

NEWSLETTER

JULY 2011

INTER Network. Intercultural Education

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Intercultural education. Teacher training and school practice.



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- Interculturalism Ahead: Transition to a Virtual World?

Hotel Qubus, Krakow, Poland, September 21st to 25th 2011.

- Education and Gender Congress

Avilés, Asturias, Spain, November 10th to 12th 2011

Interview to Margarita del Olmo

MY SUGGESTION FOR POLICY MAKERS IS TO INVOLVE THE WHOLE SCHOOL IN BUILDING A PROCESS OF MORE EFFECTIVE PARTICIPATION FOR ALL STUDENTS

Can you describe, briefly, your career and experience in the field of intercultural education?

I am anthropologist working as a senior scientist at the Centro de Ciencias Humanas y Sociales CSIC. I started working on Education in the year 2000 when I worked with a colleague on how Anthropology could contribute to Education. We published a book with the results (Antropología en el aula).

In 2002 I joined INTER Group to work in a specific Project to implement Intercultural Education in Europe. I have been a member of the INTER Group ever since, working in different projects aiming at implementing intercultural Education.

What responsibilities do you undertake concerning the Intercultural Education, in the CSIC?

I am the team leader of a Group currently working on "Participation Strategies and Racism Prevention in Schools" and I am mentoring three Ph Thesis on Intercultural Education

In which project or projects are you involved now?

I am involved in the following projects:

- "Estrategias de participación y prevención de racismo en las escuelas II" I+D MICIN (Ref. FFI2009-

08762)

- Mujeres "en Tránsito" y transformación de la identidad de género en los procesos migratorios: Un enfoque interdisciplinario. Proyecto n. 06/10 (Instituto de la Mujer y FSE).

Can you talk a bit about the project "social participation strategies and racism prevention in school II"?

This is a three-year research project funded by the Spanish Ministry of Science and Innovation (FFI2009-08762).

The project aims at analyzing the process of participation of students in the regular school systems. Its purpose is two-fold: a) to identify the main obstacles preventing a full and fair participation of all students in schools, and b) to make proposals to overcome the iden-

tified obstacles.

We will analyze everyday school practice in some schools selected as case-study. The case-study have been selected from different parts of the world (Spain, USA, Peru, Austria, and Bolivia) in order to have a broad frame of reference to compare practices from an Anthropological perspective.

The methodology to be used is a multi-sited Ethnography. The project will be carried out by a multidisciplinary international team of researchers who have already started studying in a former proposal with the same title.

Website: www.proyectos.cchs.csic.es/integracion/en

Which are, from your point of view, the differences between participation and integration?

We use the term "participation" instead of "integration" that we used in the former proposal because we think it is a two-fold process in which everybody has to adjust to the new situation, and not only the newcomers (i.e. immigrant students).

*We published a discussion on integration vs participation in the book titled: *La integración a debate*. Madrid: pearson. 2008*

You don't agree with any kind of compensatory policies or programs aimed only to some students. So, what suggestions or



Margarita del Olmo

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recommendations do you have for the policy makers in this issue? Do you think compensatory policies are always bad for students?

We think that any kind of compensatory policies or programs aimed only at a body of school population are not effective since they end up excluding them, and favoring racist attitudes and behaviors. For this reason we also think an antiracist education is a necessary step for a fair participation of all students.

My suggestion for policy makers is to involve the whole school in building a process of more effective participation for all students. Instead of separating any group of students from the rest, deal with any issues in the regular classes, build up participation strategies for all, open up the classroom and use any resource within its walls for all students.

More on this issue could be found in my book: del Olmo, Margarita. (2010). Re-Shaping Kids Through Public Policy on Diversity. Lessons from

Madrid. Madrid/Vienna: Navreme Publications. Vol. 11. ISBN: 978-9989-192-19-7. You can download it for free here: www.uned.es/grupointer/libros.html

How do you think the new ways of communication such as facebook, internet can influence in the intercultural education, and can promote participation?

I think anything could be used to promote participation. Internet in general provides access to discussion and materials, and facebook in particular is a useful network.

How do you see the future of the world, after all the current changes, especially in the arabic countries? Do you think this can help in the construction of a new society, more intercultural and open-minded?

I think so. And I think that some people in Madrid now are also working in the same line, building participation strategies from the very base, socially speaking.

**Euro-Latin American Master's Degree in
Intercultural Education
Official Postgraduate Degree
National University of Distance Education**

The Euro-Latin American Master's Degree in Intercultural Education is the result of a cooperation project, in the framework of the ALFA Program (2007/2009), between European and Latin-American higher education institutions.

A permanent dialogue has been maintained among the project members to design a postgraduate program addressed to train researchers and professionals that are able to adopt an intercultural approach in research and educative practice, both in the European and Latin-American context.

Euro-Latin American Master's Degree in Intercultural Education

What are the requirements?

This Master's program, due to its innovative and interdisciplinary character, is open to any person who has fulfilled the prerequisites and is interested in the curriculum offered and its conditions of implementation. Candidates for admission must hold at least a four-year Bachelor's degree or equivalent. Three-year university graduates may be eligible on an exceptional basis after evaluation of each applicant.

The following factors will be considered for the selection of candidates: academic degree, academic record, professional background, personal and social experience, motivation, interests and expectations.

Which are our goals?

The Master's program intends to train professionals and researchers that are capable of projecting an intercultural approach in the social and educative sphere. More specifically, we aim at:

- Understanding the opportunities brought by diversity in benefit of society and learning to face its challenges.
- Providing elements to analyze the structure of social inequality that is legitimized through difference.
- Critically reflect on intercultural education as a strategy for the treatment of conflict.
- Building and applying knowledge through an international network for the Exchange of intercultural experiences.
- Developing attitudes, abilities and skills for intercultural communication, including communication of knowledge and arguments.
- Developing skills for independent and cooperative learning.
- Using new technologies as a tool to promote exchange.



Starting date:

October 2011 (semestral)

Duration: 2 years, 90 ECTS credits

For more information, please contact:

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Two itineraries:

Itinerary of *Intercultural Studies*, oriented to research training in this field.

Itinerary of *Intercultural Education in Practice*, with a professionalizing character.



Estrategias de participación social y prevención del racismo en las escuelas (II)

Social Participation Strategies and Racism Prevention in Schools (II)



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Social Participation Strategies and Racism Prevention in School II is

a three-year research project funded by the Spanish Ministry of Science and Innovation (FFI2009-08762).

The project aims at analyzing the process of participation of students in the regular school systems. Its purpose is two-fold: a) to identify the main obstacles preventing a full and fair participation of all students in schools, and b) to make proposals to overcome the identified obstacles.

We are analyzing everyday school practice in some schools selected as case-study. The case-study have been selected from different parts of the world (Spain, USA, Peru, Austria, and Bolivia) in order to have a broad frame of reference to compare practices from an Anthropological perspective.





The methodology to be used is a multi-sited Ethnography.


The project will be carried out by a multidisciplinary international team of researchers who have already started studying in a former proposal with the same title (<http://www.navreme.net/integration>).

Framework of Reference: We use the term “participation” instead of “integration” that we used in the former proposal because we think it is a two-fold process in which everybody has to adjust to the new situation, and not only the newcomers (i.e. immigrant students). We think that any kind of compensatory policies or programs aimed only at a body of school population are not effective since they end up excluding them, and favoring racist attitudes and behaviors. For this reason we also think an antiracist education is a necessary step for a fair participation of all students.



Goals: A) To make a meaningful contribution to understand the process of participation of all students in school life, paying special attention to processes of inclusion/exclusion.

B) To focus the analysis on the role of teachers and their agency for changing Education (instead of focusing on policies as we did in the former project), suggesting proposals to promote participation of all preventing racism.

 Español
  English
  Deutsch
  Italiano



Estrategias de participación social y prevención del racismo en las escuelas (II)
Social Participation Strategies and Racism Prevention in Schools (II)

Method: We are going to carry out several ethnographic fieldworks combined together by a multi-sited perspective. Ethnographic fieldwork is a qualitative methodology involving direct participation in the processes to be analyzed, sharing everyday life in schools, and making open-ended interviews to participants.

WEBSITE (in Spanish, English, German and Italian):

www.proyectos.cchs.csic.es/integracion/

 Español
  English
  Deutsch
  Italiano



Estrategias de participación social y prevención del racismo en las escuelas (II)
Social Participation Strategies and Racism Prevention in Schools (II)




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Introduction

Summary:

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Goals:

Last Publications from the CREADE (Ministry of Education of Spain)

Calero, J. (dir) (2011): El rendimiento educativo de los alumnos inmigrantes analizado a través de PISA-2006.

(Calero, J. (dir) (2011): Immigrant students' education performance through PISA-2006)
Madrid: Colección Estudios-CREADE (IFIIE))

The **CREADE** is the resources center responsible for disseminating and promoting research in Intercultural Education under the authority of the IFIIE (*Institute for Education Training, Research and Innovation*). It commissions and funds some important surveys for the education community.

Following this trend, M. Calero, Professor at the University of Barcelona, was commissioned to carry out this analysis, published as the ESTUDIOS CREADE collection, issue nº 5. This survey, directed by Jorge Calero, relies on the collaboration with Álvaro Choi de Mendizábal and Sebastián Waigras.

The survey's main aim is analyzing the facts that determine immigrant students' education performance (measured through

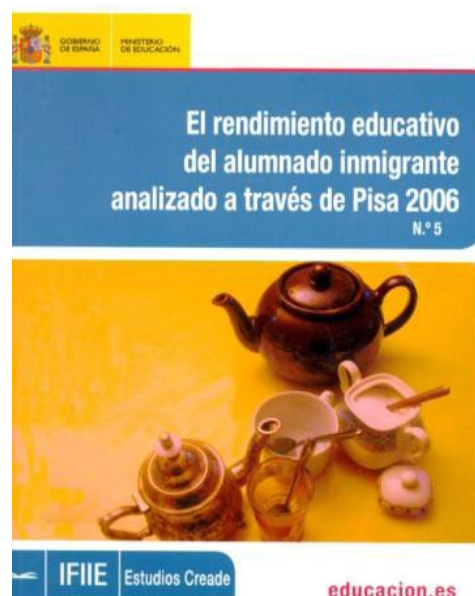
PISA tests) in the Spanish Education System, with the aim of reflecting about it and, if necessary, direct or reorient conduct within the education policies framework.

In this sense, it deals with the following elements, which are a constant when determining the education performance:

- Peer effects: element closely related to the education segregation process.
- Differences between public and private schools performance.
- Factors determining the lowest results achieved by the students (group I and lower than I)
- Differences between the factors determining the results achieved by immigrant students by Autonomous Communities.

Concerning the applied methodologies, they are based on the multilevel rapprochement. These are mainly multiple regression with a continuous dependent variable and, also, with a dichotomous dependent variable.

Among the results, the most outstanding ones are: the reduction of the



effect of the immigrant status when it is separated from the rest of factors; the lack of meaningful effects linked to the language spoken at the student's home; the existence of non-linear "peers effects", related to the presence of the immigrants at schools (immigrant students' density over 20% means a decrease in school performance).

The survey warns about the special risk that this group is running in our country, since their chance of placing at PISA lowest levels is 40.2%, being the average 16.6%. So, from the multilevel longitudinal analysis, the impact of variables related to immigration is proved: if emigrant population belongs to the first generation and the school has a high density of immigrants (over 20%), when the rest of variables remain the same, the chance of achieving very low results in PISA raises.

Centro de Investigación en Teorías y Prácticas Superadoras de Desigualdades (CREA) (2010): *Gitanos: de los mercadillos a la escuela y del instituto al futuro*. Madrid: Colección Estudios-CREADE (IFIIE)

(Research Centre on Theories and Practices to Overcome Inequalities (CREA) (2010): *Roma people: from flea markets to school and from high school to the future*. Madrid: Colección Estudios-CREADE (IFIIE))



The research's hypothesis that works as the starting point considers that education success is related to social inclusion and equal conditions to achieve employment, accommodation, health, politics and other resources. Therefore, schools are the best tool to compensate inequalities for sections of society with high risk of social isolation, like Roma people.

From this point of view, the report aims at making possible that a larger number of Roma people complete post-compulsory secondary education in Spain.

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The scientific basis consists of developing the induced Project (Strategies for inclusion and social cohesion in Europe from Education). This project focuses on the analysis of the educational strategies that help overcoming social inequalities and that enhance social cohesion. It also analyses the educational strategies that cause social exclusion. Such research is carried out through an accurate review of scientific literature, policies, experiences and field works in 28 member states.

The methodology follows the critical communicative approach that, apart from trying to provide an accurate description, understanding and interpretation of reality, also aims at achieving transformation. It is based on a balanced dialogue between the scientific community and the people whose reality is the object of research. The report itself is the result of multiple voices, and Roma people's participation has been present in every stage.

The report describes Roma people's situation regarding education; it analyses the barriers and possibilities identified in the education system for Romanies' educational success; it relates their exclusion/inclusion to labor market, accommodation, health and participation; and it provides recommendations to enhance post-compulsory studies monitoring.

In addition to marginalization, the report mentions other causes for early school drop out such as: seasonal families' displacements, families' economic needs that lead children to work, their rejection to identify with the Spanish education system, the lack of positive figures, etc.

Among the recommendations quoted to promote continuing at school, the following ones are worth mentioning:

- Inclusive practices in the classroom starting with small heterogeneous groups to promote group interactions, dialogic learning and taking responsibilities. These groups would be coordinated by a Romany adult who would contribute to enhance an individualized attention and to becoming an exemplary figure.
- Promotion of Romanies who have had difficulties to access the work positions they now enjoy. This measure helps reducing established stereotypes.
- To incorporate acknowledge and make Roma culture more visible within the academic and dynamic contents at school.
- Families' and community's involvement at schools. On the one hand, to promote a fluent and equal communication between institution and family; and on the other, to increase participation in educational institutions with binding decisions.

Gamella, J. F. (Dir.): *Elementos para desarrollar un modelo de intervención dirigido a reducir el abandono de la educación secundaria en el alumnado gitano. (Elements to develop an intervention model aimed at decreasing early school leaving by Roma people in secondary education)* Madrid: Colección Estudios-CREADE (IFIIE) (in press)

The aim of this report consists of presenting the essential elements of a model that will allow designing public policies and educational practices that will influence on the risk factors that cause Roma people to leave the ESO. This model is the result of a long research based on ethnography and covering a set of Andalusian municipalities where there was a large Roma population. Through a research-action approach, the main risk factors for school leaving are identified, while it suggests a set of measures to reduce it. These measures divest from pupils', parents', educators' and community and local authorities' background and environment.

Centro de Investigación en Teorías y Prácticas Superadoras de Desigualdades CREA (2009): *Actions for success in schools in Europe*



In today's knowledge society, education can serve as a powerful resource to achieve the Lisbon objective of Europe becoming "the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater 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.

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Taking that research as its starting point, and creating new knowledge over the course of five years of *cohesion in Europe from education* (2006-2011) aims to identify successful as that contribute to school success and social inclusion at the level of compulsory education (pre-primary, primary, and secondary education, including vocational and special education programmes within regular schools) with a particular focus on five vulnerable groups (women, youth, migrants, cultural groups and people with disabilities).

All research work in INCLUD-ED is being conducted in close collaboration with a diverse group of stakeholders and policy makers. This procedure relates to the critical communicative research methodology used in the INCLUD-ED project, grounded in a continuous dialogue between researchers and social agents. Social agents participate in the research contributing their interpretations, reflections and theories based on their own experiences. These interpretations are contrasted with the theories and findings that the researchers provide. This approach has been used in previous studies and it has led to important social transformations. For example, conclusions of prior studies have been approved by the European Parliament and other Member State parliaments.

This publication contains the main findings of the first year of work for the INCLUD-ED project. That work included:

- a) a review of research on successful educational actions that reduce school failure and social exclusion;
- b) an analysis of twenty-six EU Member States educational systems and recent reforms;
- c) an examination of the data on educational outcomes provided by international datasets (e.g. PISA, TIMMS, and PIRLS).

This publication's main purpose is to provide the results of those scientific analyses to policy makers, education professionals, families and other stakeholders with the ultimate aim of encouraging the implementation of the actions that best contribute to school success for all and to social cohesion.

The literature review and the analysis of educational systems and outcomes led to the identification of two main components of successful educational actions. The first component is related to the way in which students are grouped and the use of human resources. The second component refers to the education and participation of families and communities in schools.

More information of the project can be read in <http://www.ub.edu/includ-ed/>

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For further information about the INTER
Network visit:

<http://internetwork.up.pt>

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