

Handbook

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Project financed by:



Erasmus+



MEDITERRANEAN INCLUSIVE SCHOOLS

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.

MEDIS results

Greece

Huge migratory waves
NGOs actively participating

Social exclusion exists
Unknowing the vehicular language
Absenteeism and premature abandonment exists
Administration not very involved

- 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

Huge migratory waves
Schools receiving newcomers

Students included in the classroom
Language learning
Interest in promoting inclusion
Administration involved

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

Italy

Huge migratory waves

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

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

MEDIS results

Catalonia

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

Portugal

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

Bulgaria

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.

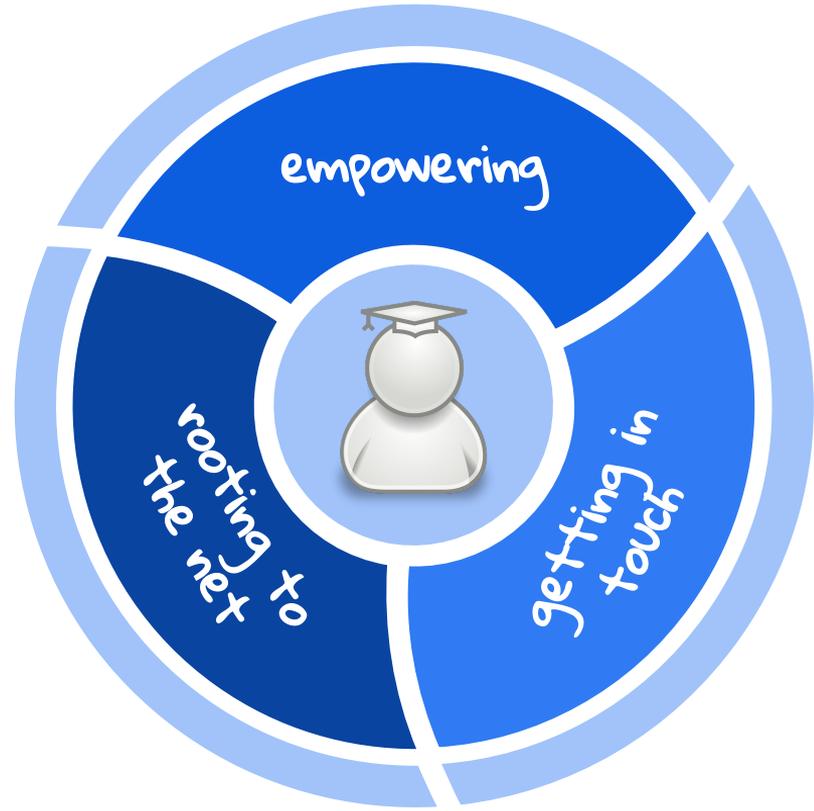
For this reason, the results obtained lead to a general vision of work from which three axes emerge: “empowering”, “getting in touch” and “rooting to the net”. With the fulfillment and application of good practices related to this axes we could allow educational centers to be more inclusive.

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.

Medis vision

"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

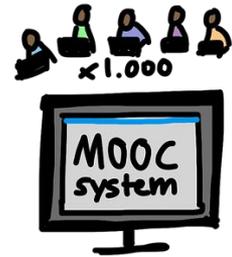
Implementing new methods and strategies in schools and its environment

4

Policy recommendations

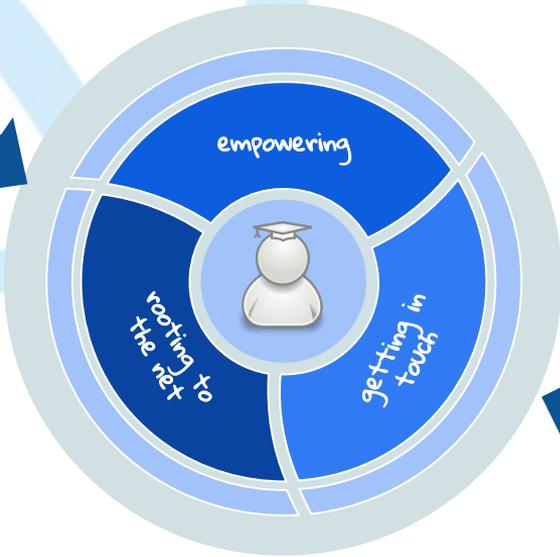
Collecting the outputs of all pilot actions to promote changes in a political level

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

Training materials

[Edit platform](#)

Welcome to the MEDIS MOOCs

Massive Online Open Course

MEDIS (Mediterranean Inclusive Schools) is an ERASMUS+ project aimed to find pedagogical proposals to avoid social exclusion.

UNITS

This course is based on a collection of these Good Practices: Empowering, Getting in touch and Rooting to the net; coming from the partner MEDIS countries (Catalunya-Spain, Portugal, Greece, Bulgaria, and Cyprus). Each selected practices corresponds to one MOOC unit.

[Empowering](#) [Getting in touch](#) [Rooting to the net](#) [Final reflection](#) [Contact person of good practices](#)



MARIA CASTANYER

RECEPTION CLASSROOM

The reception classroom is a resource, an organizational and methodological strategy to attend the newcomer students when they reach the educational system in Catalonia.



KYRIAKI YIAKOUPÍ

IDECIDE

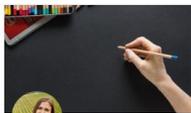
The IDEcide concerns an innovative toolkit and induction course that supports evidence-based policy-making which can lead to the reduction of disparities in learning outcomes and marginalization, by supporting school leaders.



RUMYANA SHALAMANOVA

GRADUAL INCLUSION PLANS

A Gradual inclusion plan is developed for individual students to respond to their various individual educational, behavioural and socialisation needs. It is targeted at all students and guarantees their inclusion and participation in the



ANA RITA FERREIRA

GRADUAL INCLUSION AND RECEPTION PLANS

This good practice foresees the preparation of an action plan to accelerate the integration process of migrant students in the educational system.



Welcome to the MOOCs MEDIS!

Massive Online Open Course MEDIS is an ERASMUS+ project aimed to find pedagogical proposals to avoid social exclusion. Mainly for migrant pupils. We improve teaching skills and offer inclusive methodologies needed by the educational community.

What do I learn?

This course is based on a collection of Good Practices coming from the partner MEDIS countries (Catalunya-Spain, Portugal, Greece, Bulgaria and Cyprus). Each selected practices corresponds to one MOOC unit.

Main concepts

Empowering: positive management of conflicts, self-knowledge, personal action plans and social abilities.

Rooting to the net: integral education, coordinated with the environment and community projects.

Getting in touch: restorative groups, focus group on hot topics, participatory groups.

General Information

- 📖 Subject: Education | 🗨 Language: English | 💰 Price: Free
- 📜 Certificate: Officially certified by a Public Education Institution

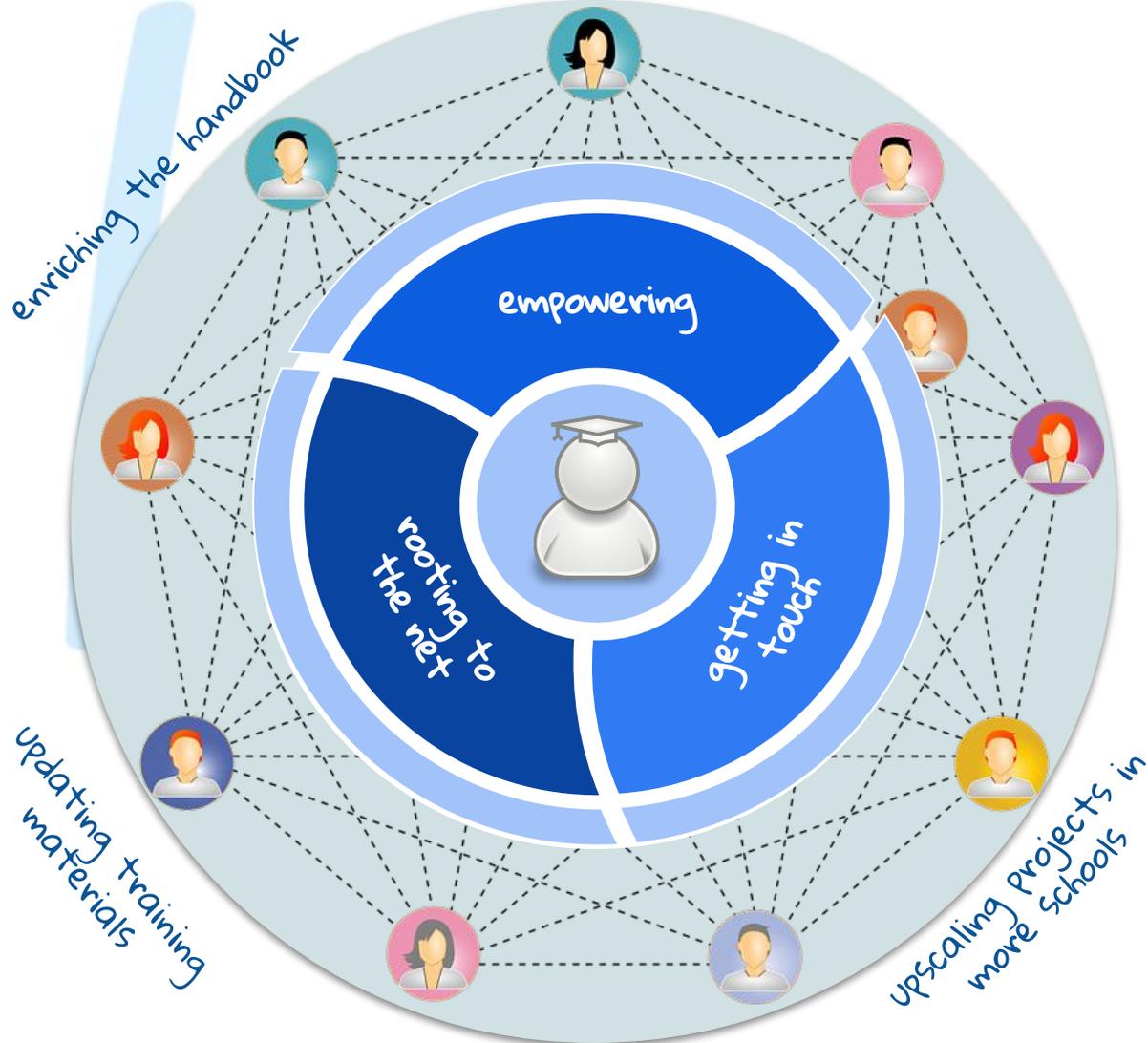
Participants will be part of MEDIS SCHOOL NETWORK

[Download the Medis Handbook](#)

The landing page features the MEDIS logo at the top left, with social media icons for Facebook and YouTube at the top right. A navigation menu includes links for HOME, NEW! MEDIS CONTEST, TRAININGS, MEDIS, BLOG, PARTNERS, and CONTACT. The main content area has a teal background with the text 'WELCOME TO MEDIS PROJECT' and 'CONSOLIDATING INTERCULTURAL EDUCATION'. A call-to-action button says 'START OUR MEDIS MOOCs COURSE NOW'. The bottom right corner has a graphic of a stack of books with the text 'EMPOWERING Education!' and a lightbulb icon.

Pilots

implementing and validating pilot projects in 90 schools by the end of the project



Policy recommendations

POLICY RECOMMENDATIONS - MEDIS - INCLUSIVE SCHOOLS

Nowadays, the education systems of countries in the European Union face a very important challenge related to the presence of migrant and refugee students who are in a disadvantaged socio-economic situation.

Schools need to adjust to the new reality and change the way they do, to adapt to the new needs and continue to provide high quality education. Education is key to ensure that our students are ready to become integrated, successful and productive citizens of the host country.

This policy recommendations has been developed by the MEDIS project for social inclusion, a set of recommendations to highlight the most important aspects that must be taken into account when approaching the new reality of schools.

Policy recommendations: WHO IS IT FOR?

to all those agents (teachers, educational care professionals, non-formal education institutions, local government technicians, etc.) who exercise their INFLUENCE when designing and / or implementing educational actions aimed at students of compulsory schooling age.

Policy recommendations

1

Promote school equity

Guaranteeing equal opportunities, educational inclusion and non-discrimination, and at the same time acting as a compensating element of inequalities through scholarships, grants or compensations.

2

Guarantee the learning of the vehicular language during school hours, inside the educational center

Language support is key to accelerating language learning, prioritizing the socialization of newcomers with their peers. It is necessary to develop an intensive individualized plan taking into account the needs of each student, and provide guidance and support in learning the vehicular language within the school.

3

Use strategies and methodologies that favor inclusive education and foster multiculturalism

Collective education, the development of inclusive practice and a focus on diversity should be encouraged, taking into account the heterogeneous composition of the students. Expository and communication skills training, active problem-solving learning, interdisciplinary work, co-education, participatory resolution of relational problems and conflicts are, among others, strategies that promote social cohesion and inclusion in educational centers.

4

To carry out actions, measures and supports to develop the personal and social field of the students

Activities such as emotional education, values education, community service, learning and service, personalized mentoring, etc. they allow self-awareness to develop and enhance positive relationships.

5

Promote the involvement of families in the education of their children and participation in school life

It is necessary to promote the participation of families in the educational community. The good reception of newcomer families allows them to encourage school-family co-responsibility, offer support and training, and promote meeting spaces.



To provide schools with sufficient autonomy so that they can take inclusive educational actions

Schools need to be able to modify their educational organization, priorities and educational approaches to suit the social and cultural characteristics of their particular environment.



Create a flexible and welcoming space where newcomers receive emotional support and language teaching

The welcome classroom is the flexible space for learning the language during school hours, which facilitates personalized attention for newcomers. This organizational structure guarantees the acquisition of linguistic competence and offers a curriculum adapted to facilitate integration into the ordinary classroom, also watching over the emotional and personal needs of students.



Develop training actions for teachers in the field of social inclusion in schools

The education authorities must provide for a permanent teacher training plan to improve the quality of education, quality of teaching and effective social inclusion in educational centers.



Promote the networking and learning of all educational agents operating in the territory

Networking between all schools and educational agents in the territory needs to be promoted to establish links and alliances between actors, students, families and the environment, and to foster community-level projects.



Promote socio-educational plans and programs with local authorities

Facilitate integration and encourage processes of social inclusion, through a process of social interaction that helps individuals and groups, and supports them to develop their own resources in a changing society.

final version of the handbook

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

AND

policy recommendations

