Informe global de seguiment de la iniciativa Educació per a tothom 2000-2015

Els objectius de l'EFA... ens plantegen reptes a tothom?

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FUNDACIÓ JAUME BOFILL

7 de maig de 2015

EFA Global Monitoring Report

2015

Education for All

EDUCATION FOR ALL 2000-2015:

ACHIEVEMENTS AND CHALLENGES

Summary

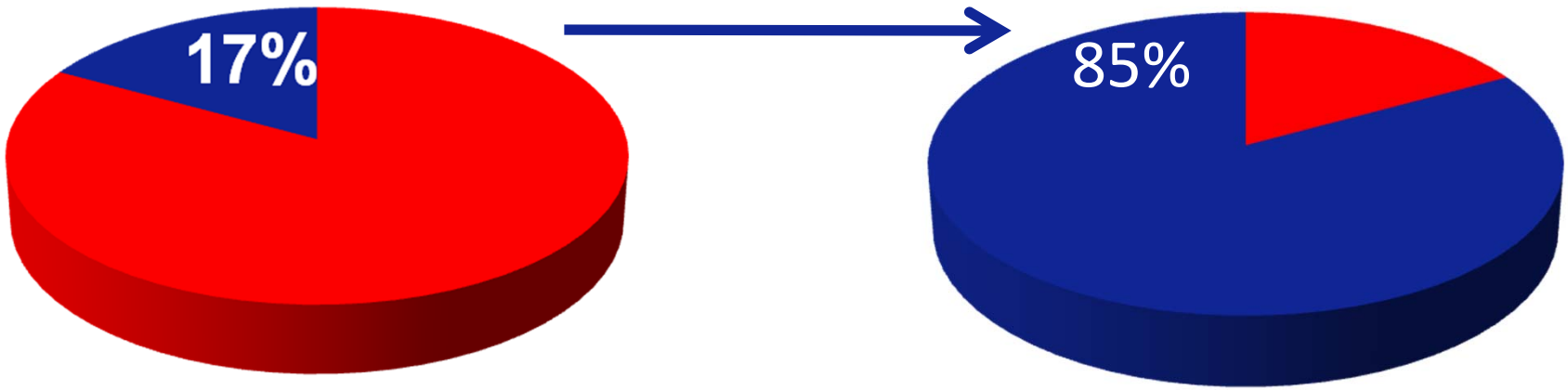
United Nations Educational, Scientific and Cultural Organization

Strategies for inclusion and social cohesion in Europe from education

Includ-ED

Actuacions educatives d'èxit, basades en evidències científiques dels seus resultats i de la seva transferibilitat.

Augment en l'assoliment de les competències bàsiques en lectura com a resultat d'aplicar actuacions educatives d'èxit.



Augment de l'alumnat immigrant a l'escola.

12% → 46%

2009, 2011: European Parliament, Brussels

EUROPEAN PARLIAMENT
The Legislative Observatory

Procedure file

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.

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

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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.

CONSILIUM
COUNCIL
OF THE EUROPEAN UNION

Brussels, 7 June 2011 (OR. en) — EDUC 100 SOC 424

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.

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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

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

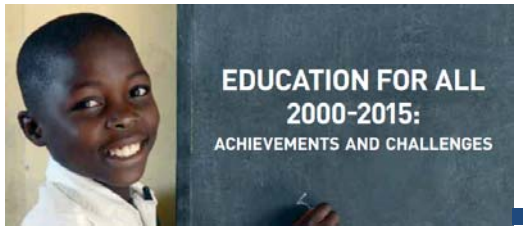
Texts adopted

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

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;

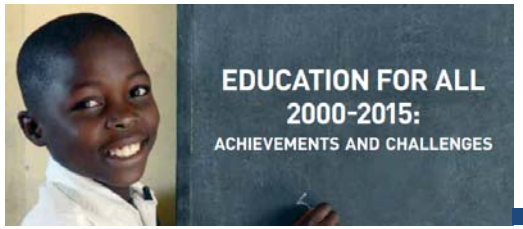
84. Calls on the Commission to support **initiatives which have proved effective in preventing any form of segregation** and **prioritise inclusive projects that promote educational success and involve the participation of Roma families**

17



Escola Bressol Cappont, Lleida

Model dialògic de prevenció de conflictes: "Violència 0 dels dels 0 anys"



Goal 2 – Universal primary education

CEIP Mediterrani, Tarragona

L'absentisme ha davallat dràsticament quan s'han aplicat actuacions d'èxit com Grups Interactius.

P3

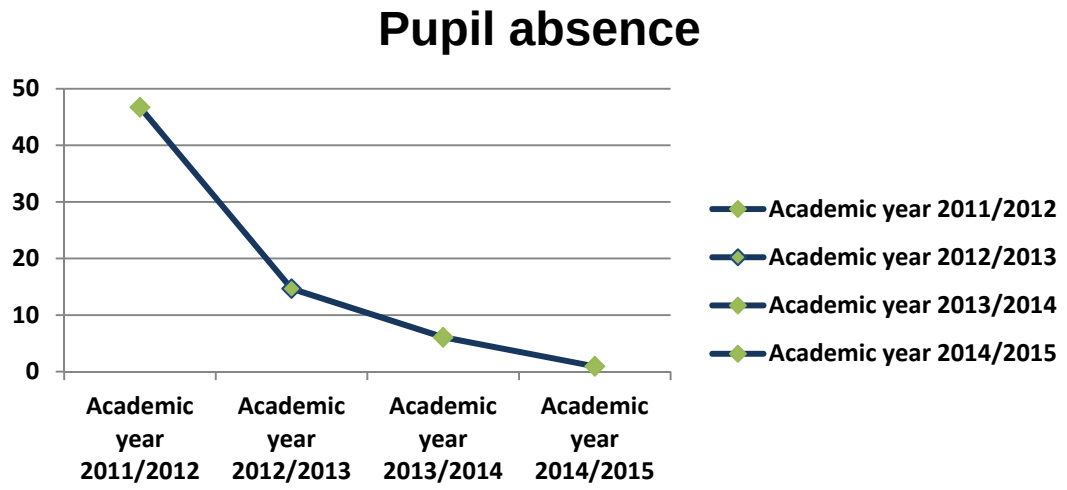
6è

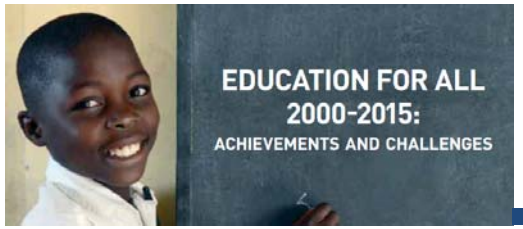
Pupil absence in the Mediterrani school

Percentage of pupil enrolments that are regular absentees			
	MORNING	AFTERNOON	Mean
Academic year 2011/2012	40%	53,45%	46,72%

Transformation into a Learning Community

Academic year 2012/2013	10%	19,35%	14,67%
Academic year 2013/2014	5,37%	6,79%	6,08%
Academic year 2014/2015	1,26%	0,63%	0,94%



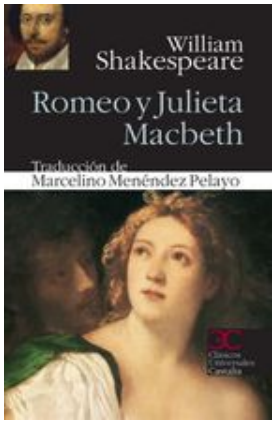


Goal 3 – Youth and adult skills

IES Sansomendi, Vitòria

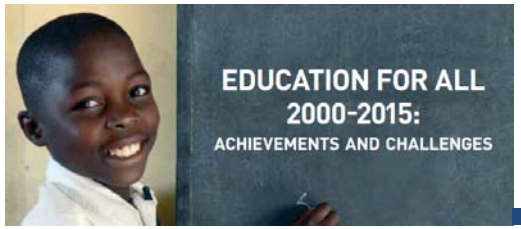
(75% alumnat gitano, 25% estranger)

Reducció de l'absentisme, millora de resultats educatius i de convivència. Entre diferents actuacions: tertúlies literàries dialògiques.



CEIP Mediterrani, Tarragona

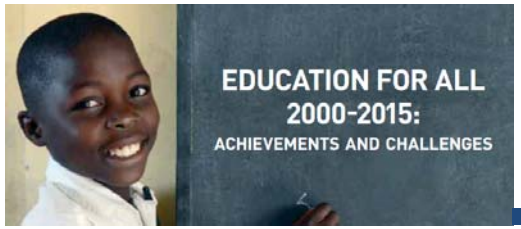
Graduat d'Educació Secundària per familiars:



CEIP Mediterrani, Tarragona
Formació de familiars

Anglès

Tertúlies literàries



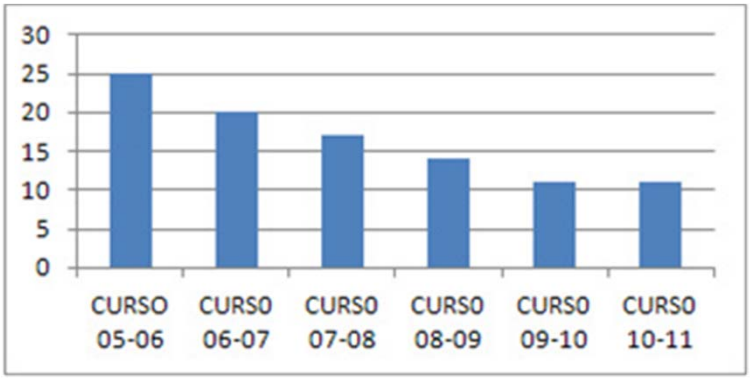
Goal 5 – Gender equality

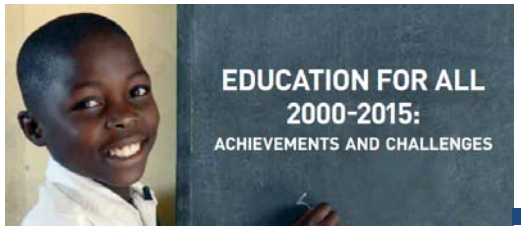
Colegio Paideuterión, Cáceres

Famílies de nivell socioeconòmic alt.

Prevenció de conflictes i violència de gènere.

Conflictes escolars (dades internes)





Goal 6 – Quality of Education

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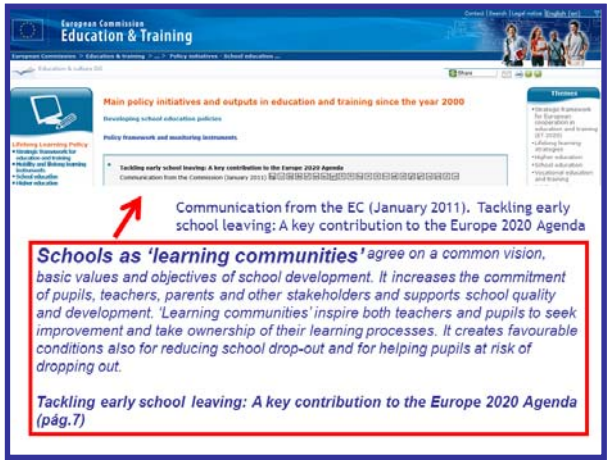
Tackling early school leaving: A key contribution to the Europe 2020 Agenda (pág.7)

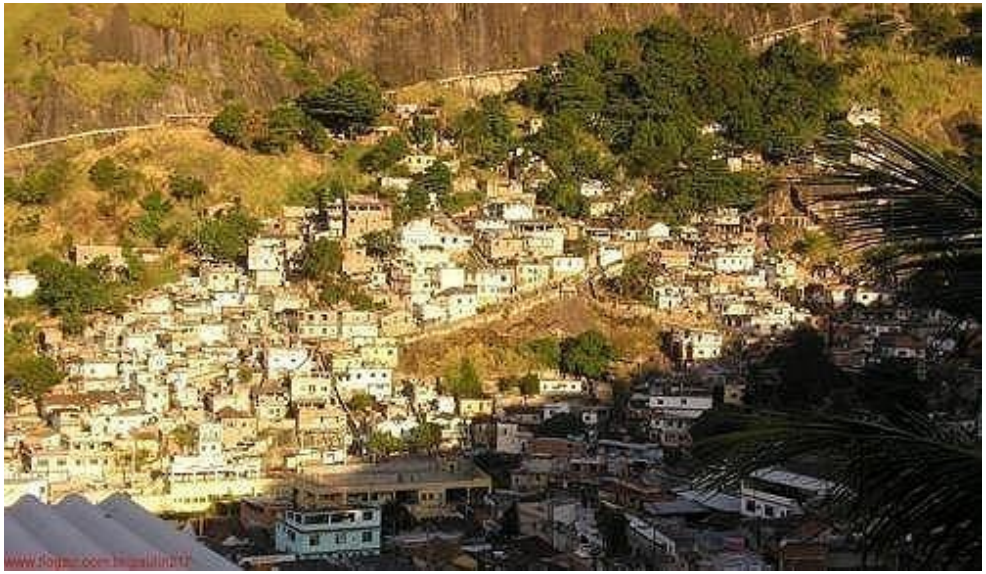


natura
bem estar bem

Transferència de les comunitats d'aprenentatge i les actuacions educatives d'èxit a 8 països d'Amèrica Llatina. 2013-2015

http://www.comunidadedeaprendizagem.com/

GEC EPITACIO PESSOA (Andaraí, Rio de Janeiro)



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