



2009 and 2011: European Parliament, Brussels

Procedure file

European Parliament resolution of 2 April 2009 on educating the children of migrants (2008/2328(INI))

The information here reflects the current status of the file.

Identification	
Reference	INI2008/2328
Title	Educating the children of migrants
Legal Basis	

Improving measures for integration: 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. **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.

Parliament also suggests that additional financial and administrative support for language courses should be provided to legal migrants, by trained staff who also understand the mother tongue of the migrants. It also recommends that children accompanying parents who move to another Member State for employment should not be faced with difficulties in registering in school at a level corresponding to that at which they had been studying in their Member State of origin.

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In the European Commission

Recognition of the role of education for the integration of vulnerable groups

→ COM(2011) 173: EU Framework for National Roma Integration Strategies
« active participation of the parents of the Roma, to improve intercultural competences of teachers, to reduce segregation. »

→ COM(2011) 455: European Agenda for the Integration of TCNs

COUNCIL OF THE EUROPEAN UNION

EN

Council conclusions on the social dimension of education and training

3013th EDUCATION, YOUTH AND CULTURE Council meeting
 Brussels, 11 May 2010

The Council adopted the following conclusions:

10. 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 recognised. Monitor the impact of such approaches, in particular with a view to raising access and graduation rates of learners with special needs at all levels of the education system.

Brussels, 7 June 2011 (OR. en) EDUC 100 SOC 424 10544/11

COUNCIL OF THE EUROPEAN UNION

LEGISLATIVE ACTS AND OTHER INSTRUMENTS

Subject: COUNCIL RECOMMENDATION on policies to reduce early school leaving

At the level of the school or training institution strategies against early school leaving are embedded in an overall school development policy. They aim at creating a positive learning environment, reinforcing pedagogical quality and innovation, enhancing teaching staff competences to deal with social and cultural diversity, and developing anti-violence and anti-bullying approaches. Intervention policies at the level of the school or training institution could include:

and anti-bullying approaches. Intervention policies at the level of the school or training institution could include:

(1) 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 in education and training.

European Commission Education & Training

Main policy initiatives and outputs in education and training since the year 2000

Developing school education policies

Policy framework and monitoring instruments

Tackling early school leaving: A key contribution to the Europe 2020 Agenda

Communication from the EC (January 2011). Tackling early school leaving: A key contribution to the Europe 2020 Agenda

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 drop-out and for helping pupils at risk of dropping out.

Tackling early school leaving: A key contribution to the Europe 2020 Agenda (pág.7)

European Parliament

European Parliament resolution of 9 March 2011 on the EU strategy on Roma inclusion (2010/2276(INI))

Texts adopted

Wednesday, 9 March 2011, Strasbourg

80. 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;

84. Calls on the Commission 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

IMPACTE POLÍTIC



European Commission
Education & Training

European Commission > Education & Training > ... > Policy initiatives > School education ...

Education & culture DG

Main policy initiatives and outputs in education and training since the year 2000

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Tackling early school leaving: A key contribution to the Europe 2020 Agenda
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Tackling early school leaving: A key contribution to the Europe 2020 Agenda (pág.7)

Curs 2009/2010	37.5%	45.40%
Curs 2010/2011	43.13%	45.24%
Curs 2011/2012	48.4%	59.05%
Curs 2012/2013	0%	0%

INSTITUTO natura bem estar bem

HOME INSTITUTO NATURA PROJETOS CRIAR PARA VER RESULTADOS PARCEIROS ÚLTIMAS NOTÍCIAS IN NA IMPRENSA BLOG CONTATO

COMUNIDADES DE APRENDIZAGEM

Impulsionados por nossa visão estratégica e pelo anseio de uma educação de qualidade para todos, continuamos aprofundando nosso conhecimento sobre Comunidades de Aprendizagem (CA).

Nesse sentido, em 2012, nos aproximamos de duas instituições acadêmicas que são referência no estudo do tema: o Centro Especial em Teorias Y Práticas (Crea), da Universidade de Barcelona, e o Núcleo de Investigação e Ação Educativa (Niaee), da Universidade Federal de São Carlos.

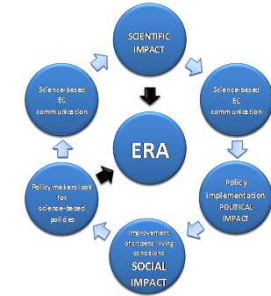
Ambas as instituições difundem a Comunidade de Aprendizagem como uma proposta de transformação social e cultural que tem início na escola, mas que se expande para outros campos, por meio do envolvimento dos familiares e da comunidade nas atividades da escola.

O foco dessa proposta está na aprendizagem dos alunos e no envolvimento de familiares e membros da comunidade em um ambiente de diálogo igualitário que converte a escola em um espaço onde "todos somos responsáveis, todos aprendemos, todos ensinamos".

PROJETOS

- PROJETO TRILHAS EM LEITURA
- PROJETO CHAPADA

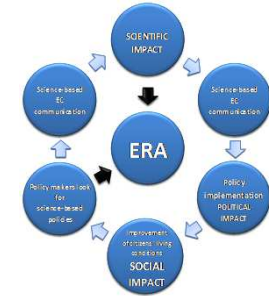
Col·laboració amb l'Institut Natura per a estendre les Actuacions d'èxit a 8 països de LlatinoAmèrica.



- a) Publicacions científiques**
- b) Disseminació**
- c) Transferencia**
- d) Impacte Social**



Impacte Social



La millora social no arriba fins que no aconseguim impacte ja que la disseminació no assegura que s'apliqui el coneixement i la transferència no assegura que l'aplicació generi millora, a vegades fins i tot genera empitjorament.

Aconseguim Impacte Social quan la transferència genera millors resultats



Science Against Poverty Conference

8th-9th of April 2010, La Granja, Segovia



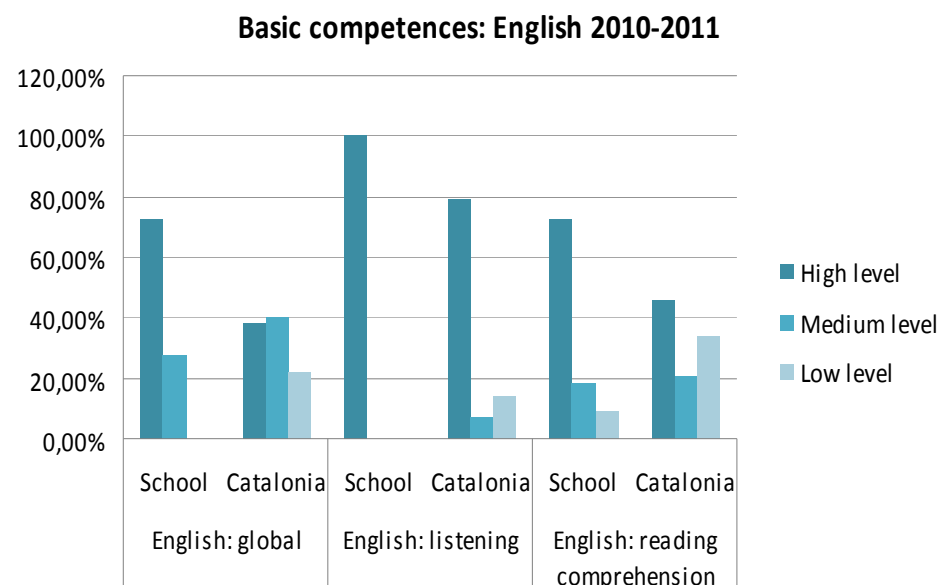
Federico Mayor Zaragoza (Director General UNESCO 1987-1999):

No tornaré a anar a una conferència on es facin diagnòstics sobre la pobresa ja que el millor diagnòstic és l'autopsia i ja arriba massa tard. Necessitem solucions basades en evidències i les necessitem ja.

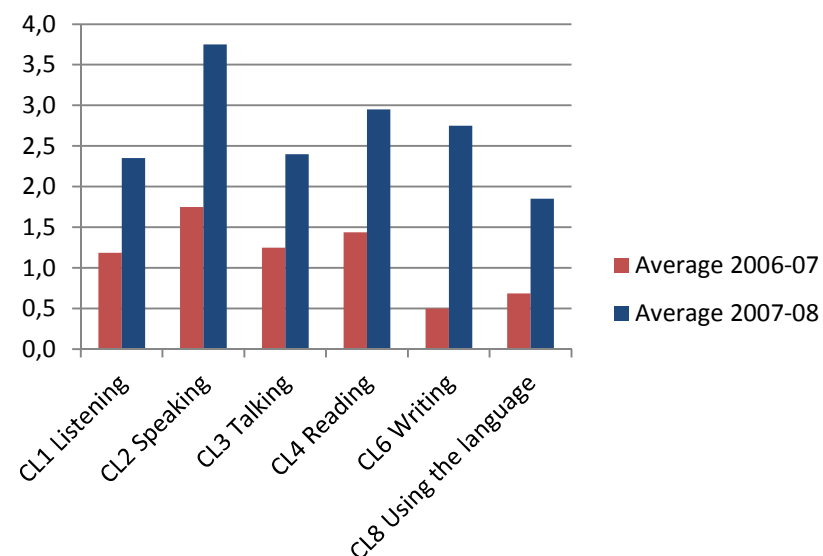
IMPACTE SOCIAL

IMPACTE SOCIAL

Social Indicator (EU 2020 Target)	Social Impact Indicator
Reduir l'abandonament escolar prematur per sota del 10%	Percentatge d'estudiants amb bons resultats en aprenentatge instrumental (lectura i matemàtiques)



Cas 1



Cas 2

Fuente: INCLUD-ED Consortium (2006-2011). *Working papers. Case studies of local projects in Europe* (1st - 4th Round). 6th Framework Programme. Citizens and Governance in a Knowledge-Based Society. CIT4-CT-2006-028603. Directorate-General for Research, European Commission.

Successful Actions: Employment

- Mondragon is the seventh industrial group in Spain
- Founded in 1956 by a Spanish priest and five of his vocational training students



IMPACTE SOCIAL

Social Indicator (EU 2020 Target)	Social Impact Indicator
70% de la població de 20-65 anys ocupada	Número de llocs de treball creats en àrees amb alts nivells d'atur

Creació de les “Cooperatives en La Milagrosa” (Albacete) (2011)

- Creació de 13 llocs de treball (10 contractes permanents i 3 temporals)
- Creació de 317 llocs de treball en l'àmbit de l'agricultura
- 6 contractes per a gestionar la formació laboral dels treballadors/es
- 4 llocs de treball en la gestió de la cooperativa

Fuente: Cooperativa Miguel Fenollera. (2013). *Resultados de 2012 para la esperanza, en tiempos de crisis*. Disponible en: <http://www.coopmfenollera.com/2013/02/08/resultados-de-2012-para-la-esperanza-en-tiempos-de-crisis/>



IMPACTE SOCIAL

Social Indicator (EU 2020 Target)	Social Impact Indicator
20 milions menys de persones en risc de pobresa o exclusió social	Número de persones amb baixos ingressos que participen en activitats d'alfabetització en salut

Alfabetització en salut

3 de cada 5 mares en risc de pobresa participen en activitats d'alfabetització en la salut quan a l'escola dels seus fills i filles s'aplica la participació educativa de las famílies

"Los niños y niñas tienden a comer pasteles y dulces (...) y el otro día en la asociación ellos nos contaron ... porque por la tarde les dan una merienda, y las familias nos dijeron: por favor, no les deis porquerías, sino que bocadillos y fruta ". (Miembro de Asociación de Vecinos/as)



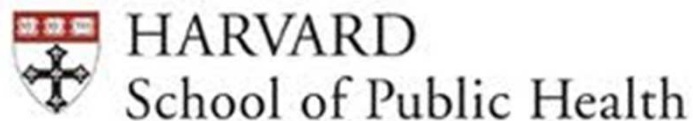


“I go to the doctor, or to my daughter’s doctor, and I get information with all the details; if there is anything that I don’t understand well, they’ll have to explain it well, because I’m interested in it (...) For example, I might not know a particular disease, or they would say, ‘you have to go to the otorhinolaryngologist’, and I would have said ‘yes, yes...’; I was ashamed to ask, and I’d said yes, and then once I was in the street I would tell someone that they had told me to go to the ‘otolary’ something, and they would say ‘but will you go there?’ and I’d be ‘but where?’ And now maybe I say ‘ear, throat and nose specialist’ because they have explained it to me because I have asked about it. I have asked him, ‘and what is that about, what is it for, what function does it have?’ And I don’t feel ashamed to ask.”

Flecha, A. Healthier Lives for European Minority Groups: School and Health Care, Lessons from the Roma. *Int. J. Environ. Res. Public Health*. 2013, 10, 3100-3101. (JCR)



“There are mothers who did not [have their children] vaccinated. And taking them to the dentist, no way . . . but now they do. Or if they are sick and you have to bring a doctor’s note to the school . . . now they do. As a result of coming to the school, now they see how important it is.” (p.214)



“They trust each other more now, and those who are fluent in the language also become a friend, and a role model and they ask them for help: “Listen, instead of getting my child to come with me and taking him out of school, why don’t you come with me to the doctor tomorrow?” So they accompany each other to the gynaecologist or the paediatrician . . .” (p. 214-215)

Flecha, A., García, R., & Rudd, R. (2011). Using Health Literacy in School to Overcome Inequalities. *European Journal of Education*, 46(2), 209-218.

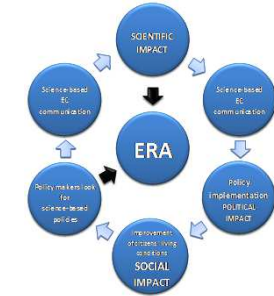
IMPACTE SOCIAL

I Jornada
Horitzons científics de les Ciències Socials i les Humanitats
Impactes de la recerca i transferència del coneixement

Transferir és una oportunitat

Dra. Teresa Sordé Martí
Departament de Sociologia
Facultat de CC. Polítiques i de Sociologia
Universitat Autònoma de Barcelona

Dos requeriments per aconseguir Impacte Social




- 1) **Polítiques basades en evidències dialògiques enlloc d'evidències jeràrquiques.**
- 2) **Actuacions d'èxit.**



80. 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;

84. Calls on the Commission 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**



CONSILIUM
OF THE EUROPEAN UNION

Council conclusions on the social dimension of education and training

3013th EDUCATION, YOUTH AND CULTURE Council meeting
Brussels, 11 May 2010

ACCORDINGLY INVITES THE MEMBER STATES

With regard to early and school education, 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 recognised. Monitor the impact of such approaches, in particular with a view to raising access and graduation rates of learners with special needs at all levels of the education system.

Promover las perspectivas de educación inclusiva para todos los alumnos, incluyendo quienes tienen necesidades especiales, por medio de la transformación de escuelas en comunidades de aprendizaje

In the European Commission

Recognition of the role of education for the **integration of vulnerable groups**

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« *active participation of the parents of the Roma, to improve intercultural competences of teachers, to reduce segregation.* »
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18



Hemicicle Parlament Europeu
INCLUD-ED Final Conference
Brussel·les, 6 de Desembre de
2011

SIMON BUSUTTIL

Membre del Parlament Europeu

*I think that is probably one of the best speeches
I have heard in this house since 2004,
congratulations Ania!*

IMPACTE POLÍTIC



IMPACTE CIENTÍFIC
IMPACTE POLÍTIC
IMPACTE SOCIAL





Hemicycle of the European Parliament
First European INCLUD-ED Conference
Brussels, 18th of November, 2009



MARTIN PLETERSEK

Member of the European Parliament

***You give it all. The evidences published in
recognised scientific journals, politicians and
practitioners who have implemented them, the
social improvements that have been achieved and
the people who have received them.***