

## “OPENING THE DOORS TO INTEGRATION”

The right to education is something that should concern societies that want to be considered democratic, egalitarian and inclusive, but the path towards educational equity is shaping up to be a long and complex journey that must be assumed as a fundamental objective for part of all social agents both in the individual and collective sphere. Achieving this goal often requires certain transformations in educational structures, contexts and acts. Educational administrations are called upon to take on this change. We have the responsibility with the citizens and their institutions to use all the means to make progress in reducing educational gaps. Its action is crucial considering that it can act in favor of or against social transformation so that equity can materialize.

In this sense, since 2020, the management team of IES Districte Marítim, through the Erasmus project "Opening the doors to integration", maintains contacts with other European centers with the purpose of acquiring and developing new practices that improve inclusion in our school environment.



Educational centers with diverse realities such as those visited in Portugal, Holland, Greece, Sweden or Turkey have been helpful to learn about other experiences and realities that have served us as a source of inspiration and motivation to continue with our educational project.





We started in Portugal, where we had the opportunity to learn about a project that involved both the school world and municipal institutions, in which a museum was created to explain its reality and local wealth to the other foreign centers with which they participated.

In Greece, we saw how the arts articulated a whole program that served to integrate a very heterogeneous student body. And in Holland we were to learn first hand about the educational system of this country and its way of understanding and working on educational inclusion.



The last visit was the educational meeting in the Çatalca district (province of Istanbul) of a secondary education center (14-18 years old). There we could analyze the different Erasmus projects that they have underway, especially on cyberbullying.



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From this experience we have obtained:

- The observation of different ways of organizing the educational system, and the differences in terms of the baccalaureate modalities.
- Different ways of responding to cultural diversity.
- Establish contacts with different people related to Erasmus projects.
- Obtain a partner center for our students.

Now that we have completed our entire journey, we can feel satisfied with all the lessons learned, which we hope to put at the service of the students.



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