

## *Project „Ethnic minority integration school hub“*

# Newsletter

December 2018

The project main objective is to improve the conditions for successful school integration and early prevention of dropout of pupils from vulnerable groups through the successful engagement of all actors including teachers, school psychologist and/or pedagogical advisor, social/youth workers and policy experts.

The specific objectives of this project proposal are:

- To establish database of good practices and measures that can foster the creation a proper educational environment for children from minority groups, children with special needs, migrant children and pupils at risk of early school leaving;
  - To promote equality and inclusion and to improve the quality of school education by encouraging the participation of the family members of pupils from disadvantaged groups in the prevention of school leaving;
  - Improving the quality and relevance of the services offered to disadvantaged pupils in the partner`s countries by improving the skills and competences of teachers, advisors, counselors and other staff to providing services to pupils from vulnerable groups. The project envisages to attain these objectives through gathering, analysis and adaptation of good practices, creative pedagogical methods, innovative didactic resources and counseling methodologies focused on disadvantaged students and their parent`s inclusion in the mainstream educational systems.
  - Improving the capacity of the partnership organizations particularly in the areas of strategic development of school policies towards pupils in risk of ESL, organizational management, leadership, quality of education and counseling services and internationalization;
  - To enhance the professional skills of the pedagogical experts from the partner countries by improving their knowledge and providing them with methodological tools that will facilitate the work with disadvantaged pupils and their families to reduce ESL and increase the academic success of their children.
  - To offer a methodological models of a flexible intervention that can adapt to different contexts in the three countries where actions with pupils and families are going to be carried out in the framework of educational programs or projects.
  - To offer guidelines to establish an adequate bond and collaboration with the wider network around children at risk – not only the teachers, but also family, pedagogical experts the school centers as well as with other involved services and entities.
  - To highlight all actions considered “good practices” and to create conditions for their adaptation not only by the participating organizations but schools serving disadvantaged communities at national and EU level.
- Each of the activities will allow the implementation of the objectives and support the work of teachers, trainers, school psychologists and pedagogic counselors to enhance their competence and develop their professional activities and will directly affect pupils and their motivation for involvement and increased activity.



## Centre for Educational Integration of Children and Students from Ethnic Minorities (CEICSEM)

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### Mission of the Organization

Centre for Educational Integration of Children and Students from Ethnic Minorities (CEICSEM) was established from 2005.

The Center is a juridical person with main office in Sofia and is a unit at the Minister of Education and Science.

The establishment of the Centre itself was preceded by the adoption of a Strategy for educational integration of children and students from ethnic minorities. CEICSEM was created to support the implementation of government policies regarding the educational needs of children and students from ethnic minorities.

The Centre identifies the problems facing educational integration and classifies them to each ethnic group. The activity of the Center is based on the complex of a specific strategic objectives for educational integration of the children and students from the ethnic minorities, which defined in the Strategy for educational integration of children and students from ethnic minorities, and in the Action plan by the National strategy of the Republic of Bulgaria for Roma integration 2012 – 2020. The Strategy and the Plan identifies the problems occurred in the school integration and output three main strategic objectives:

1. Strategic objective 1: Guaranteeing the right of equal access to a quality education, including the integration of Roma children and students in the ethnically multicultural schools and kindergartens.
2. Strategic objective 2: Preserving and developing the cultural identity of the children and the students from the ethnic minorities and conversing of the ethno cultural diversity into a source of a mutual understanding, respect and cooperation.
3. Strategic objective 3: Inclusion and acceptance of the parents – Roma and others to the educational process and enhancing their participation in the school life.

### Main activities and target groups

- providing conditions for joint upbringing and education of children and students with different ethnic background in the state and municipal kindergartens and schools and the helping units;
- providing extra pedagogical work with neglected children included in projects according to the goals;
- activities for getting back to school and improving their educational results;
- working out and introducing to the kindergartens and school's programs for upbringing and education in conformity with the culture of different ethnic minorities;
- research activities connected with interethnic integration of children and students through education;
- preparation of parents for the implementation of educational integration of children and students;
- activities on making public the policy for educational integration and the Center's activities.

The Centre works in direct cooperation with the Ministry of education and science, all the regional educational management units and all of the schools in the country.

## Role and contribution to the project

- Coordinate the management of the project including: project management and implementation and financial management/monitoring.
- Responsible for contracting arrangements with the National Agency and Partners, updating the Mobility Tool and the administration and recording of information submitted by partners in their quarterly financial and dissemination reports.
- Responsible for targeted spending of funds, according to budgeted amounts and adequate accounting and accounting records.
- Plan, coordinate, monitor and supervise the implementation of activities.
- Ensures compliance with deadlines in the implementation stages of the project.
- Provides opportunities for active participation in the project activities of all partner countries.
- Coordinate the joint activities among the partners in drawing up the products and training.



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## **Mission of the Organization**

### GLOBAL OBJECTIVES

- a) To seek the full development of the personality through a human and integral formation and respect for the democratic principles of coexistence and the fundamental rights and freedoms set forth in our Constitution.
- b) Acquisition of intellectual, work, order, ethical, moral and civic habits.
- c) To guarantee an objective and scientific teaching to all students.
- d) The C.E.I.P. San Carlos in a lay school, guaranteeing religious freedom.

### SPECIFIC OBJECTIVES

Their purpose is to connect with the social environment in which the School is located.

- a) To foster a spirit of solidarity and coexistence among all sectors of the educational community and especially students.
- b) Integration of all schoolchildren in this community, whatever their social condition.
- c) Projection of this school to the cultural and educational milieus of the neighborhood.
- d) Periodic information to parents on the evolution of the educational process of their children.
- e) A close collaboration between parents and teachers, in order to reach a more complete knowledge of the school children.
- f) That parents, teachers and students have access to the management and control of public funds administered by this Center.
- g) There must be coordination and collaboration between the different members of the Educational Community. All this without diminishing the competences of each entity.
- h) That the sole purpose of the educational work (formation of tomorrow's society) will be a task of solidarity among all the members of the Educational Community.

## **Main activities and target groups**

MANAGEMENT OF EDUCATIONAL ACTIVITY PROGRAMMING - At the beginning of each course, a programming of objectives and work techniques will be established through the respective teaching teams. This programming will be for all the subjects of all the courses.

EVALUATION - The evaluation is continuous, with each teacher evaluating the class work, the interventions of the students throughout the course and the grades of the student in general, independently of the fact that periodic controls are carried out to check the academic development of the student; valuing, likewise, the attitude and conduct of the student. All this will be reflected in the report card for parents' information.

In all Primary courses and in each of the subjects, there are qualification and promotion criteria.

SCHOOL ACTIVITIES, EXTRACURRICULAR ACTIVITIES AND HOMEWORK - The activities must be scheduled at the beginning of the course in the Annual General Programming of the Center and must have the approval of the School Board for its possible implementation.

The extracurricular activities will have a programming and preparation prior to development and a subsequent evaluation that will be included in the Center's annual report.

TEXTBOOKS - In the exercise of pedagogical autonomy, it corresponds to the didactic coordination bodies to adopt textbooks and other didactic materials to be used in the development of the various teachings, verifying their adaptation to the curriculum.

### **Role and contribution to the project**

From our school we will carry out a selection of good educational practices to implement with students at risk of social exclusion and early school leaving taking as a reference our general annual programming and making the necessary adaptations required by this student in the methodology, evaluation, activities and didactic material.

Once the best practices have been compiled, they will be implemented in our Centre and will be extended to the surrounding schools.



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### **Mission of the Organization**

EUROTHINK facilitates the EU Accession process of Macedonia and the Europeanization of its society through the development of evidence-based public policies, regional cooperation and advocacy, as well as professional training and advice.

### **Main activities and target groups**

EUROTHINK monitors Macedonia’s EU Accession Process, while its research focuses on the political criteria, and the use of EU funds. So far, the organization published a number of publications that are available in electronic form through its portal. EUROTHINK works with institutions, civil society organizations and the media in order to improve the incisiveness and the quality on Macedonia’s EU Accession Process and elaborates tools to help them understand that EU Accession is actually internal, and not foreign policy.

### **Role and contribution to the project**

- Provide 2 participants for a preparatory meeting to be held in Sofia in October 2018.
- Provide 2 participants for a final meeting to be held in Sofia in February 2020.
- In order to implement the exchanges to:
  - provide 10 participants for the exchanges in Bulgaria and Spain.
  - provide 13 participants for the exchange in Macedonia;
  - Ensure conditions for the exchange in Macedonia, as well as to prepare the content of the meeting according to the project; to provide written materials containing at least 5 good practices as planned in the project.
- To prepare and submit reports according to the project requirements.
- To promote the project, as described in the project requirements.



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