

# IDENTITY BUILDING

International L.

Professional L.

Environmental L.

School L.

Family L.



Environment

Media:  
Society

Work

Friends

School

Family



# The Plurilingual Project:

common aims and shared challenges in Europe

- **Identity building**

- Accepting diversity and cultural difference as collective richness and shared opportunity

- **Community building**

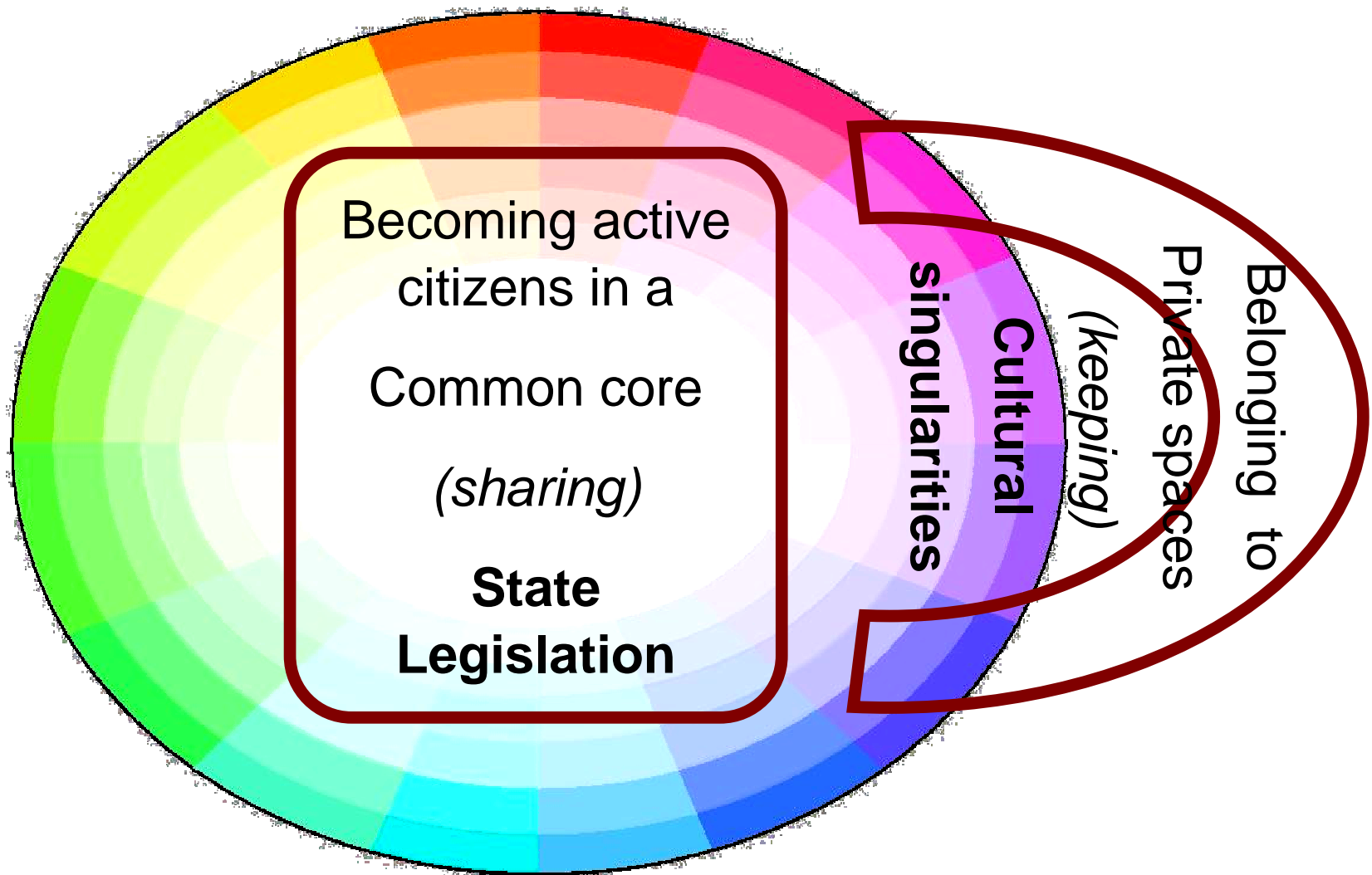
- Facing immigration and growth with social cohesion and active citizenship



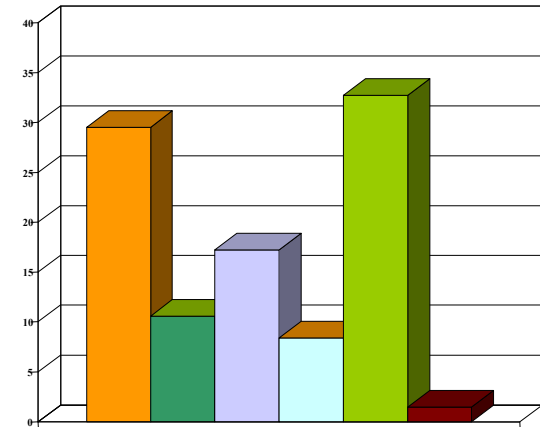
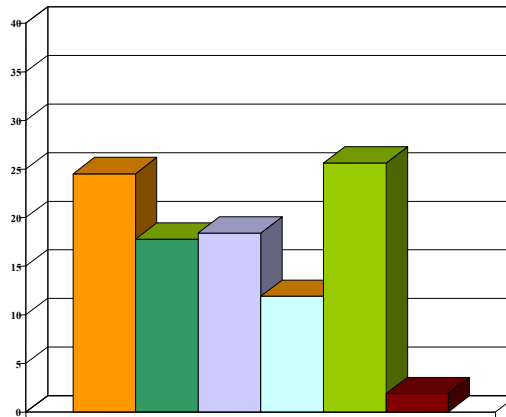
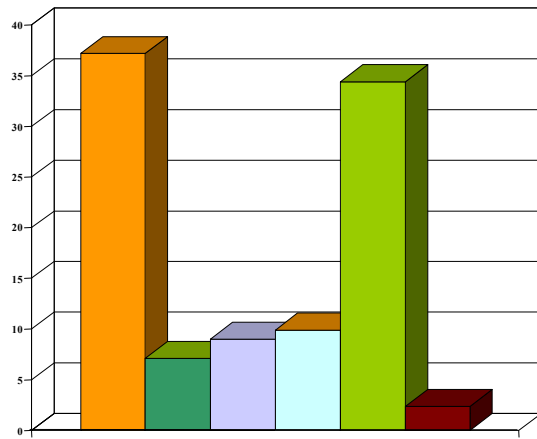
- **Knowledge building**

- Developing skills for lifelong learning in a global context, and acquiring key competencies relevant to the labour market.

# Managing diversity for social cohesion



# Use of language in family relationships and in the community



**Family**

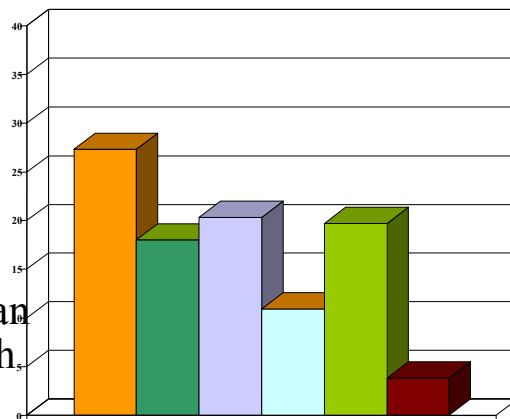
**Friends**

**Neighbours**

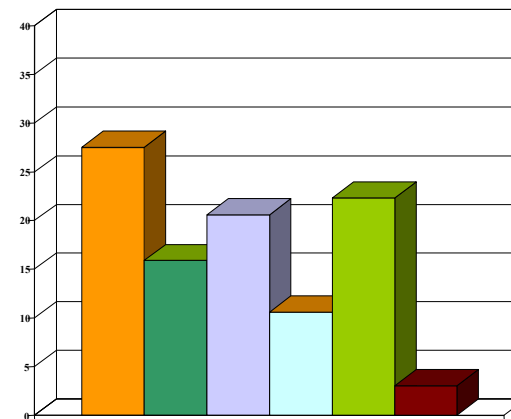
Only Catalan

More Catalan than Spanish

Both



**School mates**



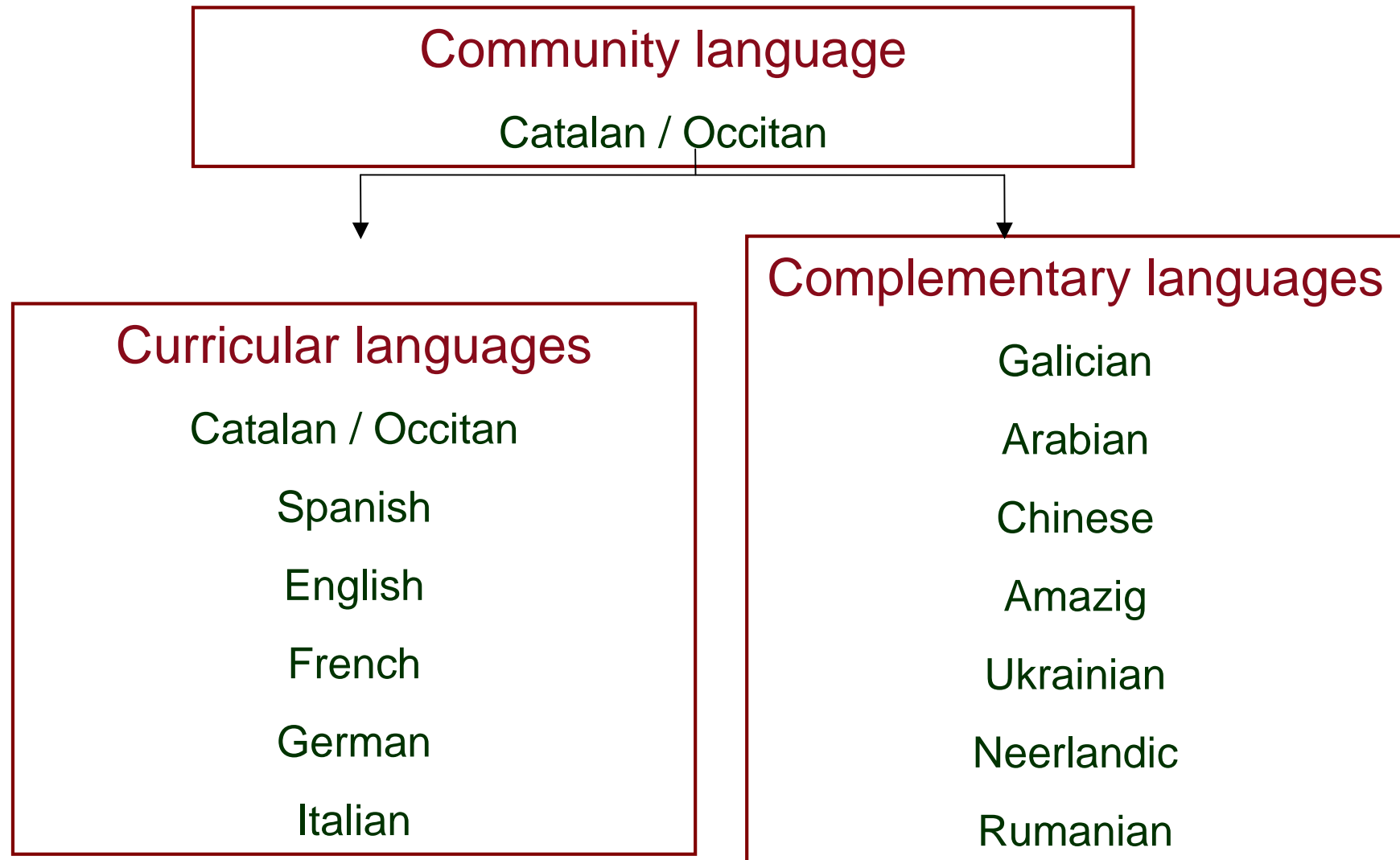
**Work mates**

More Spanish than Catalan

Only Spanish

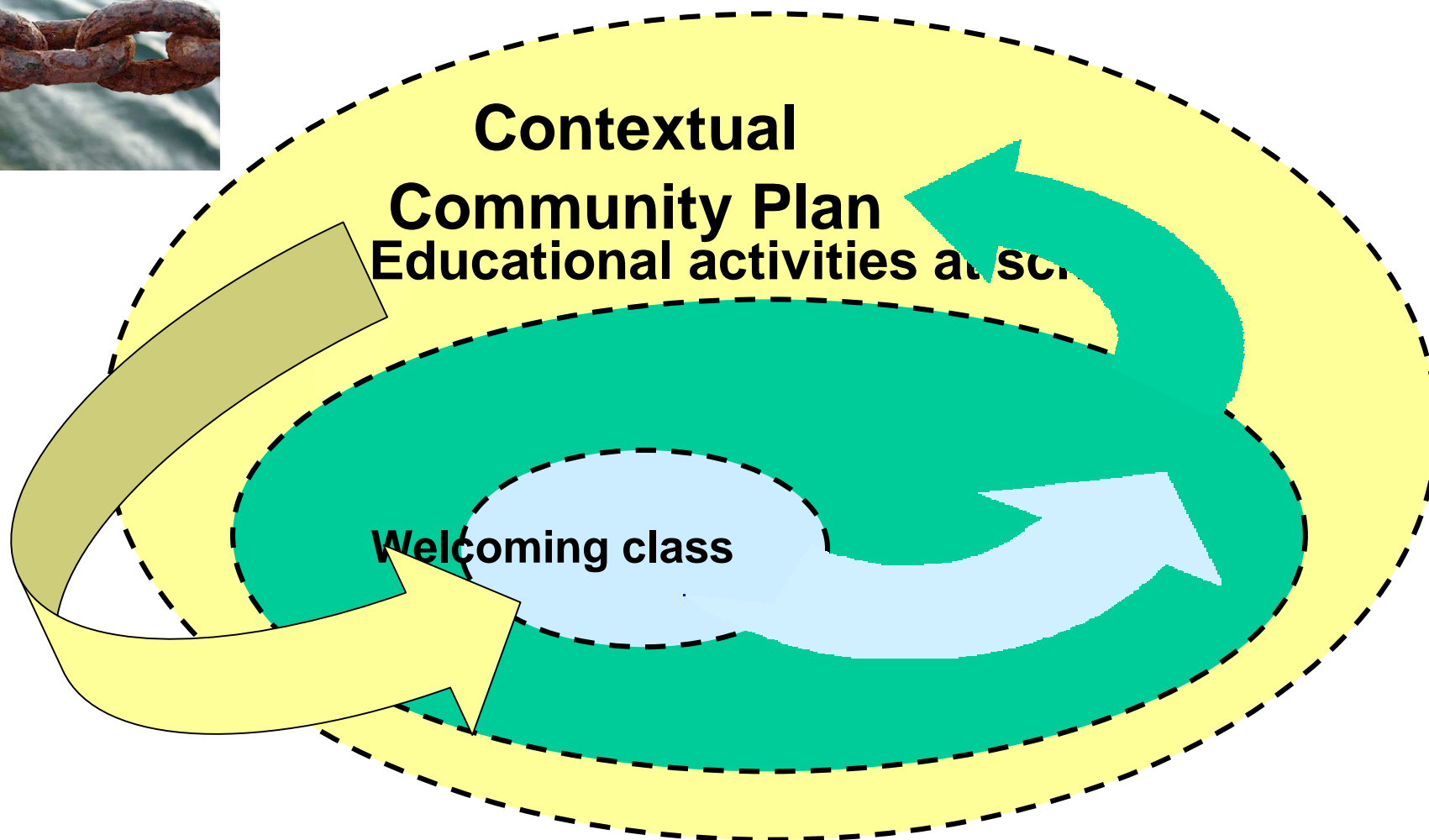
Other

# Languages in the Catalan System of Education

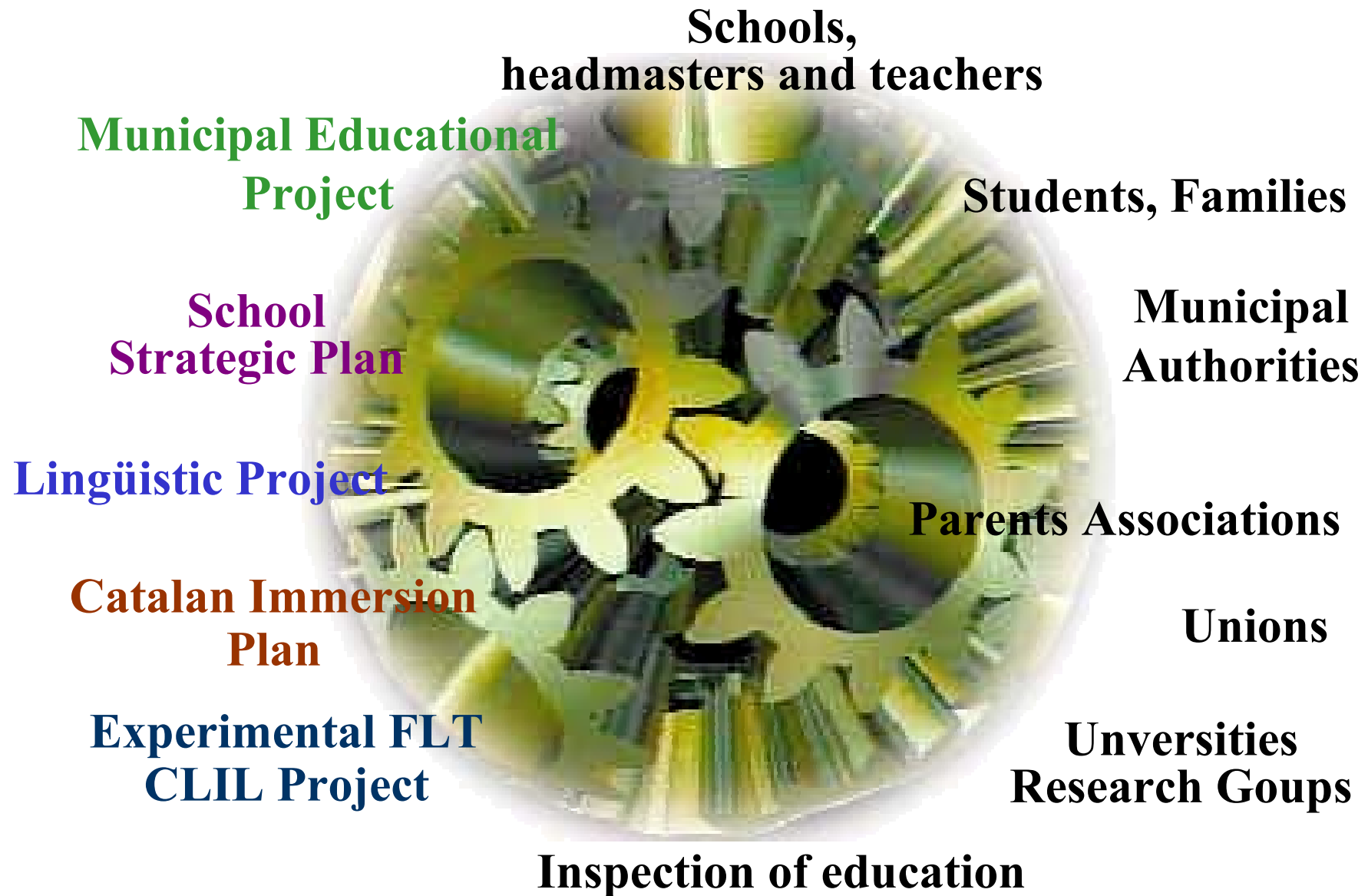




## Intervention fields

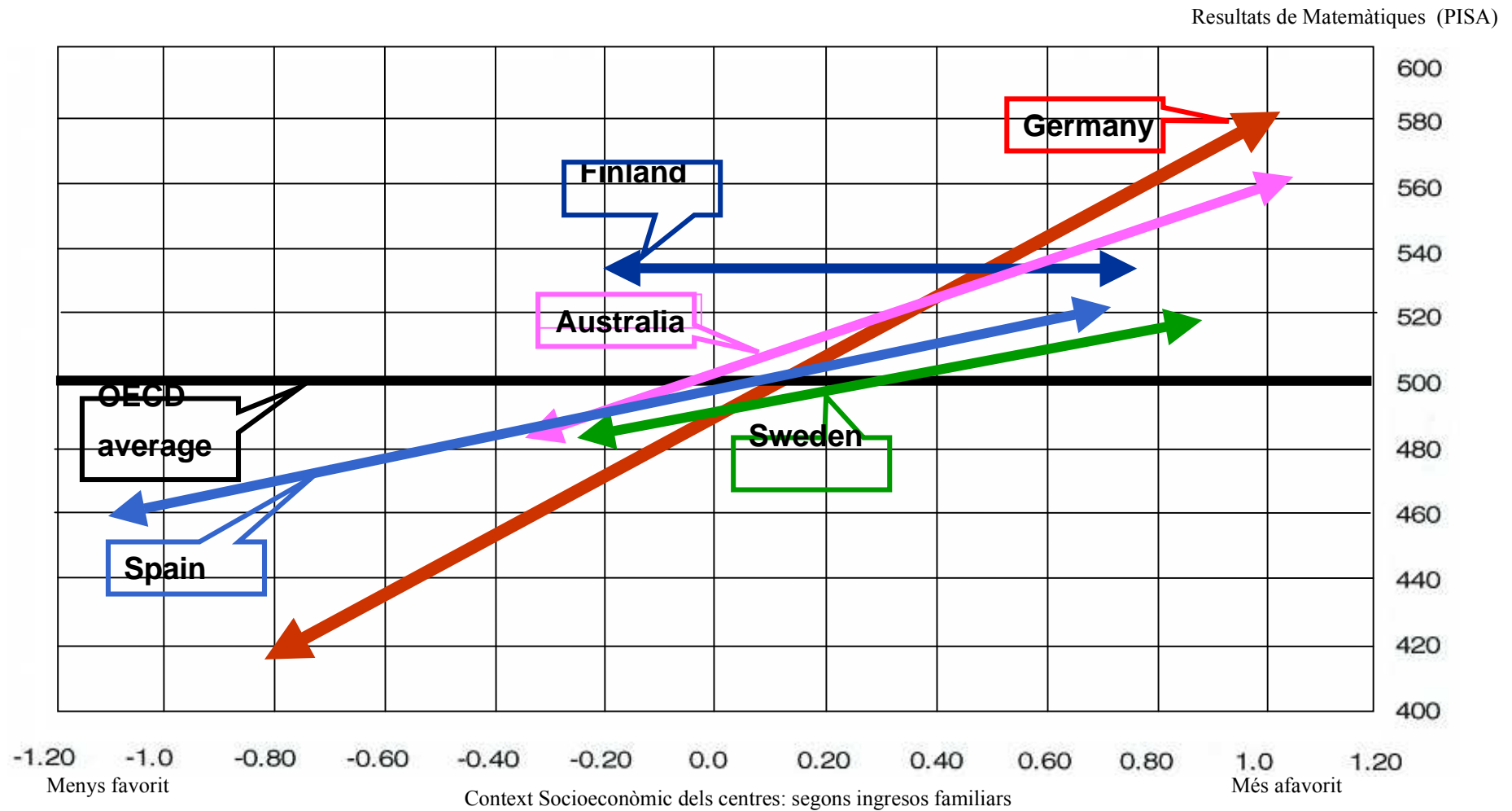


Resource: Adaptat ed from *Servei de Cohesió Social, SGLiC, departament d'educació*



# Proposta: Millora de resultats educatius

PISA Results 2005





# Changes between first and second generation

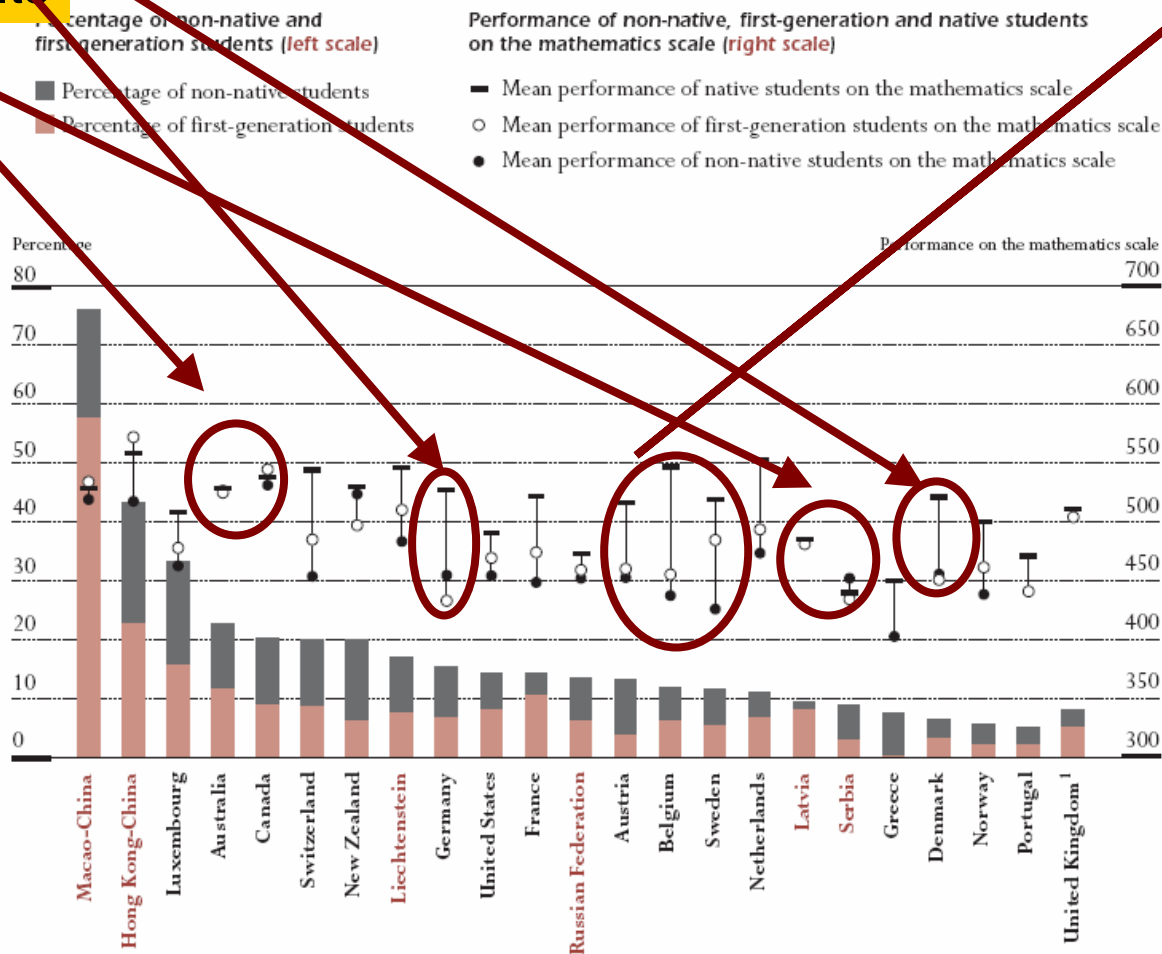
(PISA results related to immigrant students)

Negative results

Positive results

Stable results

Figure 4.2 ■ Place of birth and student performance



Note: Only countries with at least 3 per cent of students in at least one of these categories.

1. Response rate too low to ensure comparability (see Annex A3).

Source: OECD PISA 2003 database, Table 4.2f.

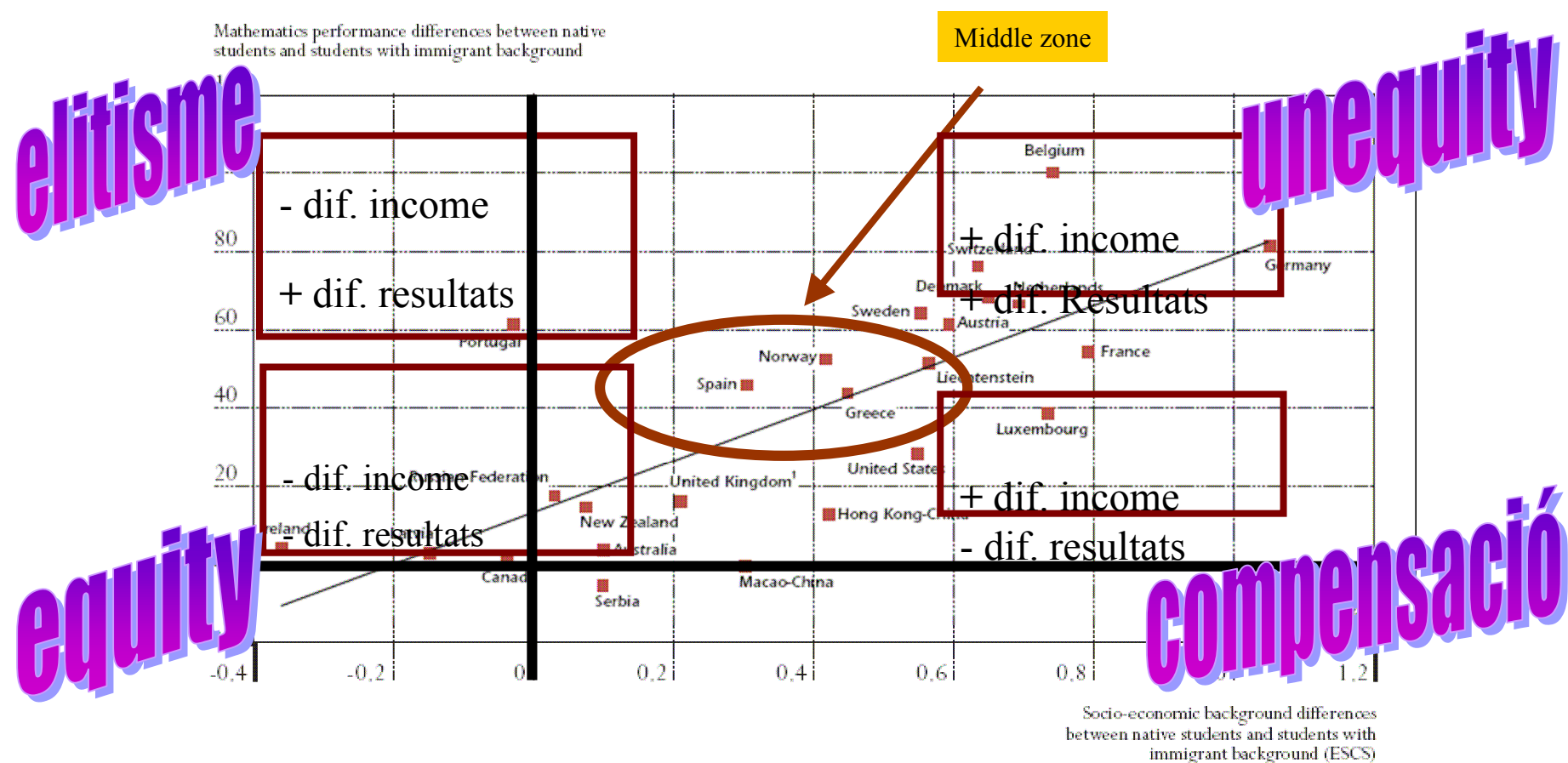
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•[http://www.pisa.oecd.org/pages/0,2966,en\\_32252351\\_32235907\\_1\\_1\\_1\\_1\\_1,00.html](http://www.pisa.oecd.org/pages/0,2966,en_32252351_32235907_1_1_1_1_1,00.html)

# Results & social discrimination

Figure 4.4 ■ Student performance differences and socio-economic background differences by students' immigrant background

*Relationship between differences in mathematics performance between native students and students with immigrant background and socio-economic background differences between these two groups of students*



1. Response rate too low to ensure comparability (see Annex A3).

Source: OECD PISA 2003 database, Table 4.2f.

## Language and social cohesion plan

“Making school an open learning environment to prevent and combat early school leavers and disaffection among young people and promote their social inclusion”,

*European Union Council Resolution of 25 November 2003*

- **Networking:** Promote and support synergies and common actions among schools and other local interlocutors (Civic centre, town council, ONG, workshops for parents...)
- **Authonomy:** Promote and support school projects and initiatives that favour social commitment for compromise culture among young people.
- **Teachers Training:** Support the educative staff training in order to complement formal and non-formal learning.
- **Community:** Foster family participation in school life.

Thank you for your attention...

And enjoy your visit!