presented, through the narrations of experiences of the participants but also through the dialogues that are formed under this context*¹⁷.

¹⁷For more information, the interested party can contact the ARSIS Youth Social Support Organization at arsishpeiros@gmail.com



THE CASE OF A TEACHER WITH LANGUAGE AWAKENING ACTIVITIES IN THE BULGARIAN LANGUAGE, A VOLUNTEER OF THE TEACHERS GROUP FOR THE MULTILINGUAL HOLIDAYS

In the context of the Multilingual Festival, teachers and students, young people in mobility and youth workers are systematically trained and train, network and organize integration actions in the city on a voluntary basis. The following volunteer teacher, Bulgarian and German, with a degree in Slavic languages and specializing in special education, took part and continues to take part in the Multilingual Festivals both as a volunteer of the project, a member of the DIEPAFI Group and as an educator of Bulgarian-speaking students, young immigrants and students of the Bulgarian language.

For her students, their participation in the Multilingualism Festival means *cooperation, joy, consideration and acceptance*. The Cafes Multilingualism and Multilingual Workshops provided the opportunity to present the Bulgarian language as a cultural institution, to become familiar with a Slavic language, to develop paths and common paths and in cooperation with the Bulgarian Consulate and the representatives of the Bulgarian community.

For her and the students, the Multilingual Festivals provide an opportunity to meet remarkable people and thus create a more cohesive community on learning and culture. More specifically, the skills that increase are: communication, critical thinking, flexibility and adaptability, cooperation, crisis and conflict management.

The educational programs she developed were based on the communication of the members of her team with the citizens, in order to raise their awareness in the Bulgarian language, the Slavic alphabet, the path of the Bulgarian community in Thessaloniki. This brings this group in contact with the other foreign language groups. Collaboration, deepening in the language and with culture the back text.

Members' contact with the consular authorities, their perception of a new identity more equal to other groups, their presentation to the public and their readiness to speak in literal terms strengthens their academic interest and their cognitive and communication skills, as well as their social literacy.



THE CASE OF THE YOUTH WORKER AND HIS EDUCATION IN THE DIVERSITY OF FOREIGN LANGUAGE COMMUNITIES AND YOUNG PEOPLE ON THE MOVE

The case of the youth worker, who is not in a training program but with the intention to militarily change the world of Youth into vulnerability is one of the cases that interest us. This particular Young man was trained as a volunteer of the Festival, he is a member of the Informal Group of Teachers of the Multilingual Festivals for the awakening of the community in diversity and communication. For him, his involvement gives him the opportunity to meet people who want to change the world through collaboration.

He himself, a member of a community on the border between Greek and Muslim culture, bilingual, with historical and state contradictions and contradictions to follow the paths of the two language communities, considers that *The Multilingual Festivals highlight the cultural richness of Thessaloniki and bring us in contact with different people and in general with communities, about which before we did not know or did not pay attention to their existence, while they lived among us. So, for me, these are a bridge of discovery of ourselves through real acquaintance with the fellow human being next door.*

This volunteer-teacher and youth worker participated in pedagogical activities, round tables, events and dances. Some of these activities were organized by him and them associates / see.

His participation is determined by his need to meet people who want to change the world. For him, the Multilingualism Festival helped me change my perspective on Interculturalism. It is the only event that promotes diversity as a wealth in practice. In them, if you are different, it means that you have to show something to other people and not to hide behind your identity, as usually happens in everyday life.

In terms of skills consider the Holidays *They fully cultivate all those skills that citizens need today to become more active and change their daily lives. These festivities are a living experiential workshop that continues for days. It is a social workshop, a place of awareness and cultivation of attitudes and values of democracy and ultimately a place of action that sensitizes the participants in a multi-sensory way.* The skills that



are developed concern the whole proposed range and, most importantly, empathy, systemic thinking, skills of participation, taking initiatives, etc.

The workshops he developed are based on highlighting street literacy. He treats for many years the vulnerable groups of children outside the educational process, participating in literacy and integration programs in the school environment. Its main tool is the Mobile School of the Social Organization for Youth Support ARSIS, which is a specific methodological map of familiarizing children with letters and numbers, as well as with issues of hygiene and interculturalism. The Mobile School is based on the transfer of a mobile platform to selected parts of the city, in vulnerable areas. A team of social scientists, psychologists and educators regularly visits these places and deals with locating the children of the lanterns, the Roma, who are begging.



THE CASE OF SOCIAL PARTNERS OF THE TYPE INTERNET TRAINING-ACTION RADIO STARCLASSIC.GR AND THE VOLUNTARY RADIO FM 100.6

As a tool for non-formal and informal learning, radio is a springboard for speech, reflection, and critical presentation of the language and culture of citizens and communities. It brings together, educates, promotes, mobilizes, networks, educates and highlights the diversity, paths, culture and languages of communities.

The show **Language routes** and Meetings of Cultures was for 8 years a gathering place and training for members of communities who wanted to participate, to present, to promote the work of their community. The radio organizes round tables, trains youth workers in their communication skills, as well as how they can train young people in vulnerability of other Social Organizations, such as the ARSIS Organization with which it collaborates in an integration program through the creation of a multilingual program.

More specifically, the radio organizes weekly training sessions with youth workers and unaccompanied minors up to 18 years of age in order to be able to present their languages and culture, their travel, their integration processes. It trains them in Greek-speaking literacy and Greek-speaking, as well as in the way they communicate with other communities of the diaspora, immigration or refugee.

The model of education of young people in multilingual programs is training-reflection-action. Young people are called to form a framework for their culture based on the points of reference, which compose the cultural profile of a people.

This means that in addition to music, eating habits, art and the sacred calendar, Young People are called to realize the traditions of their people as a way of life, to evaluate their journey to their country of residence, to identify similarities and differences. with the host society, to create questionnaires for other immigrant and refugee citizens as well as the indigenous population to start a relationship with them, to highlight the differences and similarities in languages, to talk about their languages, to use their wisdom, to transmit it to us, to raise issues that concern them.

Above all, however, they are called upon to act collaboratively rather than confrontationally, to seek out aspects of history that may be more revealing and more



consensual with the populations that historically represent the nations that have a negative stereotypical position in their subconscious.



THE CASE OF A STUDENT VOLUNTEER

A graduate student, Private Employee in a hotel business and Primary Education Teacher, this particular volunteer learned from the Pedagogical School of Thessaloniki (AUTH) about the Multilingual Festivals and wanted to participate as he liked the general atmosphere and the to expand my knowledge as an educator but also as an ordinary citizen.

For him, the Multilingual Festival is a way to really get to know the rich history of Thessaloniki, as well as other cities, countries and cultures in general through the stories and events of remarkable people who are either permanent residents or visitors to Thessaloniki in its celebration. Multilingual. In addition, it is an opportunity to enrich our knowledge as employees in the field of education.

This particular volunteer participated for 6 consecutive years (2013 to 2018). My contribution had to do with the partial organization, information and guidance of the institutions and the public about the program and the overall actions of the celebration.

He considers that it definitely helped me learn new things about my city. I made new acquaintances with very remarkable and cultured people. It also helped me get to know and use some educational activities in my work area.

The skills that predominantly develop participants in this type of Celebration are written and oral communication, critical thinking, collaboration and self-evaluation.

Learning paths, which he discovers intuitively and finds empirically occur with a range of activities, such as storytelling through images that help develop written and spoken language, theatrical performances that cultivate collaboration in terms of social acceptance and equality, and finally physics exercises, workshops and board games that help develop critical thinking and self-evaluation.



THE CASE OF A TEACHER RESEARCHER ON ISSUES OF MULTILINGUALISM AND INTERCULTURALISM

Professor French Language and Literature, postgraduate researcher in matters of educational and teaching policies in multicultural environments was associated with the Multilingual Festivals, which he visits every year coming up from Athens and participating in educational activities. He considers it a dominant transformer of his thinking and educational approach.

His workshops concern the Awakening of teachers and students in linguistic pluralism. Implements the multilingual innovative material Awakening in Languages and Cultures. The project-based approach familiarizes stakeholders with sounds, constitutions and vocabulary in more than 10 languages at the same time. Familiarize participants with the similarities and differences of languages, language sequences, their interface, their exchanges and differences. The training provided by the Multilingual Festivals has plenty of material.

In general, as he observes both cognitively and emotionally each of his participation even as a simple visitor means a lot to him. Joy of knowledge as well as coexistence but also of co-education through trainings and round tables, activities. He finds it very interesting that in each language pavilion a different culture and a culture is presented, while as a teacher he rejoices for the supports that are created in children.

As for the realization of a world of brotherhood and acceptance of otherness. Finally, he considers very important the theatrical and dance events, the art exhibitions but also the screening of important films related to the special tributes of the Festival. The phrase he dedicates to the Feast "Magical Feast of the coexistence of cultures and the fellowship of peoples".

When asked about his expectations from the Multilingual Holidays, he replied that he would like them to take place in each city, so that everyone has the opportunity to understand each other's culture. After all, we all have the right to their magic.



As a consequence of the Holidays, the participant believes that in such a difficult historical situation as the one we are experiencing in the last ten years with the economic and refugee crisis, each person is given the opportunity to develop skills of understanding the complexity of the world, understanding diversity and different culture.

Man feels richer, his inner need is satisfied, while at the same time the ego becomes us, the inner existential search meets the collective memory and the universal collective unconscious.

For the respondent, the skills that are developed are of the type of empathy, mutual understanding, solidarity, development of interest in the culture and language of the neighbor, awareness of belonging to a multilingual and multicultural world. The table suggested by the authors of the research covers it in its entirety.

- **communication YES**
- **critical thinking YES**
- **cooperation YES**
- **crisis management and YESconflicts**
- **trading YES**
- **animation / coordination YES**
- **self-assessment YES**
- **flexibility and adaptability, YES**
- **others not listed (could you indicate which ones)**

In summary, the above skills are supported and enlivened as citizens meet citizens with different cultural and linguistic backgrounds, communication as a skill is activated, common sense negotiation, empathy, cooperation, crisis management through understanding its history elsewhere.

Participation in such events allows us to self-evaluate our practices, our actions, to coordinate and cooperate. For him, the Feast is coexistence.



THE CASE OF A MEMBER OF THE ACADEMIC COMMUNITY

Member of the academic and educational community, French language teacher in the primary school and taught in Greek. Open University Foreign Language Teaching and Language Education for Refugees and Immigrants, participates in the Multilingual Celebrations as a founding member of the Pedagogical team "To Skasiarchio".

He believes that the exchange of ideas and cooperation between institutions inspires collaborative learning and inclusive pedagogy. For her, the Multilingual Festival is a very big effort to bring people, their languages and their cultures together.

The participation of the Agency concerns experiential workshops and open discussions with teachers and citizens. His pedagogy Frenet is about collaborative learning and community building, open and democratic consultation.

He dreams of promoting a proposal to the public school through the IEP for teacher training, implementation of the proposals and their integration into the Curricula.

She likes that the idea of multilingualism is promoted in education as we all enrich our pedagogical ideas and practices, while the skills that are developed concern those of intercultural communication, collaboration in communities, critical reflection, the recognition of different identities and needs of students.

Finally, she considers that the above skills are developed through workshops, brainstorming, feedback, mutual empowerment.

Commenting on the cooperation of the Multilingual Festivals with the Academic Community, the creation of open discussions as a proposal of our Model, ie the democratization of knowledge at the municipal level, contributes to the simplification of relations between scientists and citizens. The Multilingual Festivals emphasize and maintain in full the need for one of the basic education of the citizens with tools of non-formal and non-formal education. Encourages open discussions by promoting the term round table, while proposing from academic partners the transfer of knowledge in the light of exchange and complementarity with citizens and on an equal footing.



THE CASE OF THE GEORGIAN COMMUNITY: THE ART AND CULTURE OF AN INTEGRATED NATIONAL GROUP.

The case of N. M. concerns the participation of families of the Georgian community. It is a community with a long history of integration and an organized cultural capital to emerge. The place of origin of the community is already, multicultural. This makes her want to share her own culture and traditions. As her daughter grew up inside the Festival, she confesses that she experiences the Festival as a celebration of friends, of the world, of multiculturalism. After all, her daughter was influenced, as she says, to the extent that she redesigned her studies in accordance with the Educational and Social Policies of the Multilingual Holidays.

All together like a hug, we learn about our neighbor things we never knew before! We are all coming one step further close through activities and workshops and every day, as the holidays last, we remember how beautiful the world around us and those who make it up are.

The Georgian community participates with art workshops, language kiosks, cuisine of the Georgian tradition, multilingual cafes, dances and screenings, book presentations.

Expectations nget in touch with as many people as possible from many countries to learn from them as well as those from her. In addition, her vision is to gain more friends, to become more communicative.

Finally, the skills that in her opinion are developed are communication, tolerance, team spirit and adaptability, crisis and conflict management, negotiation, animation / coordination, cooperation.

N. M. concludes that the above skills are developed through the collective effort, the communication for the execution of a project. Day by day, one step at a time, each of us wins.



THE CASE OF INTERCULTURAL PROJECTS

Preparation, promotion and presentation of intercultural projects and the case of school participations. One such case is the city's intercultural schools, the innovative schools in their curriculum, the schools with a high percentage of Roma students, the special schools.

The annual preparation of the schools in order to present intercultural activities but also experiential activities are highlighted during our program. Documented projects, ie developed based on the model of an Action Plan, highlight innovations and openings of the school class in the community, the municipality, the world.

Themes such as theatrical events, satirical snapshots of cultures and local traditions, interviews and data analysis, presentation, cooking, filmmaking, student roundtable discussions, creation and promotion of multilingual newspapers, art exhibitions, traditional games, multilingual narratives, society, constructions, stories and tales that were identified, recorded, presented, social and scientific research on the resilience of the city. Presentations of pedagogical materials to the parents from both the school and the research team of the Project.

Students become familiar with non-formal and informal learning tools such as mobile school, while knowing and embedding identities of people from places farther away from their place, such as people from Africa, Armenia, Turkey, India, Russia, China.



YOUTH FESTIVAL AND SOCIAL ACTIVITIES IN SPAIN

As part of our research collaboration, the University of Pompeu Fabra organized and conducted data collection by Social Organizations and Bodies, which specialize in organizing social actions with a target group of youth and with an emphasis on young people in vulnerability. In the investigation of the way, the participation, the intellectual products, the learning paths, as well as the skills and attitudes that can result from related events, a questionnaire was organized and carried out as a tool for collecting direct and deliberately simple questions in order to capture and describe the specific Youth Festivals.

The questionnaire concerns:

- 1) information on specific social events,
- 2) information on target groups,
- 3) information on the benefits identified from the participation of young people in the specific actions, as well as the wider community.

The Social Organizations and Institutions that took part in the research of Spanish researchers mainly organize public events such as the Youth Festival with the aim of raising the awareness of the Youth in social crises, in issues of community resilience.

In particular, the issues raised concern *gender, integration, racism, management of Covid 19, alcohol and substances*, self-image and self-esteem, mental health, education and studies.

Note In our opinion, the identity of the participant as an organizer is a good practice. This means that young people are invited to organize large events and therefore, to understand more deeply the model of social events, to relate, to network through New Technologies.



So participate in blogs, on social networks, in newspapers, on the radio, at school, in the media, which we consider excellent tools of social and non-formal and informal education.

We consider that the model of the Multilingual Festivals of the Municipality of Thessaloniki presents common points, both in the way the training of volunteers, participants and the fact that it is preceded by a joint consultation of citizens and young people, intellectual products are produced (shows, presentations, round tables, videos and movies, workshops and trainings) , the actors of the actions self-evaluate.

In addition, the voluntary nature of citizen participation, which is emphasized in the Multilingual Festivals, corresponds to the strategy of non-formal education, which characterizes the Spanish Youth Festivals with the involvement in the role of co-organizer of the young man in the institution.

THE CASE OF THE YOUTH FESTIVAL ALTRAVEU (FESTIVAL JOVE ALTRAVEU)

To project Altraveu¹⁸ aims to be a meeting point for the Youth of El Prat, a municipality near Barcelona. It comes from a collaboration of the municipality with the Youth of the city. This process results in an entertaining event organized by young people. It is an institution where the young people of the city meet in order to share projects and ideas. It includes workshops with spaces for reflection, dance and sports exhibitions, youth activities and music.

Due to Covid-19, the Altraveu 2020 edition took place, as well as the Multilingual Festivals of the Municipality of Thessaloniki, online. Young people's answers to the question "What is Altraveu for you?" were shared on the instagram of @jovesprat. To facilitate communication and decision making, a WhatsApp team was created. This is consistent, in terms of inspiring Youth for contact and networking.

¹⁸ festivalaltaveu.cat



The objectives of the project concern, as in the Multilingual Festival, a series of issues of collaborative and learning culture.

Single out:

- Creating a participatory culture,

Promoting collaborative processes among young people, useful both as an experience and as an incentive to take initiatives.

- Co-responsibility in organizing events and promoting cooperation between young people and local authorities

- Encouraging participation and youth activism

- The promotion of networking between Youth Organizations

- Maintaining contact with young people

- Creating a Reference Framework for Youth, such as that of Joves.Prat

- The possibility of a positive and healthy choice for the free time of the Youth

- The possibility of recreational activities for young people

- The response to the different interests of the Youth

- The promotion of the activities of the Youth as well as the issues related to their interests in Mr. El Prat de Llobregat, both of the people who belong to Organizations and those who belong to informal groups

- The need for a positive image of Youth

- The animation of initiatives in general in Youth

The result seems to be positive, as in open exploratory discussions, the members of the Festival consider the AltraVeu festival as a place of recreation and entertainment, able to offer them opportunities to share their concerns, evolving themselves, freely and in an environment. festive.



As much as Regarding the role-identity of the Youth, the Youth participate and are trained in co-organizing or co-organizing, collaborating, contributing to the public. More specifically, we would say that young people contribute:

- in the design, organization and development of the Festival, which they consider to give visibility to the Youth Organizations.
- With the proposals submitted, the Youth actively contributed to the implementation of activities at the Festival, including exhibitions, concerts and workshops. The impact of the above is strong, since the numbers are talkative: 17,667 people attended the programs on social networks.

The issues that arise are primarily issues of feminism, racism, multiculturalism, drugs, inequalities. These are social issues, capable of threatening the resilience of the city, of society and therefore need immediate treatment.

It is extremely important that the beneficiaries are a large percentage of vulnerable young people from the social programs of the municipality, who participated both in the implementation team and in the submission of proposals as participants.

- Mostly young people from Youth Organizations, who are interested in art and sports activities, covering the age range from 12 to 22 years, with a fair gender balance. 1/3 of the participants come from different ethnic groups and origins, mainly travelers and North Africans.

Regarding the success of the project and the learning paths that may be identified, the increased participation of young people, their training in non-formal and informal education tools, their recruitment as staff of the Festival organization, the co-organizing character at the base of the institution, the strengthening of the commons through the open consultation and reflection of the Youth at the end of each period, as well as the type of spiritual derivatives of the participants (Web, Social networks, local press and magazines, direct consultation of young people), are traces of learning paths, while they are absolutely identical with the social axes of the Multilingual Festivals of the Municipality of Thessaloniki¹⁹.

¹⁹ Examples include some products:

Joves.prat Web: <https://www.elprat.cat/persones/jovesprat/festival-jove-altraveu>

Informative meeting: <https://www.elprat.cat/actualitat/noticies/primera-trobada-informativa-participar-al-8e-festival-jove-altraveu>

<https://www.instagram.com/stories/highlights/17863773229822136/?hl=es>



THE CASE OF TELEDUCA

The Agency consists of an interdisciplinary team of professionals, specialists in Communication Education. They and their teams promote meaningful learning by combining audiovisual, audio, oral and written data. Their socio-educational approach is based on student communities and existing knowledge and skills among young people.

Our interest is focused on one of the laboratories of the Agency, entitled *Escoleta de Cinema*, which organizes two workshops for children and young journalists with the aim of creating films based in Barcelona.

One of them was organized in collaboration with the Community Arts Festival in Catalonia (FACCC) and with a Youth group of young immigrants from the neighborhood of Sant Andreu, a neighborhood in the Barcelona suburbs. The laboratory is working for culture and local culture, neighborhood culture.

The 2nd workshop was held in another regional neighborhood with a high population of immigrants and young second generation immigrants. This workshop was addressed to young people from secondary education and with topics of their choice, as participants in the program. Again, critical and reflective social issues, such as alcohol consumption, gender roles in music and sports, fashion as a socializing factor, the social vision in adolescence and adulthood.

We read in the programs of events, initiatives and ways of organization with emphasis on the community, the environment. The methodology arises from reading the program already:

- Creating an exhibition, a short documentary, an informative day. The whole process focuses on research and knowledge of the environment, the needs of the community as well as the interests of the group.
- Creating an opportunity for children and young people to reflect on issues that interest them and that seem to be related to their environment through participatory audiovisual techniques.



- Ability for young people to express themselves freely, favorable conditions to express themselves, to interact with each other, to improve their emotional intelligence and to rediscover the environment to which they belong. The workshop is based on research data and collaborative and collaborative learning techniques.

- Connecting the Youth with events in the area, specific research or important news from the participants and the community where the young people come from. It is a condition conducive to informing important news, open to young people to share their other "reality", as it emerges within them and from their experience and quests.

Forging objectivity in opinion and animating responsibility in shaping personal opinion and critical handling of the media.

The role of young people in this action is the design and production of films. The topics are: Gender discrimination, drugs and alcohol, fashion, sexuality, racism, multiculturalism, adult views on adolescents.

These are topics that the Youth proposes, discusses, explores, thinks and discusses with the citizens of the local community, the neighborhood, with Social Organizations. Proof is the cinematic stories on which they are based.

The above process is indicative of the indirect awareness and education of young people in social issues, but also of the reflective nature of the process, which helps and inspires social cohesion and therefore the resilience of groups. The intellectual products concern the Social Media as well as the production of audiovisual material.

Another laboratory of this Organization is based, so to speak, on the integration of educational methodologies, systematic pedagogy and collaborative learning. This is the Cinema Laboratory with a child's eyes, whose persuasions are organized by the program itself:

Encourage children and teens to discover themselves and develop communication skills within a group.

- Encourage collaboration between the local community and the cultural and educational field of the local community.

- Try to promote the good use of public space and the infrastructure it has to enhance the sense of belonging.

- Try to promote social values such as creativity, sustainability, diversity and gender.



The main strategy of the project is the networking of schools as well as the Multilingual Festivals of the Municipality of Thessaloniki. Emphasis is placed on the rejuvenation of young adolescents as well as their creativity.

Mixed groups of different nationalities, the young people who participate plan and go into film production.

Self-assessment as a critical reflection is at the heart of the actions through repeated interviews both between the participants and between the students and the teachers.

Again, the topics relate to social issues such as gender discrimination, drugs and alcohol, fashion, sexuality, racism, multiculturalism, adult views on adolescents, while the derivatives once again concern Social Media, as well as the production of audiovisual material.

THE CASE OF RBLs FETIVAL THEATER JOVE

The RBLs FETIVAL THEATER JOVE²⁰ is a Charitable Organization, based in Barcelona and aims to promote culture in society through festivals, performances, seminars and exhibitions. The main event is the RBLs Youth Theater Festival.

More specifically we read:

Panorama of theatrical art, RBLs takes place in Barcelona. Aim of the raising awareness of young people aged 13 to 20 in theatrical education. The festival plans celebrations, alternative actions, meetings with well-known actors. Rather, it represents a pioneering event, as it focuses exclusively on teenagers. The form and the participatory activities of his program seem to contribute to his social character, to the networking as well as to the strengthening of the Youth in the sense of belonging.

It also aims to encourage young vulnerable groups, their personal and social development and their participation in culture and theater.

In short, we would say that its goals are:

²⁰ www.rbls.cat



- transmission to young people of passion and love for theater
- innovative productions based on and inspired by the interests and concerns of young people
- training of young people in the co-operation and animation of the team leader
- encouraging young people to gain the experience and experience of the performing arts.
- development of communication skills, creativity and problem solving by young people.

The role of young people is not limited to their simple participation. The participating Youth gains experience in artistic design as well as in the promotion / marketing of artistic products. Let us mention as an example that the specific participants have the opportunity to design and develop programs of promotion and communication through Social Networks. They also have access to performances (inside and outside the Festival), contact with professional performers, participation in castings, participation in commercials and other activities that allow them to promote their artistic experiences. Occasionally, they are paid as employees.

The specific projects of the municipality allow the participation of young people from disadvantaged groups, leading in essence, in a collaboration with professional artists since it is the production of a show, which will be presented at the Festival.

We consider the theatrical act to be important, as as a process causes him reflection, exhausts the relationship with the public. The participant opens himself, is exposed, creates a relationship with the audience. The topics of the workshops concern once again the *gender discrimination, racism and multiculturalism, body image, sexuality, media education.*

Appreciating the whole project, we would say that the common place of learning paths in the model SLYMS is the participation of the new vulnerable conditions. The skills that seem to be developing, remain as we outlined in our previous work in participation, in non-formal and informal education through the commons of the municipality, in basic education, in the relationship between youth, citizenship and education, in the resilience of the city, in inclusion and integration of young people (NEETS). Again the SLYMS model highlights its holistic and inclusive character.



In the above case, the production of material concerns the Social Networks and is characterized by the narrative role, the interaction within the group, the relationship between self and audience.

THE CASE OF RETEENA AUDIOVISUAL

We conclude our tour with a specific case study of Spain by investigating the actions of the Reteena Audiovisual Agency²¹.

It is a cultural organization based in Barcelona. It was founded by MariaCastelvi and Claudia Mera, graduates of the Audiovisual Department of Pompeu Fabra University.

Reteena as an audiovisual Festival aims at the Youth. His basic reasoning is inspired by the development of skills. As a program, he is rather interested in "immersion in services", combining formal education with learning and in a service-oriented way. It is organized by young people, it is addressed to young people, mainly of age from 13 to 19 years old.

Voluntary participation in the Reteena team allows the Youth to express their voice, having a first contact with the audiovisual industry. Includes masterclasses, panel discussions, workshops, film screenings and film forums among other activities. Explores audiovisual products from a wide range of perspectives, including movies, television, photography, radio and mangas.

More specifically, some of the goals of the program:

- To attract young people with a critical perception of the intellectual products of audiovisual culture
- To offer young people the opportunity to understand the creative process in audiovisual production
- To contribute to the empowerment of young people
- Consolidate and promote a repertoire of democratic values through audiovisual methodologies

²¹ www.reteena.com



The role of young people remains co-organizing as 10 young people are hired each year through an open call for interest, with the aim of getting involved in the organization of the Festival, including the program of action, the selection of films and short films, the organization of workshops, panel discussions and communication / dissemination plan.

We note that the organizers are mainly aimed at young people, with interest in the local market as well as young people without previous experience in Festivals and with cinematic and audiovisual content.

The topics cover social issues around them social media, video games, traditional media, sexuality, friendship, development in general, while intellectual products are related to audiovisual material.²²

²² Those interested can visit these pages on the SLYMS Program page.



INSTEAD OF EPILOGUE

Concluding our comprehensive tour of the world of social events with a social and inclusive policy and towards a more resilient society, we sought to identify, select and evaluate the dynamics of these ventures. Starting from the Multilingual Festivals on the basis of which the SLYMS program was built in a city of travel, transitions, particularly multicultural and inclusive, Thessaloniki, we gave a picture of similar projects in Spain, also a country of transitions and refugee flows.

By studying the openness of projects in innovation we introduce tools of non-formal and non-formal education, we work including the voluntary participation of members and young people on the move (unaccompanied teenagers, students Erasmus, refugee and migrant population). We utilize the Institutions and Organizations that deal with the integration, the teaching of the bridge language of the country, the teachers and the Youth workers, the national communities, the language groups, the academics, the artists and the citizens.

All the actions, the detailed steps as well as the steps by which the participating bodies involve the interested parties are normally posted in the repository of the Holiday Multilingual in order to collect the material and classify it as a project or intangible resource.



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