



Education Development Centre (EDC)

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<http://www.iac.edu.lv>

Inclusive education de facto. EDC experience

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Education Development Centre (EDC)

is the nongovernmental organization providing professional development and other educational opportunities for various **audiences**/target groups

Key content areas are **civic, intercultural, inclusive and development / global education**

2009.- 2014. Inclusive education (in the field of integration)



During this period *Education Development Centre* has implemented:

- 6 projects in the framework of the European integration fund of the third country nationals of the EU program of Solidarity and management of the migration flows;
- Rīga Municipality project for the integration of the society;
- In Spring 2014 - **BACKGROUND STUDY** on the inclusion of new comers and re-emigrants in general comprehensive schools of Riga

Trends of integration programs

For schools
(teachers, students,
parents)

**For
immigrants**
(third country nationals)

Process variables – for motivation and results



CONTEXT

Principles
Means



PROCESS



OUTCOMES

Objectives
Results

WELL-BEING

INVOLVEMENT

Program: For SCHOOLS

- What is intercultural communication
- The aspect of culture in intercultural communication
- Communication in multilingual environment
- Pedagogical and psychological aspects of intercultural interaction
- Social aspect of intercultural communication
- School as a social system
- Difference, diversity and tolerance
- Stereotypes
- Interaction and communication
- Communication and social skills in a multicultural society
- Analysis of case studies according to the theme of the supervision-change of skills, attitudes

Program: For IMMIGRANTS

It consists of 4 modules:

- „Me in the society of Latvia”
- „National economy and employability in Latvia”
- „Key acting principles of the State of Latvia”
- „History, culture and traditions of Latvia”

How?

- To learn
- To participate
- To create and support interest to know more
- To communicate and cooperate with others, to be a team member
- To succeed

BACKGROUND STUDY

on the inclusion of new comers and re-emigrants in
general comprehensive schools of Riga

Spring 2014

Results and conclusions

- The greatest difficulties in the work with newcomers and re-emigrants are connected with **preparing them for tests and state examinations**
- During the first months, half or the first academic year the most **needed is professionally provided support, especially for the acquisition of the Latvian language and adaptation**

Results and conclusions

- **Insufficient mutual cooperation inside** the school (administration - teacher- support staff), exchange of information
- **Lack of joint coordinated action** (administration-teachers- parents)
- **Insufficient supervision** not only of the aim but also the process
- Teachers **lack the foreign language knowledge**
- Unwillingness to accept/ attitude (society, teachers, administration)

Results and conclusions

Schools lack:

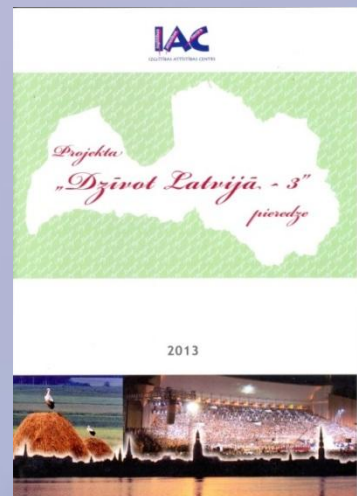
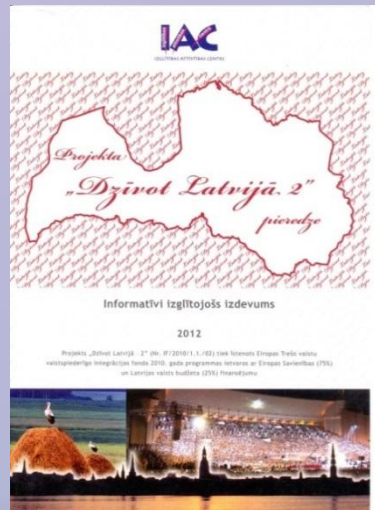
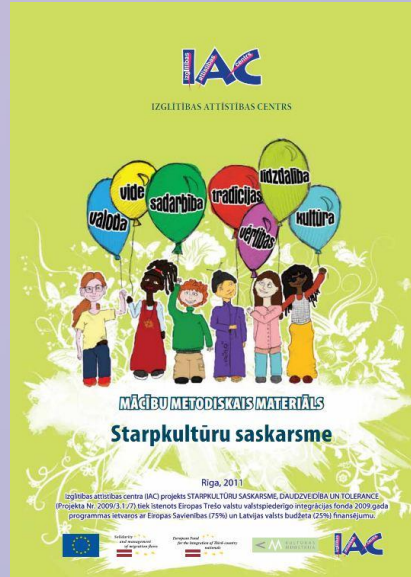
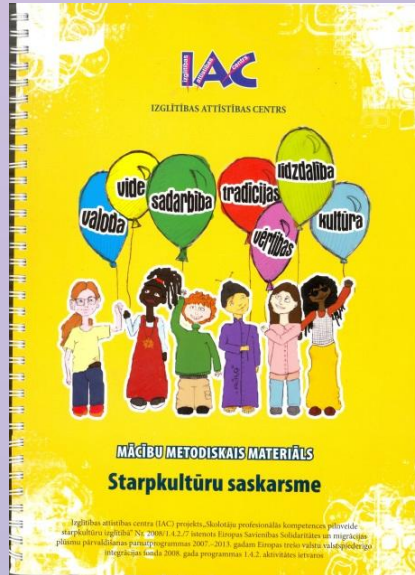
- **Understanding about the documents** regulating the education of the newcomers
- **Common guidelines/** recommendations for work, for evaluation of risks and difficulties
- **Examples of positive good practice**
- **Topical information** about the **methodological and study materials**, the available further education/professional development (methods, intercultural education, work according to the individual plans, assessment, diagnosing) and projects
- **Willingness, attitudes and readiness** for work

Good practice in schools of Rīga

- The work with newcomers is carried out and coordinated in the whole school in accordance with **the individual programs**
- Several schools **successfully involve the support staff** in the work with newcomers
- Schools closely **cooperate with parents**; they are oriented towards ensuring the topical needs of parents, children
- Schools **organize events** in which children get acquainted with the aspects of diversity and master skills necessary for life in a multicultural society
- Schools set **the adaptation period** for the child during which the staff works individually with him/her and only after that he/she joins the class

Intercultural education

<http://www.iac.edu.lv/istenotie-projekti/>



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