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INCLUD-ED

Strategies for inclusion and social cohesion in Europe from education

Integrated Project

Priority 7. Citizens and Governance in a Knowledge-based Society.

D. 13.2

CONCLUSION PAPERS

Second Panel of Expert & Second Advisory Committee Meeting

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PU	Public	
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission Services)	X
CO	Confidential, only for members of the consortium (including the Commission Services)	

CONCLUSION PAPER
2nd Panel of Experts Meeting
13th of June 2009, Barcelona

Attendees:

PoE attendees: Jim Crowther (University of Edinburgh), Marisol Antolín (Basque Country Government), Manuela Marinho (Universidade Católica de Lisboa), Julio Vargas (vice-president FAGIC-Federation of Gypsy Associations in Catalonia), Celia (Associative and Volunteer affairs, Secretary of Citizens Affairs, Unit of Attention for the Roma Community. Catalan Government), Nira Yuval-Davis (University of East London)

PoE non-attendees: Paul A. Bartolo (University of Malta), Myria Vassiliadou (European Women's lobby. Mediterranean Institute of Gender Studies. Cyprus), Gunther Dietz (Universidad de Granada. Universidad Veracruzana, Mexico), Floya Anthias (Oxford Brookes University)

Project members: Ramón Flecha (Main Researcher), Marta Soler (Knowledge Management Committee coordinator), Esther Oliver (UB researcher), Elena Duque (UdG researcher), Montse Yuste (Project manager), Mhairi Bain (translator and interpreter), Rocío García (scientific Includ-ed coordinator), Silvia Molina (Includ-ed researcher), Oriol Rios (Includ-ed researcher)

AGENDA

1. Opening and Welcome

Marta Soler, as the meeting chair, welcomes all the participants. She also apologizes those PoE members that are absent for different reasons.

It was explained that the main goal of this meeting will be to assess the relevance of the ongoing results and provide input for policy recommendations. In order to have an interesting discussion on these issues the results from Projects 1 (an Analysis of European Educational Systems), 2 (an Analysis of effective educational practices) and 3 (an Analysis of connections between education and social exclusion and inclusion) were presented.

2. Presentation of the INCLUD-ED results

The discussion was focused on analysing how the results of the INCLUD-ED project are going beyond the state of the art in education and having a significant impact on other areas such as housing, health, employment or political and social participation. Starting from this point, the discussion went around two main presentations, one focused on the successful educational actions and the other one on those successful actions in other areas of society.

The first presentation showed that the implementation of successful actions within the European context leads to an increase in the efficiency and equity of the educational system. Particularly, a real example was provided. In one

of the case studies for the INCLUD-ED project carried out during recent academic years (between 2001 and 2007), the percentage of immigrant students increased from 12% to 46%, and the 17% of students passing the reading competence test increased up to 85% for same period. Within a context in which the causes of school failure are widely attributed to an increase of immigrant students, this case demonstrates that educational success does not depend on the ethnic composition of the classroom or the overrepresentation of students with a migrant background, but rather on implementing the research-based strategies that have been proven to be successful. Some examples of these successful actions were discussed:

- Heterogeneous groups with additional resources in classroom: Interactive Groups. The classroom is organised into small heterogeneous groups of students and more adults are incorporated. Community members with different levels of education enter the classroom as volunteers to help in these groups.
- Family Education. Increasing the family members' opportunities to participate in educational activities has an impact on the academic success of the students. An example was provided of a school where Muslim mothers attend literacy courses in their children's school and the benefits on their children's performance.

The second presentation was based on the first results of Project 3. The relationship between educational success and inclusion in other social areas was analyzed. Beyond the literature review, it was highlighted the need to identify successful actions which facilitate the social inclusion of the most vulnerable groups which have been excluded from the education system. In the same way in which the INCLUD-ED project has provided new knowledge on successful actions in education, policy-makers have asked the INCLUD-ED researchers to contribute successful actions which are transferrable to the different social areas (employment, housing, health and political participation). Successful actions from the INCLUD-ED project will provide the basis for the development of the URBANA initiative. The aim of this initiative is the social and urban transformation of two neighbourhoods in the city of Albacete. Politicians and people from the neighbourhood are participating in this project in dialogue with the INCLUD-ED researchers, and they are achieving results. These results are obtaining using the same methodology carried out for the implementation of successful educational actions in one local school. This methodology is based on: (a) actions are informed by significant contributions from the scientific community provided by the researchers; (b) Inclusion of all citizens' voices in order to recreate successful actions through decision making processes, and finally, (c) Promote the involvement of the administration in order to guarantee the application of the selected actions. Politicians and people from the neighbourhood are participating in this project and they are asking for results to be obtained, rather than the promotion of more actions based on assumptions and not on evidence.

3. Summary of the PoE main contributions

- The members of the Panel of Experts highlighted that deliberative processes are not common either in education –especially in secondary education- or

in social policy. However they pointed out that the experiences and successful actions presented were very interesting and they should be taken into account by policy-makers and bureaucrats.

- **Dialogic communication** is one of the most effective ways to create a process of understanding between professionals, stake-holders and end-users. Otherwise, policies would reflect only one specific interest group and, therefore, be inefficient and ineffective.
- It is necessary to include the **voices of people from the neighbourhoods** in order to know what their real needs are as well as to take into consideration the proposals that they have to improve their own life-conditions.
- Creating **spaces for dialogue** is one way to reinforce and consolidate real channels for participation. Everyone's involvement in decision-making processes becomes a reality through the use of these spaces.
- The INCLUD-ED project identifies **specific strategies** that promote **social inclusion** in four different areas of society: health, housing, employment and social participation. This approach should be promoted and extended.
- The successful actions which have been analysed considering at the same time the **subjects and the systems dimensions**, which involves the inclusion of dialogue between people and institutional representatives.
- The **involvement of families in classrooms** is an important successful action which is obtaining good results as far as improving children's learning and coexistence is concerned. It should be further considered.
- **Material resources** and social science research have to be used with **responsibility**. It is important to ensure that these resources, which are used by professionals, contribute to overcome social and educational problems.

CONCLUSION PAPER 2nd Advisory Committee Meeting 20th of June 2009, Barcelona

Attendees:

AC attendees: Plácido Pérez (ONCE. Spanish National Association for Blind People), Ana Rodríguez (Ágora. Participants Association), Ababacar Thiakh (SAHBI. Arab and Muslim Socio-Cultural Association), Ana Vidu (Cultural Association for Romanian People in Reus and Tarragona), Absteou Troare (ADAS. African Women's Association for Segrià), Armando Alberto Macías (FACEPA Multicultural Group) Graciela Elizabeth Cerna (Peruvian-Italian Community)

AC non-attendees: Àngela Portell (Volunteer in the CEIP Mare de Déu de Montserrat school), Nieves Heredia (Pere Closa Foundation), Jesús Guitiérrez (Volunteer in various associations)

Project members: Ramón Flecha (Main Researcher), Marta Soler (Knowledge Management Committee coordinator), Teresa Sordé (Integrated project coordinator), Esther Oliver (UB researcher), Montse Yuste (Project manager), Rocío García (Scientific Includ-ed coordinator), Silvia Molina (Includ-ed researcher), Oriol Rios (Includ-ed researcher) and Araceli Silva (Includ-ed researcher).

Agenda

1. Opening and welcome to the meeting

Marta Soler, as the meeting chair, welcomes all the participants. She also apologizes those AC members who were absent for different reasons.

Marta also reminded the main goal of the project and the Advisory Committee (AC) acts as a consultancy body containing a wide range of end-users in order to guarantee the participation of each of the vulnerable groups targeted in the project. The Committee aims to provide meaningful recommendations and contribute to the evaluation of the results from specific topics associated to the project in relation to the vulnerable groups that AC members represent.

2. How can the INCLUD-ED project contribute to spreading successful actions?

The answer to this question had different responses depending on the type of policies that they were referring to. First, the participants explored the characteristics of successful actions in education. Second, they focused on successful particular actions which contribute to overcome social inequalities affecting vulnerable groups.

a) Characteristics of the successful educational actions which were analysed

The discussion opened up with the presentation of the results obtained from Projects 1 (an Analysis of European educational systems) and 2 (an Analysis

of effective educational actions). These results widened the state of the art in relation to educational actions that are promoting school failure and those which are overcoming it. In that sense, the consequences of “streaming” – educational segregation practices- and the benefits of “inclusion” – educational inclusion actions- were presented in-depth. These latter are becoming successful actions as recognised by the international scientific community and by the schools themselves.

A summary of the main conclusions drawn from the discussion that followed is provided:

- It was highlighted the very negative consequences that segregation has on students. AC members pointed out the direct repercussions that this educational practice has on people and how students that are placed in ability groups or at different educational levels and rhythms when they go back to class are perceived differently both by teachers and by other students.
- All the members agreed that the best type of educational policy would be carried out based on inclusion and not on exclusion.
- Some of the members proposed the need for an organisational change in schools that contribute to make the most democratic and efficient atmosphere as possible.
- They also proposed the need to increase family education to improve literacy and, therefore, help them to offer greater educational support to their children at home.

Towards successful actions which overcome social inequalities

A member of the INCLUD-ED consortium introduced the main results of Project 3 that consisted in an analysis of connections between education and social exclusion and inclusion, and identifying successful actions. These strategies could provide professionals with some useful tools to work in different social areas such as: housing, employment, health and social and political participation.

Successful actions for different areas of society were presented also by the INCLUD-ED project. These actions will provide the basis to carry out a social transformation within the URBANA initiative in Albacete which aims to improve the social conditions in two of the city's neighbourhoods. The success demonstrated by the school after applying the successful educational actions provided by the INCLUD-ED project were used as a role model in this process.

The impact of these results in Albacete goes beyond the educational field and affect other policy arenas such housing, employment or health. At this point the first steps being carried out as part of Albacete's urban plan were presented and described. The main aim of the plan is to achieve similar successful results to those obtained in the school, which had previously follow a process of successful transformation through the implementation of successful educational actions analysing within the INCLUD-ED project.

The **Advisory Committee members** made some additional proposals that were connected to the successful action that could improve the aforementioned strategies. These recommendations placed a special emphasis on the representation of the voices of vulnerable groups in the decision-making processes but also on other relevant issues. A summary of the main conclusions drawn from the discussion that followed is provided:

- Designing strategies in which the **voices and the participation** of families are equally considered and valued. These kinds of strategies strengthen the parents' involvement in the school and allow everyone to have the opportunity to achieve academic success.
- Opening **up participation** to everyone who would like to take part in any kind of educational or social activity.
- The political actions which are **planned to overcome certain exclusionary situations** should obtain successful results and evidence. This can be achieved by following contributions from the scientific community and by taking everyone's voice into account.
- Including **intergenerational and diversity** dimensions into social strategies in order to ensure that ethnic minorities, young and elderly people are considered in the design and implementation of successful actions. It also was pointed out that all the people employed by the URBANITAS project or other social policy projects should live and coexist with the people in the neighbourhood for the maximum amount of time possible.
- Creating a **networking strategy** that could help to establish contact between different people in the neighbourhood. In this way people can share knowledge and this can encourage their involvement in the activities.
- In order to guarantee that **the needs of people with disabilities are taken into account**, it will be necessary to design actions which include new technologies and specialised services that facilitate their participation and involvement.
- Promoting the inclusion of voices of **migrant people who do not have a legal status**, to avoid the dynamics of exclusion which affect them in the current societies.
- The promotion of **spaces which involve trust** should be encouraged in order to facilitate the involvement of all the collectives in social entities and other spaces for participation.