



MEDITERRANEAN INCLUSIVE SCHOOLS



ENVIRONMENT EDUCATIONAL PLAN

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Section 1: Presentation

Good reception, good integration and the guarantee that everybody should have the same possibilities and opportunities, are elements that should help to shape a cohesive, inclusive, plural, respectful, open-world Catalan society that is rooted in one's own cultural reality.

Plan for Language and social cohesion.

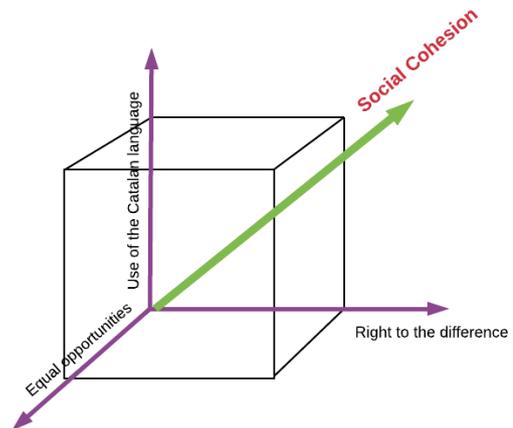
(The information is extracted from the Department of Education)

1.1. Introduction.

The Department of Education of the Generalitat de Catalunya throughout the 2003-04 academic year generalized the reception classrooms in all primary and secondary schools. The newcomer students who joined our educational system and who did not know the language, had a space where they could acquire the language of the school, Catalan. This arrival of students in 2005-06 was very fast and with a distribution that included everywhere of Catalonia. There are currently students from more than 150 states.

The LIC Plan is divided into three axes that, closely related, affect especially our educational system: the growing incorporation of students from immigration, the emergence of new causes of social exclusion and the insufficient normalization of the Catalan language. Three elements that make up the space where we need to move forward to build social cohesion:

- Promote the social and scholarly inclusion of all students, avoiding any type of marginalization, guaranteeing equity and creating the conditions that make possible the equality of opportunities and possibilities, through access to quality education.
- Consolidate the Catalan language as a vehicular language in schools and as a cornerstone of a multilingual project, adapting methodologies, strategies and didactic resources to the increasing linguistic and cultural diversity of students.
- Develop awareness of equality in dignity for all people as a precondition for knowledge and respect for cultural differences, promoting the culture of dialogue and coexistence in an intercultural framework.



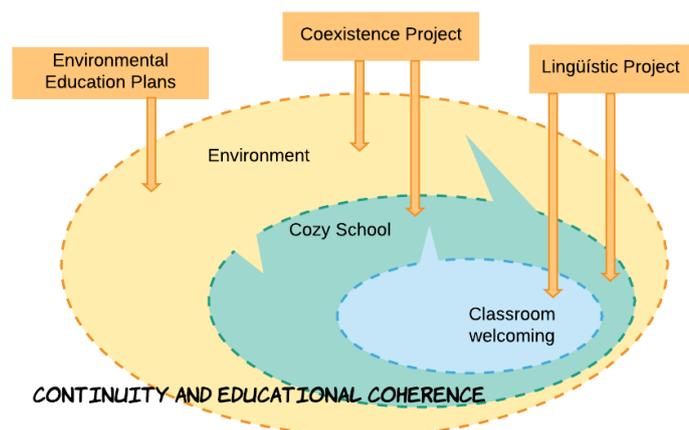
All these principles, included in the LIC Plan, are defined in three lines of action, which want to respond to the challenges exposed:

- Reception Classroom to provide quality care to the needs of the newly arrived students, in the emotional, curricular and learning aspects of the school language.
- Cozy educational centre, that is coherent in the linguistic uses. It raises an intercultural education and works to achieve the academic success of all the students. Welcoming of the newly arrived pupils should make us rethink the reception that is made to everyone who arrives at a centre watching, especially, for the emotional aspects.
- Educational plans for the environment, which have been defined as an open initiative and educational cooperation that wants to provide an integrated and community-based response to the educational needs of children and young people, coordinating and stimulating the educational action of another area beyond the school environment, in which the various public administrations and the cultural, sports, leisure activities ... of the environment take part.

The educational plans for the environment are a proposal for educational cooperation between the Department of Education and municipalities, with the support and the Collaboration with other departments of the Generalitat, whose objective is achieved the educational success of all students and contribute to social cohesion through equity, intercultural education, the promotion of coexistence and the use of the Catalan language.

The key strategic element is to achieve continuity and coherence between the actions of the different educational agents that operate in a territory, whether they belong to education formal as non-formal or informal. The community interaction of all agents educational, social, economic, cultural, artistic, sports and leisure is necessary to achieve the same direction between school dynamics and out-of-school, between one school time organized and tutored and personal time, often too abandoned.

You need a new organizational culture, the culture of network learning. A culture that has the network at the core of its definition and to understand community learning as a methodology to respond to the educational challenges.



GENERAL OBJECTIVES	RELATED LINKS OF INTERVENTION
Contribute to increase academic success	Incentivation and support: promotion of school success of all students Promotion in the community of actions of orientation and academic-professional follow-up
Contribute to improving conditions of schooling	Favoring community actions for prevent absenteeism Projection of the educational network in the environment social
Promote participation in activities and spaces of coexistence of the school environment	Welcome of students and families who they enter the zone / locality Favoring the participation of the students and of their families in out-of-school activities Incentivation and support for sports activity Creation of spaces for meeting and coexistence
Improve the presence and social use of the Catalan as a language shared and cohesive, within a framework of respect and valuation of diversity linguistic	Promotion of the social use of the Catalan language as a shared and cohesive language Promotion of access to the languages of origin
Boost education in values and civic engagement	Promotion of lines of action for education in values and civic engagement Promotion of associationism
Boost education at leisure	Promotion of leisure education
Improve work and learning in network of all educational agents that they operate in the territory: - Strengthen the ties between families and those educational centres - Strengthen the network between educational centres - Strengthen the relationship between the centres educational and environment	Promotion of networks Contribution to strengthening the links educational center - family - environment

1.3. Methodology

In order to promote this cultural and methodological change that implies understanding the educational fact as an action of co-responsibility among the different educational agents that operate in a territory, the Department of Education will make available the educational plans around the figure of a LIC adviser acting as a catalyst and promoter of the Plan and the City Council will provide the technical collaboration possible to contribute to the proper functioning of the Educational Environment Plan.

For the development of an educational environment plan, the involvement and active participation of all educational agents in the territory is required. The educational environment plan must promote the participation of all of them and guarantee their representation:

- The local administration
 - The management teams and the educational teams of the educational centres
 - School councils
 - The members of the educational services
 - The members of the board of the AMPA of the educational centres
- The municipal school boards
- Children, young people and families
- Municipal service professionals
- Professionals from other departments of the Generalitat in the territory
- The associative fabric of the neighbourhood or municipality
- Cultural, sports and leisure entities

To reinforce the involvement of the centres in the educational plans of the environment, it is timely promoted, within the School Board, an Education Plan Commission of surroundings in the centre that has representation within the structure of the management teams of the centres.

Section 2: Resources

Example:

To implement this good practice, you will need:

- [Plans educatius d'entorn](#)
- [Document Marc del Pla Educatiu d'Entorn](#)
- [Escola i Família](#)
- [Estrategia Lisboa \(2005\)](#)

Section 3: Duration

This good practice should be implemented for the entire school year.

Section 4: Expected results

By implementing this good practice, you will:

1. Contribute to the improvement of the conditions of schooling and academic success.
2. To promote values education, civic engagement and student participation in leisure spaces.
3. Promote the involvement of families in the education of children and participation in school life
4. Improve the presence and social use of the Catalan language as a language shared and cohesive, in a framework of respect and appreciation of diversity linguistic
5. To promote the work and the learning in network of all the educational agents that hey operate in the territory.
 - o Strengthen the links between families and the educational centre.
 - o Strengthen the network between educational centres.
 - o Strengthen the relationship between educational centres and the environment.

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Section 5: Evaluation

How can we adapt this good practice to our context?

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You can make a diagnosis of your municipality, taking into account all the agents that intervene.