



PARTNER ACTIVITIES according to CULTURAL MEDIATION

- *Partner: C.E.I.P LOPE DE VEGA*
- *Target group: immigrants*

Which is, for your organisation, the most successful action of cultural mediation to support immigrants in order to:

- support real path of equal opportunity and of cultural exchange
- promote social inclusion and intercultural dialogue
- spread the consciousness of difference's value in terms of a general social enrichment
- create real condition for a common cultural heritage.

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- Our main intervention aimed at the immigrant population is included in: 'Welcome Plan for the immigrant pupil' and 'Schools of Fathers and Mothers ', in the last one they are the objectives for the designed activities which fulfil with the integrating element of the immigrants in our surrounding.
 - Title of the Project: 'Welcome Plan for the immigrant pupil and their family'
 - Description: The Welcome Plan is a group of actions that the educational centre has to easy the integration of the immigrant student that arrives at the centre. To systematise these actions, it is admissible to collect them in a reference document for all the teacher staff. These guidelines have to do with the situation in which a pupil comes from another country and has to deal with the school integration and the learning of a language. The realisation of the activities of each welcome plan will be for the given context and the real situation of each centre, the teacher and pupil characteristics individually and in group as well as the families.

The school conditions of the pupil and the socioeconomic situation of the family can be various, however, in any case, it is necessary an adaption process that facilitates the welcome actions.

- The closing objectives of the welcome plan are mainly:



- accept as a centre the changes that involve the cultural interaction with the pupils from other countries

- make the pupil understand the functioning of the centre and their adaptation with the other pupils and teachers

The Welcome Plan that will be part of the Curricular Project in the Intercultural Education Program will be included in the Educational Project of the Centre

2.1. Welcome of the pupil in the centre. First contact with the family. It is very important that the headmaster or the head teacher assist the family with enough time for the adequate information exchange and with the attendance of the pupil. The first contact will be friendly, collaborative, respecting the cultural codes so that we can know the identity of the pupil. This first contact will influence in the future relation family-school. The relation between the family and the centre will be smooth.

- Activities. Through an initial interview: we will collect information related with the pupil: geographic origin, mother tongue, previous schooling, family information, religion. This information will be collected in a charter
- Then we will inform the family about the organization and managing aspects of the centre: timetables, coexistence rules, equipment, AMPAS (Father and Mother Organization), extracurricular activities (Annex 2)

We must also inform about the Social Services that can be as reference and help in concrete situations. At the end we can introduce, if possible, the tutor.

2.2. Ascription Criteria to the course. The head master of the managing team will decide the ascription of the pupil to the course, bearing in mind the opinion of the guidance department. At the beginning we have to consider for each pupil: their age, their previous learning, the knowledge of the language, the previous schooling and their evolving development. We have to take into account that it is easier socialization in an homogeneous group and that the relation with peers facilitates the acquisition of behaviour patterns. However, if the gap in the knowledge is big, we have to consider the ascription to a level below their age. We should analyse and assess the group dynamic in which the pupil has to integrate and if there are more immigrant pupils to avoid concentration.

2.3. Guidance and information. We can ask for the collaboration of the educational services and programs, especially of the Compensatory Education program and the Guidance Teams (E.O.E.P) or Guidance Department, for the counselling in the following aspects:

- Undertaking of the initial interview and the meetings with the pupil
- Assessment of the different ascription criteria of the pupil to the centre

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- Assessment of the new pupil through previous knowledge tests and language tests
- Guidance about the learning planning and the curricular adaption that are required
- Contribution and adaptation of materials

2.4. Transmission of information. The information that we have of the pupil should be available to the workers that coexist with the pupil:

- to the tutor that prepare the welcome activities
- to the special education teacher, compensatory teacher, to the EOEP or the guidance department
- to the teachers of the same level to establish common actions
 - Information to give the parents:
 - school calendar: beginning and ending of the school year, holidays (Christmas, Easter), non-working days
 - Rules of the Centre. General Law, functioning, coexistence rules, Regulation of the Inner System (RRI)
 - Tutor, to whom address and the tutorial time with parents
 - Attendance
 - School materials
 - Physical Education
 - The practice of literacy classes are in the school curriculum of the pupil and of their parents inside the collaboration of external organizations (trade union). We only coordinate and put into contact the families with these organizations.

All the plan described previously is specific for the welcome of the immigrant pupil and their family. The rest of the activities aimed at the families in our centre are adapted to the immigration and always with a multicultural approach due to the geographic situation of our town.

ADVANTAGES OF THE PROJECT:

- The welcome plan of the immigrant speed up the integration process of the pupil and their family

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- The immigrant population finds guidance and counselling in our centre of the social resources so important for the daily routine
- The activities undertaken in the welcome plan fulfil the objective of preparing the immigrant with social integration skills not only as for the educational centre but also their immediate surrounding
- Speeding up the literacy of the underage immigrant as well as their family.
- The multicultural approach with which our activities are designed

DISADVANTAGES

- The cultural clash for the adaption to the State Legal Laws. The rules that have to do with the compulsory of class attendance to the underaged between 6 and 16 years old.
- The lack of human and economic resources to hire literacy teachers. The workshop only can be done by temporal collaborations of the trade unions.
- The lack of economic resources in general... we always depend on volunteers from other institutions.

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