



# Successful Educational Actions for All



# The challenge: in 15 min...



- **What** is SEAS4ALL?
- **Where** is the project present?
- **Why** is it chosen around the world?

# What is SEAS4ALL?



It is a European development project that:

- ✓ Promotes best results in academic **attainment** for all
- ✓ Improves **coexistence**
- ✓ Boosts the **participation** of the families and community increasing social cohesion.

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



(2006-2011)



FP6 -028603- 2  
SIXTH FRAMEWORK PROGRAMME





# Successful Educational Actions



- Dialogic Literary Gatherings
- Interactive Groups
- Family Education
- Educative participation of the community
- Dialogic conflict prevention model
- Dialogic training for teachers

# SEAS key features



- Strong scientific base in line with the international theories that emphasizes two key factors for learning in today's society: **interaction** and **community involvement**.
- Based in a **dialogic approach** of learning and teaching.
- Oriented towards **transformation** of the context.
- Build on **high expectation** for all the students.
- Involving families and communities in the educational process and in the decision making, creating **meaning** and taking the most of the **cultural intelligence** of all.

# Differences between



## Good practice, best practice

Normally it works:

- In a particular context
- For a particular reason
- Improving a particular aspect

## Successful Educational Action

It works:

- In any context
- Under any conditions if applied as they were researched
- Improving attainment and coexistence

# Where is the project present?



# Partners and experts



The Spinney  
Primary School



CREDS  
Cambridgeshire  
Council County



West Earlham  
Junior School



Cyprus  
University



Cambridge  
University



18 School  
Limassol



Barcelona  
University  
(CREA-UB)



Instituto  
Comprensivo  
Virgilio 4



Basque Government.  
Education Department



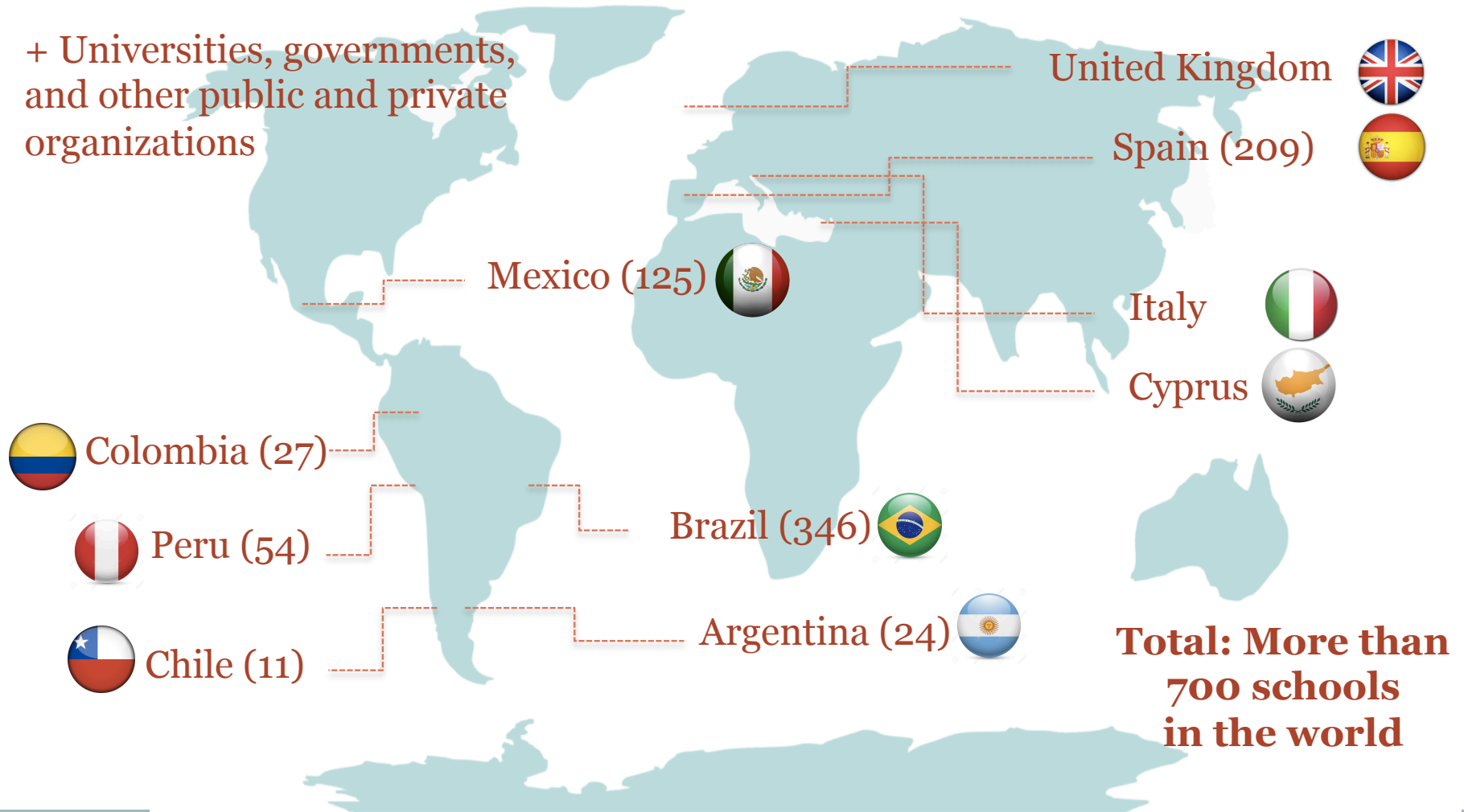
Monserrat  
School



# International Network



+ Universities, governments,  
and other public and private  
organizations



**Total: More than  
700 schools  
in the world**

# Why is chosen worldwide?



+ Universities, Governments,  
and other public and private  
organizations



Evidence

+

Top 5 reasons



Successful  
Educational  
Actions

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# Scientific Impact



Hundreds of scientific publications in top impact journals:

<http://crea.uv.edu/index/scientific-excellence/publications/>

Valls, R. & Kyriakides, L. (2013). The power of Interactive Groups: how diversity of adults volunteering in classroom groups can promote inclusion and success for children of vulnerable minority ethnic populations. *Cambridge Journal of Education*, 43(1), 17-33.

Flecha, R., & Soler, M. (2013). Turning difficulties into possibilities: engaging Roma families and students in school through dialogic learning. *Cambridge Journal of Education*, 43(4), 451-465.

*(AWARDED WITH CAMBRIDGE JOURNAL OF EDUCATION  
BEST PAPER PRIZE 2014)*



# Social Impact



In more than 700 schools, in 10 countries, working in a network made up of schools, governments, universities and social entities.

- Improving **attainment** for all the students by focusing on disadvantaged learners
- Improving **coexistence**, developing democratic and inclusive learning environments
- Improving **participation** of families and the surrounding community
- Improving **social cohesion** by encouraging dialogue and cooperation among the educational stakeholders

# Political Impact



Jonna Leinonen, Teacher

Marta Soler, CREA, Director Dr Harvard

Ania Ballesteros, 10 years old, student

Simon Busuttil, Member of the EU Parliament

Miranda Christou, INCLUD-ED researcher Dr Harvard

6 Dicembre 2011

## 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 the Inte

EUROPEAN PARLIAMENT  
The Legislative Observatory

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

Reference	INI/2008/2328
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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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 (pág.7)

**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.**

CONSILIUM COUNCIL OF THE EUROPEAN UNION

Brussels, (OR. en) 10544/11

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.

# School's Top five reasons



# Reason 1 . No need to choose



- Educate for work



- Educate for life





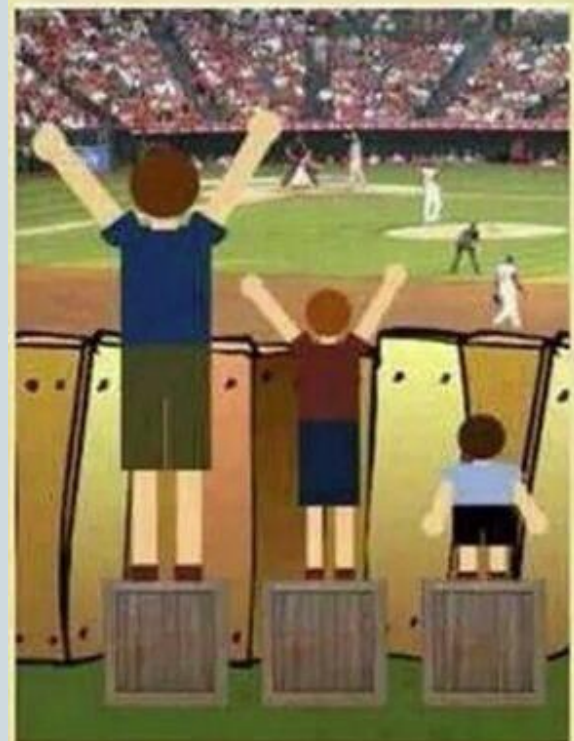
## Reason 2. Overcomes...



- Diversity without equity



- Equity without diversity



# Reason 3. It is not one programme more



- A new approach
- Using their own resources
- Capitalizing on the cultural intelligence of everyone
- Promoting new leaderships
- Supporting what it was well done

# Reason 4. With the families we will arrive further



Romi Berardi con Ibarra Emilio Manuel y 4 personas más.  
22 de agosto

Jornadas de Toma de decisión en la 1er Escuela de Nivel Secundario en Corrientes (Argentina). Alumnos delegados y familiares de 1er, 2do, 3ro, 4to, 5to y 6to año conocieron el proyecto y tomaron la decisión junto a su profesores de transitar el camino hacia una Comunidad de Aprendizaje. ¡Felicitaciones por el compromiso y entusiasmo Escuela Secundaria Fray José de la Quintana!





# Reason 5. Transforms and creates meaning







## Successful Educational Actions for All



Many thanks for your time!

Any questions?  
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