

**Education for all and social inequality - comparing educational perspectives from Latin America and Europe**

(tentative programme, as of Oct. 22, 2008)

Symposium to be held at Cologne University, January 30, 2009

**Welcome address 9:00-9:15**

**Session 1: 9:15 - 11:00**

*From the Educational Practice to the Social and Cultural Inclusion: Building Bridges for Equal Opportunities through Distance Education*

Ida Fallas Monge, UNED, Costa Rica

*Higher studies and the social gap in Brazil: an economic agenda*

Maria de los Dolores J. Peña, Mackenzie University, Brazil

*How social inequality is transferred into school inequality: VET and higher education enrollment. The Polish case.*

Ireneusz Bialecki, University of Warsaw, Poland

*Professional networks of teachers as a means of promoting equality and quality*

Marta O. Chaile, Salta University, Argentina

**Session 2: 12:00 – 14:00**

*School achievement and social background – some findings from recent PISA studies*

Karl Steffens, University of Cologne, Germany

*Migration, Education and Inequality*

Cristina Allemann-Ghionda, University of Cologne, Germany

*Special needs education and inclusion in Europe: Responsibilities, objectives and approaches*

Andreas Eckert, University of Cologne, Germany

**Session 3: 15:00 – 17:00**

*Education for all: the impact of Paulo Freire*

Kira Funke, University of Cologne, Germany

*A review of eLearning 2.0 approaches in Spain and Latin America*

Antonio Bartolomé, Universidad de Barcelona, Spain

Marcelo Carneiro Leão, Universidade Federal Rural de Pernambuco, Recife, Brasil

**Conclusion 17:00-17:30**

## Abstracts and short biographies

### **From the Educational Practice to the Social and Cultural Inclusion: Building Bridges for Equal Opportunities through Distance Education**

*Ida Fallas*

*Dean of the School of Education*

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Universidad Estatal a Distancia (UNED) of Costa Rica is an autonomous institution part of the State Educational System. Its mission is to offer higher education to all the citizens, especially those who, for economic, social, geographical, cultural reasons or because of their age, disabilities or gender, are in need of a real social insertion with equal opportunities. Due to the thirty-year history of distance educational practice fostering the social and cultural inclusion by overcoming limitations of time, space and resources, the Legislative Assembly of Costa Rica recently ratified a law designating UNED as a Meritorious Institution for Costa Rican Education and Culture.

Three examples of social and cultural inclusion will be presented during this presentation:

Construction of opportunities for intercultural bilingual education in the indigenous territory of Chirripó: An inter-universities effort to design and develop a teaching program for indigenous teachers in their own language and culture.

Higher education to inmates in Costa Rica's correctional system: Strategies developed to attend the need for unconventional teaching methods required by this population.

Inclusive education: an initiative from three universities (UNED & UCR, Costa Rica and U. Salamanca, Spain) to train schools' staff to create inclusive schools that offers all its students educational opportunities and assistance needed for their academic and personal achievement.

**Ida Fallas** (short biography)

### **Higher studies and the social gap in Brazil: an economic agenda**

*Maria de los Dolores J Peña*

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*Pontifícia Universidade Católica de São Paulo*

This paper addresses a critical analysis on the present status of higher studies in Brazil evaluating the main statistical indexes regarding the access of Brazilian youths to university, as well as the public policies that are promoted by the federal government in order to expand the higher education in the country. The central government does not dispose of an educational infrastructure capable of absorbing the almost 80 percent of young Brazilians aged between 18 and 24 years who are excluded from a higher level education. This is why private universities are now tapping on this demand, allowing foreign investors groups to acquire small- to large-size universities, thus establishing hegemonic blocks that exploit the lack of access to university by the poorer segments of the population, and converting academic education into a synonym for easy profits. The undergraduate courses that they offer present very affordable prices, however their quality is often rather doubtful.

**Maria de los Dolores J Peña** (short biography)

### **Professional networks of teachers as a means of promoting equality and quality**

*Marta O. Chaile*

*Facultad de Ciencias Exactas*

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Among the protagonists involved in Latin American pedagogy "for all" and "with equality", teachers play an important role in their professional identity as well as in their professional development.

Networks of teachers serve as action areas that counteract the effects of the governmental education policy which has been reluctant to provide educational services for the population in the last decades. The new movement bases its critical analysis in the promotion of alternative pedagogical and didactical thinking.

Some networks focus on constructing a curriculum which reflects the geo-demography of the respective region and its socio-anthropology.

There are networks working towards professional self-development which does not exclude the "other" and which is collaborative and co-disciplinary, connecting sciences and pedagogy.

Research which is being developed at the National University of Salta (Argentina) focuses on promoting equality and quality in the professional teaching development. The Multi Disciplinary Network derives its theoretical position from "action research" which urges dialogue, inter-group consultation and confidence. As Paulo Freire taught, giving the word to "others" gives the opportunity of providing education for all, in contrast to the traditional pedagogy which is rooted in these regions.

**Marta O. Chaile** (short biography)

## **Education for all – the impact of Paulo Freire**

*Kira Funke*  
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Paulo Freire is one of the best known authors in adult education of the 20th century. Beginning with adult alphabetization based on *conscientização*, Freire aimed with his work *Pedagogy of the Oppressed* at arousing a *critical consciousness* amongst the working class in order to foster social transformation, or - in the context of Latin America in the 1960s - revolution.

While living in exile in Europe for ten years (1970-1980), Freire worked for the Education Department of the World Council of Churches in Geneva where he supervised the implementation of his ideas in alphabetization campaign in Latin-American and African countries. In his later work, back in Brazil, he focused on applying his ideas to the formal school system. Until his death in 1997, his basic convictions remained the same, in spite of new perspectives and a shift of focus in some areas which was inspired by marxism, christian (liberation) theology and existencialism. He stressed the importance of a rational understanding for emancipation, the transformative function (and duty) of education and the humanistic respect for the learner as well as for his universe in the process of constructing knowledge.

Freires pedagogical approach, which included a strong political claim at the same time, has received deep respect and much attention from all over the world. His impact on adult education but also on social movements and social work primarily for and with disenfranchised groups should not be underestimated.

Nevertheless, putting the implications of Freire`s ideas into practice faces various challenges. What is the significance of Paulo Freire in Brazil and Germany today? In which way does he contribute to an education for all? How can Freire`s mainly unspecific ideas be realized? What are the limits of his ideas and postulations? How can Paulo Freire`s legacy as that of a thinker who was influenced by modern tradition, open up to approaches of postmodern contemporary thinking which criticize essentialism and universalism, without losing its political connotation?

**Kira Funke** (short biography)

### **A review of eLearning 2.0 approaches in Spain and Latin America**

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The introduction of Web 2.0 resources -wikis, blogs, ...- in eLearning is identified as “eLearning 2.0”, although this term is ambiguous and could be understood in very different ways. But these resources have been widely implemented during the last years, acquiring a relevant role in current teaching.

Blogs and wikis are perhaps the resources which have been introduced most widely, but other resources such as web-based desktop videoconferencing, social bookmarking, podcast and online Office are also in use. In this contribution, we will try to analyse the role of some of them in current courses. To prepare this study several academics in Spain and Latin America were contacted and they have sent information about actual courses. In some cases, an instrument developed in the European Telepeers project was applied. From this we have obtained direct information about how self-regulated learning aspects are being considered in these new Web 2.0 based resources.

**Antonio Bartolome** (short biography)

### **School achievement and social background – some findings from recent PISA studies**

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In two recent PISA studies (PISA 2000, 2003) basic study competencies of fifteen-year-old students were assessed and compared at an international level. In this contribution, we will focus on the reading competences of these students because we believe that in western societies which we like to characterise as knowledge societies the ability to read and understand complex information is essential, not only for success in school, but also for doing well in professional life.

PISA results indicate that students differ with respect to their reading competences – within and across nations. One possible explanation for these differences might be that students differ in the way and the amount of help they receive in their homes. The support they receive at home is likely to be related to the social background of the respective families. It may be argued that these families differ with respect to their opportunities to actively participate in the life of their societies, or, in terms of Bourdieu, they differ with respect to their economic, cultural and social capital.

The present contribution therefore aims at investigating to what extent Bourdieu's conception of economic, cultural and social capital can be used to explain differences of students in the PISA 2003 study with respect to their reading competences.



**Karl Steffens** is psychologist, lecturer and senior researcher at the University of Cologne / Germany. He obtained his PhD from the University of Bonn and has been working at the universities of Bonn, Cologne, Frankfurt, Erfurt, and Barcelona (Spain). At the University of Barcelona, he conducted research in the field of ICT for a year with a grant from the European Commission (Human Capital and Mobility Programme). His

teaching encompasses topics in the fields of learning and instruction, personality development and cultural diversity.

In recent years, he has coordinated or participated in a number of European projects on the use of ICT in learning and instruction, with an emphasis on self-regulated learning in technology enhanced learning environments. He is a member of the steering committee of the Targeted Cooperative Network on Self-regulated Learning in Technology Enhanced Learning Environments (TACONET, <http://www.lmi.ub.es/taconet/>). He has also organised a number of symposia on this topic at several international conferences (AERA, EARLI, EERA, EDEN).

## **Migration, Education and Inequality**

*Cristina Allemann-Ghionda*

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Students and pupils with a migration background (first, second, third generation) do less well in the German educational system than students and pupils of German descent. All other things being equal, academic achievement seems to depend heavily not only on the socio-economic, but also on the ethnic background of the migrant pupils and students, a fact for which there is no sufficient explanation so far, in spite of some empirical enquiries. Some of the most recent research results on this issue are presented and discussed and further hypotheses are presented. Finally, based on a critique of the German educational system, an agenda to improve the educational achievements of migrant pupils and students is outlined.

**Cristina Allemann-Ghionda** is professor of comparative education at the Department of Comparative Education and Social Sciences, University of Cologne. Schools in Latin American and European countries, linguistic and literary studies (PhD in German literature), *venia legendi* (habilitation) in educational sciences and comparative education from the University of Münster (Germany). Before being appointed to Cologne, she worked in Switzerland for many years, first as a teacher, as an organiser of adult education for migrant workers, and as a lecturer and research (grants from the Swiss National Research Foundation) at the Universities of Zürich, Bern, Geneva, then Münster. Her main research fields are: comparative and intercultural studies on educational policies and theories, currently focusing curricular issues at the different levels of education, the reform of teacher education, the implications of globalisation, migration, European integration, cultural pluralism, bilingualism, and multilingualism for the content and organisation of education. She co-directs the research project Time Politics, a comparison on full-day and half-day schooling and family policies in Western and Eastern Europe (<http://www.time-politics.com>). A selection of her recent publications: *Intercultural Education in Western Europe: Theory, Policy, and Practice*. In: Banks, J. (Ed.): *The Routledge International Companion to Multicultural Education*. Oxford (etc.), Routledge, 2009; *La educación intercultural en Alemania: ¿Aceptando la diversidad a la vez que cultivando las diferencias?* In M. A. Alegre / J. Subirats (eds.) *Educación e inmigración en España. Nuevos retos ante una perspectiva comparada*. (113-129). Madrid: Centro de Investigaciones Sociológicas, Col. Academia 28, 2007; *Intercultural Education in Schools*. Study requested by the European Parliament's Committee on Culture and Education. In cooperation with Deloitte Consulting, Brussels, with research assistants S. Rühle & J.-M. Threin, Brussels, European Parliament, 2008, <http://www.europarl.europa.eu/activities/committees/studies.do?language=en>; edited with S. Pfeiffer, *Bildungserfolg, Migration und Zweisprachigkeit – Perspektiven für Forschung und Entwicklung*. Berlin: Frank & Timme, 2008; *Einführung in die Vergleichende Erziehungswissenschaft*

*(Comparative Education: An Introduction)*, Weinheim & Basel, Beltz, 2004; *Schule, Bildung und Pluralität: Sechs Fallstudien im europäischen Vergleich (School, Education and Plurality: Six Case Studies, an European Comparison)*, Bern, 2002, second, revised edition).

## **Special needs education and inclusion in Europe: Responsibilities, objectives and approaches**

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Are we heading towards a "European special needs education"? Or are there still insurmountable and continuous differences concerning education and professional intervention for handicapped people within the European context? Based on the approach of an "International and comparative special needs education", we will concentrate on common, cross-national and elementary European tendencies of endeavours in normative and cooperative regards. Furthermore, we will provide exemplary country-specific insights.

**Andreas Eckert** (short biography)

## **How social inequality is transferred into school inequality: VET and higher education enrollment. The Polish case.**

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In Poland VET schools attract lower achievers and pupils born in lower status families. VET graduates are less likely to access higher education than graduating from general secondary education (lyceum). Research evidence indicates that in Poland the choice of type of secondary school - whether VET track or lyceum - depends to a large extent on the social origin of pupils: in the case of pupils with low status families, choice is based more on school achievement (school performance, grades), while in the case of higher status families, school grades are not so decisive and also lower achievers would choose lyceum (and not VET schools). However if one compares social origins (status) of good achievers in secondary education with that of HE students, there is not much difference. It seems that selection to Higher Education (HE) is largely based on merit (school achievement); the HE population is therefore not representative of the SE population with regard to social origin.

Since the 1990s, there has been a sharp increase in higher education enrolment in Poland: the number of students increased by more than four times. In 2007-2008, over half of the age group enrolled in some institution of HE. To a large extent this increase was due to an increasing number of private HE institutions. Those are located in small cities and offer rather bachelor than master degrees. Private HE institutions enrol more students with lower status

families than public schools located in large cities. This way private establishments contribute to the equalization of access to HE.

**Ireneusz Bialecki** (short biography)