Introduction and motivation

The EU education system nowadays is facing an important challenge related to the presence of significant numbers of migrant, who are in a weak socio-economic position. This situation has important implications for education systems. Schools must adjust to their presence and build their particular needs into the traditional focus on providing high quality and equitable education. Education is key to ensuring that these pupils are equipped to become integrated, successful and productive citizens of the host country.

Thus, within classes and schools, it is necessary to accommodate increased diversity of mother tongues, cultural perspectives and attainments. New, adapted teaching skills and inclusive methodologies are needed and new ways of building bridges with migrant families and communities must be developed.

The migrant children face often complex and cross-cutting challenges such as socioeconomic disadvantages, languages barriers, native culture bias and difficulties in educational and cultural attainment. These causes lead often to social exclusion, learning difficulties and early school leaving.

The countries participating in the project have carried out a study of the environment of the educational centers to detect, first hand, the existing needs and the strategies they have developed to overcome them. The results of these analyzes have revealed a set of good practices, real and applied on the ground, which have proven to be effective in improving the social inclusion of minors and their families.

This handbook was created with the intention of spreading the word and facilitating the tools in all educational centers, and their direct environments, to amplify the impact and improve the inclusion of these migrants at all levels.

At the moment the status of this handbook is incipient, but we intend to expand it as the project progresses.
Huge migratory waves
NGOs actively participating
Social exclusion exists
Unknowing the vehicular language
Absenteeism and premature abandonment exists
Administration not very involved

Greece

- teachers involved on the ground
- immigrant pupils isolated from the system
- rooted society reluctant to include newcomers
- DEMAND of social workers, trained teachers, psychologists and interpreters to attend students

Cyprus

- Model of decision-making (school culture)
- Greek Language
- Teaching and learning
- The focus now in Cyprus on social inclusion and integration of migrant children

- Interested in learning the language
- Interested in intercultural understanding activities
- Provide teachers multicultural competence related to teaching methodologies.
- More collaborative spaces to be created.

Italy

- Sensitized administration
- Interest in promoting inclusion
- Strong participation by schools and administrations
- Language barriers

MEDIS results

should we link the national reports or the global report?
Newcomers and children of international and national immigrants
Educational centers involved
Sensitized municipalities
Inclusive legislative framework
Language learning

● teachers trained
● migrant students better included
● sensitized society
● Interest in boosting participation and rooting

Internal and external migration waves
Great mobility, little rooting
Inclusive legislative framework
Municipalities and sensitized educational centers
Language learning

● Interest in increasing the awareness of the educational community
● Interest in promoting rooting

Important recent migration waves
Sensitized administration
Unknowing of the vehicular language
Little autonomy of educational centers

● Interest in student’s communication
● Interest in improving communication between families and schools
● interest in learning how to teach the language
● interest to promote rooting
critical analysis of the results

Once the analysis of all the national contexts has been carried out, several strong and weak points common to all the countries analyzed have been observed, although the realities and circumstances are quite different. In general terms, there is a lack of empowerment in migrant students, which in turn makes it difficult for them to connect with their peers as well as their roots with the environment and the rest of the educational community.

For this reason, the results obtained lead to a general vision of work from which three axes emerge: “empowering”, “getting in touch” and “rooting to the net”. With the fulfillment and application of good practices related to this axes we could allow educational centers to be more inclusive.

The first axis of action is projected in which the scope of empowerment of the student. In order to work with the student on an individual level, it is proposed to deal with several issues: positive resolution of conflicts, language learning, social skills, individual action plans, among others. With regard to work with students aimed at achieving greater group cohesion, peer mediation, group dynamics in relation to dilemmas, group focuses as tools for dialogue, restorative practices and teamwork. Finally, to achieve networking with the entire educational community and the environment, it is important to carry out seminars, workshops and creative activities, drafting projects at the community level, elaboration of municipal reception plans and awareness raising activities in languages and cultures.

In order to implement these three axes, the different experiences carried out by participating countries, obtained through a deep environment analysis, are the basis. Therefore, from the best practices presented by each of them, training will be set up that will allow schools to develop these three axes within their field of action.
“a MEDIS school is an inclusive educational center that prioritizes empowering, collaboration and networking of the students as individuals in a social network of inclusive citizens”
Handbook content: Good practices based on 3 pillars:

**Empowering**
- individual inclusion plan (Bulgaria)
- reception classroom (Catalonia)
- gradual inclusion and reception plans (Portugal)
- iDecide (Cyprus)

**Getting in touch**
- mother language day (Bulgaria)
- drama classes (Bulgaria)
- multicultural calendar and recipe book (Italy)
- reception plan (Catalonia)
- audio-visual media (Greece)
- Value (Cyprus)
- E-Valinto (Cyprus)
- Mentor/buddy programme (Greece)

**Rooting to the net**
- educational environment plans (Catalonia)
- round trip stories (Portugal)
- open school programme (Italy)
- parents/school community partnership (Italy)
How to make operative the MEDIS plan

1. Good practices collection
   Analysis of the environment of schools for assessing needs and collecting good practices

2. Capacity building
   MOOC courses, workshops and creating materials to train all the educative community interested actors

3. Piloting new projects
   Implementing new methods and strategies in schools and its environment

4. Policy recommendations
   Collecting the outputs of all pilot actions to promote changes in a political level
Capacity building

for all the interested actors:

- teachers
- educators
- directors
- council representatives
- psychologists
- NGOs (non-formal education)

to amplify knowledge and consolidate initiatives on the ground

together we will grow and enrich the handbook
Pilots

implementing and validating pilot projects in 90 schools by the end of the project will lead to an updated version of the handbook.
final version of the handbook

a set of online and printable tools to make schools and their environments more inclusive

AND

policy recommendations