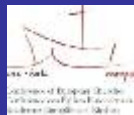




Dialogue Seminar Quality Education in Intercultural Environment

Successful Educational Practices in Intercultural Environment



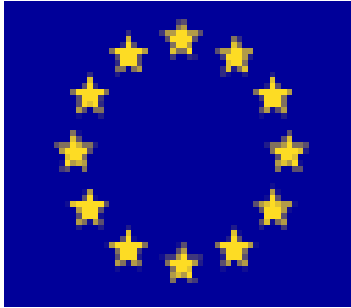
Church and Society Commission of the Conference of European Churches
(CSC of CEC)



Bureau of European Policy Advisors (BEPA), European Commission



Commission of the Bishops' Conferences of the European Community
(COMECE)



Includ-ED

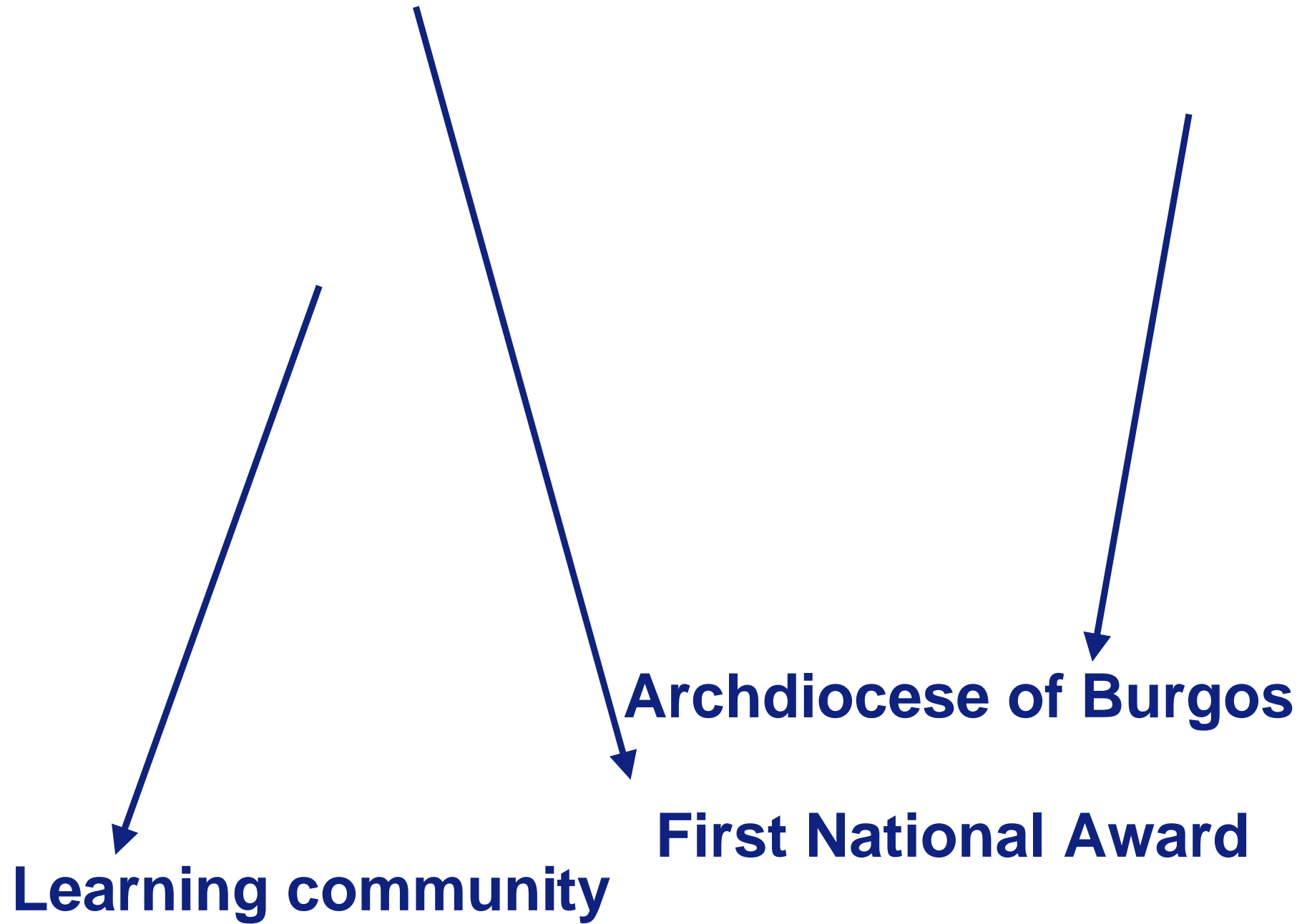


Strategies for inclusion and
social cohesion in Europe
from education

The theories which are getting the best results in intercultural environments

The practices which are getting the best results in intercultural environments

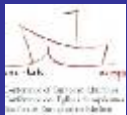






Dialogue Seminar Quality Education in Intercultural Environment

Successful Educational Practices in Intercultural



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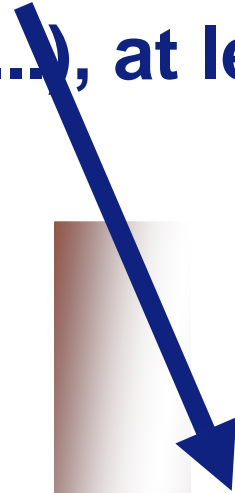


Commission of the Bishops' Conferences of the European Community
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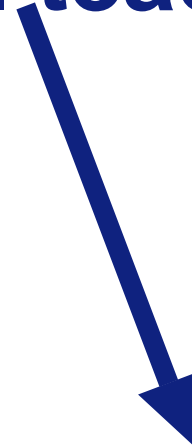
	Mixture	Streaming	Inclusion	
Based on...	Equal opportunity	Difference	Equality of results Equality of differences	
Homogeneous or heterogeneous groups?	Heterogeneous	Homogeneous	Heterogeneous	
How many human resources are used?	1 teacher	More than 1 teacher	More than 1 teacher	
All together or separated?	Together	Separated	Together	Separated
	1) Mixed ability classrooms	1) Organization of classroom activities according to ability levels a. Ability groups in different classrooms b. Ability groups in the same classroom 2) Remedial groups and support segregated from	1) Heterogeneous ability classrooms with additional resources	2) Inclusive split classes with mixed ability students

Mixture: 1 teacher with all children

Streaming: 1 additional teacher is used to segregate some students (poor migrants,...), at least in some of the instrumental areas



Inclusion: 1 additional teacher is used to include all students



Dialogic Learning Interactive Groups

Dialogic Learning Interactive Groups

Dialogic Learning Family Education

Dialogic Learning Tutored Library

Host language

Heritage languages

Full day schools

Dialogic Learning Interreligious Groups

Dialogic Learning

**Community
involvement**

**Family
involvement**

Dialogic Learning

**Family
involvement**

**Community
involvement**

Dialogic Learning Results

The best living together in intercultural environments

The best improvement of instrumental learning in intercultural environments

Dialogic Learning Results (Key competences)

A study from a University, based on old research and recent statistics said that, with more than 6% of migrant pupils, the level of instrumental learning declines

MONTSERRAT SCHOOL		
	2001	2006
PERCENTATGE OF MIGRANT PUPILS	11,8%	46%

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	2001	2006
PERCENTATGE OF MIGRANT PUPILS	11,8%	46%

CATALONIA		
	2000-2001	2006-2007
PERCENTATGE OF MIGRANT PUPILS	3,2%	15,1%

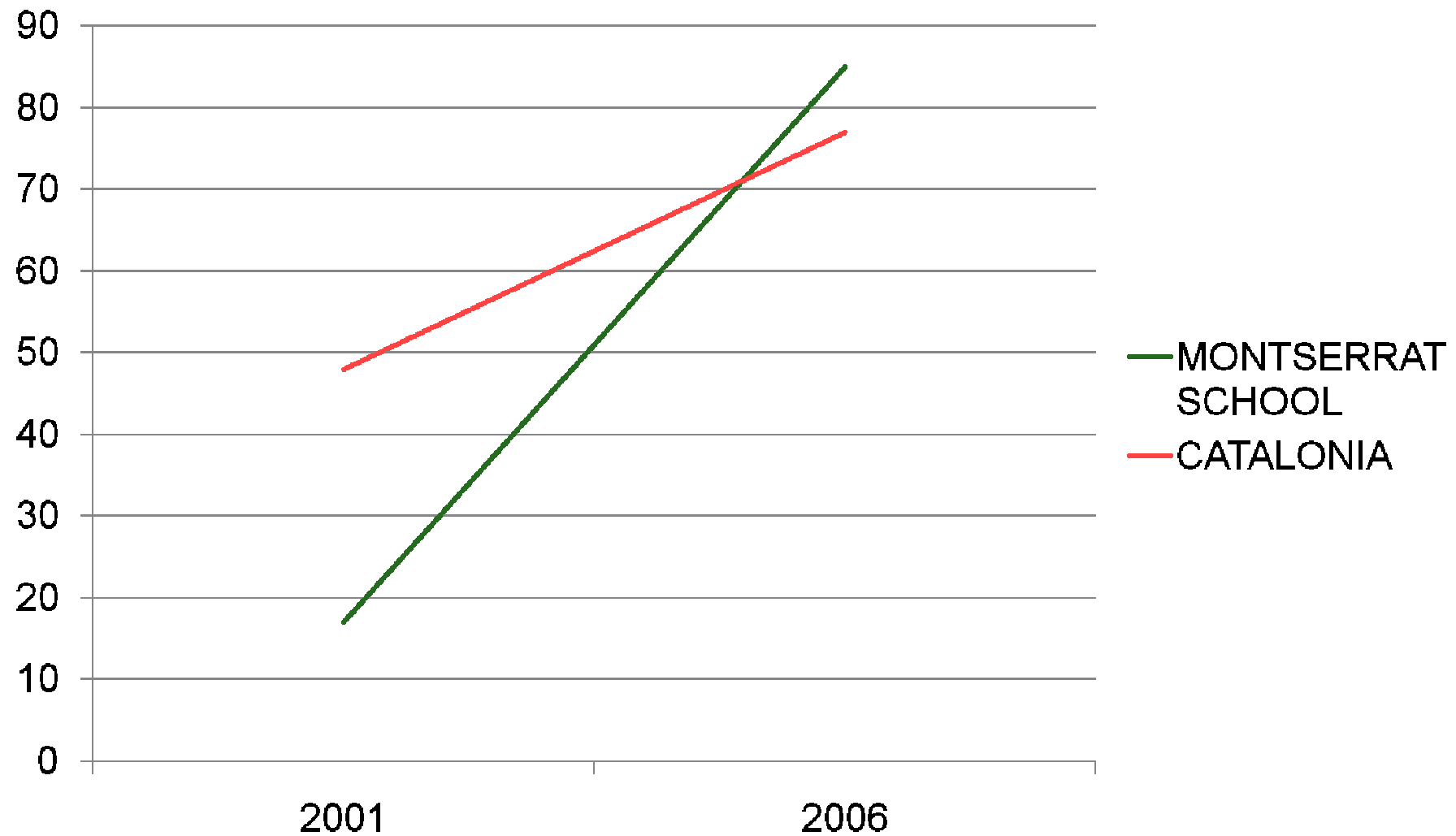
Dialogic Learning Results (Key competences)

The results of Montserrat and many other schools reject both old research and the current statistics. They however confirm the conclusions of recent research: the results depend on the implementation or not of successful practices; migrant pupils are not a problem, but an added value.

MONTSERRAT SCHOOL		
	2001	2006
PERCENTATGE OF MIGRANT PUPILS	11,8%	46%

TESTS OF BASIC COMPETENCES ¹	MONTSERRAT SCHOOL			CATALONIA		
	2001	2006	Improvement	2001	2006	Improvement
SPANISH WRITING ²	17%	85%	400%	46%	79%	72%
CATALAN WRITTING ³	25%	51%	104%	74%	77%	4%

Dialogic Learning Results (Key competences)



Dialogic Learning
Dialogic Inclusion Contract
Overcoming ghettos
Overcoming “white flight”

La Paz
School

CONFLICTS IN THE MEDIA

Teachers asked for protection.

Teachers suffered from a series of assaults and threats from a group of youths. They threw stones at them, harassed and robbed them.

Dialogic Learning

Dialogic Inclusion Contract

Instead of the forced redistribution of children, the decision was to redistribute the staff and to choose those teachers who are motivated and trained to apply the Successful Educational Practices found in Includ-Ed

**Interactive
groups**

**Promoting
solidarity**

Dialogic Learning

Dialogic Inclusion Contract

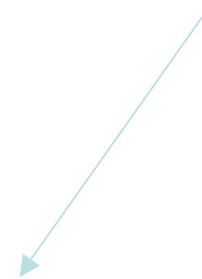
INVOLVEMENT OF ALL THE COMMUNITY SECTORS IN THE SCHOOL



RECOGNITION OF THE ROMÀ PEOPLE: “The Roma Quijote” of Castilla – La Mancha for “La Paz” School

Ministry of Education

Head teacher of La Paz school



Successful Educational Practices in Intercultural Environment

Some old research and recent statistics link the low academic achievements of some pupils to their migrant background.

Recent research makes an intercultural shift of the focus: It demonstrates that intercultural environment is a richness and that low academic achievement is a consequence of the lack of implementation of successful educational practices to their schools.

Successful Educational Practices in Intercultural Environment

There is nothing in recent statistics that was not said before in scientific research.

PISA 2006: data on lower performance of schools reporting ability grouping for all subjects, compared to schools reporting no ability grouping or ability grouping only for some subjects.

Slavin 1992: *Ability grouping is ineffective. It is harmful to many students. It inhibits development of interracial respect, understanding, and friendship. It undermines democratic values and contributes to a stratified society* (Braddock & Slavin 1992: 14).

Flecha, 1990: book *La nueva desigualdad cultural (The new cultural inequality)*, chapter 6: *Diversidad de niveles de educación generalista como eslabón de otras desigualdades (Diversity of levels in general education as a link to other inequalities)*

What recent scientific research shows now will be in statistics in 10 or 15 years.

A. The policy challenge

The Focus should not be the difference between migrant and non-migrant pupils on academic achievement, rather the difference between successful and non successful educational practices. Successful educational practices are those which are already making possible and real, for both migrant and non migrant pupils, the best academic achievement and the best living together.

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To add an additional point to part 29

In some countries, there are useful policies oriented to extending to all schools the successful educational practices, i.e. those which are getting the best academic achievement and the best results in the schools where they have been already implemented.

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To add to the point on “host language” of part 29

Successful inclusive practices have been developed combining: a) learning activities of host language after the regular school hours (teaching, dialogic language gatherings, tutored libraries,...); b) Immersion of new migrant pupils in regular classrooms (never segregating them) with the help of additional teachers, educators, family members or volunteers, besides the help of their peers.

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To add to the point on “Integrated education” of part 29

Successful overcoming of ghettos have been achieved through “Dialogic inclusion contracts” among the diverse sectors of the community, families, administrators, pupils and teachers in order to apply successful educational practices. In some cases, spreading previous teachers to other schools has been necessary, in order to replace them by those able and willing to both implement the successful practices and guaranty the right to good education for all children.

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C. The role of the European Union

Collaboration between European and State members' Educational Institutions and European scientific research on education.

The resources spent in the educational projects of the EU Framework Programme of Research should provide answers to children's educational problems. Educational Institutions and states should use them, particularly their list of successful educational practices. When a given educational problem has no answers, or they are not adequate, educational institutions should demand scientific research on that.

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D. The future of Directive 76/486/EEC

In order to support Member States' policies on these issues

Current international statistics do not provide us with knowledge oriented to improve education, rather they provide standardised measures of the progress the different states are doing. This generates a great motivation of State Members to improve their results.

With the knowledge from EU scientific research, the different programmes of education and the plurality of diverse voices, we can provide something that the States really like:

1)The knowledge and evidences about those successful practices that achieve the best academic results and the best living together.

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Laura is a girl who turned 8 without being able to read and write. Usually other girls and boys are calling her daughter of a bitch, they tell her that she does not have a dad and she is the daughter of a prostitute. Her school is transformed, interactive groups are launched as well as dialogic literary circles and tutored library in the evenings. Laura founds in the library an environment that is stimulating her to learn and she feels like home. She likes it and she learn to read and write in six months. Her cognitive and emotional progress makes her to be valued by her peers and in relation to others. Laura has not adapted herself to the context, on the contrary, the transformation of her socio-cultural environment, as the real Vygotsky argued, has allowed her to make such an amazing progress in her own development, to access to her rights as a girl and to happiness.

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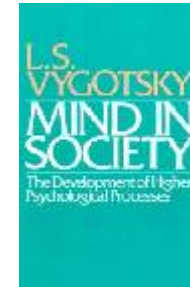
Typifications

School Principal

Students have improved their academic performance [...] The school has changed much more prior to being a Learning Community and during the transformation process. Students, before being in the project, were learning as they could, they were going through year after year without getting any learning, not even about their own live... Now, I

*see that there is a working environment, **teachers** get support in the classroom and share with other people (that are not teachers) the same goal: to improve the students' learning, and they see that this is possible... this turns into a positive culture in the classroom (PEMT6, 2-4).*

Ideal types

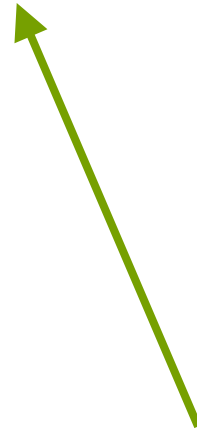


what we call the zone of proximal development. It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.(p, 86)

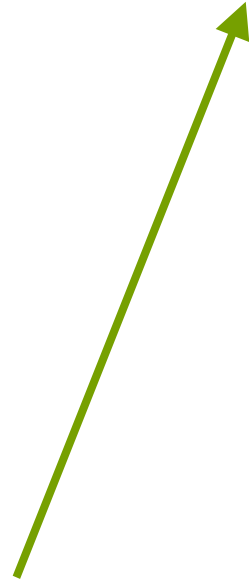
Traditional Teaching (Industrial Society)	Meaningful Learning (Industrial Society, 1962)	Cooperative Learning (Industrial Society, 1971)	Dialogic Learning (Information Society)
Teachers Students	Teachers Students	Teachers Students	Teachers Students, Family members, neighbours
	Constructivist perspective		Communicative perspective
Emphasis on methodology	Emphasis on prior knowledge	Emphasis on cooperation	Emphasis on all interactions
Pedagogical foundations	Psychological foundations		Interdisciplinary foundations
Teachers training	Teachers training	Teachers training	Teachers training Family training Volunteers training

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Michel Wieviorka: *As a result of the Arab migration in France, there emerge mixed identities, persons that are 50% French and 50% Algerian*



***I am not 50% French and 50% Romà, I am 100% French,
I have the same rights and duties as any other French
person, and I am also 100% Romà***



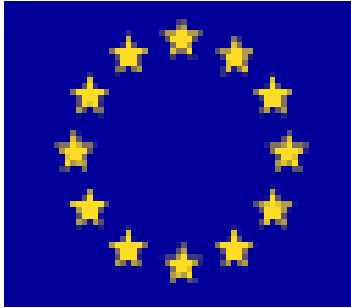
Dialogic Learning

Scientific community

Ideal Types

Romani community
voices

Typifications



European Framework Programme

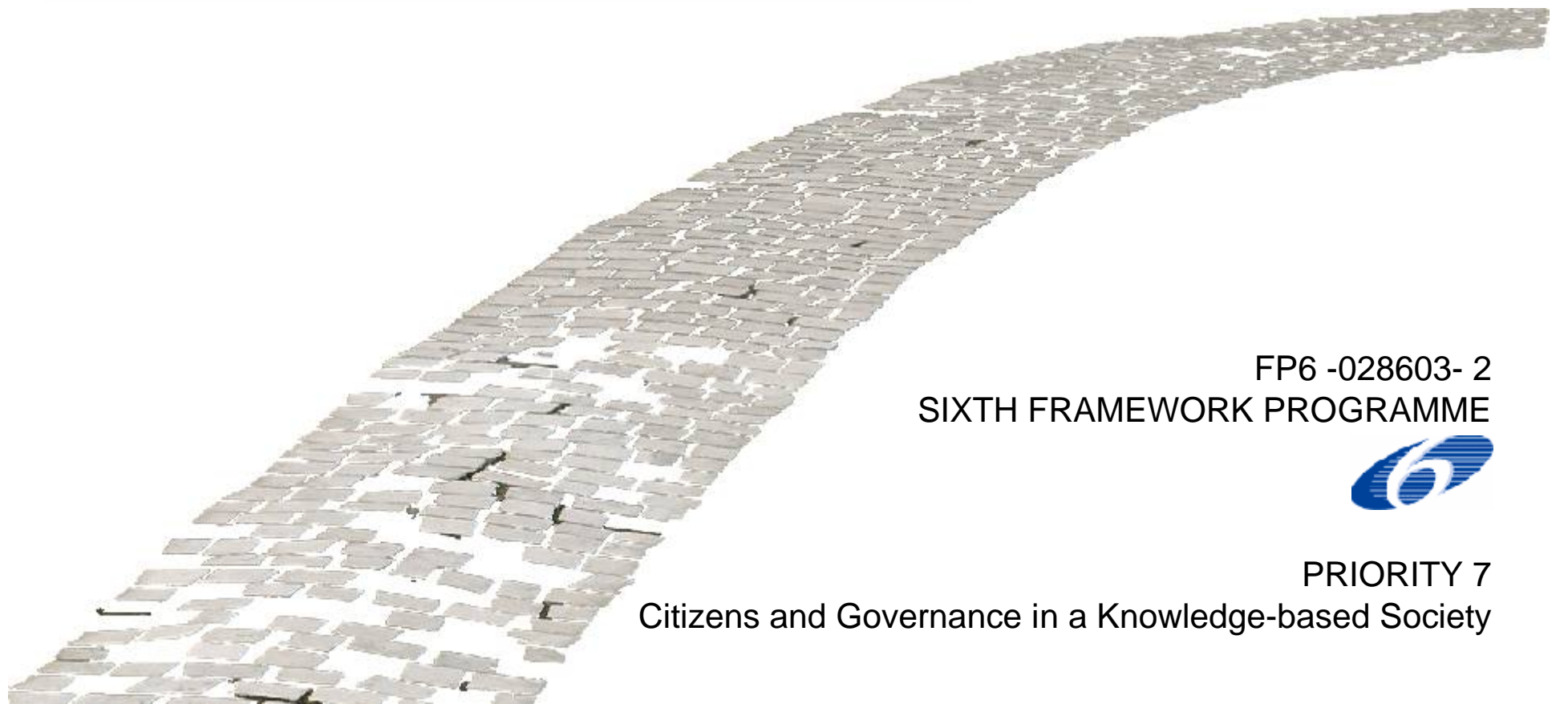


Integrated Projects (IP)

Specific Projects (STREP)

Includ-ED

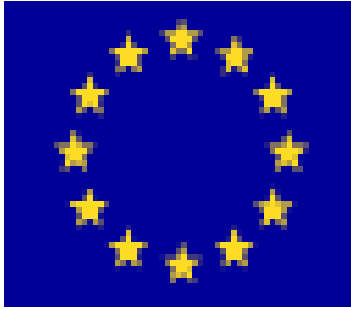
Strategies for inclusion and
social cohesion in Europe
from education



FP6 -028603- 2
SIXTH FRAMEWORK PROGRAMME



PRIORITY 7
Citizens and Governance in a Knowledge-based Society



Includ - ED

Strategies for **inclusion**
social cohesion in Europe
from **education**



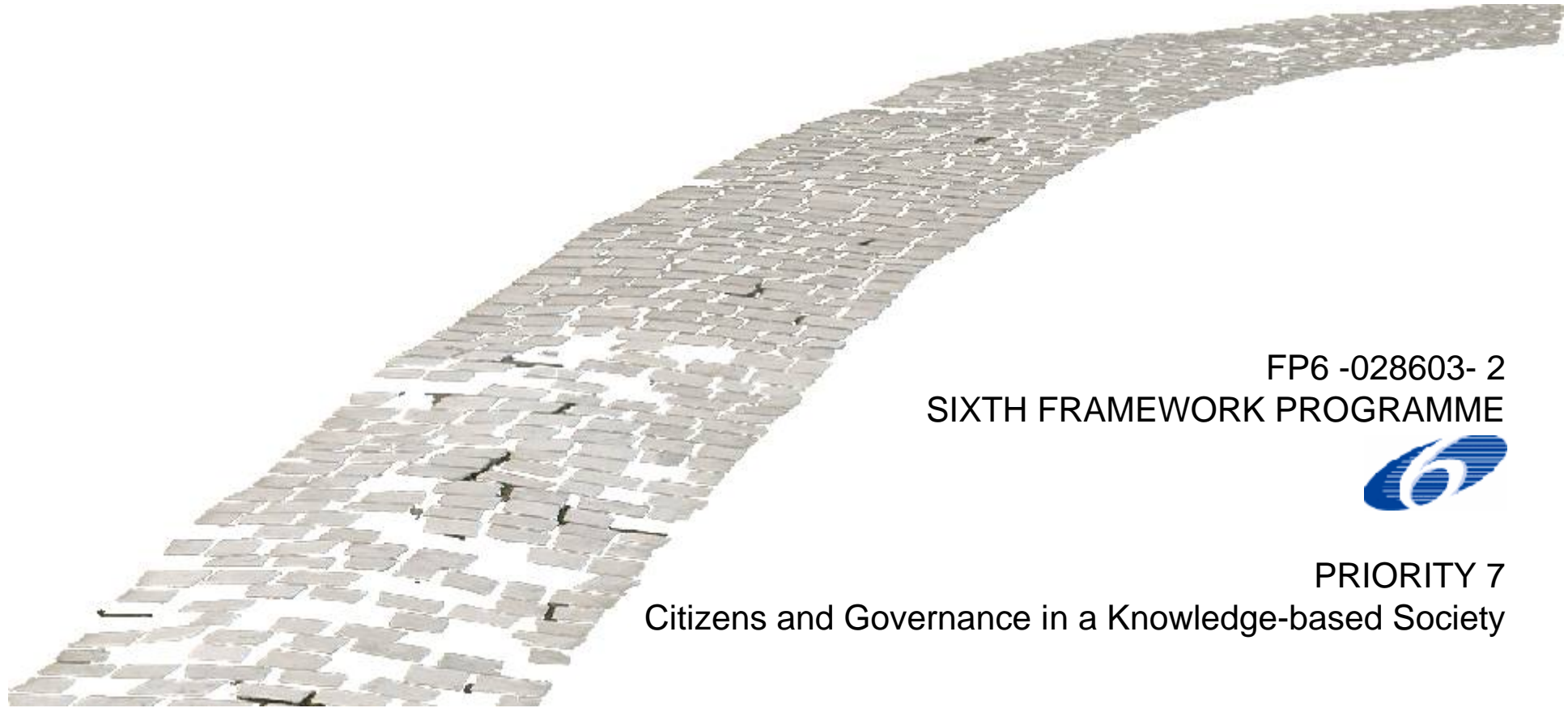
**The theories which get the best results
in intercultural environments**



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PRIORITY 7
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