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# Multi-actor perspectives on successful and inclusive socio-educational practices: Overcoming school failure and dropout in Portugal

Joana LÚCIO | Fátima ANTUNES

CIEd - Research Centre on Education, University of Minho, Portugal

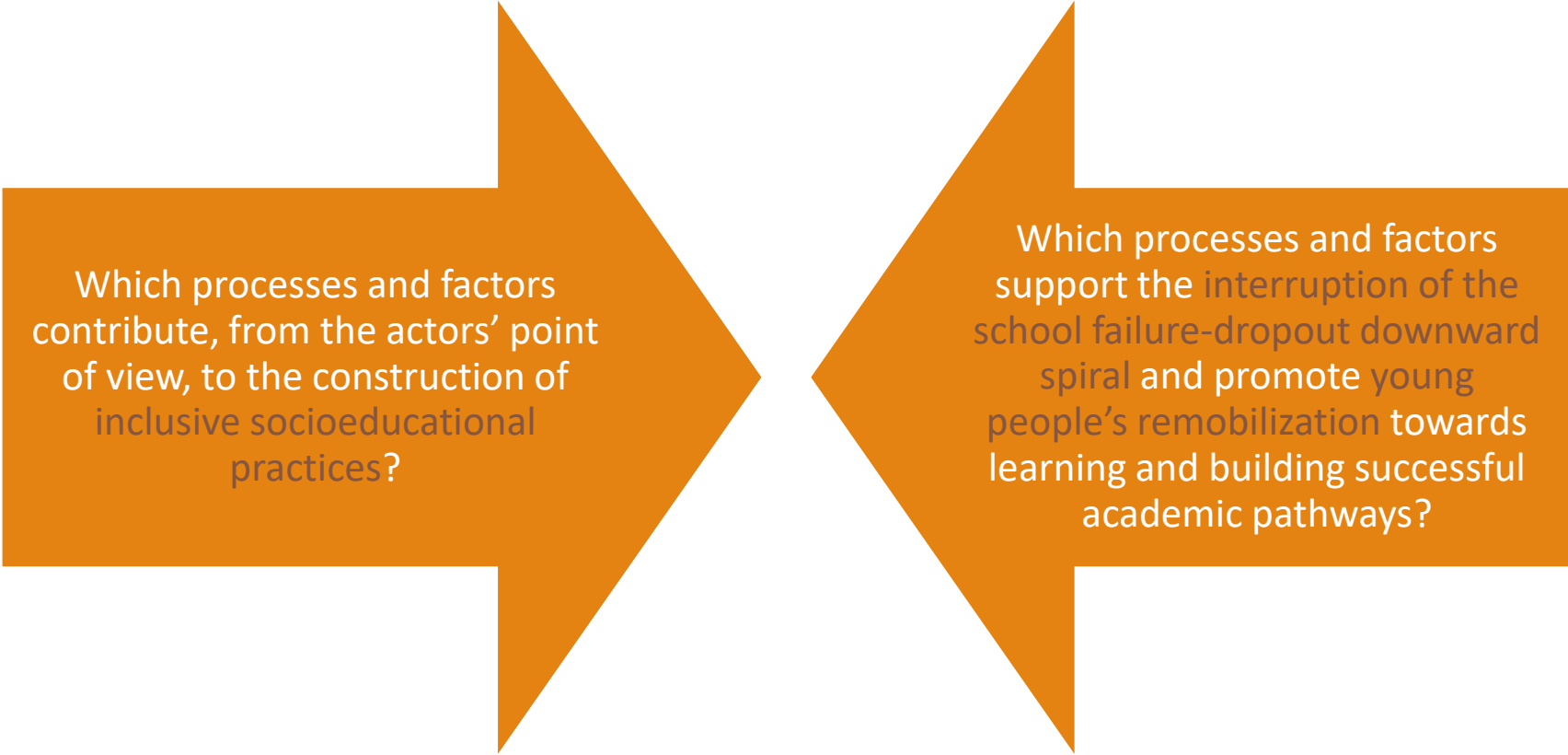


Universidade do Minho  
Instituto de Educação



# EDUPLACES/Educating Places: practices, voices and pathways of inclusive education

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Which processes and factors contribute, from the actors' point of view, to the construction of inclusive socioeducational practices?

Which processes and factors support the interruption of the school failure-dropout downward spiral and promote young people's remobilization towards learning and building successful academic pathways?

# Methodology

- Study support
- Student grouping
- Mediation
- Pedagogical differentiation

**Types of  
practices  
(approach)**

- School-based
- Community-based

**Funding  
programme**

Method/Area	North (N)	North-east (NE)	North-west (NW)	South (S)
FG Teachers/Professionals	5	2	2	3
FG Parents	4	2	1	2
FG Children/youth	3	3	3	2
FG Partners	3	--	1	--
Interviews Parents	--	--	9	--
Interviews Partners	--	--	1	--
Questionnaires Children/youth	36	--	--	46

# Cross analysis

A priori category tree: 21 itens

5 nodes/categories

17 subnodes/subcategories

Category	Frequency (number of references)	Sources
1. Institutional and sociocultural dimensions	546	44
2. Dispositional dimensions	257	42
3. Situational dimensions	239	41
4. Change, transformations and innovation	297	40
5. Partnerships	49	14

barriers

processes that overcome barriers

Subcategory (processes that overcome barriers)	Frequency (number of references)	Sources
1.1.2. Pedagogy, curriculum and evaluation	297	37
3.1.2. Interactions between schools, families and communities	216	38
2.1.2. Stability of intervention teams – Strong and continued relationships	103	23

# Cross analysis | *Outliers*

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- ❖ **Community-based:** “School-family-community interactions” (120); “Pedagogy, curriculum and evaluation” (110); “Learning the student role” (48)
- ❖ **Study support:** “The quality of learning – Pedagogical quality” (46) is 3rd most frequent
- ❖ **Pedagogical differentiation:** “Learning the student craft” (15) is the 2nd and “The quality of learning – Pedagogical quality” (6) is the 3rd most frequent
- ❖ **North:** “School-family-community interactions” (109); “Pedagogy, curriculum and evaluation” (60); “Learning the student role” (35)
- ❖ **North-east:** “Stability of intervention teams – Strong and continued relationships” is the 3rd most frequent
- ❖ **South:** “Learning the student craft” (16) is the 2nd and “The quality of learning – Pedagogical quality” (9) is the 3rd most frequent

# Cross analysis | Voices

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- ❖ **Teachers/professionals:** “Pedagogy, curriculum and evaluation” (166); “School-family-community interactions” (87); “Stability of intervention teams” (45)
- ❖ **Parents:** “School-family-community interactions” (91); “Pedagogy, curriculum and evaluation” (45); “Stability of intervention teams” (31)
- ❖ **Children/young people:** “Pedagogy, curriculum and evaluation” (64); “Learning the student craft” (35); “Student participation” (27)
- ❖ **Partners:** “Partnerships” (34); “School-family-community interactions” (27); “Pedagogy, curriculum and evaluation” (22)

# Multi-actor perspectives on successful and inclusive socio-educational practices

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**A cartography of practices aimed at overcoming barriers: relationships between cultures, the institutional fabrication, the student role and craft**

Participants mention two main categories of processes aimed at overcoming barriers:

- ❖ Interventions around the **curriculum, pedagogy and evaluation** (297 references, 37 sources); in 5 practices (in 3 of them for at least 2 voices) it is the most frequently mentioned dimension of intervention;
- ❖ Actions targeting **school-family-community communication, translation, negotiation and interaction** (216 references, 38 sources); in 4 practices (in 3 of them for at least 2 voices) it is the most frequently mentioned dimension of intervention

# A typology of practices aimed at overcoming school failure and dropout

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## Assaying a typology

- ❖ (5) Practices that act to, on one hand, overcome institutional barriers to the curricular, pedagogical and evaluative domains, while also acting on the relationship between school, families and communities;
- ❖ (3) Practices that act to overcome barriers, both institutional (fabricated by curricular, pedagogical and evaluative procedures) and dispositional, aiming to support learning and create situations that foment a successful play of the student role and craft, by the children/young people with whom they work;
- ❖ (2) Mediation practices (N), framed by community-based projects and programmes, that act to overcome barriers to school-family-community interactions

This triptych of intervention dimensions is consistent with the literature on barriers to participation in learning and school: 'distance' or the relationship between (the cultures of) school-families-communities and the 'structural duality' in these relationships; the institutional fabrication of barriers to participation (to success) in learning and in school, through the 'pedagogical device' of cultural transmission; the centrality of socialization and the dispositions cultivated in the experiences, previous paths and contexts of action and relationship with the school.





# Change, transformations and innovation

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- ❖ Individual change (22)
  - ❖ NW\_SB\_2 (Mediation), NW\_CB (Study support), N\_SB\_1 (Student grouping)
- ❖ Group change (16)
  - ❖ N\_CB\_1 (Mediation), N\_CB\_2 (Mediation), NW\_CB (Study support)
- ❖ Suggestions for improvement (15)
  - ❖ NE\_SB (Student grouping), NE\_CB (Study support), NW\_CB (Study support)
- ❖ Institutional change (14)
  - ❖ NW\_SB\_2 (Mediation), N\_SB\_1 (Student grouping), N\_SB\_2 (Study support)

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