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INCLUD-ED

Strategies for inclusion and social cohesion in Europe from education

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FINAL INCLUD-ED REPORT.

Strategies for Inclusion and social cohesion in Europe from education

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EXECUTIVE SUMMARY

The present report synthesises the main findings of *INCLUD-ED. Strategies for inclusion and social cohesion in Europe from education* (2006-2011). INCLUD-ED main objective has been to analyse educational strategies that contribute to social cohesion and educational strategies that lead to social exclusion, in the context of the European knowledge based society, providing key elements and action lines to improve educational and social policy. To achieve this objective, actions in education have been studied –in pre-primary, primary and secondary education, vocational training and special education programmes in regular schools–, as well as their connection to other areas of society –employment, housing, health, social and political participation. Particular attention has been paid to the way these actions affect the processes of inclusion and exclusion of five vulnerable groups –migrants, cultural minorities, women, youth and people with disabilities–. Throughout 5 years researchers from 15 European universities and research institutions, representatives of vulnerable groups, teachers, educators and other professionals, family members and policy makers have worked together in order to identify the Successful Educational Actions (SEAs) that contribute to overcoming the school failure and early school leaving, as well overcoming the risk of suffering exclusion in other areas like employment, health, housing, and political participation that it entails. These actions are not good practices that have shown good results in particular contexts. The SEAs identified have shown to lead to positive progress in the results in every context where they are implemented. They have been already transferred to other schools and communities to improve school success and social cohesion.

The project has been implemented under the Communicative Methodology (CM). In this methodological approach knowledge building is based on egalitarian dialogue between researchers and end-users. Communicative Methodology includes the contributions of objectivist and constructivist orientations, albeit it prioritizes the processes of critical reflection and self-reflection, and intersubjectivity. Meaning is constructed in interactive communication between people, by reaching agreements. The CM guarantees that the results obtained from the research are the product of the collaboration of researchers *with* social agents, rather than a dialogue *on* them.

INCLUD-ED is structured into three clusters. In Cluster 1, composed by project 1 and project 2, a review of the educational scientific literature, systems (educational reforms) and outcomes (data on student performance) in Europe was conducted, and subsequently contrasted with of 20 case studies of successful schools (including pre-

primary, primary and secondary schools, vocational training and special education programmes in regular schools) across Europe. These activities allowed distinguishing between three different types of student grouping and organising the existing human resources –mixture, streaming and inclusion– and disclosing their uneven contribution to school success.

Streaming is an exclusionary practice that takes on different forms across Europe and has arisen as the most common response to mixture. In the mixture modality of grouping, most classrooms only have one adult (teacher) who teaches a large group of students with diverse cultural backgrounds and abilities, but without being able to guarantee to respond to all the existing needs. Streaming practices respond to such situation separating those who cannot follow, and adapting the curriculum to different ability based groups, often involving additional human resources. Researchers have found a negative relationship between streaming and academic results; streaming does increase the disparity between students' performance and reduces learning opportunities for low-achieving students and students from vulnerable groups. There is more than one type of streaming in European educational systems: organization of classroom activities according to ability levels, remedial groups and support segregated from the regular classroom, exclusionary individualised curriculum, and exclusionary choice.

Contrastingly, inclusion overcomes mixture and streaming, leading schools to improve their results both with regards to academic learning and living together. Unlike streaming, in inclusion all students are in the same heterogeneous groupings within the classroom; no one is segregated because of their ability. However, despite research has shown that children in heterogeneous groups usually achieve better results than those in streamed groups, the different types of heterogeneous grouping have not been adequately defined and categorized so far. This has led to confusion both in international datasets and in the policies that arise from those research findings. INCLUD-ED has differentiated between two kinds of heterogeneous groups: those which lead to school success (inclusion), and those which lead to school failure (mixture). Unlike mixture, in inclusion all students actively follow the learning process with the help of the teacher and other human resources providing additional support; no child is left behind. The inclusion approach not only provides equal opportunity but is deeply oriented toward equality of results for all students. Five main types of inclusion have been found: heterogeneous ability classrooms with reallocated resources, inclusive split classes, extending learning time, inclusive individualized curriculum, and inclusive choice. The inclusion actions are the ones which are more

significantly implemented in the schools studied and these are the practices that are contributing to the successful results these schools achieve.

SEAs respond to current needs of educational systems and of society. First, because SEAs lead to both efficiency and equity, this is, allow schools achieving good educational results, for all students. Second, because SEAs make possible achieving a maximum of results with the existing resources, this is, implementing SEAs the existing resources are more efficiently used. Third, because SEAs have demonstrated to be successful everywhere they have been implemented; therefore, they are transferrable because they work regardless the context. They are not successful isolated experiences but successful actions that make possible overcoming contextualist perspectives that legitimate inequalities.

Also, throughout our analysis of educational systems, five types of community participation were identified in the European countries: Informative, Consultative, Decisive, Evaluative and Educative. Scientific evidences show that Decisive, Evaluative and Educative participation are the ones that contribute to academic success and overcoming inequalities in successful schools in Europe. These three have showed to contribute to students' academic success and better coexistence, and which also have an impact on overcoming social exclusion beyond the school's walls. Evidence of that impact was obtained from six longitudinal case studies conducted in five EU countries (Malta, Finland, Lithuania, UK and Spain).

Successful forms of family and community education is characterised because the activities are organized according to the demands of the families. Findings indicate that family and community participation in decision making processes includes everybody's voices in the management of the centre. For this to occur, the meetings are not just consultative or informative, but they are mainly spaces for decision-making. Participation in classrooms and other children's learning spaces is put into practice through the participation of family members as volunteers in the children's learning activities, inside the regular classroom. Besides participation in classroom activities, families and community members also participate in extracurricular learning activities. Family and community participation in the school evaluation and in the curriculum include families and members of the community in the process of evaluation or curriculum design. It allows that knowledge and strategies can be shared, that the effectiveness of the actions implemented to improve learning can be enhanced and increased possibilities for improving children's learning conditions appear.

Overall, evidences are provided that these forms of family and community participation have a positive impact on students' academic results, attendance, motivation and self-esteem. Family and community participation is important because it increases the amount of resources which are available, but also because when the decisions are taken together the knowledge from the professionals and from the community are combined in a way that the actions are recreated in the best way each particular school. Therefore, family and community participation makes possible a more efficient use of resources to improve learning conditions for all. They also positively impact families' expectations towards children, increase relatives' skills and parental empowerment, transform home interactions around learning, improve multicultural coexistence, as well as relationship between students, teachers and families. The effects surpass the school walls, as these forms of participation have contributed to personal and social transformations, to promote social cohesion.

Moving forward in achieving greater levels for social inclusion from education, researchers have identified the ways that education is integrated into effective actions in housing, employment, health, and overall social participation. We have also explored the extent to which these actions include educational components based on SEAs that make them more effective. This connection has been the main focus for projects 3, 4 and 5 (Cluster 2). Scientific activities under this Cluster involved 174 interviews conducted with professionals and policy-makers from the four areas mentioned in order to analyse what kind of educational provision is needed to foster social inclusion and cohesion from employment, health, housing and social and political participation. Next, 18 case studies on integrative actions (programs that consider education and other areas of society, and have showed to contribute to social inclusion) were conducted. Grounded on the results obtained, Integrative Successful Actions (ISAs) have been defined and implemented through the Dialogic Inclusion Contract (DIC), as a procedure that has provided evidences in overcoming social exclusion.

INCLUD-ED research has shown that effective interventions in employment, health, housing and participation include educational components based on SEAs. Effective interventions in employment that avoid long term unemployment integrate inclusive vocational training in their programmes. This kind of educational provision allows students to return to the educational system and move forward to higher education. People with little formal education increase enhance opportunities to better access to housing and health through interventions focused in literacy. Health literacy can help

people with little formal education to improve their access to the health system. Financial literacy plays a crucial role in increasing the financial skills that allow individuals to better understand and manage their domestic finance. Integrative actions that target education together with one or more of the areas of society, have shown to be more effective when involving end-users, especially members of vulnerable groups, in decision-making processes: during the “recreation of successful actions”. Vulnerable groups become the main actors in the decision-making process; they play an essential role when deciding on and agreeing on the solution for the problems that the whole community faces.

Starting from the knowledge of researching those Integrative Actions that were connected to the Successful Educational Actions (SEAs) previously studied, Integrative Successful Actions (ISAs) have been defined. ISAs are defined as those actions which target one or more areas of society (employment, health, housing, and social and political participation) in connection to SEAs. The implementation of ISAs under a specific procedure, the Dialogic Inclusion Contract, provided evidences of success in promoting social cohesion and the social and educational inclusion of vulnerable groups in one marginalized area in Europe. The Dialogic Inclusion Contract is a procedure in which researchers, end-users, and policymakers recreate successful actions through egalitarian dialogue. Researchers provide information on actions that have proven successful elsewhere, according to the international scientific community. Next, these actions are recreated in the new context through dialogue with the residents and policy makers. These agreements are reached through a deliberative process, in which all the views of the different stakeholders are evaluated on the strength of their arguments, not the power position they have. That is, they are valued according to the contribution they make to the ultimate goal of the plan: to improve the living conditions of marginalised communities and get people out of the ghetto. Through this process specific actions are chosen that will transform the different social areas.

The lessons learnt can be used to guide policy development. In this regard, INCLUD-ED findings have already been reflected in European resolutions, communications and recommendations. Transferring these results into policies enable that the transformative effects that have been found in the studied schools and communities could be transferred across Europe, and that more effective and efficient policies would be defined, helping achieving the educational and social objectives that Europe has set for the next decade.

1. INTRODUCTION

Many children in Europe are suffering school failure and early school leaving. Children excluded from education like them are at risk of being later on excluded from areas like employment, health, housing, and political participation. European society needs all these children and youth, their participation and their contributions to society during all their lives. To make it possible, we all require solutions now. These children and youth are the reason why *INCLUD-ED. Strategies for inclusion and social cohesion in Europe from education* (2006-2011) was designed and they have been the inspiration for the work conducted by the consortium from the very beginning until the end.

In today's knowledge society, education can serve as a powerful resource to achieve the European goal of social cohesion. However, at present, most school systems are failing as shown by the fact that many European citizens, and their communities, are being excluded, both educationally and socially, from the benefits that should be available to all. This situation can be reversed, and recent studies are providing key elements for schools to inform this process. Likewise in medicine where only those treatments that have been proved to be effective in curing a particular disease are implemented, there is a need to identify those educational and social actions that research shows to be already reversing social and educational exclusion. If until now, educational and social policies have tended to be based on assumptions instead of scientific evidences leading to reproducing inequalities. It is time for research to collect these evidences and make them available to policy makers and the overall society to inform effective measures and policies that are really tackling social exclusion.

INCLUD-ED is aimed at enlightening this question about how education can contribute to social cohesion in the context of the knowledge based society. The project is not limited to a description of the components of the educational systems, nor to a comparison between European countries; rather it is focused on explaining elements that can inform school success and their relationship to other areas of society (housing, health, employment, social and political participation), particularly focusing on social groups that are vulnerable to be socially excluded (youth, migrant, cultural groups e.g. Roma, women and people with disabilities). The project explores how educational results influence employment opportunities, access to housing and health,

and participation in public spaces, for members of the targeted vulnerable groups and in general for all members of society.

In this endeavour, INCLUD-ED has collected scientific evidences to identify Successful Educational Actions (SEAs) and Integrative Successful Actions (ISAs). These are actions that have showed to contribute to educational success or to improve the access to the four areas of society. The present report synthesises the main findings of INCLUD-ED. These findings have been possible due to the implementation of the Communicative Methodology (CM), where knowledge building is based on egalitarian dialogue between researchers and end-users of the research. The main theoretical underpinnings of the CM will be the focus of the next section. A brief description of all the main scientific activities accomplished by the seven projects that have composed INCLUD-ED is provided. The second section will focus on the Successful Educational Actions (SEA), and it is divided into two subsections. The first one refers to the SEAs that deal with different forms of grouping students and organizing the existing human resources, namely, the distinction between three different types of classroom organisation –mixture streaming and inclusion– and inclusive practices. The second one presents those SEAs related to forms of family and community participation which contribute to students' academic success and living together, and which also have an impact on overcoming social exclusion beyond the school in other areas of society. All the SEAs have been identified through the activities conducted under project 1, 2 and 6 that consisted in extensive literature review, and 26 cases studies conducted in schools that located in low socio-economic areas and having a diverse student body are achieving positive progress in their academic results, in comparison to other schools with similar features.

The third section presents the main conclusions regarding the connection between education and other areas of society. First, the main findings of the literature review and the interviews conducted with professionals and policy-makers from the four areas covered are presented. Next, the main findings of the 18 case studies on integrative actions (programs that consider education and other areas of society, and have showed to contribute to social inclusion) are also synthesized. In the last subsection, examples of Integrative Successful Actions (ISAs) which have showed to contribute to the improvement of the inclusion in the four areas of society are provided. The Dialogic Inclusion Contract (DIC) is also presented as a procedure that has been showed to facilitate the effective implementation of ISAs. Finally, this report will end with some synthesising conclusions on the impact that the implementation of the identified actions have already achieved.

2. COMMUNICATIVE METHODOLOGY

2.1 The basis of the Communicative Methodology

The INCLUD-ED research has been conducted based on the Communicative Methodology. The critical communicative perspective arises from different theoretical contributions. Habermas¹, in the theory of communicative action, argues that there is no hierarchy between the interpretations of the researcher and the subject, and their relation should be based on the arguments they provide and not on their social or academic position. The relevance of the subjects' interpretations is considered after Schütz² phenomenology and it allows for strengthening the role of typifications in building ideal types. However, this research perspective also draws from Mead's³ symbolic interactionism, which stresses that interactions make people's interpretations change, and therefore do not only depend on the individual subject. Garfinkel's⁴ ethnomethodology framework is considered for a better understanding of the subject's insights in their contexts.

The communicative perspective includes the contributions of objectivist and constructivist orientations, but places most weight on the processes of critical reflection and self-reflection, and on intersubjectivity, in which meanings are constructed in interactive communication between people, reaching agreements. The researcher brings into the dialogue his or her expertise and knowledge about the developments taken place in the scientific community which is contrasted with what social agents think and experience. This contribution and the debate about it is covered in the book co-authored by Touraine, Wieviorka and Flecha about the voices of cultural groups in social research⁵. Other renowned authors like Jerome Bruner and Amartya Sen have recognized this research's scientific and social relevance. In the INCLUD-ED project we have investigated, understood and interpreted educational social realities from this orientation.

The communicative methodology provides the possibility to integrate and incorporate different disciplines and orientations, using distinct methods and techniques to collect and analyse data, that is to say, applying mixed methods (quantitative and

¹ Jürgen Habermas, *The theory of communicative action. Reason and the rationalization of society*, vol.1 (Boston: Beacon Press, 1984).

² Alfred Schutz & Thomas Luckmann, *The Structures of the Life-World* (London: Heinemann, 1973).

³ George Herbert Mead, *Mind, self and society* (Chicago: University of Chicago Press, 1934).

⁴ Harold Garfinkel, *Studies in ethnomethodology* (New Jersey: Prentice-Hall, 1967).

⁵ Alain Touraine, Michel Wieviorka & Ramón Flecha, *Conocimiento e Identidad. Voces de grupos culturales en la investigación social* (Barcelona: El Roure, 2004).

qualitative). The different methods were chosen according to research operational objectives but the communicative orientation was held throughout the project. The communicative methodology seeks to move beyond traditional theoretical dualisms in social sciences, such as structure/individual, subject/object, relativism/universalism, by assuming a series of postulates: universality of language and action, people as transformative social agents, communicative rationality, disappearance of the interpretative hierarchy, and dialogic knowledge⁶. This methodology requires to create the conditions that enable intersubjective dialogue between participants and to establish clear criteria and consensus to identify emerging categories and to contrast interpretations.

The analysis of educational strategies that contribute to social cohesion and educational strategies that lead to social exclusion requires the inclusion of the maximum diversity of voices (i.e. all related stakeholders and end-users) and to draw from a wide range of sources. While the voices of vulnerable groups have been traditionally excluded from research, the communicative methodology relies on the direct and active participation of the people whose reality is being studied throughout the whole research process. After years of doing research on them without them that has not had any positive repercussion on their community, the Roma refuses any kind of research that reproduces this pattern. With the communicative methodology, Romani associations have seen the possibility to participate in a research that takes their voices into account and provides political and social recommendations that contribute to overcome their social exclusion. INCLUD-ED have counted on the participation of representatives from collectives of immigrants, people with disabilities, women, youth (at risk) and Roma, in the whole research process, from the design to the data collection and analysis⁷.

The impact of the Communicative Methodology has already been recognized widely. For example, in the Conclusions of the Conference "Science against Poverty" taking place in La Granja, 8-9 April 2010 it was stated: "Critical **communicative research perspective** has shown to have a significant social and political impact on the European educational and social systems."⁸ It emphasizes the dialogue between

⁶ Aitor Gómez, Lúcia Puigvert & Ramón Flecha, "Critical communicative methodology: Informing real social transformation through research," *Qualitative Inquiry* 17, no. 3 (2011): 235-245.

⁷ Rosa Valls & María Padrós, "Using Dialogic Research to Overcome Poverty: from principles to action," *European Journal of Education* 46, no. 2 (2011): 173-183.

⁸ Conclusions of the "Science against Poverty" EU Conference. Accessed January 20, 2011. http://www.scienceagainstopoverty.es/Publico/Resultados/conclusiones/Recursos/Draft-Conclusions_summary.pdf

researchers, end-users and other stakeholders involved throughout the course of the project, from the research design, to the fieldwork, analysis and conclusions.

2.2 Data collection techniques

Different research techniques have been implemented within the 6 projects that integrate the INCLUD-ED project. They are qualitative, quantitative and communicative, and were used to collect and analyse data in order to properly achieve the six projects' general objectives. A summary of the diverse techniques used is displayed in the chart below:

	DATA COLLECTION TECHNIQUES	DATA ANALYSIS TECHNIQUES
QUANTITATIVE	Questionnaire	Statistical analysis
	Secondary analysis of existing datasets (e.g. OECD, EUROSTAT, UNESCO, PISA, PIRLS, TIMSS)	
QUALITATIVE	Literature review (e.g. ERIC, SOCIOFILE, JSTORE, ACADEMIC PREMIERE SEARCH)	
	Policy Analysis (e.g. Directives, policies, EURYDICE, LEXIS-NEXIS)	
	Documents	Content analysis
	Standardized open-ended interviews	Communicative data analysis (exclusionary and transformative dimensions)
COMMUNICATIVE	Communicative daily life stories	
	Communicative focus groups	
	Communicative observations	



In the next chart, the data sources and data collection techniques used per each project are reported.

Project 1:

European educational systems: connecting theories, reforms, and outcomes

Objective:

To analyse the characteristics of the school systems and the educational reforms that are generating low rates of educational and social exclusion and those that are generating high rates.

- Literature review on educational reforms and theories.
- Policy analysis of Educational reforms across Europe.
- Secondary analysis of existing datasets on educational outcomes.

Project 2:

European effective educational practices: How is education contributing to overcome or reproduce social exclusion?

Objective:

To analyse components from educational practices that are decreasing the rates of school failure and those of the practices that are increasing them.

- Literature review about effective educational practices in Europe
- 20 Case studies of effective schools (4 of pre-primary, 4 of primary and 4 of secondary education, 4 of vocational training and 4 of special education programmes within regular schools). Per each case study: different techniques were conducted: 10 standardised open-ended interviews (4 students, 3 family members, 3 teachers and other professionals from the school community), 1 communicative focus group with teachers, and 5 communicative observations of effective educational practices.

Project 3:

Social and educational exclusion and inclusion. Social structure in a European knowledge based society.

Objective:

- Literature review about the impact of education in different areas of society

To study how educational exclusion affects diverse areas of society (i.e. employment, housing, health, political participation) and what kind of educational provision contributes to overcome it.

(i.e. employment, health, housing and political participation).

- Secondary analysis of existing datasets on social exclusion indicators.
- Policy analysis on the role of education in the different areas of society in EU recommendations and directives.
- 170 standardized open-ended interviews with professionals and policy-makers working at the national level as well as to professionals and policy-makers working at the European level, in the four areas studied.

Project 4:

How social and educational exclusion intersects in vulnerable groups' experiences & the role of education.

Objective:

To investigate how educational exclusion affects diverse sectors of society, particularly the most vulnerable groups (i.e. women, youth, migrants, cultural groups and people with disabilities), and what kind of educational provision contributes to overcome their respective discrimination.

- Literature review about vulnerable groups –women, migrants, cultural minorities, youth and people with disabilities– and educational and social exclusion in Europe.
- Questionnaire to NGOs working with vulnerable groups to analyse the connection between processes of social exclusion and inclusion and educational opportunities from the social agent's perspective.
- 25 communicative daily life stories and 10 communicative focus groups with people belonging to vulnerable groups, to study the processes and strategies that reproduce trajectories towards social exclusion and those that overcome them.

Project 5:

Connecting educational policies to other areas of social policy.

Objective:

- Policy analysis of Council directives and other European social policies in

To analyse the mixed interventions between educational policy and other areas of social policy and to identify which are making steps forward to overcome social exclusion and build social cohesion in Europe.

order to identify educational components and their connection to social cohesion.

- Policy analysis on successful actions which intersect educational policies and other areas of social policy.

Project 6:

Local projects for social cohesion.

Objective:

To study communities involved in learning projects that have developed the integration of social and educational interventions that contribute to reduce inequalities and marginalisation, and to foster social inclusion and empowerment.

- Five longitudinal (4 years) case studies of communities involved in learning projects. Per each case study and year, different techniques have been used: 13 standardised open-ended interviews: (5 with representatives of the local administration, 5 with representatives of other community organisations involved in the local project, and 3 with professionals working in the local project). 13 communicative daily life stories to end-users (6 to family members and 7 to students). 1 communicative focus group with professionals working in the local project, 5 communicative observations, and 2 questionnaires to end-users (one addressed to family members and the other to students).

The dialogue is also guaranteed by the creation of mechanisms of consultation at key points of the research process. This is the case of two consultation bodies: the Advisory Committee –comprising people from vulnerable social groups– and the Panel of Experts –which include renowned experts and scholars in the field and key policy players–. The involvement of their different voices ensures the validity and rigorosity of the scientific process thus contributing to high quality research results. The Advisory Committee (AC) is a consultancy body composed of members of the five vulnerable groups studied in INCLUD-ED: women, cultural minorities, migrants, youth, and people with disabilities. The AC members were selected by all partner institutions based on three criteria: a) they represented a given vulnerable group and consider themselves to be at risk of social exclusion within that vulnerable group, b) they did not hold a higher education degree, and c) they had experience of overcoming inequalities through community participation or social and political involvement. The 10 members of the AC had access to the INCLUD-ED results and met with the coordination team to discuss the research. More important, they offered recommendations on how the findings could be used so they had the greatest social and political impact; those recommendations were discussed with the researchers and integrated into the project.

2.3 Limitations of the INCLUD-ED project

Various limitations arose as the INCLUD-ED researchers developed this study and in the generalization of its findings. The first limitation refers to the fact that the INCLUD-ED team has identified SEAs from a comprehensive literature review and a particular set of collected data in the countries participating in the project. However, additional SEAs could have been identified, if more fieldwork would have been conducted or if more countries would have been covered. Of course, this limitation is due to obvious budget restrictions. Similarly, researchers have also critically reflected on the fact that other schools throughout Europe might be implementing other forms of SEAs that would have been added to the existing list of examples. Therefore, the task to continue identifying other SEA is a pending one, and in any case, the SEAs presented here should be understood as a finalized list, but instead, an open and ongoing one. The consortium hopes that more researchers will continue this work, in order to contribute to school success in European schools and is willing to cooperate in this endeavour. The European Training Foundation has already made a step towards this direction and has opened

a call for tenders to seek for SEAs in Vocational and Education Training in the Balkans area.

Second, a limitation that needs to be highlighted is the uneven availability of data and indicators that show the effectiveness in terms of overcoming situations of social exclusion in areas like housing, employment, health and social and political participation. This has affected our selection and analysis of the integrative actions (mixed interventions). In the case of SEAs, educational outcomes are more easily identified through the basic competences tests that each country or region are usually distributing. Although they were different, the consortium has used them to make sure that the schools selected to participate in the project every year were fulfilling the requirement of making positive progress in their academic results in comparison to other schools located in similar contexts. Therefore, in order to facilitate a follow up analysis of more ISAs, it would be necessary to make more data on the effectiveness of particular actions or interventions in the different areas of society available.

Third, as already outlined in the specific reports, researchers faced strong barriers in collecting the questionnaire data in projects 4 and 6. This has affected the scope of the obtained results, especially in project 4. In the case of project 6, this limitation had an additional layer that was the further difficulty in terms of comparing the collected data across-cases. This has been tried to be addressed by the project 6 leader, and it has been reversed in the more recent rounds.

Finally, a limitation is connected to the scope of the findings obtained mostly through communicative qualitative data. Our resulting analysis of vulnerable groups is limited to the studied contexts. Taking Maxwell⁹ distinction between external and internal generalizability, the mostly qualitative nature of this project does allow talking about the latter one, as its findings could be considered as valid for the settings and groups studied. Therefore, this study results do not seek to be generalizable to all the vulnerable groups. Instead, it seeks to open intellectual pathways from which other researchers can formulate questions about similar situations among these groups in other parts of Europe and the world. This recognition is important, as it would be misleading to present a unique understanding of the processes of social and educational inclusion and exclusion for

⁹ Joseph Maxwell, *Qualitative Research Design. An Interactive Approach* (Thousand Oaks: Sage Publications, 1996); Yvonna S. Lincoln, Egon G. Guba, *Naturalistic Inquiry* (Beverly Hills: Sage Publications, 1985).

each of the groups. We have attempted to capture this richness in order to portray this diversity in the project.

Standards of validity will be applied to the corrections or credibility of a description, explanation, interpretation, conclusion, or any other kind of outcome obtained from the project. Eight strategies have been foreseen throughout the five year span, in addition, to the validity standards used in qualitative research, like credibility, transferability, dependency and confirmation. **Triangulation** has been secured in the research design the combination of different data collection methods in each study. **Member checks** involve meeting with a subset of the study participants to discuss accuracy issues. **Describers of low inference** will be used in all the interactive techniques. **Peer reviews** and **thick descriptions** have been foreseen. The critical communicative approach provides other strategies for improving the traditional standards by including the end-users (Advisory Committee) and teachers' voice (working group), among others. Furthermore, **the Panel of Experts** will monitor and assess the fulfilment of S&T, according to their field of expertise and the standards of the scientific community.

3. RESULTS

In this section the main results of INCLUD-ED will be presented. These cover actions from education, and from education in combination with other social areas, which contribute to prevent and overcome social exclusion, particularly focusing on five vulnerable groups: migrants, cultural minorities, women, youth and people with disabilities. Many studies have already described and studied the causes of educational and social exclusion of vulnerable groups. Therefore, our aim is not focused on explaining their exclusion but rather on identifying the actions that are successfully overcoming the existing barriers and promoting their inclusion.

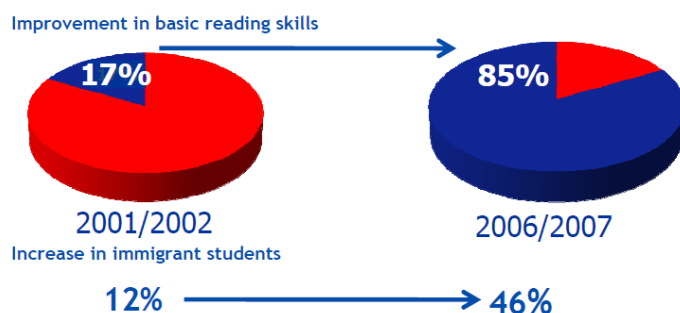
3.1 Successful Educational Actions for achieving efficiency and equity in education

The identification of Successful Educational Actions (SEAs) is the major contribution of the INCLUD-ED project. These actions have been identified through the research conducted in projects 1, 2 and 6. In them, researchers analyzed educational systems, theories, and outcomes and contrasted them with the study of successful schools across Europe, some of them involving empowering forms of family and community participation. The project defines **Successful Educational Actions** as *those actions that contribute to school success (as reflected by students' progress in educational attainment) and living together*. All the schools the project studied involved children, and their families.

SEAs lead to both efficiency and equity; that is, they allow schools to achieve good educational results for all students, especially those who are more at risk of social exclusion. The SEAs have been identified in schools located in contexts of low socio-economic status, which include students from migrant and/or minority backgrounds.¹⁰ In one of the studied schools, for example, in the period between 2001 and 2007, the proportion of students who achieved basic competence in reading comprehension rose from 17% to 85%; in the same period the number of students of migrant origin rose from 12% to 46%. These results make it possible to overcome long-standing assumptions that explain a particular school's results based on the composition of its student body. INCLUD-ED demonstrates that **it is not the characteristics of the students, or of their families or the**

¹⁰ Teodor Mircea & Teresa Sordé, "How to turn difficulties into opportunities: Drawing from diversity to promote social cohesion," *International Studies in Sociology of Education* 21, no. 1 (2011): 49–62.

neighbourhood, which explain the results they achieve; instead it is the actions being implemented. When the schools implement SEAs, educational performance improves.



INCLUD-ED identified two main groups of Successful Educational Actions. The first group is *inclusion actions*, which are based on specific approaches to grouping pupils and allocating human resources. The second is *successful types of family and community participation* in schools, which are promoting school success.

3.1.1. The Distinction between Mixture, Streaming, and Inclusion

The research conducted in INCLUD-ED has made it possible to clarify three different forms of classroom arrangement, according to ways of grouping pupils and organising human resources: *mixture*, *streaming*, and *inclusion*. Distinguishing between them is a necessary step in identifying which inclusive actions are actually successful educational actions.

Streaming is defined as providing different curriculum standards to groups of pupils based on their ability, a practice which occurs within schools.¹¹ Today, streaming is a common practice in Europe; it began as a response to traditional classrooms, in which a single teacher is in charge of a number of pupils who are usually diverse in their levels of attainment, language proficiency, cultural background, and other characteristics. The traditional arrangement, which we refer to as mixture, could not be possible for the teacher to respond to the diversity found in classrooms, and schools started to implement streaming practices, separating “different” students

¹¹ European Commission. Commission staff working document. Accompanying document to the Communication from the Commission to the Council and to the European Parliament. *Efficiency and equity in European education and training systems*. SEC(2006) 1096 (Brussels: European Commission, 2006).

through ability grouping or placing them in special groups outside the classroom with additional teachers. Thus, these additional teachers teach ability-based homogeneous groups of pupils. Both streaming and mixture lead to social exclusion.

Researchers have provided extensive evidence that streaming does not contribute to school success. Various studies have demonstrated that streaming increases the differences in performance among pupils, and thus does not improve their overall performance.¹² High achievers may benefit from streaming, or it may have no effect on their attainment. Low achievers, however, learn less because they spend less time on instructional activities, and because of the less challenging material and content, and the lower quality of instruction and slower pace of instruction when streaming is implemented.¹³ Streaming reduces pupils' learning opportunities and achievement by reducing the peer effect that higher-ability pupils have on their lower-ability classmates.¹⁴ Streaming also reduces the expectations of those in lower ability groups and tends to erode their academic self-esteem and feelings of competence.¹⁵ Finally, streaming limits the opportunities for upward mobility between streams and students' level of satisfaction with their stream placement.¹⁶ There is a higher likelihood that children belonging to vulnerable groups will be assigned to low-achieving groups,¹⁷ and this contributes to students being segregated, categorised, stigmatized, and socially stratified.¹⁸ The same is true for

¹² Dylan Wiliam & Hannah Bartholomew, "It's not which school but which set you're in that matters: The influence of ability grouping practices on student progress in mathematics," *British Educational Research Journal* 30, no. 2 (2004): 279-293; J. Terwel, "Curriculum differentiation: Multiple perspectives and developments in education," *Journal of Curriculum Studies* 37, no. 6 (2005): 653-670.

¹³ J. H. Braddock and R. E. Slavin, *Why ability grouping must end: Achieving excellence and equity in American education* (Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Pupils, 1992); Judith Ireson, Susan Hallam & Clare Hurley, "What are the effects of ability grouping on GCSE attainment?" *British Educational Research Journal* 31, no. 4 (2005): 443-458; J. Terwel, "Curriculum differentiation: Multiple perspectives and developments in education," *Journal of Curriculum Studies* 37, no. 6 (2005): 653-670.

¹⁴ Ron Zimmer, "A New Twist in the Educational Tracking Debate," *Economics of Education Review* 22, no. 3 (2003): 307-315.

¹⁵ Susan Hallam, Judith Ireson & Jane Davies, "Primary pupils' experiences of different types of grouping in school," *British Educational Research Journal* 30, no. 4 (2004): 515-533.

¹⁶ Maureen T. Hallinan, "Track Mobility in Secondary School," *Social Forces*, 74, no. 3 (1996): 983-1002; Susan Hallam & Jane Ireson, "Secondary School Pupils' Satisfaction with their Ability Grouping Placements," *British Educational Research Journal* 33, no. 1 (2007): 27-45.

¹⁷ Jomills H. Braddock & Robert E. Slavin, *Why ability grouping must end: Achieving Excellence and Equity in American Education*, (Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Pupils, 1992); Maureen Hallinan, "Track Mobility in Secondary School," *Social Forces*, 74, no. 3 (1996): 983-1002; Samuel Lucas & Mark Berends, "Sociodemographic Diversity, Correlated Achievement, and De Facto Tracking," *Sociology of Education* 75, no. 4 (2002): 328-348.

¹⁸ Susan Hallam, Judith Ireson & Jane Davies, "Primary pupils' experiences of different types of grouping in school," *British Educational Research Journal* 30, no. 4 (2004): 515-533¹⁸ Dylan Wiliam & Hannah Bartholomew, "It's not which school but which set you're in that matters: The influence of ability grouping practices on student progress in mathematics," *British Educational Research Journal* 30, no. 2 (2004): 279-293; Jan Terwel, "Curriculum differentiation: Multiple perspectives and developments in education" *Journal of Curriculum Studies* 37, no. 6 (2005): 653-670.

children with disabilities, whose attainment levels may in fact drop even lower.¹⁹ Recent international surveys like PISA have added further evidence to this body of knowledge.

The project's analysis of educational reforms in Europe led to its creation of a classification that includes **four different types of streaming**. They all entail adapting the curriculum to students' prior knowledge or level of attainment, and separating them along ability lines. First **organisation of classroom activities according to ability levels**, groups of higher and lower performers are created within the classroom or in different classrooms. These groups are usually implemented in the compulsory instrumental subjects (i.e. maths, reading), and thus can have a greater effect on students' educational success, and can especially affect those in vulnerable groups. Second, **remedial groups and segregated support**, additional support is provided to pupils with particular needs, segregating them from the regular classroom during school hours. This type of support is often provided for pupils with disabilities, migrant pupils, pupils belonging to cultural minorities, and those who are generally not performing as well as their peers. Third, **exclusionary individualised curriculum**, the curriculum is adapted to the level of a particular student or a group, lowering the standards to be achieved in one or several subjects. Fourth, in **exclusionary choice**, the school offers a choice of curricular subjects which lead to unequal future academic and social opportunities.

Like mixture, **inclusion** involves heterogeneous grouping and does not separate pupils according to their ability or school performance. However, it is different from mixture in that it responds to the diversity found in the student body through particular inclusive actions that aim to support low achievers' learning mostly drawing from the existing human resources used to separate students. The academic literature highlights the positive effects of working in heterogeneous groups. Several researchers have found that heterogeneous grouping contributes to improving pupils' outcomes and to reducing the differences between attainment levels in diverse classrooms.²⁰ They also indicate that low achievers benefit from the pace of instruction used for high-achieving pupils, showing positive results in

¹⁹ L. M. Dunn, "Special Education for the Mildly Retarded. Is much of it justifiable?" *Exceptional Children* 35, no 1 (1968): 5-22.

²⁰ Jo Boaler, "How a Detracked Mathematics Approach Promoted Respect, Responsibility and High Achievement," *Theory Into Practice* 45, no. 1 (2006): 40-46; Jomills H. Braddock & Robert. E. Slavin, *Why ability grouping must end: Achieving Excellence and Equity in American Education*, (Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Pupils, 1992).

classroom arrangements that feature cooperative learning.²¹ In addition, inclusion actions promote self-esteem, mutual respect, solidarity, and acceptance of diversity (in terms of disability, culture, gender, and attainment level), along with collaboration and altruism.²² According to the literature, inclusion practices peer help through increased interaction, support from volunteers and family members in the classroom, accounting for cultural intelligences or dialogic learning,²³ extra support in the classroom, and extending the learning time for low achievers, along with high expectations, and assigning roles, competences, and responsibilities.²⁴ Also important is maintaining the same standards for all pupils by promoting interactive work.²⁵ All of these inclusive strategies are implemented in heterogeneous grouping.

In particular, when heterogeneous classrooms are organised appropriately and the necessary resources are provided, pupils with disabilities do better academically and have a better self-concept compared to those in segregated classrooms.²⁶ Moreover, pupils with disabilities have more opportunities to interact in heterogeneous groups, to receive more support, and to develop better social skills and relationships; thus they are better prepared to be more independent in the

²¹ Margarida César & Nuno Santos, "From Exclusion to Inclusion: Collaborative Work Contributions to More Inclusive Learning Settings," *European Journal of Psychology of Education* 21, no. 3 (2006): 333-346; Carolyn Schroeder, Timothy Scott, Homer Tolson, Tse-Yang Huang & Yi-Hsuan Lee, "A meta-analysis of national research: Effects of teaching strategies on student achievement in science in the United States," *Journal of Research in Science Teaching*, 44, no. 10 (2007): 1436-1460.

²² D. W. Johnson, R. T. Johnson & E. J. Holubec, *Cooperative Learning in the Classroom*, (Alexandria, VA: Association for Supervision and Curriculum Development, 1994); Robert Slavin, "Synthesis of research of cooperative learning," *Educational Leadership* 48, no. (1991): 71-82; Robert Stevens & Robert Slavin, "The cooperative elementary school: Effects on pupils' achievement, attitudes, and social relations," *American Educational Research Journal* 32, no. 2 (1995): 321-351; Carmen Elboj, Ignasi Puigdemívol, Marta Soler & Rosa Valls, *Comunidades de aprendizaje. Transformar la educación* (Barcelona: Graó, 2002).

²³ Carmen Elboj, Ignasi Puigdemívol, Marta Soler & Rosa Valls, *Comunidades de aprendizaje. Transformar la educación* (Barcelona: Graó, 2002).

²⁴ Jomills H. Braddock & Robert. E. Slavin, *Why ability grouping must end: Achieving Excellence and Equity in American Education*, (Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Pupils, 1992); Jo Boaler, "How a Detracked Mathematics Approach Promoted Respect, Responsibility and High Achievement," *Theory Into Practice* 45, no. 1 (2006): 40-46; Rachel A. Lotan, "Teaching Teachers to Build Equitable Classrooms," *Theory Into Practice* 45, no. 1 (2006): 32-39.

²⁵ Konstantina Koutrouba, Malvina Vamvakari & Marina Steliou, "Factors Correlated with Teachers' Attitudes towards the Inclusion of Pupils with Special Educational Needs in Cyprus," *European Journal of Special Needs Education* 21, no. 4 (2006): 381-394; Cor Meijer, Victoria Soriano & Amanda Watkins (Ed.) *Special Needs Education in Europe. Thematic publication* (Denmark: European Agency for Development in Special Needs Education, 2003); G. L. Porter, "Critical Elements for Inclusive Schools," (pp. 68- 81) in *Inclusive Education, a Global Agenda*, ed S. J. Pijl, C. J. W. Meijer & S. Hegerty (London: Routledge Publishing, 1997); Susan Stainback & William Stainback (ed), *Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Pupils* (Baltimore: Paul H. Brookes Pub, 1996); Robert Stevens & Robert Slavin, "The cooperative elementary school: Effects on pupils' achievement, attitudes, and social relations," *American Educational Research Journal* 32, no. 2 (1995): 321-35.

²⁶ Jane Nell Luster & John Durrett, J., (2003) "Does Educational Placement Matter in the Performance of Pupils with Disabilities?" *Paper presented at the Annual Meeting of the Mid-South Educational Research Association*; Frank Fitch, "Inclusion, Exclusion, and Ideology: Special Education Pupils' Changing Sense of Self," *The Urban Review* 35, no. 3 (2003): 233-252; Jon Olav Myklebust, "Class Placement and Competence Attainment among Pupils with Special Educational Needs," *British Journal of Special Education* 33, no. 2 (2006): 76-81.

future.²⁷ Furthermore, the inclusion of pupils with disabilities has positive effects on their peers' performance, and in fact provides new learning opportunities.²⁸ INCLUD-ED has classified these practices into **three different types of inclusion**, according to findings on the positive effects on learning. We conducted 26 case studies (project 2 and project 6) across Europe of successful schools located in low socioeconomic areas and with diversity in their student populations (i.e. migrants, minority cultures). Each case involved a questionnaire, interviews, communicative observations, focus groups, and life stories; together these provided data about what actions led to improvements in learning outcomes and in living together in the community.

3.1.2. Inclusion SEAs: Definitions and types

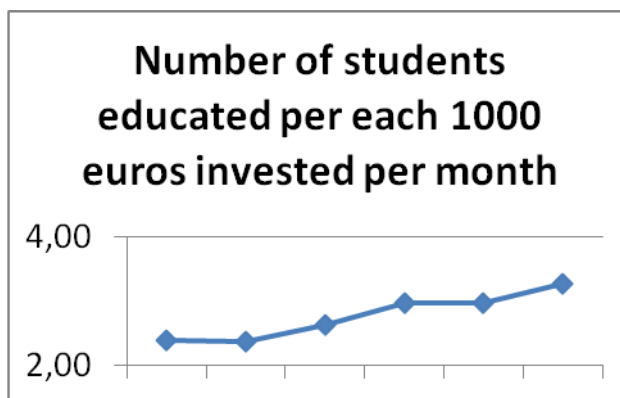
Two features of inclusion SEA help to achieve the objective of school success for all pupils: 1) the creation of **heterogeneous groups** that include pupils of all levels of attainment, and 2) the **reorganisation of human resources** to attend to all pupils within the same classroom.

SEAs make it possible to achieve maximal results with the existing resources. INCLUD-ED provides evidence that educating all students need not to involve increasing economic resources. The studied schools have not improved their results because they received more resources, but because they organised those resources better and got the greatest possible value from them, taking into account what resources were available in both the schools and the community. **The same resources can be used to separate students according to their learning level or to include everyone in the regular classrooms.** Reallocate the existing resources dedicated to separate students to implement inclusive actions promotes success for all. Inclusion groupings can also include volunteers from the community, an approach that maximises both the available resources and the students' learning possibilities.

²⁷ Robyn S. Hess, Amy M. Molina & Elizabeth B. Kozleski, "Until Somebody Hears Me: Parent Voice and Advocacy in Special Educational Decision Making," *British Journal of Special Education* 33, no. 3 (2006): 148-157.

²⁸ Douglas Fisher, Virginia Roach & Nancy Frey, "Examining the general programmatic benefits of inclusive schools," *International Journal of Inclusive Education* 6, no. 1 (2002): 63-78; Gail McGregor & R. Timm Vogelsberg, *Inclusive schooling practices: pedagogical and research foundations. A synthesis of the literature that informs best practices about inclusive schooling* (Allegheny University of Health Sciences, 1998).

The case of one school demonstrates this principle clearly. In a five-year period (2005-2006 to 2010-2011), while SEAs started to be implemented, the number of enrolled students increased much more than the number of teachers. As a consequence the number of students allocated to each teacher



increased from 5,88 to 8,05. During the same period, the students greatly improved their achievement levels; only one year after the school implemented SEAs, the students doubled their test scores on six competences. This positive progress was maintained at the school. These data show that **implementing SEAs allowed the existing resources to be used more efficiently**. This can be seen through the number of students attending the school per each 1.000 Euros of monthly expenditure increased from 2,39 to 3,28. While the school expended less per pupil, the results improved as a result of implementing SEAs.

The inclusion actions identified here are those that were implemented most fully and carefully in the successful school cases the project studied. Thus, the study defined three types of inclusive actions.

a) Heterogeneous ability classrooms with reorganization of resources.

Diverse pupils are grouped together in the regular classroom, creating groups that are heterogeneous in terms of pupils' ability, ethnicity, gender, and disabilities. Then, the school considers its existing human resources (for instance, support teachers, especial education teachers, language experts, mediators, family members, volunteers, etc.) and reorganizes them to provide the support that pupils need within the classroom. Rather than using these human resources to separate children and provide them with an adapted curriculum, these professionals and volunteers go into the regular classroom and provide the support right there. The result is more adults present in the classroom. While the approach we call mixture involves heterogeneous groupings, inclusion adds the necessary support to these groups. The reorganization of human resources inside the classroom helps the lower achievers to speed up the pace of their learning and it is especially important for disadvantaged children. Meanwhile it also has a positive impact on the class as a whole. By incorporating the supports into the classrooms, inclusive actions allow teachers to teach the same curriculum to all the pupils, and to facilitate individualized support. The reorganization of human resources occurs in different

ways in the schools we analysed: individual support (more adults) to children with special needs, inclusive split classes, or interactive groups. Among the different inclusion actions we studied, we found that organizing the class into **interactive groups** led to the most improvement.²⁹

SEA: Heterogeneous ability classrooms with reorganization of resources

Example: INTERACTIVE GROUPS

Interactive groups entail organising the classroom into small heterogeneous groups of pupils (e.g. four groups of five pupils) and including several adults, one per group. Each group works on an activity involving instrumental learning for a period of time (e.g. 20 minutes). Then, the groups rotate and work on a different activity with a different adult. These adults are other teachers, family members, volunteers from the community, and other volunteers; they are in charge of fostering interactions among the children to solve the assigned tasks, and they also expose them to a wider and richer range of learning interactions.

In interactive groups children learn in interaction with their peers, who are of various levels of ability, some of them academically stronger. The groups provide more opportunities for mutual help among children with different



learning levels and paces, as well as with a wide range of diverse adults. Ania Ballesteros, a 10-year-old pupil from one of the successful low-SES schools, described her experience at the INCLUD-ED Final Conference: "Without interactive groups, some children would have fallen behind". Instead, in interactive groups, academically strong pupils become a resource to help the others. At the same time, this approach guarantees that the higher performers do not wait for the rest to catch up, and they reinforce their meta-cognitive abilities while they explain to the others how to solve the task. Increased interactions accelerate learning for all the pupils and promote solidarity among classmates.

²⁹ Carmen Elboj & Reko Niemelä, "Sub-communities of Mutual Learners in the Classroom: The case of Interactive groups," *Revista de Psicodidáctica* 15, no. 2 (2010): 177-189; Esther Oliver and Suzanne Gatt, "De los actos comunicativos de poder a los actos comunicativos dialógicos en las aulas organizadas en grupos interactivos," *Signos* 43, no. 2 (2010): 279-294.

b) Extending the learning time. This inclusive measure consists of offering extra learning activities and support classes besides the regular school hours (i.e. midday, after school time, etc.). This option provides more support for those pupils who have difficulties or who get less support at home, without segregating outside from the regular classroom during school hours and therefore forcing them to miss the regular classroom activities. Through the case studies we identified several ways to implement this action and achieve positive outcomes. In some cases teachers/educators support the pupils through *revision classes*, *consultation hours*, or *prolonged-day groups*. Sometimes this support is provided on the weekends, before high-stakes exams. In other cases teachers provide language support, teaching the language of instruction to immigrant pupils. Similarly, learning support classes for pupils with disabilities aim to accelerate their learning while they participate fully in the regular classes.

The afterschool programmes focused on instrumental learning called **homework clubs** or **tutored libraries** in different countries, but they have the same objectives. Often, educators organize these learning spaces jointly with volunteers and community members, providing the opportunity to multiply the number and the diversity of the interactions, which promotes increased learning.³⁰ This is especially important in efforts to include children from vulnerable groups and those who cannot receive help at home with homework, as it provides them the opportunity to work more with adults supporting them and to reach the same level of attainment as the rest of their peers.

SEA: Extending the learning time

Example: HOMEWORK CLUBS and TUTORED LIBRARY

The activities conducted in these clubs are intended to reinforce the contents taught in the classroom. It was found to be especially important for pupils from disadvantaged backgrounds and those with disabilities. In Finland, the homework club is held from Mondays to Thursdays, after the school day but mostly in the school building. It is voluntary, and is open to all pupils from every grade. It gives opportunity to reinforce learning more because it offers extra support without separating pupils. As all children are welcome to the club, those with difficulties benefit from doing homework and support activities with peers and education assistants.

³⁰ Itxao Tellado & Simona Sava, "The Role of Non-expert Adult Guidance in the Dialogic Construction of Knowledge," *Revista de Psicodidáctica* 15, no. 2 (2010): 163-176.

In Malta, the organisation of the after-school writing club is based on collaboration between parents and pupils. The parent-student writing session was set up following a request by some parents. In this club, parents and children stay at school together after hours with a professional educator; they are involved together in writing activities that aims to help parents understand what the writing process involves. As a result, students' reading and writing skills have improved.

In Spain, tutored libraries are organized after school hours. They provide learning support for pupils in reading, writing, maths, languages, by completing their homework. This support relies on the participation of volunteers, alumni, family members and other community members (sometimes from local associations).



In the tutored libraries, the participation of family members makes it possible to extend the pupils' learning time. This practice has transformed the relationship children have with learning, bringing it to home.

c) Inclusive individualised curriculum. This type of individualised curriculum does not involve reducing learning objectives and curriculum standards. Instead, it is focused on adapting the teaching methods to facilitate students' learning and to provide individualised attention to help consolidate each child's learning processes and to ensure that everyone attains the highest possible level of learning.

Successful Educational Action: Inclusive individualised curriculum

Example: INDIVIDUAL EDUCATION PLAN

The *Individual Education Plan (IEP)*, found in the Finnish case studies, is an example of the inclusive individualised curriculum. This is always developed with parents and is updated twice a year. The IEP is a tool that facilitates the monitoring of children with disabilities. Extra support measures can be included and the curriculum can be tailored to individuals so that they can learn the same subjects as their peers. For students with more severe disabilities, this can involve a reduction in the level of the material being taught; however, to ensure that it is an inclusive practice, the general

curriculum framework should cover all pupils. IEP does not mean segregation from the regular classroom, as it is implemented with support inside the classroom or through extended learning time.

SUMMARY OF SUCCESSFUL EDUCATIONAL ACTIONS:

TYPES OF INCLUSION	DESCRIPTION
1. Heterogeneous ability classrooms with reallocation of human resources	<ul style="list-style-type: none"> Consists of providing more support through reallocated human resources in regular classrooms containing diverse pupils. Most often the teaching staff provides this support, although family and community members can also volunteer in the classroom. In most cases, the reallocated human support is provided for specific groups of pupils, such as those who are considered to require special education, immigrant pupils, members of minority groups, and those with language-related difficulties. This support enables students to remain in the regular classroom.
2. Extending the learning time	<ul style="list-style-type: none"> The provision of more learning time or extra academic activities is more common for pupils who live in socially disadvantaged areas or have a minority background. This can be translated, for example, into various approaches: offering a longer school day, providing help for pupils and families through family support or private lessons at school or at home, and offering educational activities during holiday periods and after regular school hours throughout the school year.
3. Inclusive individualised	<ul style="list-style-type: none"> The inclusive individualised curriculum is not oriented towards reducing the amount of learning

curriculum	expected of a student. Instead, the teaching methods are adapted to facilitate the student's learning.
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3.1.3. Types of family/community involvement and educational improvement

A large body of literature indicates that family and community involvement in schools enhances student achievement.³¹ For students from minority cultures, community participation is especially important, as it contributes to better coordination between the activities carried out at home and those undertaken in the school.³²

Throughout our analysis of educational systems and review of the existing literature, we identified five types of community participation, which differ in the form and degree of participation and involvement: **informative, consultative, decisive, evaluative, and educative participation**. The INCLUD-ED project also

³¹ Joyce L. Epstein, "Longitudinal effects of family-school-person interactions on student outcomes," in *Research in sociology of education and socialization*, ed. Arthur Kerckhoff (Greenwich: JAI, 1983), 101-128; Wendy S. Grolnick & Carolyn O. Kurowski, "Family processes and the development of children's self-regulation," *Educational Psychologist* 34, no. 1 (1999): 3-14; Harvard Family Research Project (HFRP), "Family Involvement Makes a Difference in School Success," winter, no. 2 (2006). Accessed March 27, 2012. <http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success>; Anne T. Henderson & Karen L. Mapp, *A new wave of evidence. The impact of school, family, and community on student achievement. Annual synthesis*, (Washington, DC: National Centre for Family & Community Connections with Schools. Institute of Education Sciences, 2002); Nancy E. Hill & Lorraine C. Taylor, "Parental school involvement and Children's Academic Achievement: Pragmatics and Issues," *Current Directions in Psychological Science* 13, no. 4 (2004): 161-164; Kathleen V. Hoover-Dempsey, Angela C. Battiato, Joan M. Walker, Richard P. Reed, Jennifer M. DeJong & Kathleen P. Jones, "Parental involvement in homework," *Educational Psychologist* 36, no. 3 (2001): 195-209; Eva M. Pomerantz, Wendy S. Grolnick, Carrie E. Price. "The Role of Parents in How Children Approach School: A Dynamic Process Perspective," in *The Handbook of competence and motivation*, ed. Andrew J. Elliot and Carol S. Dweck (New York: Guilford, 2005), 259-278; Heather B. Weiss, Kathleen Hoover-Dempsey, William Jeynes, Joyce L. Epstein & Anne T. Henderson, "Research and Evaluation of Family Involvement in Education: What Lies Ahead?," Harvard Family Research Project, Harvard Graduate School of Education (Panel Session at the Annual American Educational Research Association, Montréal, April 14, 2005). Eric Dearing, Holly Kreider, Sandra Simkins, & Heather Weiss, "Family Involvement in School and Low-income Children's Literacy Performance: Longitudinal Associations Between and Within Families," *Journal of Educational Psychology* 98, no. 4: 653-664; Concha Delgado-Gaitan, *The power of community: Mobilizing for family and schooling* (Lanham, MD: Rowman & Littlefield, 2001); Eugene García, *Student cultural diversity: Understanding and meeting the challenge* (Boston, MA: Houghton Mifflin Company, 2002).

³² Mary Lynn Boscardin & Stephen Jacobson, "The Inclusive School, Integrating diversity and solidarity through community-based management," *Journal of Educational Administration* 35, no. 5 (1996): 466-476; Paula J. Beckman, Deirdre Barnwell, Eva Horn, Marci J. Hanson, Sonya Gutierrez & Joan Lieber, "Communities, Families, and Inclusion," *Early Childhood Research Quarterly* 13, no. 1 (1998): 125-150; Geert Driessen, Frederik Smit, & Peter Slegers, "Parental Involvement and Educational Achievement," *British Educational Research Journal* 31, no. 4 (2005): 509-532; Adriana Aubert & Rosa Valls "Dones Gitanes que superen l'exclusió social a través de l'educació," *Educació Social-Revista d'Intervenció Socioeducativa* 24 (2003): 22-32; Dena Ringold, Mitchell A. Orenstein, & Erika Wilkens, *Roma in an Expanding Europe: Breaking the Poverty Cycle* (Washington, DC: The International Bank for Reconstruction and Development / The World Bank, 2005); Jesús Gómez & Julio Vargas, "Why Roma do not like mainstream schools: voices of a people without territory," *Harvard Educational Review* 73, no. 4 (2003): 559-90.

found that the different types of participation are related to the school outcomes obtained. The following table summarizes these five types.

TYPES OF FAMILY AND COMMUNITY PARTICIPATION	
1. INFORMATIVE	<ul style="list-style-type: none"> ▪ Parents are informed about school activities, school functioning, and decisions which have already been made. ▪ Parents do not take part in those school decisions. ▪ Parents' meetings consist of informing families about these decisions.
2. CONSULTATIVE	<ul style="list-style-type: none"> ▪ Parents have a limited impact on decision making. ▪ Participation is based on consultation with families. ▪ They participate through the school's statutory bodies.
3. DECISIVE	<ul style="list-style-type: none"> ▪ Community members participate in decision-making processes by becoming representatives on decision-making bodies. ▪ Family and community members monitor the school's accountability in relation to its educational results.
4. EVALUATIVE	<ul style="list-style-type: none"> ▪ Family and community members participate in pupils' learning processes by helping evaluate children's school progress. ▪ Family and community members participate in the assessment of school programmes and curriculum.
5. EDUCATIVE	<ul style="list-style-type: none"> ▪ Family and community members participate in pupils' learning activities, both during regular school hours and after school. ▪ Family and community members participate in educational programmes which respond to their needs.

The research conducted in INCLUD-ED has provided new evidence about which of these types of family and community involvement best contribute to improvements in academic achievement and living together. We conducted six longitudinal case studies in five EU countries (Malta, Finland, Lithuania, UK and Spain), in schools with low-SES families and strong community involvement where students were showing positive progress in their educational results in comparison to schools with similar characteristics. After studying these cases in depth for four years, we concluded that the *decisive*, *evaluative*, and *educative* types of participation are the ones that contribute to academic success. While many studies have identified the link between school and community,³³ INCLUD-ED has gone one step further. In the following section we explain the three successful types of family and community participation, along with the benefits identified.

a) Participation in educational activities

This is the type of family and community participation that has been showed to have the greatest positive impact on children's learning outcomes. Family and community involvement in educational activities includes adults' participation both in children's learning and in their own learning as adults.

Family and community education. According to the literature, improving the educational level of everyone in society who interacts with children can have a positive impact on their learning process. Several authors highlight the role that interactions play in the learning environment and the importance of enhancing the presence of the community in the school.³⁴ Some researchers have focused on how family participation in literacy processes generates new interactions within the family context³⁵. INCLUD-ED has documented family and community education initiatives in several successful school programmes, such as the Learning Communities in Spain and the Lifelong Learning Centres in Malta. These focus on promoting basic education for family members, along with other adult educational and cultural activities. The various successful schools that the project studied had implemented various forms of family education. Some examples are:

³³ Steven B. Sheldon & Mavis G. Sanders, *Principals Matter: A Guide to School, Family and Community Partnerships* (California: Corwin, 2009).

³⁴ Etienne Wenger, *Communities of practice: learning, meaning, and identity* (New York: Cambridge University Press, 1998); Gordon Wells, *Dialogic inquiry: towards a sociocultural practice and theory of education* (New York: Cambridge University Press, 1999); Barbara Rogoff, Carolyn Goodman Turkanis & Leslee Bartlett, *Learning together: Children and adults in a school community* (New York: Oxford University Press, 2001).

³⁵ Victoria Purcell-Gates, *Other people's words: The cycle of low literacy* (Cambridge, MA: Harvard University Press, 1995); Marta Soler. "Reading to share: Accounting for others in dialogic literary gatherings." in *Aspects of the Dialogical Self. International Cultural-Historical Human Sciences*, ed. Marie-Cécile Bertau (Berlin: Lehmanns Media, 2004), 157-183.

- Courses on literacy, numeracy, ICT, and other topics were given priority based on the parents' knowledge gaps. These were found in all 6 of the schools studied.
- Talks based on areas of interest of the community. These were also found in all the schools.
- Learning spaces shared by children and families. These were found in Malta (After School Club), the UK (the AMBER and SOFIE projects) and Finland (Parent's evening, with interpreters).
- Dialogic literary gatherings, in which family members read and discuss classic works of literature. These were found only in Spain.

One major characteristic of successful forms of family and community education is that the activities are organized in response to the needs and requests of families. Many activities are designed with and for mothers, to create spaces for them in which they feel comfortable about speaking openly.

Successful Educational Action: Participation in Educational Activities **Example: DIALOGIC LITERARY GATHERINGS**

Dialogic literary gatherings are aimed at adults who do not have a university-level education. At these sessions, people share the reading of classic works of literature, from writers such as Kafka, Joyce, Dostoyevsky, García Lorca, and Cervantes. Through engaging in dialogue about the literature, participants deepen their understanding of language and engage in debates based on their own life experience. It is ultimately a very empowering experience. Gatherings are organized in schools with mothers, fathers, and other members of the community. Anyone interested can attend; it constitutes a way not simply to learn, but also to open the school to the community.



Dialogic literary gatherings.
Immigrant mothers reading *Romeo and Juliette*

Dialogic literary gatherings are also conducted with children, as an after-school activity or as a part of the regular curriculum.³⁶ Ania, the 10-year-old pupil participating in the INCLUD-ED Final Conference, explained how the dialogic literary gathering helps her and her classmates to learn: “We like the gatherings because we learn more [...]. Some classmates learnt to read thanks to the gatherings. Because they wanted to participate in the gatherings, they made more effort”. She also explained how they engage in deep debates: “In the gatherings we talk about things that happen to us: love, fidelity, wisdom... We have already read several books and we compare the characters. Once we debated who was more brave, Ulysses or Quixote. Our conclusion was that both were brave because a person is brave when he or she faces problems, no matter whether they are real or imaginary”.



Dialogic literary gathering.
3rd Year classroom reading *The Odyssey*

We have observed that, when schools implement this type of family education activities, children acquire more of the basic skills offered in the curriculum; in addition, absenteeism drops and more children register for school. Further, the literary gatherings, and the family literacy and language courses, help to transform family relationships, increasing the confidence of parents who have little formal education themselves, and changing the interactions at home as parents and children engage in dialogue about the books they are reading and other issues at school. Therefore we have observed an increase in the number and kind of academic interactions in the home setting. Furthermore, in our data we found

³⁶ Cristina Pulido & Brigita Zepa, “La interpretación interactiva de los textos a través de las tertulias literarias dialógicas,” *Signos* 43, no. 2 (2010): 295-309; M^a Ángeles Serrano, Jasmina Mirceva & Rosa Larena, “Dialogic Imagination in Literacy Development,” *Revista de Psicodidáctica* 15, no. 2 (2010): 191-205.

evidences of relatives who became better able to understand the schoolwork their children were engaged in and thus became empowered to help them with their homework.

General statistics show that children's school performance is associated with their parents' level of education, and analysts draw on those correlations to support arguments about investing in human capital for the future. The INCLUD-ED results show that we need not wait for the next generation to reverse trends of children failing in school and leaving school when they are still young, because certain types of family education can transform the outcomes right now.

Participation in classrooms and other learning spaces. This participation can take many forms. In one, family members participate as volunteers in the children's learning activities, inside the regular classroom. Family and community participation in the classrooms involves a more effective re-organization of the existing human resources in the community, and including them within the classrooms to support pupils' learning. Taking advantage of the existing resources in this way has a positive impact on the learning process, which has been demonstrated in empirical research.³⁷ When other adults participate in the classroom, the class teacher is better able to attend to all the children; this improves both the learning by individual students and the general experience of harmony in the classroom. In addition, children have more, and different, opportunities for interaction with adults.

A range of specific activities make these changes possible, as identified in the case studies. For instance, in many of the studied schools, family members and volunteers participated in the SEAs described earlier: interactive groups, individual support inside the classroom, homework clubs, after-school writing programmes, and literary gatherings with children are just a few examples. The participation of adults made it possible to increase the number and diversity of interactions, which in turn accelerated the learning process.

Moreover, the participation of non-academic women and people from different cultures in children's academic activities helps to overcome cultural and gender stereotypes,³⁸ because children learn from them. Thus, new cultural referents are included in the schools, transforming these spaces and the context and increasing the feeling of living together in the classroom.

³⁷ Susanna Ekström, *Skaitovo ir pasakotojo vadovas darbui vaikų grupėse* (Vilnius: Garnelis, 2000); Laimutė Lukosiuniene, "Pedagoginės sąveikos ypatumai pradinėse klasėse," *Pedagogika* 43 (2000): 112–116.

³⁸ Miranda Christou & Lidia Puigvert, "The role of "Other Women" in current educational transformations," *International Studies in Sociology of Education* 21, no. 1 (2011): 77–90.

Promoting **women's participation in schools** (including students' relatives and other members of the community) not only makes it possible to increase the amount and diversity of personal resources available to help students learn. When migrant women and women from cultural minorities are involved, their participation also helps students learn from new role models and **overcome prejudices related to gender and culture**. The participation of diverse women from the community also contributes in important ways to **prevent** problems related to **gender violence** in schools.

These phenomena were identified in the *Friday Morning Coffee* (UK), a time when families come to school to be with their sons and daughters, or in *Stay and Play Peers Early Education Partnerships (PEEPS, UK)* that promotes the interaction between cultural groups, or the *Writing skills* sessions (Malta) where children are given support so they can improve their writing and reading skills. Rafael Layón, a parent with little formal education who volunteers in one of the schools studied, described his experience at the INCLUD-ED Final Conference: "Now, since I am a volunteer, children ask me for help to do their homework, although they know more than me, because I did not go to school after 3rd grade". These transformations occur not only among the children but also among family members.

The participation by community members in these curricular and extracurricular activities allows relatives and pupils to engage in a shared learning process; as a result both families and children engage in more academic interactions. The new content of the learning that they bring into their interactions generates more motivation in the pupils and transforms everyone's personal relationships and lives. All in all, involving adults from the families and/or the communities in learning activities brings many mutual benefits: both children and adults learn and share this learning, which in turn increases their opportunities for further learning.

b) Participation in decision-making

Throughout the different case studies, we observed actions to engage more representatives of the different groups in decision-making, thus implementing a form of democratic organization. This type of organization includes the voices of all participants in managing the centre; it draws on the idea of "cultural intelligence".³⁹ Families and other members of the community participate actively in decision-making processes; in cooperation with teachers, they decide on issues related to learning, the organisation or the school, and/or ways to resolve and prevent conflicts and organise school activities. Because of this approach, the value placed

³⁹ Ramon Flecha, *Sharing Words* (Lanham, M.D: Rowman & Littlefield, 2000).

on the contributions of individuals is based not on the status position of the individuals, but on the arguments and contributions they provide; these arguments may come from a more academic or a more practical direction.

Successful Educational Action: Participation in Decision-making

Example: FAMILIES' ASSEMBLY and MIXED COMMITTEES

The **Families' assembly** is an procedure well-established in one of the schools studied in Spain. This assembly was set up to decide on important issues, such as how to organize classroom interactions and how to deal with the increasing numbers of immigrant children attending the school. Families of various cultural backgrounds and levels of education (even some with no formal education), along with teachers and volunteers, agreed to implement the educational actions that would best respond to the students' educational needs and requests. As a result of this assembly two decisions were made. First, all the pupils would remain within their classrooms, and would not be separated into different classrooms according to their learning level. Second, all the resources and support would be applied within the regular classroom; these include support teachers for children with special needs, along with volunteers and family members.

The **mixed committees** are a body for decision-making in this school; they consist of **people from all groups in the community**: families, teachers, pupils, and other community representatives. Relying on mixed committees for decision-making means having high expectations about the family members' ability to participate in managing the centre and not only participating in peripheral activities. In order to promote wide participation in the mixed committees it was agreed that all voices would be taken into consideration and that all committee members are equally important. The practice of having mixed committees manage the school has fostered the involvement of family members, since their opinion is just as valuable as that of the other teaching staff.

Interactions amongst members of the community in meetings such as the Families' Assembly offer mutual benefits because they share diverse knowledge. One consequence of such interactions is that people move past their prejudices and the general feeling of harmony and coexistence within the community improves. For this to occur, the meetings must be not merely consultative or informative; they

are primarily spaces for decision-making. This wide participation promotes both transparency and better adjustment to the existing conditions in the community. Another example is the *Parents' evenings with interpreters*, held in Finland. This activity aims at including the voices of the families that have found it more difficult to participate in the school. The objective of these meetings is to assemble the families' requests, concerns, and needs. The teachers and family members engage in a conversation, which includes the families' proposals. The process creates an egalitarian relationship between teachers and families. In order to promote participation by these families, the school offers translations into several languages. Also, meetings are scheduled at times that consider the participants' working hours and make it possible for them to attend. Parental participation in decision-making processes is especially important in multicultural contexts.

The democratic organization of the centre has an impact on the relationship between teachers and pupils. In our analysis of the case studies, we found that when schools consider the contributions of everyone involved in running the school, it becomes possible for people to share ideas and make contributions on an equal level, irrespective of their role and their importance within the school. Thus it allows everyone involved to find better responses to concerns that are raised. Coexistence and living together also improve: from the moment when community members begin to participate in the process of designing norms in common, everyone experiences a greater sense of their shared responsibility to manage the school and address the school's needs. One consequence of this process is that active participation in decision-making makes education more meaningful for everyone in the community.

c) Participation in evaluations

Traditionally, professional educators have been responsible for evaluating student progress and designing curricula. Participation in evaluation is based on the premise that all the educational agents in a community want their children to do well at school. When families and members of the community are included in the process of evaluation or curriculum design, they can share knowledge and strategies, enhance the effectiveness of the actions implemented to improve learning, and increase the possibilities for improving children's learning conditions.

Researchers have already analysed cases in which teaching has improved because families and community members have participated in the life of the school.

In the schools we analysed, we found cases in which families' involvement in redesigning the school in response to problematic situations has allowed it to better respond to such situations. We saw this in the Spanish case, where people avoided labeling students and using only disciplinary measures. Sharing the design of these measures has had an impact beyond the conflict prevention and resolution itself. It has also helped change the perception that the people who traditionally manage schools—the teachers—have about other educational actors, including family members and the larger community.

The participation of families in evaluating and planning the curriculum has been identified as important in preschool education to ensure that children succeed in their instrumental learning. The Individual Education Plan and the Individual Early Childhood and Education Plan, both developed in Finland, are examples of this action. They draw on the idea that collaboration between different educational agents makes it possible to prevent learning difficulties at an early stage. Through this partnership, pupils feel supported and they have more self-esteem and higher expectations about their ability to learn. Moreover, in general terms, this approach helps prevent learning difficulties from becoming serious problems.

In this approach, pupils with disabilities benefit when teachers and families collaborate in designing the curriculum, because both have a direct and complementary knowledge of the pupils and the attention they need. This allows the collaborators to individualize the curriculum in a more inclusive way, to better accelerate student learning. This kind of collaboration also promotes high expectations for these pupils, which has a positive impact on their self-esteem.

In order to allow and encourage family and community participation in the domain of curriculum and evaluation, egalitarian and collaborative relationships need to be established with the school staff, so that families and community members can make real contributions that have an impact on the children's learning process.

The next table summarises the characteristics and contributions of the successful forms of family and community participation.

SUMMARY OF SUCCESSFUL FORMS OF FAMILY AND COMMUNITY PARTICIPATION:

Educational participation: Family and community participation in learning activities

a) Family and community education

- | | |
|--|--|
| Educational activities based on the requests of families | <ul style="list-style-type: none"> - Increase the acquisition of basic competences - Reduce absenteeism - Bring educational practices in school closer to learning practices at home - Increase families' expectations - Improve the level of parents' education. |
|--|--|

b) Participation in classrooms and other children's learning spaces

- | | |
|---|--|
| <ul style="list-style-type: none"> - Existing human resources in the community are reorganized more effectively. - By participating in extracurricular learning activities, pupils of lower learning levels can reach those of their peers. | <ul style="list-style-type: none"> - Community members participate by helping children in instrumental learning. - Interaction between pupils is promoted. - Promotion of interactions accelerates the process of learning. - This process increases students' motivation to learn. - It also improves multicultural coexistence and harmony. - The participation of volunteers and relatives in the educational centres helps extend the learning time available to students beyond the school timetable. |
|---|--|

Participation in decision-making: Family and community participation in decision-making processes

- | | |
|--|--|
| <ul style="list-style-type: none"> - Activities include the voices of all participants in managing the center. - The meetings are not merely consultative or informative. - In order to promote family participation, translators are made available. | <ul style="list-style-type: none"> - This process helps overcome prejudice and improve community coexistence. - This has an impact on the relationship between teachers and pupils. - It makes education more meaningful for everyone in the community. |
|--|--|

- Increased participation reduces rates of absenteeism.
- Children are more motivated to learn.

Participation in evaluation: Family and community participation in evaluating the school and developing curriculum

- Families and members of the community are included in the process of evaluation and/or curriculum design.
- Evaluation is shared among parents and professionals.
- Community members help teachers to identify areas where students need more support.
- This interaction reveals more opportunities to improve children's learning conditions.
- It becomes possible to better design and adapt the organization of the learning to the pupils' needs; thus learning is improved and accelerated.
- Children develop self-esteem and higher expectations about their ability to learn.
- Learning difficulties are addressed early and often prevented.
- The curriculum can be individualised in a more inclusive way.

3.2 Connections between education and other areas of society

Many studies have demonstrated the connections between educational success and inclusion in other areas of society.⁴⁰ For decades, data collected on the different dimensions of social exclusion have indicated the long-standing association between educational levels and becoming accepted and included in society.⁴¹ The social groups that tend to receive less formal education are the same that are more often

⁴⁰ Manuel Castells, Paulo Freire, Ramon Flecha, Henry Giroux, Donaldo Macedo & Paul Willis, *Critical education in the new information age* (Lanham, MD: Roman & Littlefield, 1999); Dragana Avramov, *People, demography and social exclusion* (Strasbourg: Council of Europe Press, 2002).

⁴¹ European Commission, *EUROSTAT, Early School Leavers* (Brussels: EUROSTAT Metadata, 2004); Jittie Brandsma, *Education, equality and social exclusion. Final synthesis report* (Brussels: DG Research, 2002).

excluded from the main areas of society.⁴² At the same time, extensive research has shown that education is one of the most important strategies, if not the most important, for improving access to employment, health, housing and other forms of participation in the wider society.⁴³ Those findings have led to research on how to improve educational success in order to promote social inclusion in all these areas. This is what we called Successful Educational Actions (SEAs) in the section above.

In this section, the focus is not the educational arena but rather the interventions developed in each area of society. In particular, INCLUD-ED researchers have identified the ways that education is integrated into effective interventions that aim to improve inclusion in housing, employment, health, and overall social participation. We also explore the extent to which these interventions include educational components based on SEAs that make them more effective. This connection has been the main focus for projects 3, 4 and 5 (Cluster 2) and the various research activities that have been conducted in them.

The primary research focus of Project 3 was a literature review exploring in which ways, if any, education was taken into consideration in the actions developed in the four areas of society. The results were contrasted through the use of 174 in-depth interviews with professionals and policy makers working in these areas. In particular, the interviews revolved around the question of whether the main findings from the literature review and previous findings by project researchers were taken into account or considered relevant in developing policies or measures aimed at promoting social cohesion. The results of Project 4 were obtained through several research activities: a literature review focused on the educational and social trajectories of the five particular vulnerable groups, a survey was distributed among 481 European NGOs working with vulnerable groups, and 175 communicative daily life stories and 50 communicative focus groups were conducted with members of vulnerable groups. Finally, in order to meet the objectives of Project 5, a twofold analysis was conducted: 18 integrative actions were analysed⁴⁴ and a review of 57

⁴² Social Exclusion Unit, *Preventing Social Exclusion. Report by the Social Exclusion Unit* (London: Cabinet Office, 2001); Arno Pilgram, et al. *Social exclusion as a multidimensional process: Subcultural and formally assisted strategies of coping with and avoiding social exclusion* (Brussels: European Commission, 2001); Commission of the European Communities, "Communication from the commission on 20 November 2002 on European benchmarks in education and training: follow-up to the Lisbon European Council (COM(2002) 629 final". Accessed January 26, 2009. <http://europa.eu/scadplus/leg/en/cha/c11064.htm>

⁴³ Teodor Mircea Alexiu & Andreea Dorobantu, *Impact of Education in terms of Housing Opportunities-Migrants and Ethnic Minorities. Interim Report* (Universitatea de Vest Timisoara: Included project, 6th Framework Programme, European Commission, 2008).

⁴⁴ In the analysis of integrative actions, one difficulty encountered was that for some integrative actions it was difficult to find objective evidence on the success they achieved. It was necessary in some cases to look for additional information to confirm their successful results.

directives and other European policy documents was carried out to explore the connection between education and other areas of social policy, as well as their contribution to social cohesion.

In the next sections, we briefly describe our results. First, we analyse what the literature says about the role that education plays in interventions implemented in the four areas of society. Second, we briefly summarise our main findings in the cross-case analysis of 18 integrative actions (IA). Third, we present the concept and examples of Integrative Successful Actions (ISA), along with the Dialogic Inclusion Contract (DIC) as an example of a process that has been shown to facilitate an effective implementation of the ISAs.

3.2.1. Education within actions for social inclusion

Research showed that most actions for the overcoming of social exclusion in the areas of employment, health, housing and political participation included some educational provisions. This knowledge was contrasted with the experiences of professionals and policy makers in these fields. Furthermore INCLUD-ED studied how inclusion in these areas can be improved from the perspective of education when it is based in the SEAs. In order to summarize the findings, and to highlight which of them are most innovative, we present four key ideas here.

Increasing employment opportunities: inclusive vocational training

The project identified as a crucial element for avoiding long term unemployment the need to develop vocational training which promotes both sustainable and effective entry into the labour market, along with options to return to the educational system. Traditional vocational training, which aimed at immediately placing students in the labour market,⁴⁵ did not always consider the possibility that they would return to school. Researchers have found that this option should be kept open in order to reduce youth unemployment, especially among those who are more vulnerable to social exclusion.

⁴⁵ Juha Kettunen, "Education and unemployment duration," *Economics of education review* 16 (1997): 163-170; Jane Cruikshank, "Lifelong learning and the new economy: rhetoric or reality?," *Education Canada* 47 (2007): 32-36; Maarten H. J. Wolbers, "The effects of level of education on mobility between employment and unemployment in the Netherlands," *European Sociological Review* 16 (2000): 185-200.

The INCLUD-ED project highlighted vocational training programmes that allow students to return to the educational system to gain certifications such as the baccalaureate, and which therefore compensate for the negative effects of early tracking. These programmes have two main characteristics. First, instead of designing vocational training curriculums that focus only on specific skills for concrete occupations, they include academic subjects for higher qualification, together with workplace-related skills. This guarantees that young people in these programmes study a more thorough and integrated curriculum, and therefore acquire both the key competences for lifelong learning they will need in the labour market⁴⁶ and the possibility to access academic tracks that can lead to higher education and better working conditions in the long term. Second, these vocational training programmes incorporate academic ladders that allow students to move forward to higher education. As a result, all these measures can make the system more flexible and equitable, removing the barriers that previously kept socially excluded youth from returning to academic education.

One example of inclusive vocational training is that offered in the Mondragon Cooperative Corporation. The cooperative included a professional school from its very beginning; today education and training is one of its main principles. The Politeknika Ikastegia Txorierri is a secondary and vocational education cooperative training centre which provides courses leading to a bachelor's degree, as well as vocational educational courses. It focuses on serving local industry, in close collaboration with local companies, and is simultaneously committed to the integral and lifelong learning of its students. A dual character defines this training centre, as it facilitates access to both university studies and the labour market.

Inclusion in political participation: involving end-users in decision-making

Along the lines of what we defined above as participation in decision-making, one element that frequently arose in both the literature review and the interviews was the urgent need to constantly open up decision-making processes.⁴⁷ Additionally, our findings supported the need to ensure that this participation is oriented towards implementing successful actions in different areas of society.

⁴⁶ Iñaki Santa Cruz, Gregori Siles, & Natalija Vrečer, "Invest for the Long Term or Attend to Immediate Needs? Schools and the Employment of Less Educated Youths and Adults," *European Journal of Education*, 46, no. 2 (2011):197–208.

⁴⁷ Commission of the European Communities, "Accompanying document to the Communication from the Commission to the Council and to the European Parliament. Efficiency and equity in European education and training systems COM(2006) 481 final". Accessed March 27, 2009. http://ec.europa.eu/education/policies/2010/doc/sec1096_en.pdf

There is a wide body of literature analysing actions that have been shown to be successful in engaging end-users in decision-making and designing policies, that is, in promoting empowered participatory governance⁴⁸. Some examples are the participatory budgets or the citizens' assemblies, which lead to real social improvements. The

All of us at the board, all the volunteers, we all are in the assemblies. It is not the teachers who decide, we do. [This is important] because the community, we know what we want, for instance, we know if we want to do dancing or literature.

Family member (Spain)

INCLUD-ED project has shown that it is essential to create spaces for dialogue with the end-users, avoiding the presence of intermediaries. When citizens are eager to participate in the dialogue and express their priorities by themselves, engaging in the decisions that affect them, their families and their community. The result of this participation is a more efficient allocation of resources, as well as further social inclusion.

Similarly, in the field of health, there are actions which have been successful in promoting the participation in decision-making of vulnerable groups which traditionally did not participated. This inclusion has been shown to help improve

In England, representatives of neighbourhood associations are included into the management bodies, into the administrative boards of hospitals, as a first step... also former patients are included, in such a way that there is not only the erudite opinion of doctors and directors in the management of hospitals, but also those of the people who have received the service. But it is just beginning in our country.

Director of a hospital (UK)

health systems themselves, making them more efficient, equitable, and democratic. One of the most successful is direct citizen participation in the design, organization, and evaluation of health services. Actually, health service authorities interviewed recognised that it is essential to include end-users in the design of health programmes.⁴⁹ Therefore, we point out the

increasing need for dialogue and consent between the experts and end-users of health services. The same is true in housing, employment, welfare services and other social initiatives.

⁴⁸ Archon Fung & Erik Olin Wright, "Deepening Democracy: Innovations in Empowered Participatory Governance," *Politics & Society* 29, no. 1 (2001): 5-41.

⁴⁹ Canadian Public Health Association, Health and Welfare Canada, and the World Health Organization, "Ottawa Charter for Health Promotion," *First International Conference on Health Promotion* (charter adopted at an International Conference on Health Promotion, Ottawa, Novembre 21, 1986). Accessed February 20, 2009. <http://www.paho.org/English/AD/SDE/HS/OttawaCharterEng.pdf>; Gang Xu, Sylvia K. Fields, Christine Laine, J. Jon Veloski, Barbara Barzansky, Carlos J. Martini, "The relationship between the race/ethnicity of generalist physicians and their care for underserved populations," *Am J Public Health*, 87, no. 5 (1997):817-822.

Focused literacy to enhance access to housing and health

Health literacy⁵⁰ is identified as a successful action that can help people with little formal education to improve their position within the health system. Health literacy means the ability to obtain, process, and understand basic

We were frequently thinking what we could do, but it all stops because we do not know how to get to them. There is no sense in making a programme, without including them into it. Before we make any new programmes, we should make a focus group and ask them what they really need. We go to the school, or to the work organization or to a pensioner's association of pensioners and we obtain the opinion of people, but in that way we can not cover dropouts.

Health professional (Slovenia)

information about health and necessary health services in order to make the most appropriate decisions. Health literacy offers many benefits.⁵¹ People who have more information about healthcare structures are better able to use them, and better information also has a positive impact on the health of the population itself. This is particularly important for members of certain vulnerable groups, such as women.

Along this line, Amartya Sen⁵² and Jane Stoneman Stein⁵³ say that education and literacy for females are important predictors of their health. They also emphasize the role of health education, literacy campaigns, and other initiatives in non-formal

We not only test the materials, but we also investigate the needs perceived in the vulnerable groups in the population (...) therefore our samples are oriented towards vulnerable groups and groups with educational deficits.

When the population with low socio-educational levels, have a service which is adapted, "tailored", made to measure, based on their needs, their diversity, and they have health services which are motivating enough and personalised they can manage to respond to not only all aspects of life nor healthcare provision, but to many areas in a way which is practically equivalent to the standard population.

Responsible for health services (Slovenia)

education as successful actions to improve the health of women and their children and families. These findings indicate that it is not so much the level of education that has an impact on effective access and use of healthcare services, but rather the fact of participating in educational activities that seek to improve access to and use of healthcare services. Therefore,

actions that incorporate health literacy are fundamental. However, they should always be carried out in ways that consider the needs and desires of end-users;

⁵⁰ Rima E. Rudd, Barbara A. Moeykens, Tayla C. Colton, "Health and literacy. A Review of medical and Public Health Literature," *Annual Review of Adult Learning and Literacy* 1, no. 5 (1999). Accessed February 20, 2009. www.ncsall.net/?id=522

⁵¹ Rudd, Moeykens and Colton, "Health and literacy".

⁵² Amartya K. Sen, *Development as freedom* (New York: Oxford University Press, 1999).

⁵³ Jane Stein, *Empowerment & Women's Health: Theory, Methods and Practice* (London: Zed books, 1997).

research shows that programmes on health literacy that do not address the needs and interests of individuals fail to reach their objectives.⁵⁴

Financial literacy also plays a crucial role in increasing the financial skills that allow individuals, especially those with less formal education, to better understand and manage their domestic finances.⁵⁵ It is defined as the set of abilities and knowledge that allows individuals to understand finance related to domestic economic management. Thus education is widely seen as a key element in overcoming inequalities in this area. Researchers have shown that financial literacy makes a significant difference in people's ability to access housing benefits.

The academic literature contains much evidence that people who are financially literate make better decisions about their mortgages and can better avoid potential fraud in either public or private housing.⁵⁶ On the other hand, a lack of financial knowledge related to housing has negative consequences for end-users, especially those with little formal education. People from disadvantaged backgrounds are more likely to become victims of housing abuse and fraud. For example, they may make poor decisions because they lack information or encounter misinformation on issues like the workings of interest rate changes.

3.2.2. Integrative Actions: Contributions from cross-case analysis

As part of Project 5, eighteen Integrative Actions (IA) were identified, that is, actions that target education together with one or more of the areas of society addressed in this project (employment, health, housing and political participation). These integrative actions were selected because they had been effective in promoting social cohesion in their particular field of action. At the end of this section we provide a brief description of these eighteen cases analysed.

The cross-case analysis carried out from the INCLUD-ED project revealed six common elements that contributed to overcoming exclusion and strengthen social cohesion, which are here described.

⁵⁴ Ainhoa Flecha, Rocío García & Rima E. Rudd, "Using Health Literacy in School to Overcome Inequalities," *European Journal of Education* 46, no. 2 (2011): 209-218.

⁵⁵ "Joint Centre for Housing Studies of Harvard University", Harvard Joint Centre for Housing Studies, accessed March 10, 2012: <http://www.jchs.harvard.edu/research/finance.html>

⁵⁶ OECD, *Recommendation Principles and Good Practices for Financial Education and Awareness* (2005), accessed January 19, 2009. <http://www.oecd.org/dataoecd/7/17/35108560.pdf>, 5.

a) *Effective networking to optimise resources*

Various analysts have described the power of networking and advocacy⁵⁷, an aspect which is also identified within the Non-Discrimination and Equal Opportunities for All Framework Strategy⁵⁸. Along the same lines, in many of the cases analysed, joint and coordinated work between all actors involved in the community—public administrations, NGOs, and the private sector—was essential. Effective networking has thus been found to be a key element to optimize the use of resources.

For example, in the Health Promoting Schools Network and the MURA Programme, both in Slovenia, which provide training for a healthier lifestyle, various agents cooperate in a coordinated effort. A healthier life style was included as a cross-curricular topic in schools and the

Programme MURA (Slovenia)

It aims to identify, develop, implement and strengthen best practices in the field of socioeconomic and environmental development for achieving better health and quality of life of people in the Pomurje region.

Some results: The people of Pomurje started to eat more vegetables and to drink less alcohol, besides they started to smoke less.

community. This approach is fostering health promotion in schools as a more integral part of both the education and health domains in the region.

b) *Involving those traditionally more excluded in recreating successful actions*

Through the cross-case analysis, we identified an effective place for involving end-users, especially members of vulnerable groups, in decision-making processes: during the "recreation of

Catalan Integrated Plan for the Roma people of Catalonia (Spain)

It is public policy aimed at analyzing the situation of the Roma people in Catalonia and proposing a series of actions in different social areas to be developed in order to tackle the situation of exclusion experienced by the Roma community.

Some results: increase of the educational success of Roma students and especially girls; rise of the community participation of Roma people mainly through associations.

⁵⁷ Andrew Geddes, "Lobbying for migrant inclusion in the European Union: new opportunities for transnational advocacy?", *Journal of European Public Policy* 7, no. 4 (2000): 632-649; Lucía De Stefano, "Facing the water framework directive challenges: A baseline of stakeholder participation in the European Union," *Journal of Environmental Management* 91, no. 6 (2010): 1332-1340; Kathrin Zippel, "Transnational advocacy networks and policy cycles in the European Union: The case of sexual harassment," *Social Politics* 11, no. 1 (2004): 57-85.

⁵⁸ Commission of the European Communities, "Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions of 1 June 2005 – Non-Discrimination and Equal Opportunities for All – A Framework Strategy [COM(2005)224 – Official Journal C 236 of 24.9.2005]. "Accessed March 27, 2009. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2005:0224:FIN:EN:PDF>

successful actions". The integrative actions we studied occur in the context of certain local associations, educational centres, vocational training centres, and other social entities, in which vulnerable groups participate in the process of recreating several successful actions. During the "recreation process" end-users discuss successful actions which have been already explained by professionals or researchers; they share their views and make recommendations about how to implement these actions in their own context. Therefore, vulnerable groups become the main actors in the decision-making process; they play an essential role when deciding on and agreeing on the solution for the problems that the whole community faces. Moreover, the recreation process follows a key principle: decisions are taken through an egalitarian dialogue regardless of the position that each person occupies within the community. Thus they are made, as Habermas would say, on the strength of individuals' arguments and not on the power or the social position of those providing the arguments.

The practice of taking decisions following this approach has had many positive effects in improving the living conditions of people who live in deprived areas, and who risk exclusion. For instance, this approach was used in implementing and coordinating two community intervention plans in Spain: the Urbanitas Plan in Albacete, and the course on canteen aids

The Urbanitas Plan of the City of Albacete. (Spain)

This initiative has implemented different successful actions in several social areas to help a deprived neighbourhood to get out of the ghetto, based on the Dialogic Inclusion Contract.

Some results: improvement of the academic results of children; increase of the community participation; improvement of the people life style; reduction of unemployment.

Roma women in the Catalan Integrated Plan for the Roma People.

One of these actions is creating spaces for dialogue and decision-making among people who have traditionally been excluded from such spaces. Projects that give a voice to these groups are developing such spaces and creating networks, through which more Roma girls and women are participating.

Among the integrative actions that are encouraging members of vulnerable groups to participate both socially and politically, some facilitate direct conversations with public administrations at the local, regional, national, and European levels. Representatives of particularly vulnerable groups discuss and reflect on issues related to their social inclusion in areas such as employment, health, education, and housing, and their comments are recorded by policy-makers. Also using this

process are the mixed committees developed in the context of the Dialogic Inclusion Contract which became a successful tool for coordinating the transformation of the La Milagrosa neighbourhood in Spain.

FORUM's Resident Housing Workshops (Netherlands)

Local project with a training component which aims at facilitating and promoting the involvement of all residents in housing and residential development activities.

Some results: many people from multicultural neighborhoods that did not know how the renovation plans worked, learned about it and got their houses restructured or renewed. Therefore, many families' live conditions improved.

Another program that is increasing participation is the FORUM's Resident Housing Workshops in the Netherlands. In these multicultural spaces, neighbours have the opportunity to enter into dialogue and engage in decision-making processes on topics of interest to them. These are dialogue spaces between end-users and

construction professionals in which they participate directly in the decisions about ways to improve and restructure deprived urban areas. As they become more involved in community issues, they can work to improve their living conditions.

Overall, the direct participation of stakeholders and end-users is increasingly being included in the definition of European policies, which emphasize more open methods of policy making that incorporate a wider range of actors in decision-making processes in order to promote citizenship and social cohesion. The literature points out the relevance of including the voices and demands of the various social actors who will be affected by the given policy. In addition, our analysis of the various integrative actions shows that these actors will be more effective in solving problems when community integration programmes are designed to include both the direct participation of social agents and evidence from empirical research. Overall, this combination helps to increase social cohesion.

c) Easy access to return to school

Our analysis of some of the case studies reveals that when programmes combine advising and career guidance with educational and training activities, they encourage students to return to school. This was the experience of two IAs in the UK and Austria. The *Young People at Risk of Offending Programme* in the UK supports entry into the labour market. The projects for women and young immigrants in the *Territorial Employment Pacts* in Austria include in-school training

for mothers; in addition, in its intensive vocational training, *Association Stepping Stones* offers training and consulting on other social issues that affect employment decisions for girls in Austria.

Thus, integrated educational programmes combine three goals. They aim to help members of the target groups enter the work force. They also seek to guarantee that trainees can return to formal education or continue in their training. And, they provide training in other areas that may influence the new employees' professional decisions.

d) Individual monitoring and recognising previous learning experiences

Across the cases, we found that individualized plans are often identified as an effective strategy. They can take advantage of previous, not necessarily academic, learning. Also, individually tailored plans can better respond to specific needs. This approach is found in a variety of integrative actions. For instance, successful programs provide advice for companies that hire young apprentices who are members of vulnerable groups. Or, like the Stepping Stones Association for Girls in Austria, they offer monitoring and individual counselling for new employees. This counseling, whether provided to the companies or to the young women, has improved their access to jobs that were traditionally considered masculine. This is particularly important because most of these women are of immigrant origin; thus this initiative has opened up new and improved work opportunities for them.

Particular provisions of vocational training are necessary to guarantee that these measures are effective. Some successful training programmes start by evaluating and acknowledging the skills and competences that the applicants already possess, such as multilingualism, or skills arising from their experience in the informal economy; one example is the Dynamo Network in Austria.

DYNAMO (Austria)

An association offers technical and educational support for vocational schools students through individual learning coaching in small groups. Its main target group is young migrants and refugees aged 15 to 25.

The entities of the project, like DYNAMO, claim for more rights for these vulnerable groups, and for their education and labour inclusion.

The Into Work Development in the UK, provides spaces for dialogue for people with disabilities, enabling them to share their experiences and jointly seek ways to overcome the barriers to labour market access.

e) *Increased participation through role models*

Another common element found across these integrative actions is the extension of participation in educational and training programmes when people from the community or the same social group are involved. This is particularly important with vulnerable groups.

One example is the *Red Connecta* in Spain, public provision of computer rooms in low SES neighbourhoods oriented to overcome the digital gap affecting young people aged 13 to 30 in these contexts. Members of vulnerable groups directly participated in the design and implementation of the programme, which can constantly adjust its activities, based on the needs that arise as these members discuss their experiences. Participation rates in the programme are rising because a high percentage of the students end up working or becoming volunteers in the same programme or in other community projects, or they continue in further training. The involvement of former students as volunteers or coordinators serves as positive reference for other youth who then decide to participate as well.

f) *Actions based on Solidarity*

Training in different fields is a key element in all these actions that promote access to housing for members of vulnerable groups. Here, the relevant educational provisions range from financial literacy and negotiated

Cooperativa Sociale Biloba (Italy)

This is a pilot project that establishes strategies for integrated planning of urban ecosystems, for the development of community and active citizenship, for the prevention of discomfort and promote well-being.

agreements with local banks, to educational activities that promote empowerment, such as those in the *Casa a Colori* programme managed by *Fondazione Casa Amica* in Italy. Families take part in various educational activities that also improve their life conditions in other social areas.

Shared living situations are being pointed out as an effective alternative that promotes participation in community actions. This idea is the basis for *Cooperativa Sociale Biloba*, an Italian programme that encourages youth to participate in the community, and meanwhile facilitates their access to housing. Youths receive low-rent apartments in neighbourhoods where many people face social exclusion. In

exchange they sign an agreement to provide 10 hours of volunteer work in neighbourhood social and educational projects which promote community participation and improve social relationships.

Integrative actions related to housing share two main elements. First, they are based on fostering solidarity between people, many of whom are living in disadvantaged situations. Second, they aim to empower participants by ensuring

Fondazione Casa Amica (Italy)

The aim of this volunteer non-profit is to facilitate access to housing for migrants and Italians living in poor condition or in exclusion situations. One of their projects is "Casa a colori" which focuses in protecting children and supporting single mothers.

they have all the information they need when they make any decision regarding housing, and that they understand various ways of accessing housing and improving their living conditions.

To conclude this section, below we present a brief description of all the integrative actions studied in the project, and some of our major findings about them.

1. **The European Network of Health-promoting Schools** (Education and Health, Slovenia). This network includes 43 European countries that cooperate through approximately 500 schools, thousands of teachers, and more than 400.000 students. In many countries national or regional networks exist, which connect another 5000 schools.⁵⁹

In 2010, 268 schools cooperated in the network, which included 43% of all Slovene schools (212 primary schools, 49 secondary schools, and 7 residence halls in secondary schools). The Slovene Network of Health-promoting Schools has three goals. The first is learning about health, which is integrated into other subjects as health is a cross-curricular topic. The second is the hidden curriculum: the understanding that life at school should enhance health, through regulations, climate, interpersonal relations, the organisation of school meals, extracurricular activities, projects, etc. The third is cooperation with parents, with health services and other specialised services, and with the community.

The main element identified as contributing to the success of the project is

⁵⁹ Schools for Health in Europe. "Schools for Health in Europe." Accessed April 10, 2009. <http://www.schoolsforhealth.eu/>

the work on interpersonal relations that includes everyone involved in the educational process: teachers, pupils, and parents. In school year 2009/2010, 91.3 % of activities were assessed as highly successful and 6.2% of activities were assessed as successful (in a scale 1 to 5).⁶⁰

2. **Programme MURA** (Education and Health, Slovenia). This integrated approach involves various sectors that work to improve the health of inhabitants of the Pomurje region, one of the most deprived in the country. The programme aims to identify, develop, implement, and strengthen best practices in socioeconomic and environmental development to achieve better health and quality of life for people in the region. So far, it has been found to increase people's knowledge, skills, and awareness of healthy lifestyles and has increased their physical activity levels.

As a result of the programme, the people of Pomurje began to eat more vegetables, to drink less alcohol, and to smoke less. One year after the study began a follow-up study contacted a random sample of 303 inhabitants aged 25 to 64. While 42.4% of the inhabitants of Beltinci had used lard for food preparation before the intervention, only 27.2% did so after the intervention. In other words, 39,1% of those interviewed who were using lard before the intervention substituted vegetable oils.

In addition to the sustained nutritional changes, the participants reported that they shared information about the programme with their friends, family members, and neighbours, contributing to changes in their lifestyles and encouraging healthier lifestyles. The community's participation in the programme has continued to increase. For example, support groups encouraging exercise, walking, and biking were established in all 50 communities where the programme was running and local communities also organised other activities.

3. **National Programme for the Primary Prevention of Cardiovascular Diseases** (Education and Health, Slovenia). This program is conducted by the Ministry of Health, in 61 community health centres established in each

⁶⁰ Institut Za Varovanje Zdravja Republike Slovenije. "Institut Za Varovanje Zdravja Republike Slovenije." Accessed February 3, 2011. <http://www.ivz.si/>

region. It includes men aged 35 to 65, and women aged 45 to 70. It uses a holistic approach. The health professionals have additional training that enables them to develop health education activities by promoting a healthy lifestyle that will help prevent cardiovascular disease.

Studies conducted by the program show an improvement in prevention, which means fewer new cases of disease and consequently fewer deaths. This is especially important for Slovenia, because cardiovascular diseases still accounts for approximately 38% of deaths. In addition, treatment for patients with acute cardiovascular events has improved, especially for complications involving the coronary arteries. In the field of treating acute cardiac arrest, Slovenia is in second or third place in Europe for the number of immediate coronary artery dilatations that are performed.

Data provided on the Health For All Database (HFA-DB) shows that mortality due to cardiovascular diseases dropped from 530.8 to 259.2 deaths per 100,000 inhabitants (-51.2%) between 1985 and 2007. This reduction of mortality is similar to that experienced in developed countries with similar prevention programmes. In the same period the standardized rate of mortality due to ischemic heart disease (IHD) was reduced from 128.7 to 67.2, a drop of 47.8%.

4. **Association Stepping Stones for Girls** (Education and Employment, Austria). The 25-year-old non-profit non-governmental association Sprungbrett encourages and supports girls and young women who enter technical vocational fields. It aims its activities at girls and young women aged 10 to 21. Almost 80% of those who attend are of immigrant origin. The association provides advice, counselling, and professional training, along with training in other issues affecting their personal lives, such as family and relationship issues and ways to prevent gender violence. All services are provided free of charge. In 2009, Stepping Stones for Girls organised 142 group counselling workshops focusing on technical vocational tracks, and 44 group counselling workshops on sexuality and empowerment; it also had 865 individual counselling contacts throughout the year.

5. **TEP, Territorial Employment Pacts** (Education and Employment, Austria). This project helps to improve the labour market situation in Austrian

regions, to ensure that resources are used more efficiently and effectively, to provide better support for target groups, to preserve jobs and create more, and to secure sustainable funding. It promotes joint and coordinated work between all actors involved in the community.

One of the successful projects implemented in primary schools in Vienna is training in science, German, math, art, culture, computing, and technology for immigrant mothers who lack basic education. As these women participate in the training, they are increasingly involved in their children's learning in school, which helps to improve their own school careers. It also allows them to take on paid work or to start their own businesses. In addition, many participate in other training activities promoted by the Public Employment Agency, as they meet basic requirements in language and basic education. Without the training received in these schools, these immigrant mothers encounter many difficulties in finding employment and in participating in vocational training which requires basic skills.

6. **DYNAMO** (Education and Employment, Austria). This programme supports students in vocational schools through individual learning coaching in small groups. The main target group is migrants aged 15 to 25 who have recently come to Vienna to live with their families, or who are acknowledged asylum seekers or refugees as defined by the Geneva Convention, or who are otherwise in need of protection.

Dynamo is of great significance in Austria, but it cannot make up for the discriminatory legal circumstances that face this target group. Despite these legal difficulties, projects like Dynamo are part of a social movement fighting for more rights for these vulnerable groups, and for equal access to education and the labour market.

In addition to the qualified staff who develop its various activities, Dynamo volunteers help improve its results by supporting the work of the professionals. Another key element in the Dynamo network projects is its recognition of the added value of multilingualism.

7. **Young People at Risk of Offending** (Education and Employment, Wales). A variety of projects, run at the local level, have been funded as part of the

national strategy to reduce the numbers of youth offending in England and Wales. The projects, all developed under the supervision of the Youth Justice Board, fall into three broad types. Some provide education, training, or work experience. Some emphasise career service, sought to match students to suitable training establishments or employers. Some provide diversionary activities.

Two crucial points emerge from the analysis of these projects. First, to succeed, the project needs to be tailored to the participants, including course materials. Therefore, the specific nature of the target group should have a strong influence on the materials and methods used, the choice of staff, and the length and kind of provisions being offered. Second, the projects succeeded because of their mixed character. To be effective, projects should address more than one aspect of their target group's social life.

In this integrative action, approximately 60% of the students in the database already left the project for a positive destination. Local evaluators see this as a significant achievement, especially considering the range of problems these students face. They highly value the fact that these students end up in a job placement or in further study training.

8. ***Into Work Personal Development (IWPDP) Programme*** (Education, Employment, and Health, United Kingdom). The programme helps people with arthritis to maximise their social and employment prospects by promoting a positive outlook for the future. It addresses the internal and external barriers these people face as they seek to fulfil their potential. Beyond providing information and employment-related training, it encourages participants to challenge their habits, beliefs, and attitudes and to try out new, more assertive routes of action.

Participants in the intervention group reported greater self-efficacy in their job seeking. A larger proportion of participants said that they no longer associated employment with perceived barriers. Thus IWPDP appears to be effective in promoting positive change: personal development and confidence in one's ability to attain educational and employment goals.

Furthermore, people with arthritis who attended the programme demonstrated significant improvements on tests of psychological well-being (i.e. less anxiety, lower depression, more self-esteem) and generally felt more confident in their own abilities and skills for seeking employment.

9. **UNITE West Yorkshire Programme for the Integration of Pakistani and Bangladeshi Women** (Education and Participation, United Kingdom).

The main objective of the UNITE project is to support the integration into British society of 600 women who have newly arrived in West Yorkshire and are nationals of developing countries, mainly Pakistan and Bangladesh.

The programme develops English language courses, as well as activities designed to help the participants understand and use all the services and institutions in the community. These activities are helping the women to participate more fully in society and in the educational system, and making them more employable. The participating women explain how much they have improved their English skills and how this has enabled them to enter the labour market and also consider continuing in higher education or participating in other training activities that make them more employable.

10. **Integrated Plan for the Roma People of Catalonia** (Education, Employment, Participation, Spain). Here, public policy has been developed with a double goal: to analyse the situation of the Roma people in Catalonia and to propose a series of actions in various areas of society that can address the exclusion that the Roma community experiences in Catalonia. The policy actions arise from two sources: a study of successful actions identified by the international scientific community and the demands of the Roma community itself. The actions, defined jointly by the academic community and the Roma, became the first Integrated Plan for the Roma people, which was in force from 2005 to 2008. The Plan 2009-2013 continues the earlier plan; it contains 106 actions in 16 areas. One action developed in the context of the Integrated Plan is the Roma students' meetings, which are organised by the Roma Association of Women, Drom Kotar Mestipen. The goal is to increase the numbers of Roma girls and women who are taking courses, both by encouraging girls to stay in school

through high school and university and by promoting training for Roma women.

These meetings are helping to foster the inclusion of Roma people in educational settings in many different ways. First, they constitute a forum where Roma women discuss their experiences at the different levels of education and together look for ways to help more Roma students succeed educationally, for example, by providing additional support and incorporating Roma people in the schools as role models for Roma girls and boys. Further, these meetings have a strong influence on setting high educational expectations for Roma students, on motivating Roma families, and on increasing their expectations. This is achieved, among other elements, by organizing roundtables of Roma women who are enrolled in higher education or have university degrees. By sharing their experiences, they act as role models in the Roma communities, proving that it is possible to access higher education and work in professions like the law, medicine, and education.

After these experiences some of these women became involved in associations or created their own new associations, increasing their participation in the community because they had participated actively in these events.

11. ***The Urbanitas Plan of the City of Albacete. URBAN Community Initiative Program of the European Commission*** (Education and Health, Employment, and Participation, Spain). This is an initiative of the Albacete City Council in collaboration with the Government of Castilla La Mancha, which is funded by the European Regional Development Funds (ERDF) through the URBAN Community Initiative of the European Commission. Within this framework actions were implemented in various areas of society to help people in a deprived neighbourhood to get out of the ghetto, based on the Dialogic Inclusion Contract. One particularly successful action is the PEBEM, the Educational Project of the Neighbourhoods of La Estrella and La Milagrosa in Albacete, which aims at coordinating educational activities across the two neighbourhoods in and beyond the schools. One action is the implementation of SEAs in the three primary schools in the area; another action is a weekend educational centre that integrates learning and leisure activities; another is the creation of a cooperative that promotes both

education and employment.

12. **Connecta Network** (Education, Employment and Participation, Spain).

This project is helping to overcome the digital gap, which especially affects young people aged 13 to 30, women who find it difficult to enter the job market, the long-term unemployed, and people facing problems with social integration. Connecta Network Centres is a joint initiative supported by various national ministries that develop policies relating to employment, social affairs, and immigration, and by private entities in communication technologies and information such as Microsoft and DELL.

Participation of end-users in designing and implementing the digital literacy programmes is crucial for success. The networks' facilitators and its end-users highly appreciate the initiatives of CONNECTA NOW: 95% of facilitators say that the community is taking advantage of the resources provided by the centre, leading to the project becoming consolidated in the suburbs or villages where it operates.

Different aspects of the implementation methodology stand out as being essential in this programme's success. We found that 67% of the facilitators of the Connecta Network centres agreed on the starting point in training adults: understanding their previous knowledge and interests, in order to connect them with the new knowledge. This approach is recommended by adult educators. Moreover, 86% said that dialogue between the participants and the facilitator is key to promoting individual and group learning.

13. **Cooperativa Sociale Biloba/ Coabitazione solidale** (Education and Housing, Italy).

Biloba establishes strategies to plan integrated urban ecosystems, to develop community and active citizenship, to make people comfortable, what kind of discomfort are they preventing?], and to promote well-being. The pilot project of Coabitazione solidale (solidarity cohabitation), sponsored by the Municipality of Turin, aims primarily to develop community and social networks in the district, along with community living projects built on solidarity among young volunteers aged 18 to 30. The project is coordinated by the Cooperative Biloba, which accompanies the volunteers during the duration of the project.

The project of *living together in solidarity* consists of young volunteers who sign an agreement to cooperate with the municipality and the cooperative to develop relationships, engage in conflict mediation between tenants, and provide ongoing support to social and health services for vulnerable people. The agreement provides a steep discount on rent in exchange for ten hours of volunteer work per week to implement the project in collaboration with local institutions.

14. **Fondazione Casa Amica** (Education and Housing, Italy). This volunteer non-profit organization, founded in 1993 and promoted by the Provincial immigration Council, facilitates access to housing for migrants and Italians living in poor conditions or in situations of exclusion. The association operates throughout the province and works with public agencies, municipalities, associations, trade unions, foundations, and charities.

One project developed by Casa Amica is Casa a colori. This project aims to develop in two directions: protect children and support single mothers who live in the *Casa a colori* reception centre; and protect minors and support vulnerable families including, Roma and migrant families, living in apartments managed by the association. The Casa a Colori includes a three-year educational project through which families work together in spaces where they can exchange their experiences and ideas around topics such as the structure and management of the family and the experience of living together with the others involved with the project and the community. In these spaces for dialogue, they seek common solutions to the barriers they face.

This project has created an atmosphere of trust: families can talk together, and the atmosphere promotes greater prosperity and welfare for their children. The apartments are temporary residences for single women or women with children who face particular economic situations and need a bed and socio-educational support. The program aims to help them become independent, through a process leading to stable housing solutions.

15. **Fondazione Casa Onlus** (Education and Housing, Italy). This institution aims to help its users acquire skills and methods they can use to find a

welcoming home, and to fight social exclusion and marginalization. The foundation identifies and manages public housing assets. Through a specific agreement, it collaborates with social enterprises to manage social support for housing and work, and to support its relationships with users.

Its training activities focus particularly on property management, facility management, and services provided by companies that help teach people how to manage their homes. It offers house-hunting, consultations, support and mediation for finding public housing, and short-term accommodation. The consultants provide guidance and promote users' awareness of their rights and duties, along with available opportunities and ways to use them effectively.

16. ***Integration and Diversity in Education in Europe (IDEE) citizens' panels, bringing disaffected youth to policymaking*** (Education and Participation, Slovakia). This programme aims to build active citizens and to increase young people's participation in democracy by making room for student participation, and engaging and empowering youth. The initiative is funded by the European Commission and the Open Society Foundations and is implemented by various organizations.

In the context of the IDEE initiative we focused on the Citizens' Panels conducted through the Slovakia Nadácia dokoro Skol (Wide Open School Foundation) with a special focus on the impact they have among Roma youth. Young Roma students from the poorest parts of the country, who are traditionally excluded from participation and public debate, participate on these panels.

These citizens' panels are composed not only of young Roma; they also include Roma adults, teachers in various positions at various types of schools, and representatives of associations, local authorities, and public institutions. The purpose of the citizens' panels is to have all the involved agents participate in discussing, defining, and selecting three thematic priorities: improving academic attainment, quality education for the Roma, and the importance of involving the Roma community in discussions on these issues. One element that helps these panels to succeed is that policymakers shared a space for dialogue and participatory democracy with

a group like the Roma community which has traditionally been excluded from the processes of decision making.

17. **FORUM's Resident Housing Workshops** (Education and Participation and Housing, the Netherlands). The RHW have been developed since 2002 by FORUM - Institute for Multicultural Development, a Dutch non-governmental organization working in integration policy in the Netherlands. The RHW have been held in 17 different cities throughout the Netherlands; 15 to 20 residents from a specific neighbourhood take part in each workshop and attend 10 two-hour meetings over a period of 3 months.

The RHW aims to facilitate and promote the involvement of all residents in activities relating to housing and residential development.⁶¹ The participants are identified within multicultural neighbourhoods that face upcoming restructuring and/or renewal. The participants are encouraged to raise questions, seek explanations, and voice their concerns and preferences. They are then shown how to create a blueprint of their preferred renovation plans, based on their experiences and knowledge. Finally, an architect supports the participants in translating their thoughts into projects.

By stimulating and facilitating the participation of migrants and ethnic minorities in developing and improving residential spaces, the RHW aims to promote their involvement in the process of renewing their neighbourhoods. The educational dimension of this integrative action is the pedagogical process through which the residents formulate their wishes about the residential renovations and take part in decision making. The participants, who tend not to be familiar with the overall decision-making process leading to the restructuring of a neighbourhood, are given the opportunity to participate and influence the implementation of renovations.

18. **New Citizens Voice, "Your Voice Matters" Workshops** (Education and Participation, United Kingdom). The YVM programme is being developed by New Citizens Voice (NCV), a UK-based non-profit founded in 2003. It originated in response to a need identified by a small team of professionals

⁶¹ "Resident Housing Workshops", FORUM, accessed July 11, 2009: <http://archiefforum.nl/woonateliers/index-engels.html>

who had recently acquired British citizenship: elevating “the status and visibility of Britain’s new communities”. NCV works to promote the active involvement of “new citizens” in the country’s social, political, and economic life by implementing civic education activities among new British citizens.

The vehicle for this work is the YVM workshops which developed to address the needs and interests of the people involved in various actions. A focus group meeting is held within NCV to discuss and evaluate the main concerns and needs of the target group; the organizers then tailor the activity to meet these concerns and needs. Second, during the activity, the target group members decide who they will vote for, based on their evaluation of the talks that were delivered and the training provided. Finally, participants evaluate the success of the activity. Two key elements make this process succeed: the emphasis placed on the participants’ roles and the fact that participants can influence decision-making.

These elements help new citizens understand the importance of participating politically in procedures which directly affect them. Of those surveyed about this process after the workshop, 50% said that they have a “very good” understanding of how politics can affect them every day, with 44% answering “good”.

3.2.3. Implementing Integrative Successful Actions: The Dialogic Inclusion Contract

Starting from the knowledge of the positive effect of Integrative Actions on social inclusion, INCLUD-ED was interested in researching those Integrative Actions that were connected to the *Successful Educational Actions* (SEAs) previously studied. This is what we define as *Integrative Successful Actions* (ISAs), which target one or more areas of society (employment, health, housing, and social and political participation) in connection to SEAs. In addition, the ISAs have showed progress in widening the access of the most vulnerable groups.

One of the ISA’s case analysed was the URBANITAS Plan in *La Estrella* and *La Milagrosa* neighbourhoods (Albacete, Spain). This case analysis provided relevant insight on improvement in the different areas of society as well as led to increasing

social cohesion. In addition, the procedure used to implement the ISAs there, the *Dialogic Inclusion Contract*, demonstrated to ensure the development of Integrative Actions that succeed in promoting social cohesion and the social and educational inclusion of vulnerable groups.

Successful Educational Actions were the basis for developing the URBANITAS Plan. It started with the transformation of one school of a poor ghetto neighbourhood we studied in Project 6. The school implemented interactive groups, dialogic reading, afterschool tutored library, and the different successful types of family and community participation, which led to many successes. First, the children's average grades doubled in six competence areas just one year after these SEAs were implemented, and they continued to improve over the next few years. In addition, through various processes, the residents became more fully included in terms of employment, health access, housing, and social and political participation in the neighbourhood. For instance, when family members were involved in family education programs or took part in the decision-making processes at the school, their children's achievement improved, but also there was a process of empowerment that increased their confidence, their involvement in the community and finally their families' employment opportunities. The transformation of the school was linked to the development of ISAs. Two examples are the worker's cooperative promoted by the Association Miguel Fenollera and the Weekend Centre. Both examples integrate actions in education, employment and social participation. The development of these ISAs was possible after a dialogic process of community participation in decision-making, the Dialogic Inclusion Contract, which is described on the following.

The dialogic inclusion contract (DIC): A dialogic procedure to overcome social exclusion

The Dialogic Inclusion Contract is a dialogic procedure in which researchers, end-users, and policymakers recreate successful actions through egalitarian dialogue. Researchers provide information on actions that have proven successful elsewhere, according to the international scientific community. Next, these actions are recreated in the new context through dialogue with the residents and policy makers.⁶² These agreements are reached through a discussion process, in which all the views of the different stakeholders are evaluated on the strength of their

⁶² Adriana Aubert, "Moving beyond social exclusion through dialogue", *International Studies in Sociology of Education* 21, no. 1 (2011): 63-75.

arguments. That is, they are valued according to the contribution they make to the ultimate goal of the plan: to improve the living conditions of marginalised communities and get people out of the ghetto.⁶³ Through this process specific actions are chosen that will transform the different social areas. These actions are based on other actions previously identified as successful, both in education and in the different fields of social policy. This process aims to ensure that the Integrative Successful Actions resulting from the process fulfil the first and second criteria. When researchers, end-users, and policy makers engage together in an egalitarian dialogue in which they compare empirical evidence with the end-users' knowledge, they make it much more likely that the resulting decisions about how to implement the integrative actions will respond to the end-users' needs.

The DIC was implemented in the neighbourhoods of La Estrella and La Milagrosa, two of the most underprivileged neighbourhoods in Spain located on the outskirts of Albacete. Let's provide some background. Citizens in this area suffer from high levels of poverty because their primary source of income is temporary and informal jobs such as selling scrap metal; over 35% of people of working age depend on social welfare. They are mostly Roma and immigrants; 7% are illiterate and 79% have not completed basic education.⁶⁴

In 1999, these neighbourhoods were awarded an URBAN plan to address the exclusion that its residents suffered. But ten years later it was in no better condition than before, with no changes in levels of unemployment, health problems, or social exclusion. The community did not take part in decisions on how to manage the funding and what actions to invest in. These issues were decided by professionals and other external staff, following a top-down model. This process—often followed in efforts to overcome such situations of exclusion—cannot be analysed separately from the whole programme's failure to overcome social inequalities. As is already known, involving the most vulnerable groups in the issues that affect their lives is crucial to ensure the success of those actions.

The second Plan, URBANITAS, involves new structural funds awarded to the city of Albacete to transform these neighbourhoods. Through the DIC the neighbourhoods

⁶³ Maria Padrós, Rocío García, Roseli de Mello & Silvia Molina, "Contrasting scientific knowledge with knowledge from the lifeworld: The Dialogic Inclusion Contract," *Qualitative Inquiry* 17, no. 3, (2011): 304-312.

⁶⁴ Ministerio de Educación, Políticas Sociales y Deporte, *El plan de intervención social de los barrios de la Estrella y la Milagrosa de Albacete obtiene sus primeros resultados* [The plan for social intervention in La Estrella and La Milagrosa neighbourhoods in Albacete obtain its first results] (2008). Accessed February 25, 2011. <http://sid.usal.es/mostrarficha.asp?id=13542&fichero=1.1>

and the city decided to implement ISAs, with the objective of integrating people into society and addressing their high levels of poverty, precarious labour conditions, and low levels of education. Instead of the former situation in which the administration and local associations decided, this time there were several assemblies gathering different associations, churches, teachers, families from the school, neighbours, local administration and researchers. The researchers provided knowledge about successful actions in the different areas of society and through dialogue they were recreated among them all. In this way, the DIC leads to the recreation of SEAs and ISAs in a inclusive and democratic process, and therefore guarantees the implementation of actions for success.

In a similar way, INCUD-ED results have identified other successful cases that are advancing in overcoming ghetto schools. Those schools presented higher rates of migrant pupils with lower levels of academic achievement, and concentrated poverty and social exclusion. Aiming at transforming the situation, a specific procedure took place in a primary school based on the implementation of the Successful Educational Actions as a way to attract the engagement of middle and upper class families to the school. When SEAs are implemented, academic achievement increases, and cultural diversity is managed successfully benefitting all children's learning. Then, middle and upper class families chose to bring their children having an impact in increasing and diversifying pupils' enrolled. Teachers, parents and pupils start to share a common vision of the school grounded in SEAs and develop a school as a learning community.

We here describe the two ISA examples mentioned above:

ISA: A worker-owned cooperative

One of the main challenges that the neighbourhood faced was the lack of employment opportunities. Through the DIC, the dialogue between researchers, policy-makers and community people (end-users) was launched with a presentation on creating employment in similar contexts. One of the successful actions presented was the Mondragon Cooperative Group. Created in the mid 1950s, it has managed to transform a deeply deprived valley into one that has the lowest level of income inequality in Europe, along with the lowest unemployment rate in Spain and the country's seventh largest industrial group. A discussion was initiated around activities in the informal economy, in which many families were already working, as street vendors, construction workers, cleaners, caretakers for older people, etc. Some even saw the potential to be social workers. The discussion turned to how the

informal economy could be organized more efficiently and could provide alternative forms of self-employment in the framework of a cooperative. The main idea was to draw from the strengths of the community, identifying possible sources of employment and facilitating the conditions for more.

After several community assemblies, the decision was made to set up an action plan to create a cooperative. The Miguel Fenollera NGO, already working in the community, supported the process of identifying market needs and jobs in the neighbourhood and beyond. Families involved in the association participated in this process; some had extensive knowledge of business, the economy, and the labour market. The NGO counted on the support and counselling of a training team at the University of Castilla-La Mancha to create the cooperative; one of the team's priorities is to train and prepare members of the cooperative in the business areas that are being developed, building on all their existing background knowledge. The knowledge, experience, and resources of this and other entities were placed at the service of the community in order to create a cooperative that generates decent self-employment, and is stable and sustainable, offering effective and useful services to the community and surrounding areas. As a result, so far, seven fathers have obtained an officially recognized training certificate as basketball coach and one is working as an assistant on social and educational tasks. Five mothers are responsible for the morning reception class and educational leisure activities that have been organised within the framework of the efforts to transform the neighbourhood.

Integrative Successful Action: Weekend Centre "Centro Finde"

The Weekend Centre [*Centro FINDE*] was created as a response to the community's demand for a place where young people could hang out after the school is closed, in the evening and on weekends. More than half of the neighbourhood's residents are under 30. The Centre looked at SEAs identified by the INCLUD-ED project, such as extending children's learning time through afterschool programs and clubs in which neighbourhood people work together to find and develop educational and cultural components through dialogue.

The leisure activities developed by this association with the aim of preventing delinquency and drug consumption has gone from working with 40 to working with 400 children aged 4 to 16, when integrated in the Centro Finde.

(Social educator)

The Weekend Centre created an alternative for youth to being on the streets all the time. Thus it addressed potential risks such as the dealing and consumption of drugs, and enabled young people to participate in educational, cultural and leisure activities—resources they often do not find at home. Open from Friday at 5 p.m. until Sunday at 8:30 p.m., the primary school facilities are open to offer a wide variety of activities, around three main axes. The first axis, learning and training, includes activities that help foster learning among children and young people based

Before the existence of Centro Finde there was no public service available. Today there are among 30 to 50 people taking part in cultural, educational and social activities, who formerly were on the streets and exposed to unhealthy habits such as drug addiction.

(Neighbour)

on successful actions from elsewhere, such as a tutored library and additional educational support. The second axis revolves around increasing young people's motivation to learn and facilitating their access to and use of ICT. Within this axis there are plans to create a WiFi network for

the two neighbourhoods so that residents can have access to the Internet and its resources, and will be able to find jobs online and take workshops on producing online content. The third axis focuses on overcoming conflicts in the neighbourhood caused by the consumption and trafficking of drugs. In response to demands by participants, a range of cultural and sports activities are being developed.

The Weekend Centre provides children and youth and other community members with an educational and social space that involves all neighbourhood groups in transforming the educational and social context. This implies that people who have traditionally been excluded from such spaces are now participating in decision making, in ways that help overcome their situation of exclusion. Now with the Weekend Centre, the children and youth are no longer left on the streets when the professionals working there finish their work week and go home.⁶⁵ The Weekend Centre has deeply transformed the residents' sense of participation, and improved educational results and the neighbourhood's social life.

⁶⁵ Maria Padrós, Rocío García, Roseli de Mello & Silvia Molina, "Contrasting scientific knowledge with knowledge from the lifeworld: The Dialogic Inclusion Contract," *Qualitative Inquiry* 17, no. 3 (2011): 304-312.

4. IMPACT

4.1 Impact

During the five years, more than 70 scientific articles (among them, 25 in JCR-ISI indexed journals), 2 Policy Briefs, 39 news in different types of media, 157 international congresses and seminars from different disciplines, 62 project conferences and seminars (Two of them at the European Parliament headquarters in Brussels), 94 training seminars throughout the 14 participating countries. Additionally, INCLUD-ED researchers have participated and/or presented in 137 events for teachers, 81 events for stakeholders and end-users and 213 for other agents, such as students, deans or expert groups. (For further information: see the section "Dissemination and use").

In addition, more than 10 lectures have been conducted in different universities in the USA, Mexico and China. Members of the consortium have organized more than 300 conferences, seminars and events at international and national level, across Europe.

Scientific impact

The project's major findings have been published in relevant international and national journals. Among the 70 paper publications produced, 25 of those have been published in the journals ranked by the ISI JCR, including the *Journal of Psycho-didactics*, *Signos*, *European Journal of Education* and *Qualitative Inquiry*. Other Special Issues have also been published in the following journals: *International Studies in Sociology of Education*, *Temps d'Educació*, and *Educación y Pedagogía*.

Additionally, INCLUD-ED's findings have been presented, and well received, at the most important international scientific conferences the field of education and sociology, including the European Conference on Educational Research, the Annual meeting of the American Educational Research Association, the International Sociological Association World Congress, the European Sociological Association Conference or the International Congress of Qualitative Inquiry, among others. Also, INCLUD-ED researchers have been invited by the governments, foundations,

universities and organizations to share the project results in thematic conferences and institutional events. Some examples are the Ministry of Education in Serbia, Spain, Cyprus or Malta, the DG Research of the European Commission, the European Training Foundation (ETF) and the Organisation for Security and Cooperation in Europe (OSCE), to just name some.

Policy impact

The project's direct or indirect impact on policy development can be observed in the contents of five **recommendations** that aim to guide improvements in education **at the European level**, and reflect some of the research outcomes of INCLUD-ED.

First, the positive impact of **schools as learning communities** in diverse social dimensions and policy areas has been recognized in three Council recommendations, conclusions, and communications in the category of the current needs of education: promote inclusive practices and reduce early school leaving. These documents are:

- *Council conclusions of 11 May 2010 on the social dimension of education and training* (2010/C 135/02). In these conclusions, in regard to early and school education, the Council invites the member states to "Promote successful inclusive education approaches for all pupils, including those with special needs, by making schools learning communities in which a sense of inclusion and mutual support is nurtured and in which the talents of all pupils are recognized".
- *Communication from the EC (January 2011). Tackling early school leaving: A key contribution to the Europe 2020 Agenda*. This document states:

"**Schools as 'learning communities'** agree on a common vision, basic values and objectives of school development. It increases the commitment of pupils, teachers, parents and other stakeholders and supports school quality and development. 'Learning communities' inspire both teachers and pupils to seek improvement and take ownership of their learning processes. It creates favourable conditions also for reducing school dropout and for helping pupils at risk of dropping out".

- *Council Recommendation on policies to reduce early school leaving (June 2011) (10544/11)*. This recommendation states that intervention policies implemented at the level of the school or training institution to reduce early

school leaving could include “Developing schools into learning communities based on a common vision for school development shared by all stakeholders, using the experience and knowledge of all, and providing an open-minded, inspiring and comfortable environment to encourage young people to continue education and training”.

Second, the results of the INCLUD-ED project were also reflected in two resolutions of the European Parliament addressing **the education of children of minority and migratory background**, with a special focus on the need to avoid segregating educational practices:

- *European Parliament resolution of 2 April 2009 on educating the children of migrants (2008/2328(INI))*. The Parliament emphasizes the need to improve measures for integration. More specifically, the Parliament “stresses the need to integrate migrants and social categories (such as Roma people) in society. Integration must be based on the principles of equal opportunities in education, ensuring equal access to quality education”. It is also stressed that “Any solutions—whether temporary or permanent—that are based on segregation must be rejected. Parliament also considers that, in order to improve integration into society of children of migrants, it is necessary to involve them in a wide range of extracurricular activities”.
- *European Parliament resolution of 9 March 2011 on the EU strategy on Roma inclusion (2010/2276(INI))*. In this resolution the European Parliament calls on the Commission and the Member States “to combat every form of social and educational exclusion of the Roma and to encourage all programmes that invest in education for Roma people”, as well as “to support initiatives which have proved effective in preventing any form of segregation and prioritise inclusive projects that promote educational success and involve the participation of Roma families”.

On a political level the project had an impact through actions addressing local, regional, national, and European policy makers, as well as ministers of education and actors in other policy areas such as health. Along this line we stress the conference “Europe 2020: Goals and Challenges for a Better Europe” held in Malta (30 November 2011) with a wide range of policy-makers, end-users, and professionals from different areas. Another important event was the International Scientific Conference, held in Nicosia (Cyprus) on the 25th of September, 2008. This conference presented the results of Project 2 and was aimed at teachers,

researchers, policy makers, parents and students. The participants came from all levels of education (pre-primary, primary and secondary) as well as programmes for Vocational Training and Special Education. A Representative from the Ministry of Education exposed her interest in obtaining the INCLUD-ED results due to their relevance for education in Cyprus. We also point out the country seminars held in Belgium, Austria, Italy, Spain, Slovenia, and the United Kingdom with members of the public administrations, along with policy makers and end-users.

The most relevant dissemination actions addressing policy were the **Mid-Term and Final INCLUD-ED Conferences**, celebrated at the headquarters of the **European Parliament** in **Brussels in November 2009 and December 2011**. Over 300 people attended the Final Conference, including members of the European Parliament, representatives of different Member States and regional Parliaments, European Commission representatives -DG Research, DG Education, DG Employment, among others- policy makers, researchers, teachers, family members, citizens, NGOs, companies and children. The audience had the opportunity to listen, in English, French and Spanish, how Successful Educational Actions (SEAs) overcome educational and social exclusion, even in the most deprived neighbourhoods in Europe. This entailed to move from assumptions to evidences in education. The development of evidence-based policies was highlighted for being more necessary than ever in order to overcome the school failure and early school leaving.

INCLUD-ED Final Conference, December 6, 2011 (European Parliament):

Ramon Flecha, the main researcher, opened the INCLUD-ED Final Conference by emphasizing the reason for this research project: "[...] Many children are suffering school failure and early school leaving and therefore are at risk of suffering exclusion in areas like employment, health, housing, and social and political participation. [...] Those children need solutions now! Europe needs them, needs their participation and their contribution to society during all their lives. In order to find those solutions we need scientific research. The present economic crisis requires that educational and social policies get the maximum results from each Euro invested. That can be done only by basing those policies on the scientifically evaluated evidence that gets the best results. [...] During the years of the INCLUD-ED work we have identified Successful Actions. Not just good practices, not just best practices but rather those Successful Actions that get the best results in all contexts where they are implemented. [...] Those people [from the community] do

not ask, [...] they offer their knowledge, their experience and they offer their hope, that all European citizens could have the same improvements as they are already having. [...]"

Social impact

Knowledge transfer between research and institutions, practitioners and end-users has been effectively achieved. SEAs has been extended and implemented in diversity of national contexts accounting for the support of institutions and local administrations. In order to do so, the coordinator institution has signed several agreements with local administrations, trade unions and universities, to make the SEAs accessible to more people who benefits from the research results.

- Agreement for extending SEAs to the schools and community in Rivas-Vaciamadrid (2010-2015). The city council of Rivas-Vaciamadrid (Madrid, Spain) and the University of Barcelona signed this agreement that implied the following main activities: training and assessment in schools that wish to implement the SEA's identified in INCLUD-ED; training and assessment for professionals of different areas on the implementation of successful actions identified by INCLUD-ED. SEA's has already been implemented in all the primary schools of the municipality, it entails around 200 schools that are benefitting of research results.
- Agreement for providing scientific advice on the implementation of successful actions to promote inclusion in several social areas (2009-2013). The city council of Albacete (Spain) and the University of Barcelona signed this agreement to establish a joint collaboration between both institutions to implement the successful actions in two deprived neighbourhoods in Albacete. This agreement was made in the framework of the URBANA initiative (FEDER programme). Based on the evidences from research the University of Barcelona has provided scientific advice on the process of social transformation of these neighbourhoods.
- Agreement between the University of La Salle (Madrid, Spain) and the University of Barcelona (2010-12). This collaboration implied different aspects: the inclusion of the findings from INCLUD-ED in the education given to La Salle's students, the creation of a Free-Task Oriented Group with

university professors and the involvement of students and professors from La Salle in successful actions implemented in the Madrid area.

- Agreement between the University of Kyungnam (South Korea) and the University of Barcelona (2011-16). Some actions will be carried out regarding this second collaboration agreement: Advice and/or training requested by the University of Kyungnam to CREA-UB about INCLUD-ED results and their implementation in the different areas, introduction of INCLUD-ED scientific knowledge and results shaping the training of the University of Kyungnam, the involvement of the students from the University of Kyungnam as volunteers in successful actions linked with INCLUD-ED as well as the one of the university teachers in the actions linked to INCLUD-ED, to be developed in the Korean society.

Lunes, 12 de Octubre de 2009

Local 10/10/2009

El Plan Urbanitas contará con apoyo científico para lograr la integración

La alcaldesa, Carmen Oliver, y la directora del CREA, Marta Soler, firmaron un convenio para que el centro, dependiente de la Universidad de Barcelona, impulse la lectura y el aprendizaje

EMMA REAL

El proyecto Urbanitas, para el que Albacete recibirá 10 millones de euros procedentes de fondos europeos que permitirá la integración real de los barrios La Estrella y La Milagrosa en la ciudad, no tiene una sola dirección de actuación, sino muchas. Además de la intervención urbanística que se va a acometer, habrá una parte fundamental de intervención social, de trabajar con las personas de estos dos barrios para que ellos mismos se sientan también parte de la capital.

Para dar un paso importante en esta línea y sentar las bases, ayer, la alcaldesa de Albacete, Carmen Oliver, firmó un acuerdo de colaboración con la directora del Centro Especial de Investigación en Teorías y Prácticas Superadoras de Desigualdades (CREA), Marta Soler. Este depende de la



La alcaldesa, Carmen Oliver, y la directora del CREA, Marta Soler, firmaron en convenio en el centro del Buen Suceso.
A. PEREZ

-- Signature

between CREA's Director and the Mayor of Albacete for the implementation of INCLUD-ED results

Knowledge transfer was also promoted through key actions with media. The **Media Briefing on EU-Funded Research, Social Inclusion by Education in Europe's Multicultural Society** must be highlighted, which was hosted by INCLUD-ED in Barcelona. Our research findings indicate that when implementing the SEAs identified through the research, schools with high percentages of immigrant students improve both their academic results and their spirit of harmony and coexistence. More than 30 European journalists from 25 different media and from 15 different countries were invited by the European Commission to attend this

event, to publicize these results and contribute to the public debate on immigration and educational success. After the event, news of the briefing appeared in 52 media reports across in Europe (including press, internet, radio and TV) in 8 different countries. Some examples are Le Figaro and RAI 1.



5. CONCLUSIONS

The study of schools across the European geography, of communities involved in educational projects that have showed a positive progress in their educational results has led to the identification of Successful Educational Actions (SEAs). Integrative Successful Actions (ISAs) involving other social areas –employment, housing, health and social and political participation– which are promoting inclusion in these areas by means of incorporating successful educational actions have been also identified. The five years of scientific activities have concluded with an exhaustive state of the art on education, and their connection to other social areas, but most important it has allowed defining SEAs and ISAs.

INCLUD-ED has identified successful actions that contribute to overcome school failure: heterogeneous grouping with the reallocation of existing human resources, extending the learning time, and certain types of family and community education. These successful actions have showed wrong those discourses that tend to blame students or their environment for school failure, especially students with minority or immigrant backgrounds. On the contrary, it has been found that when these actions are implemented in predominantly immigrant and minority schools located in disadvantaged areas their educational results improve. So what is crucial is not the student body composition but which kind of educational action is implemented. Successful types of participation of families and community members become a significant potential resource for the enhancement of educational and social inclusion. Five types of participation have been identified: informative, consultative, evaluative (i.e. centre and students), decisive (in decision-making including academic aspects) and educative. The last three are found to favour educational success. Particularly, data has shed light to the importance of successful programmes of Family Education. Previous theories and research had already demonstrated that promoting cultural and educational interactions between students and social agents, and more particularly with family members, enhance students' achievement. Certain family education and community engagement programmes that promote these type of interactions have led students whose families have only a few books at home or low academic degrees to obtain excellent results in their academic achievement. The Dialogic Literary Gatherings are the best example of this successful family education. Data shows that this family education programme favours greatly students' motivation

and academic success.

It has been found that once successful actions have transformed the school, the process can be extended to the other areas of society (i.e. employment, housing, health, political and social participation). The main finding consists in recreating the identified research-based successful integrative actions through engaging in dialogue with the people living in the area. The connection between processes of social exclusion and inclusion and educational opportunities from the social agent's perspective has been analyzed within five vulnerable groups (migrants, women, cultural groups, youth and people with disabilities).

During the lifespan of the project, and through analyzing schools that were succeeding in improving their students' academic results, it has been possible to gather sufficient evidences that these actions can be recreated in any context and therefore support school success. Successful Actions have been identified in different contexts across the European geography drawing what the studied schools had in common in particular aspects (e.g. which kind of relationship they established with families, student grouping etc.). The SEAs identified in the project have been already transferred to other contexts, obtaining excellent results, as they have not been merely transposed but recreated in dialogue with the people living in that area. Therefore, they are not successful isolated experiences but successful actions that have universal components and that can be transferred. This makes possible overcoming contextualist perspectives that legitimate inequalities, and potentially use successful actions as the basis for educational and social policy.

During the project, the identified successful actions have showed to be possibly recreated in particular contexts to respond to the specific demands of the people, complementing the universal dimension with contextual components. The Dialogic Inclusion Contract is a particular procedure that was identified as serving to this purpose while including in this recreation the voices of end-users as key actors in decision making, and it has also been identified as an effective component of actions promoting inclusion in different social areas. Overall, these evidences constitute the scientific basis that can help replacing actions based on non-scientific assumptions by actions based on scientific evidence, and transfer these positive results promoted by successful actions to more contexts. Moving from assumptions to evidences in education by developing evidence-based policies allow getting much better results with the same resources. The findings presented here are aimed at

enhancing educational and social inclusion of more people, especially those children and youth that have been the leitmotiv of the project, informing policies that support achieving the European social cohesion objective set for the next decade.

6. RECOMMENDATIONS FOR POLICY-MAKERS

- **Foster educational policies based on successful educational actions,** which have scientifically demonstrated to both increase academic results and improve living together in the school and beyond. Health policies are based on scientific evidence about the most successful treatments; we need educational policies based on scientific evidences about the most successful educational actions.
- **Base teacher's training on scientific evidences.** Teacher's training is very important for the development of the best educational results. Receiving this training allows teachers to know what works in education, and be socialized into looking for evidence from research of the most positive outcomes. This scientific based teacher's training enables them to move from assumptions and to work according to evidences. It is advisable to do the in-service training in those schools which are obtaining the best results in relation to their socio-economic status.
- **Encourage the inclusive successful actions overcoming both streaming and mixture practices.** Mixture is the traditional way of organizing heterogeneous classrooms which does not guarantee that all, and each of the pupils are attended. Streaming or ability grouping widens the achievement gap of academic performance and legitimises low attainment of some pupils. There are inclusion actions that have already provided evidence of its successful outcomes with children.
- **Promote the actions which achieve better results with the same resources.** Research demonstrates that when the already existing human resources (often used to separate children into special groups or classrooms) are reorganised into inclusive successful actions, schools improve all pupils' academic achievement, including Roma, migrants and children with disabilities. These successful actions include interactive groups, afterschool learning

programmes and dialogic reading.

- **Develop interactive groups in classrooms.** Interactive groups accelerate children's learning and have been found to be a very successful classroom organization. Pupils are grouped in heterogeneous groups with more adults in the classroom (teachers, educators, support or special education teachers or social workers, relatives, siblings, community members or other volunteers). No child is segregated from the regular classroom, instead help is included inside. Interactive groups guarantee the success for all.
- **Favour the extension of the learning time without reducing curricular goals.** Schools can extend the learning time in order to implement successful educational actions to foster children's attainment, through also using the existing human resources (professional or volunteer) in afterschool, weekends and holiday programmes. Children who need additional support can get it without being removed from the regular classroom. Some successful examples are homework clubs, afterschool clubs, tutored libraries and weekend centres. These activities include instrumental learning, such as support to language learning, literacy or mathematics, instead reducing curricular goals.
- **Facilitate dialogic reading: more persons, more time, and more spaces.** Reading is an action that takes place in many and diverse contexts during more time (beyond school hours), in more spaces (from the classroom to home and the street) and with more people (with peers, friends, family members, teachers, neighbours, volunteers and other community members). Children from all social backgrounds improve communicative abilities and increase reading standards.
- **Encourage *decisive, evaluative and educative* types of family and community participation.** Research has shown that these are the ones which most positively influence pupils' success, both in academic and non-academic aspects. Besides participation in the school decision-making processes (decisive) and in the evaluation of children and curriculum (evaluative), family and community members participate in the learning process of children (educative).
- **Foster family education in schools that is related to learning outcomes.** While some interpretations of statistics make a relationship between parents'

level of education and children's learning outcomes, there is a need to break from the determinist prejudice which creates negative expectations on the families without academic background. Families' low educational levels have a major influence only when successful educational actions are not implemented. Certain family education actions have demonstrated that we do not need to wait for the next generation (better prepared) to change the closed circle of educational inequality. Among successful actions in family education we find dialogic literary gatherings, host language learning and other instrumental learning activities.

- **Dialogic literary gatherings is an example of a successful family education** in which people who had never read a book and, in general, people who do not have an academic background, read and discuss books by authors of universal classic literature. These authors may include, among many others, Tolstoy, Shakespeare, Homer, Kafka, Sophocles, Cervantes, Zola, and Orwell. Through dialogic literary gatherings family and community members improve literacy learning and foster a critical reading of the social reality.
- **Support the development of schools as learning communities.** Schools as learning communities agree on a common vision and increase the commitment of pupils, parents, teachers and stake holders in supporting school quality. They all focus on school improvement and take ownership of their own learning process through helping to the implementation of the successful educational actions. Based on scientific evidences, this has already been recommended by the European Commission and the European Council⁶⁶.
- **Move forward beyond ghettos in Europe through the dialogic inclusion contract.** This contract helps to overcome educational and social exclusion and attract the engagement of middle and upper class children to schools that had previously been ghettos. Through the Dialogic Inclusion Contract teachers, social workers, families, administration, community organisations and researchers dialogue about the evidences of the successful actions provided by research. The objective is to recreate the successful actions into their context to overcome educational and social exclusion.

⁶⁶ European Commission. (2011). *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Tackling Early School Leaving: a key contribution to the Europe 2020 agenda*. Brussels: European Commission.

- **Facilitate integrative successful actions.** The implementation of successful educational actions in schools lead to social transformations in the same communities in other areas of society, such as employment, health, housing and political participation. Research shows that successful actions in these areas include an educational component.

- **Enhance inclusive vocational training,** which allows pupils to return to the educational system and move forward to higher education, contributing to avoid unemployment. Instead of reducing vocational training curriculums that focus only on specific skills for concrete occupations, they include academic subjects for higher qualification, together with workplace-related skills. This guarantees that young people in these programmes study a more thorough and integrated curriculum, and therefore acquire both the key competences for lifelong learning they will need in the labour market and the possibility to access academic tracks that can lead to higher education and better working conditions in the long term.