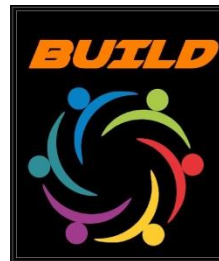


# **MANUAL OF GOOD PRACTICES ON MULTICULTURALISM AND INCLUSION**



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### 1. INTRODUCTION

As it was written on our application form, among other objectives, the BUILD project aims to cater for the coexistence and inclusion of all students in new contexts, to open students to intercultural and multicultural learning and to show respect for the differences between culture at home and abroad.

Thus, to begin with, some terms have to be defined. Multiculturalism basically describes the way a society deals with cultural diversity. This means that members of different societies aim to coexist peacefully preserving each one's culture. Multicultural societies include people of different races, ethnicities, nationalities, languages and religions living together. By inclusion, we understand the idea that everybody can take part in the same activities or enjoy the same experiences, also people with disabilities or disadvantages. The rights and needs of minority groups must be recognised with reference to culture, linguistics and religion.

### 2. CURRENT SITUATION IN OUR SCHOOLS

The present context in Europe shows a rise number of migrants, refugees and asylum seekers, and our schools are no exception to this trend. In fact, the Spanish school has been receiving students from different origins steadily in the 21st century, which means that at the moment around 70% of our students have a non-Spanish origin. That's why between 2007 and 2010 the school took part in a [multinational project on Inclusion and Diversity in Schools](#), from which some general guidelines emerged. Also, the school decided to include a [Programme for Harmony and Coexistence at School](#), which is part of the Annual Programming and whose principal aim is to help newcomers integrate and settle in as easy as possible in their new context.



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## Include data from other schools

### 3. GOALS

The current project about how to build multiculturalism tries to go in depth into the topic of inclusion and this manual aims to include goals, contents and processes to improve coexistence and social harmony in the schools and to prevent failure and early drop out due to disabilities, integration or inclusion issues.

Thus, our goals are:

- to know the experiences, fears, hopes and difficulties that students may have at school
- to use some techniques for problem solving
- to incorporate this best practice in the process of school life

### 4 ACTIVITIES AND EXAMPLES OF GOOD PRACTICES

#### 4.1. THE ROAD

We thought that our starting point had to be how a person feels when they arrive in a new city/ country and has to start a new life and has to face a new background, a new lifestyle (timetables, working hours, food...) and even a new language.

Consequently, the first activity we carried out was called “the Road”, in which we tried to show each one’s path up to the present. We heard positive and negative testimonies of how students witnessed their arrival in a new country, at a new school or at a new background. Throughout those testimonies we got to know what problems, fears or hopes have to be faced.

Here we will include some of the testimonies we heard during the presentation of the activity in Madrid.

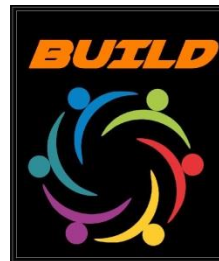
Once we are aware of the people’s needs, we can start to find solutions.

#### 4.2 MEDIATION

Mediation is a very widespread technique that is often used in problem solving. There are different methods to carry out mediation. In our case, a teacher who has been working on the field in different schools for several years performed a training workshop on “Building Skills in Conflict Management and Resolution among Equals”. The teacher shared his experience on a Mediation



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Programme in which some students helped with school coexistence by welcoming and supporting new students arriving at school, reporting on any conflicts that may appear and trying to solve them. He also explained the role of the companion tutor, a student who voluntarily helps other students with problems.

Mediation can be carried out through many different activities. During the workshop we had time to do three activities:

- The Fortress
- The Mirror
- Active listening (we need to explain each of them and give examples)

4.3 Assemblies and committees. Talking, meetings (we didn't have time to do any round tables in the previous mobilities, but they are also included in the agenda in Greece, so we will complete this heading afterwards)

#### 4.4 Classroom rules

In San Cristóbal we have been doing this for the last two years. A group tutor reaches an agreement with the students about some general rules that all of them share. They also decide on the penalties if the rules aren't fulfilled. (we need to include at least an example of these rules)

#### 4.5 Street educators

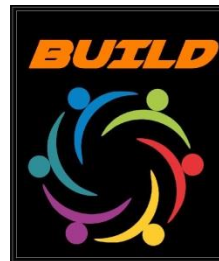
The role of street educators is very important, especially in social and economic difficult contexts. Along with the Directive Team of the school, they set up a plan to solve everyday problems with difficult or disruptive students. They usually know all the conflicts that appear in the school and neighbourhood. They share their experiences and opinions with the students and help them to sort conflicts out. Some examples will be added here

### 5.CONCLUSION

None of the above may be carried out if there is no legal, political and financial support and help of the authorities and communities as well. In addition, those experiences must also form an part integral part of the curriculum



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The idea of multicultural and inclusive schools is part of the educational policy in many countries. However, we have to admit that so far there has been very little real help from the educational authorities (at least in Spain). On the other hand some local associations try to improve the general harmony of the neighbourhoods and they launch campaigns to promote life together. For example in San Cristóbal we find women's association and muslim's associations. We need to add some examples of what they do.

Similar initiatives on the area of the other schools?

Of course this is a never ending process and must be adapted depending on the context and how the situation may change. It also has to be flexible so that each school can adapt it to its background and situation.

