Citizenship, Education and Social Exclusion: Good Practice in Teaching and the Risk of Educational Exclusion in Compulsory Secondary Education[*]

Magdalena Jiménez-Ramírez

Universidad de Granada - Department of Pedagogy (Spain)

CITTADINANZA, EDUCAZIONE ED ESCLUSIONE SOCIALE:
BUONE PRASSI DEGLI INSEGNANTI
DI FRONTE AL RISCHIO DI ESCLUSIONE SOCIALE
NELLA SCUOLA SECONDARIA DELL'OBBLIGO

Abstract

In the present context, the need to contribute to the development of more inclusive societies cannot do without analysis of the factors and situations in which the exclusion of fundamental rights, including education, takes place. The education system is an effective means to include social inclusion by developing the right to education. In this contribution we analyze educational exclusion – the ultimate result of «school failure» – as a dynamic, multi-dimensional, relational phenomenon occurring in a processual continuum, with different areas of risk and vulnerability. A complex network of interrelations is visibilized that requires the elaboration of «ecological» and systemic schemes of understanding. Our research examines the narratives of different members of the educational community con-

cerning «good teaching practices» developed to encourage educational and social inclusion in compulsory secondary education (ESO) in schools of the Autonomous Community of Andalusia (Spain).

Keywords: Educational leadership, Good educational practices, Right to education, Social and educational exclusion, Social networks.

————————

1. Conceptual questions
   of social and educational exclusion

The notion of social exclusion has become increasingly important as a result of the changes in the principal dimensions making up *modern society*, which have altered the bases of the Welfare State. Such dimensions have been shown to be «zombie categories» (Beck & Beck-Gernsheim, 2003) in the «risk society» (Beck, 2010) and their alteration has set up a new social context with different organizational systems. These in turn cause different forms of inequality and social vulnerability (Tezanos, 2001), where social exclusion appears as a structuring factor in these new non-egalitarian systems.

Within this complex social network, education becomes a fundamental instrument, capacitating people for access to and participation in the rights derived from *citizenship* (Karsz, 2004; Room, 1995). However, this important formative goal is being eroded by high rates of school failure, which from an educational viewpoint visibilize processes of vulnerability and exclusion resulting in the failure of some students to achieve some «key competencies» (Eurydice, 2002) or basic abilities (LOE, 2006). Indeed, this privation of the right to education visibilizes an unequal distribution of access to and disposal of elementary rights, which are still denied to the most vulnerable subjects in our developed societies and which stand in the way of social cohesion (Sen, 2008).

We must therefore analyze the development of exclusion by considering that there is no neutral construction of such situations (Karsz, 2005), and that there is a recognition of factors, procedures and facts from within the education system itself that promotes processes of risk of school exclusion. By referring to a process (Jiménez-Ramírez, 2008), we speak of personal, school and social careers based on various factors within a *continuum* (Escudero, 2005), and not as something «disjointed and episodic» (Escudero & Bolívar, 2008). Therefore, as a social and cultural construction based on the reality of schools, we are able to consider alternative measures (Martínez, 2008), such

as *good teaching practices*, that minimize or counter situations where pupils are at risk of exclusion (Escudero & Bolívar, 2008).

In the educational system, the best-known, most obvious instance of exclusion is found in the fuzzy term «school failure» (Escudero *et al.*, 2009) and its associates: absenteeism, dropping out, and re-takes. These all refer to constructed processes that likewise certify exclusion from an isolated, terminal viewpoint, ignoring the need to analyze the multitude of causes making up this situation of exclusion. School failure also involves a number of «collateral effects» that hamper participation in other spheres of social citizenship, thus showing that such problems are not restricted to schools, but also have individual and social repercussions (Jiménez *et al.*, 2009).

The road to exclusion from school failure should be analyzed taking into account the broad set of factors, conditions, structures and processes causing it, and which produce biographies that visibilize «faces of exclusion» (Subirats, 2006; Bolívar & Gijón, 2008; Martínez, 2008; Portela, Nieto, & Toro, 2009). Such analysis should be adjusted to the social organization in which it takes place (Karsz, 2005), above all because the problem tends to be seen as centred only on pupils, ignoring the responsibility of policies, and other institutions and agents.

Bauman (2005) pointed to the individualization and privatization of failure in the *modern economy*, as if it were a product created by those affected, exonerating educational institutions and the actors in the process from all responsibility (Beck, 2013). This viewpoint was analyzed by Lindblad & Popkewitz (2001) and Popkewitz & Lindblad (2005), when they spoke of the «effects of power» and their interest in analyzing the social production of the categories of class, ethnicity and gender – all linked to social inequality. To this end they used what they called «systems of reason», built up by representations and norms of action creating awareness, subjectivity, etc., that differentiate, divide and classify the participation and action of individuals, becoming systems that «rule» both the behavior and the thought of the subject.

According to the foregoing, the perspective of school exclusion allows us to start from a broader analytical proposal, from which to analyze and understand school failure as a form of educational exclusion (Escudero, 2005; González, 2006; Escudero, *et al.*, 2009; Moreno Yus, 2013), particularly considering the diversity of factors involved, as well as the structures and dynamics participating in both its construction and its development and certification (Escudero & Martínez, 2012). Consequently, single- dimension interpretations of school failure are inaccurate for explanation of a complex phenomenon not to be found outside the theoretical and political discourse that frames and constructs it, giving it meaning and selecting factors and dimensions as relevant or insignificant.

Therefore, by considering the perspective of educational exclusion on the theoretical-analytical basis of the proposals made by different studies of social exclusion (Lindblad & Popkewitz, 1999; Castel, 2004; Karsz, 2005), we can put forward a theoretical construction of the phenomenon as a process in which a *continuum* of areas in which a multitude of changing, dynamic factors are found, interact and feed off each other. This «perspective of educational exclusion» is the basic core of the research presented here, although other recent studies have also considered this analytical viewpoint (Escudero 2005; Escudero *et al.*, 2009).

Taking the existing theoretical proposals as reference, we synthetically chose five dimensions by which to consider the «perspective of educational exclusion». The first of these refers to what educational exclusion deprives of, i.e., *what the subjects are excluded from and the parameters used to determine this*. Educational exclusion is placed in relation to citizen's rights concerning the application of the right to education (Bonal & Tarabini, 2012) and acquisition of *basic competencies* (Bolívar & Pereyra, 2006; Luengo *et al.*, 2008).

The second dimension specifies that *educational exclusion deserves to be understood as a continuum with intermediate zones between exclusion and inclusion*. Castel (2004) illustrated the existence of a *continuum* between integration and exclusion with risk zones depending on the factors considered. School failure is therefore a phenomenon that should be analyzed as something processual (Dubet, 1996) through which the individual passes uninterruptedly, and where there are zones of higher or lower risk of the pupil being deprived of school content and learning. Different responses can be foreseen for this risk situation, arising in the context of the democratization of education and referring to extraordinary measures of attention to diversity (Escudero & Martínez, 2011; Martínez, 2011).

In this analysis of exclusion as a *continuum*, we should emphasize that there is a *diversity of forms of educational exclusion*. Sen (2000a) focused on abilities and described how poverty and social exclusion should be conceived as the deprivation of basic abilities to achieve certain, minimally acceptable standards of living in connection with the deprivation of basic rights (Sen, 2008). This author stated that «the wider the extent of elementary education […] the more probable it is that even potentially poor people will have more opportunities to conquer poverty» (Sen, 2000a, p. 118). He also describes a variety of forms of social exclusion and recognizes that it is rather versatile, with a background offering a dimension that goes beyond poverty as something material (Sen, 2000b).

In this definition of educational exclusion, we also consider it to be a *relational category* within a social context. As Karsz (2005, p. 22) stated, «in

the end, it is impossible for there to be non-social, pre-social or post-social exclusions […] exclusion is social by definition, in its essence, by emphasis and redundancy». It is, therefore, of interest to underline that the condition of social and/or school exclusion is not a personal condition; «[…] no-one is born excluded, they become so» (Castel 2004, p. 57).

Finally, we require *multifactorial theoretical models* for the analysis of exclusion, which make it a complex event with a multidimensional character (Littlewood *et al.*, 2005). Theoretical models have been proposed for analysis of educational exclusion that are *ecological* (Sellman *et al.*, 2002; Escudero *et al.*, 2009), in order to determine and evaluate the multiple facets and trajectories of this social and school phenomenon. In this study we have chosen an analytical framework related to the *good practices* characterizing the organizational, cultural and relational decisions and patterns carried out in some schools in contexts of vulnerability.

2. Towards a definition of «good practices»: significance and dimensions of the analysis

Like so many terms, the concept of *good practice* requires analysis to determine exactly what we are referring to. The concept is recognized in the literature, although considerable interpretation and accuracy are necessary for its analysis and explanation, as we are referring to a complex phenomenon in which several factors and conditions play a part and must be suitably evaluated. The term was adopted from the world of economics with the practice of «benchmarking», referring to quality management and the setting up of efficiency indicators in order to achieve better results depending under specific conditions of competition, in which the best practices are identified and developed to achieve optimal performance (Epper, 2004).

The use of the term *good practice* has extended from economics to other spheres and is applied in social and educational studies to promote social inclusion. It is commonly used in various fields related to the social studies promoted by the Spanish Red Cross and directed to different excluded collectives, such as unaccompanied immigrant youths, immigrant women, and the development of family units in social difficulty. Similarly, other contributions in the Spanish context visibilize examples of *good practice* in different contexts of development and also individual cases (Cabrera, 2003; Aparicio & Tornos, 2004; González & Rivera, 2006).

Good practice in the field of education is also visible and has developed from different analytical standpoints. Such considerations have been pro-

duced on different levels and with different aims, depending on the policies reviewed and the manners of governing in and from educational systems as regards processes of social inclusion and exclusion (Popkewitz & Lindblad, 2005). Although we here refer to other theoretical reflections on *good practice* in education, more from a viewpoint of contextualization in school to attend to the pupil at risk of exclusion, we also mention that the concept was promoted by the UNESCO program Education for All, with the goal of establishing criteria of *good practice* to be made known in order to share innovatory experiences (Braslavsky, *et al.*, 2003), and, more recently, to encourage inclusion in education (UNESCO, 2008 and 2009).

In this approach to characterizing and defining *good practice* in education, the review of the literature by Escudero (2008) provides a broad spectrum of interpretations of what such practices are and what are the different dimensions and criteria on which they are based. The result, therefore, is that there is no single meaning that can be applied in general to *good practices* (Escudero & Bolívar, 2008), because their nature is complex, multidimensional and relative. One of the approaches in education is related to the original economic use of the term, linking *good practice* with forms of teaching that achieve excellent learning results in pupils by measuring their knowledge in tests, which can additionally lead to standardization of results. From this viewpoint, *good practices* are considered in order to promote criteria of standardization in agreement with questions of productivity, excellence and competitiveness, thereby causing situations of exclusion. This has been criticized in the literature, because it also entails the conversion of schools into mere providers of educational services dependent on user demand and brings into education the whole question of quasi-markets (Whitty, 2001) and neoliberal education policies (Rico & Martín, 2013).

From another viewpoint, *good practices* are also related to the development of proposals for the inclusive school on the principle of impartiality, and of teaching practices within educational systems that guarantee the inclusion of pupils more likely to suffer exclusion, where the teachers play an important role in improving pupils' learning (Ainscow, 2001). We also find *good practices* linked to teaching staff inasmuch as the term refers to the need to improve and innovate in everyday practice in order to introduce methodological and pedagogical changes better linked to the new requirements of the context. Pablos (2008) identified *good practices* as a concept in educational innovation, understood as «a process of change that should affect the ways in which knowledge is built up, the configuration of new situations for teaching and learning and the transformation of school and teaching culture».

Improvement in teaching practice should, therefore, involve a reflexive pedagogical action that contributes to the transformation of the school

and to change and improvement in schools (Bolívar, 2002). This author introduces the concept of change linked to innovation and considers that if educational changes are to be accepted in the classroom, they must be generated from within, allowing the school to develop its own innovative culture, strengthening decision-making and involving the teaching staff in a reflexive analysis of their practices. We agree with González Ramírez (2007, p. 33), who stated that «the implementation of a good practice always has a prospective view of reality and the organization or institution as a whole has an attitude of change and innovation in its reference context».

The general aim of our research [1] concerns the definition, identification and description of *good practice*, understood as those actions carried out by teaching staff in view of the risk factors of social exclusion of vulnerable pupils registered in the various programs of attention to diversity in ESO. It should be pointed out that certain criteria on good teaching practice were established as reference points for the analysis of the experiences recorded, and not so much as «discreet normative levels to determine if a particular experience in a school is satisfactory or not» (Escudero, 2008). This is particularly so if we consider that «a good practice can never be unique, fixed or abstract, nor a predetermination imposed by someone from their post or position» (Coffield & Edward, 2009, p. 388).

Any ambition to set up a single definition of *good practices* is therefore a complex, perhaps impossible aim, given that «a practice is not, essentially, a fully achieved entity, but an active reality dynamically created by those that invent and develop it» (Escudero, 2009, p. 115). *Good practices* can not be considered or analyzed outside certain social and school contexts, nor with disregard for the pupils' reality, their upbringing, or their social and family context, not to mention the dynamics occurring in schools, in the curriculum and in the teaching staff (Escudero & Bolívar, 2008), because they are subject to the operation and dynamism of each school, which defines and develops them according to its own needs.

Marquès (2005, p. 2) defined *good practices* as

Educational interventions that help develop learning activities that efficiently attain the planned educational goals, as well as other types of learning of high educational value, such as more impact on marginalized groups, less school failure in general, or more depth in learning … The adequacy of teaching interventions is analyzed and assessed by contextual evaluation.

---

[1] For a more in-depth review see «Fracaso escolar y exclusión educativa», *13*(3), 2009, in the *Revista de Curriculum y Formación de Profesorado*, where there are several articles on the subject. You can also see J. M. Escudero, *Estudiantes en riesgo, centros escolares de riesgo: respuestas educativas al alumnado en situación de vulnerabilidad*, Murcia: Diego Marín, 2013.

Inside the theoretical framework of this research, *good practices* should be considered as

> A continuum in which different levels can be reflected, where a reasonable, justified selection of contents and learning can be observed in relation to the pupils and the estimates of the chances of helping them achieve their best results. This will in all probability be a long way from the desirable maximum and, most certainly, from the maximum according to the official curriculum. (Escudero, 2008)

Such complexity shows the need for *good practices* to be analyzed by establishing different dimensions and criteria related to the responses to the risk of academic, social and personal exclusion of the most vulnerable pupils. Escudero's review of the literature (2008) provides different approaches and interpretations of good practices according to the responses to the risk of educational exclusion (Johnson & Rudolph, 2001; Alliance for Excellent Education, 2002), and outlines a number of criteria to be used for analysis. However, rather than specifying a list of indicators and questions on which to intervene, we feel it more relevant to reflect other proposals based on a number of core matters that offer more complete, contextualized view of other dimensions to be taken into account because of their influence on the risk of educational exclusion. To this effect, see Lingard & Mills, 2007, Munn, 2007, and Coffield & Edward, 2009, as evaluated by Escudero, 2008.

For the specific analysis in this study, we have adopted Escudero's three-point proposal (2009). The first of these refers to the *pedagogical nucleus* of the programmes (theoretical viewpoints, pupils, curriculum, teaching and evaluation of learning), not to mention the relation of these factors with the school context, administrative rules, and the conditions represented by social and educational policies. The second point is the *school* and *teaching staff* or other agents involved in the development and implementation of programs of attention to diversity. The final element is the *social and community networks*, that guarantee support for pupils at risk.

3. RESEARCH METHODOLOGY

The research was carried out within an interpretive paradigm following a qualitative method concerning the level of «discourses or meanings» (Rubio-Varas, 2010, p. 234), whose goal is neither the extrapolation of results to other contexts, nor the representation nor generalization of teaching practice (Álvarez-Gayou Jugerson, 2003).

The specific aim of the st udy is therefore focused on the understanding, analysis and interpretation of the discourses related to the actions implemented as part of the various measures of attention to diversity aimed at promoting socio-educational inclusion of disadvantaged pupils, as well as the pedagogical-didactic-community dynamics and strategies developed in Secondary Education Centers and identified as good practice. In this section we describe the characteristics of the participants, the tools used and their application, and the indicators considered for results analysis.

3.1. *Participating sample*

Three state-run secondary (ESO) education centres were chosen in the province of Granada. The criteria for choice of centre were as follows: (a) the centres were to be located in deficient contexts on the socio-economic, cultural and educational levels; (b) they were to have pupils in situations of vulnerability and/or risk of educational exclusion; (c) the centres were to be involved in the implementation of various extraordinary programmes of diversity awareness and inclusive socio-educational activities for pupils, which, *a priori* at least, showed an interest in educational care for the most vulnerable school population. Following Meltzoff (2000), this was an intentional, homogeneous and restricted sampling that led us to the choice of centres.

3.2. *Sampling*

Our research sampling followed a non-probabilistic method. Specifically, we selected cases that were typical and considered most significant for the aim of the study (Rubio-Varas, 2010), with *significancy* (*ibid.*, p. 429) as one of the keys for selection of the most representative persons for the aims of the research and the study population.

As our qualitative sampling had no pretension to *statistical*, but rather *typological* and *socio-structural representativity* (Valles, 2009, p. 68), we selected *key informants* (Rubio-Varas, 2010, p. 430) of interest for the research. Specifically, these were members of school management, teaching staff, staff of the Careers Office, and other members of the teaching community collaborating on programmes and activities at a local level with the centre, specifically, primary-school teachers, other professionals from associations, and the mediating mothers collective. The study sample was made up of 34 of these informants.

3.3. *Tools and application.*

In order to identify good practice, we designed a questionnaire (Valles, 2009, p. 59) and the research team undertook in-depth interviews during the 2007-2008 academic years. Following the process suggested by Rubio-Varas (2010), a semi-structured interview was designed and applied with questions concerning the dimensions of the analysis proposed by Escudero (2009), after first reviewing the international literature on good teaching practices developed in socio-educational and community contexts.

As this was a qualitative type of research, it was assumed that the «foundations of truth and knowledge can be defined by an infinite variety of paths – as many as the rational process in which the researcher is involved in, or the results of the empirical observation undertaken» (Moral, 2006, p. 156). In her review of the international literature on validity criteria in present-day qualitative research [2], and basing her views on those of Lincoln and Guba (1999) and Smith and Deemer (2000), this author describes how «truth and valid knowledge are built upon consensus among the members of the community […], [where] true knowledge is accessed through dialogue, and therefore we move from an objective validity to a communal validity through the reasoning of the participants in the discourse» (Moral, 2006, p. 56). She establishes that «if the ultimate goal of social enquiry is directed toward the transformation of society itself, then the only valid criteria are those that lead us to that transformation» (Moral, 2006, p. 157), specifying that «the criteria for transformation lie within a process of dialogue» (*ibidem*).

In view of the foregoing, we used the concept of triangulation (Sandín, 2000; Álvarez-Gayou Jugerson, 2003; Moral, 2006) for the qualitative research, implementing various tools in order to approach the goal of knowledge and ensure better understanding of the phenomenon under study. From a more general viewpoint than in other prior phases of this research project, several methods were used to obtain and collect information. As Valles (2009, p. 53) stated, «the more specific *design* of *in-depth interviews* is usually contained within the broader *design* of a study, where the use of other qualitative and quantitative techniques is also contemplated». We have analyzed databases and official documents in order to determine rates of failure, retake rates, measures for special or specific educational needs, extraordinary programmes in place, number of pupils in the various circumstances, etc. as regards compulsory secondary education (ESO) pupils in a situation of edu-

---

[2] You can see more information about qualitative reliability and validity in Sandín Estebán, 2000, and in Álvarez-Gayou Jurgerson, 2003.

cational vulnerability. The research team also drew up a questionnaire that was distributed to pupils attending some extraordinary measure of diversity awareness.

3.4. *Analysis and interpretation of the information*

The first step was to transcribe the recorded interviews and then carry out analysis of the content (Bardin, 2003). Krippendorff (1990, p. 28) points out that «content analysis is a research technique aimed at formulating, on the basis of certain data, valid, reproducible inferences that can be applied to their context». López-Aranguren (2003, p. 557) suggests that content analysis can have both a descriptive and an inferential (deductive) goal, and considers that the aim of such analysis is the description that can produce certain types of generalizations (*ibid.*, p. 558).

4. Results

We give a description of the legislative, organizational, pedagogical and didactic responses identified and analyzed in schools, particularly in a number of case studies concerning good teaching practice with pupils undergoing some program of attention to diversity in secondary schools. Although having spent several years in secondary education, in the course of their school career these pupils had encountered serious difficulties to progress and obtain the corresponding graduation. They were therefore vulnerable and at risk of school exclusion.

The various categories (Escudero's three-point proposal, 2009) have been used as possible elements for analysis and interpretation of each specific case because «there is no such thing as the best teaching practice» (Marquès, 2005), and they cannot be seen as something fixed or imposed, but rather they are the results of actions undertaken by the teaching staff and the educational community in a particular context (Jiménez-Ramírez, 2012). The interviews were analyzed taking as reference the theoretical concept of good practice as developed by Escudero (2009) within the general framework of the research project. We established three dimensions to guide our analysis of the work with pupils at risk of exclusion, which were the teaching nucleus, the teaching center, and the teaching staff, as well as social and community networks. These dimensions are key when attempting a multidimensional analysis of the various elements associated with the process of educational exclusion.

If we consider the *pedagogical nucleus* of the programs, the contents of interest are placed in the programming in order to foment learning by relating them to situation in everyday life,

(*Exactly, they all have motor-bikes and they all fiddle with them, they open the engine, every other minute it's: «teacher, this is what's wrong with the bike. I could fix …», in other words, they're all interested, but «engines and gasoline» is what they like best, and so I put the question of engines more or less in the center of the program*: C2 Special needs teacher); (*For example, with tuning what I did was to say «if it costs so much», «it costs so much to fix and Opel Astra, therefore the basic price of an Opel Astra is how much», you spend this much on paint, this much on something else, wheels, etc., get them to add it up, work with it and then you can divide the total price if you have to pay it over so many months and that way you keep them focussed*: C3 remedial tutor).

We also find transversality in certain contents and activities of instrumental subjects,

(*Every week we do a crossword, which helps to improve vocabulary […] not just vocabulary, but it means that when a word comes up, well then, you explain what it might mean, or if an international organization comes up, like the UN, then of course you talk about the UN*: C3 Special needs teacher).

In this way, curricular contents can be considered as flexible according to the pupils' needs,

(*So there are contents in the textbook, and sometimes even if they are in the curriculum, I mean, stipulated by the government, I don't think […] because they're going to be bored, maybe I don't think it's as important as some other things, and so I move away a bit from what you're strictly supposed to do*: C2 ESO tutor),

and material can be adapted

(*They also have adapted material because, you see, they have to work with adapted material, but of course, that adapted material also needs someone who understands and can give advice, and then we try to have a support teacher with them. Sometimes it also depends on our staff availability*: C2 Principal).

Pupils are arranged in groups according to the criterion of flexibility, in order to visibilize results in the medium and long term, and with a lower teacher-pupil ratio than in an ordinary class or group.

(*The class group is totally mixed. There have even been a few arguments with mothers that didn't want their child or that these groups would turn into a … but no*: C1 Vice-Principal).

Regarding teaching methodologies, we find different strategies being used, with different opportunities to take part in classroom activities, and a range of activities to stimulate and involve the pupils, etc. One such activity is role-play,

> (*I asked them to write a story and change the princess into a heroine, so they changed the roles, because the female characters in the stories were of no importance, completely flat, passive, and then we made up some stories, there they are* […] *and they produced wonderful stories, and so they made the text and I corrected it and then that corrected text was illustrated and finally it was put up there, and I say «I corrected it», and I did, and then they wrote it out again whatever way they wanted, but I don't follow a very traditional method*: C2 ESO tutor).

Concerning evaluation, a variety of dynamics are found in which not only the exam counts towards the final mark, but also daily classroom activities, the pupils' degree of involvement, their behavior and written class-work, as well as offering them different opportunities,

> (*For me the class-work book counts for as much as an exam on a lesson, that helps them to work harder in class, if you say the class-work counts for ten per cent they begin to slip, then they know perfectly well what ten per cent is and what isn't ten per cent and what counts and what doesn't*: C3 Remedial tutor).

The second key dimension considered is the *school* and *teaching staff* or other agents involved. It is important to know how the school is organized in order to set the programs in motion and respond to the needs of pupils at risk of exclusion. Although an increasingly significant presence of such programs was visibilized in the schools analyzed, nonetheless, we could say that the task of coordinating the different strategies and methods is shared by the majority of the school,

> (*The more staff, the greater the teaching staff's commitment to things working better* […] *in this case the commitment is majority,* […] *I'm not saying it's a hundred per cent, but nearly all of us are committed to the cause, some because they believe in what they're doing and other perhaps selfishly, not because they believe in it but they do know that by joining in it will all benefit the whole community*: C3 Head of remedial program).

Although there is also collaboration with other primary schools,

> (*We do it at the start of the year, I first talk to first-year kids and then second-year. For the first-years we first ask the primary school they come from to here; we ask for reports and with those reports and an initial evaluation that we do by written tests* […] *we can see* […] *they tell me exactly how each child is doing* […]: C1 Vice-Principal).

In other cases, this is a task directed to the staff teaching these programs and on whom the didactic, methodological and content depends,

> (*Look, we prepare the materials ourselves, of course, if we need any counseling help, the counselor we have is a delight to work with and he helps us, but the materials are prepared by each one of us for our area and to be honest it's a lot of work with lots of back-up notebooks and notebooks that the publishers send out and above all, well, to stick to the reading and writing I mentioned before, spelling and comprehension, I pretty much use that as a basis*: C3 ESO tutor).

And to the Counseling Department, which plays an advisory role,

> (*We could say the Counseling Department is a link, no?, a very important bond, well, for all sorts of adaptations, consulting or advising that the teachers in the school that are working with groups*: C3 Counselor).

We find that the teaching staff is a key element, although we also find ambivalent experiences depending on the program of attention to diversity under consideration. In one of the schools, the *special needs programs* are very well received, both because of the teachers' approach to the program and also because of the results obtained,

> (*Basically I had my doubts, of course, about dealing with children with difficulties, not exactly the good kids in the class, but, what a surprise I got, this is a really good experience … it's also a group that, even though it's got special needs, most of them don't have serious learning problems or anything like it […] they're pretty active […] and these kids, with all their limitations, well they ask you about everything … woman's day comes round and they ask you about sex-equality*: C3 Special needs teacher); (*And then I think that one of the things that does work well in the ESO is the special needs programs, because it frees the other classes of some pupils and allows us to look after them better*: C3 Special needs teacher).

Generally speaking, there is a positive perception of some experiences in attention to diversity, inasmuch as they can contribute to the pupils' personal maturity and to a change in their hopes for the future,

> (*Well, one thing I was very pleased about, because this girl had a brother […] in fourth year of special needs the previous year, he was a kid that wanted to leave school, but I convinced him, I insisted a lot that he should stay, even if it was only to do a medium grade formative course, he's doing really well and what a surprise his sister told me he was going to do a higher grade course and was even thinking about going to university*: C3 Special needs teacher).

We also find, however, less rewarding experiences regarding the expectations held for other pupils,

(*Well, on an academic level I don't expect much, or to be honest, although I keep trying I don't expect much and the truth is that, for example, a pupil can make the same spelling mistake from start to finish no matter how often you repeat «that's not right, that's not right», in other words, you don't make much progress, but then again, you do manage to achieve something on a personal level, shall we say. From the moment you start with them and now that quite a time has passed, you do see a development and you see them maturing and considering other things or they've more or less acquired a work habit*: C2 Remedial teacher).

Given the social imperative to fight against school and social exclusion, another element to consider is the setting up of *social and community networks*. Several initiatives carried out on this point of analysis are noteworthy. The first of these is the coordination with other schools previously attended by pupils,

(*As an initiative or experiment, every year in the first term we send the primary schools the marks of their former pupils, that were in sixth year of second year of ESO, so that they can see in third year how they are doing at secondary school; many primary schools ask us to do this, because they spent a long time with these pupils and are involved with them; these marks are a reference for them, and it also happens that many pupils have siblings there, see their former teachers quite often and are informed about their progress*: C2 Counselor).

As well as the exhaustive monitoring of absenteeism carried out in collaboration with other local and professional institutions,

(*It's what we would like to change because they have most … because they have to come and even if they don't come they have to … because monitoring and absences are closely controlled here, there are social workers, if they don't come they go to the home and they … They're afraid they'll be warned «your child isn't attending school», because there's a fairly strict control and that's why they come, but I remember when it wasn't so strict and there were a lot more absentees, they didn't care*: C1 Support teacher).

On the other hand, the need to fight against inequality also means that there are joint projects between the school and local associations as a way of setting up alliances and developing activities encouraging social integration,

(*It's an association of gypsy women that,* […] *we did a project because there was a lot of absenteeism in this population, because we really want to integrate this population and pull down barriers for there to be … well, I think that culture is the only way*: C3 Principal); (*It's a grant requested by non-governmental bodies, collaborating non-governmental organizations for a sector of population with problems. Here it affects the educational sphere*: C3 Association coordinator-monitor).

It is also essential to have the participation and support of the family as a key element. We can exemplify various workshops and out-of-school activities directed by open-door schools and financed by the government,

(*Well, we started last year, the initiative of proposals for improvement with some parents to form groups in their towns depending on the school and directed by the school, but right now we have sports teams, […] handball and volleyball, and we also have workshops, […] we have the English workshop*: C2 Principal).

In the family sphere, we can mention a group of mediating mothers that act as intermediaries between family and school,

(*Every day, we come every day. At break time to talk with the teachers, any problem with the kids, the reports there are every day and we talk to the families*: C2 Mediating mothers).

This project of family mediation arose out of an important absentee problem and was proposed as a project to raise awareness between the school and the family,

(*So we presented a project, didn't we? I think that's how it was, the schools found themselves with the problem and we presented the project to the Education Department and it was approved for us to start family mediation […]. Yes, yes, because we saw there was lots of absenteeism here, the kids didn't turn up, they got to first year of ESO and then began to skip class, leave […]. And the Principal said to us why didn't we come to help out and see if we could do something*: C2 Mediating mothers).

Finally, we must emphasize the need expressed by some members of the educational community to link the education received in the school with the needs and the labor demand of the location where the schools are,

(*Then we think it would be useful for this second cycle to be higher grade, so that it is more varied and rather specific, to make use of the school attendance we have, which is excellent and that way we could provide very specific formation and it think that somehow connected to the oil sector because that could have a future in this area and could have demand. So we are working on the project and are going to present it*: C3 Principal).

5. Conclusions for discussion

This study began on the basis of social and educational exclusion, concepts that attempt to describe several phenomena concerning the denial or loss of basic rights that define social citizenship (Klasen, 1999; Popkewitz &

Linbland, 2005). The dynamic, changing nature of these processes is linked with various factors and dimensions that act as risk indicators in each pupil's school career (Bolívar & Gijón, 2008), requiring analysis through *ecological* and systemic models (Sellman *et al.*, 2002; Escudero *et al.*, 2009). In this context of profound social transformation, institutionalized education is a fundamental field in which to approach the development of fairer systems that guarantee opportunities for training (Bolívar, 2005a), in agreement with the recognition of education as an unquestionable right of all individuals (Jiménez Ramírez, 2008).

In order to guarantee the basic formation of pupils in compulsory schooling, educational policies are required that promote contextualized strategic measures leading to school inclusion of the most socially and educationally vulnerable pupils (Tarabini, 2015). No pupil should be left without the basic learning corresponding to elements of the fundamental cultural heritage provided by school education (Claus, 2005). Perrenoud (2002) called it the *minimum cultural wage* and Guarro (2002) identified it with the *democratic curriculum* that the school should provide.

Research must also visibilize the various activities of teachers and of the educational community as a whole designed to counteract processes of exclusion (Luzón *et al.*, 2009; Jiménez-Ramírez, 2011). One of the contributions of this study is indeed its focus on presenting an analysis of *good teaching practices* for pupils at risk, according to the narratives of the different actors involved. The theoretical review undertaken underlines the priority of reorienting actions by teachers and the educational community towards *good practices* that should be contextualized, with no need to attempt to generalize such actions, which respond to the dynamics generated in each context (Marquès, 2005; Coffield & Edward, 2009; Escudero, 2009).

The case studies presented show a collaborative culture between teachers, Principal's teams and Counseling Departments to carry out organizational, methodological, evaluative and pedagogical activities promoting the development of non-excluding measures. The Principal's team plays a shared leadership role encouraging commitment and awareness of the need to attend to the most vulnerable part of the school population registered in the various programs of attention to diversity in Compulsory Secondary Education. This leadership is associated with key characteristics such as horizontality and flexibility, which are theoretical contributions proposed by Bolívar (2005b) and Domingo (2005). Flexibility refers to the configuration of organizational structures proposed by the Principal's team through malleable criteria in the organization and coordination of the school's operation and involves new roles for the teaching staff and Principal's team to adapt and agree on attention to diversity. By horizontality we mean the set of practices

collectively carried out in an educational consensus with the aim of achieving equity. Such practices are demonstrated in the collegiality of relations and in shared leadership for decision making, developed using democratic, collaborative processes (Ritacco, 2011).

There is no doubt that the creation and promotion of social and community support networks in the school and local contexts are fundamental to establish coordinated, organized alliances that work in the same direction to achieve their goals, as exemplified most interestingly by the activities of the «mediating mothers», who act as a linked between the family and the school. When the school is conceived as a community, collaborative relations should be established between the school, other related institutions and the resources of the milieu, with the aim of setting up social networks and alliances that contribute to the enablement of support for the socio-educational integration of pupils at risk of exclusion (Alcalde & Buitrago, 2006; Flecha, 2008).

Moreover, regarding the school, the work done in socio-educational networks has led to improvements in two of the basic matters of concern to us during our research (Longás, 2009, p. 8) – in the «process of accompaniment to schooling, the detection of risk trajectories, the prevention of absenteeism and the reduction of the dropout rate» (García & Gómez, 2009), and in the «initiatives for support lessons, encouragement for reading, plans for educational dynamics and numerous strategies for curricular adaptation/diversification that are helping to reduce school failure». All while not forgetting the link between action and good practices in the networks (Batlle & Bosch, 2009) and the transition from school to work (Martínez *et al.*, 2009).

Nonetheless, these community experiences on *good practice* correspond to schools with their own characteristics and whose operation is specific to a particular context. Their priority is to alleviate the situations of detachment and processes of socio-educational vulnerability created in situations of educational risk. This involves the commitment of the Principal's team and the teaching staff, who must feel identified with the measures of attention to diversity directed to these pupils, and with the dynamics generated in the schools and supported by the existing educational policies. In Spain, the recent changes in educational policy lead to a reconsideration of other possibilities of continuing to inquire into the basic objectives of obligatory schooling, specifically, the implications, operation and development of the Programs of Improvement in Learning and Performance, or Basic Professional Training.

References

Ainscow, M. (2001). *Desarrollo de escuelas inclusivas. Ideas, propuestas y experiencias para mejorar las instituciones escolares*. Madrid: Narcea.

Alcalde, A. I., & Buitrago, M. (2006). *Transformando la escuela: las comunidades de aprendizaje*. Barcelona: Graó.

Álvarez-Gayou Jurgerson, J. L. (2003). *Cómo hacer investigación cualitativa: fundamentos y metodología*. México: Paidós.

Alliance for Excellent Education (2002). *Every child a graduate. A framework for an excellent education for all Middle and High School students*. Alliance for Excellent Education. Report, September 13. Available in: http://all4ed.org/reports-factsheets/every-child-a-graduate-a-framework-for-an-excellent-education-for-all-middle-and-high-school-students/

Aparicio, R., & Tornos, A. (2004). *Buenas prácticas de integración de los inmigrantes*. Programa Editorial IMSERSO. Gobierno de España. Available in: http://imserso.gob.es/InterPresent2/groups/imserso/documents/binario/bpintinmig.pdf

Bardin, L. (2003). *El análisis de contenido*. Madrid: Akal.

Batlle, R., & Bosch, C. (2009). Aprendizaje-servicio. Una herramienta educativa y de desarrollo comunitario. *Monográfico Periódico Escuela*, *11-12*.

Bauman, Z. (2005). *Vidas desperdiciadas: la modernidad y sus parias*. Barcelona: Paidós.

Beck, U. (2010). *La sociedad del riesgo: hacia una nueva modernidad*. Barcelona: Paidós.

Beck, U. (2013). El capitalismo del ego engendra monstruos. *El País Journal*, 25th of February.

Beck, U., & Beck-Gernsheim, E. (2003). *La individualización. El individualismo institucionalizado y sus consecuencias sociales y políticas*. Barcelona: Paidós.

Bolívar, A. (2002). *Cómo mejorar los centros educativos*. Madrid: Síntesis.

Bolívar, A. (2005a). Equidad Educativa y Teorías de la Justicia. *Revista Electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, *3*(2), 42-69. Available in: http://www.rinace.net/arts/vol3num2/art4.pdf

Bolívar, A. (2005b). ¿Dónde situar los esfuerzos de mejora?: política educativa, escuela y aula. *Revista Educación Social*, *26*(92), 859-888. Available in: http://www.scielo.br/pdf/es/v26n92/v26n92a08.pdf

Bolívar, A., & Gijón, J. (2008). Historias de vida que deshacen profecías de fracaso. *Cuadernos de Pedagogía*, *382*, 56-59.

Bolívar, A., & Pereyra, M. A. (2006). El Proyecto DeSeCo sobre la definición y selección de competencias clave. Introducción a la edición española. In D. S. Rychen & L. H. Salganik (Comp.), *Las competencias clave para el bienestar personal, social y económico* (pp. 1-33). Málaga: Aljibe.

Bonal, X., & Tarabini, A. (2012). El derecho a la educación. *Cuadernos de Pedagogía*, *425*, 10-15.

Braslavsky, C., Abdoulaye, A., & Patiño, M. I. (2003). *Développement curriculaire et «bonne pratique» en éducation*. UNESCO, BIE-2-Serie de Documents. Available in: http://www.ibe.unesco.org/AIDS/doc/abdoulaye.pdf

Cabrera, P. J. (2003). *La importancia de las buenas prácticas en los proyectos sociales*. Cruz Roja Española. Available in: http://www.cruzroja.es/portal/page?_pageid=33,182791&_dad=portal30&_schema=PORTAL30

Castel, R. (2004). Encuadre de la exclusión social. In S. Karsz (Comp.), *La exclusión social: bordeando sus fronteras. Definiciones y matices* (pp. 55-86). Barcelona: Gedisa.

Claus, Ph. (2005). ¿Cómo aborda la exclusión educativa la escuela francesa? In *Jornadas Exclusión Social, Exclusión Educativa*. Murcia: Fundación Caja Murcia.

Coffield, F., & Edward, Sh. (2009). Rolling out «good», «best» and «excellent» practice. What next? Perfect practice? *British Educational Research Journal*, *35*(3), 371-390.

Domingo, J. (Coord.). (2005). Nuevas formas de asesorar y apoyar a los centros educativos. *Revista Electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, *3*(1), 33-55.

Dubet, J. (1996). L'exclusion scolaire: quelles solutions? In S. Paugam (Ed.), *L'exclusion, l'état des savoirs* (pp. 497-518). París: Éditions la Découverte.

Epper, R. (2004). La torre de marfil en la nueva economía. In R. Epper & A. Bates, *Enseñar al profesorado como utilizar la tecnología. Buenas prácticas de instituciones líderes* (pp. 11-31). Barcelona: UOC.

Escudero, J. M. (2005). Fracaso escolar, exclusión educativa: ¿de qué se excluye y cómo? *Profesorado, Revista de Curriculum y Formación del Profesorado*, *9*(1), 1-25.

Escudero, J. M. (2008). *Análisis de buenas prácticas: hacia un marco de referencia compartido para la descripción y valoración de casos*. Documento interno. Murcia: Universidad de Murcia.

Escudero, J. M. (2009). Buenas prácticas y programas extraordinarios de atención al alumnado en riesgo de exclusión educativa. *Profesorado, Revista de Curriculum y Formación del Profesorado*, *13*(3), 107-141.

Escudero, J. M., & Bolívar, A. (2008). Respuestas organizativas y pedagógicas ante el riesgo de exclusión educativa. In J. Gairín & S. Antúnez (Eds.), *Organizaciones educativas al servicio de la sociedad* (pp. 283-318). Madrid: Wolters Kluwer.

Escudero, J. M., González, M. T., & Martínez, B. (2009). El fracaso escolar como exclusión educativa: comprensión, políticas y prácticas. *Revista Iberoamericana de Educación*, *50*, 41-64.

Escudero, J. M., & Martínez, B. (2011). Educación inclusiva y cambio escolar. *Revista Iberoamericana de Educación*, *55*, 85-105.

Escudero, J. M., & Martínez, B. (2012). Las políticas de lucha contra el fracaso escolar: ¿programas especiales o cambios profundos del sistema y la educación? *Revista de Educación*, *1* extra, 174-193.

Eurydice (2002). *Las competencias clave: un concepto en expansión dentro de la educación general obligatoria*. Eurydice: Dirección General de Educación y Cultura.

Flecha, R. (2008). *Comunidades de aprendizaje*. Sevilla: ECOEM.

García, R. J., & Gómez, J. (2009). ¿Por qué conformarse con menos? Un horizonte prometedor para el desarrollo educativo y social. *Monográficos Periódico Escuela*, *9-10.*

González, M. T. (2006). Absentismo y abandono escolar: una situación singular de exclusión educativa. *Revista Electrónica Iberoamericana sobre Calidad, Eficacia Cambio en Educación*, *4*(1), 1-15.

González, L., & Rivera, R. (2006). *Buenas prácticas de ciudadanía activa de las mujeres*. Diputació de Barcelona and URB-AL red nº 12, MujerCiudad. Available in: http://www.diba.cat/urbal12/PDFS/BUENAS%20PRACTICAS.pdf

González Ramírez, T. (2007). El concepto de buenas prácticas: origen y desarrollo. *Comunicación y Pedagogía*, *222*, 32-35.

Guarro, A. (2002). *Currículum y democracia. Por un cambio en la cultura escolar*: Barcelona: Octaedro.

Jiménez-Ramírez, M. (2008). Aproximación teórica de la exclusión social: complejidad e imprecisión del término. Consecuencias para el ámbito educativo. *Revista Estudios Pedagógicos*, *34*(1), 173-186. Available in: http://www.scielo.cl/pdf/estped/v34n1/art10.pdf

Jiménez-Ramírez, M. (2011). Buenas prácticas docentes en contextos de vulnerabilidad y exclusión social. In S. Garay Villegas & S. Vázquez González (Coords.), *Jóvenes. Inserciones y exclusiones a la escolarización y al trabajo remunerado* (pp. 145-174). México DF: Editorial Miguel Ángel Porrúa - UAT.

Jiménez-Ramírez, M. (2012). Actuaciones socio-comunitarias y educativas inclusivas con alumnado en riesgo de exclusión social. *Revista de Investigación en Educación*, *10*(2), 62-78. Available in: http://reined.webs.uvigo.es/ojs/index.php/reined/article/viewFile/494/233

Jiménez, M., Luengo, J., & Taberner, J. (2009). Exclusión social y exclusión educativa como fracasos. Conceptos y líneas para su comprensión e investigación. *Profesorado, Revista de Curriculum y Formación del Profesorado*, *13*(3), 11-49. Available in: http://www.ugr.es/~recfpro/rev133ART1.pdf

Johnson, D., & Rudolph, A. (2001). *Beyond social promotion and retention: Five strategics to help students suceed*. North Central Regional Educational Laboratory. Available in: http://www.readingrockets.org/article/beyond-social-promotion-and-retention-five-strategies-help-students-succeed

Karsz, S. (2004). La exclusión: concepto falso, problema verdadero. In S. Karsz (Coord.), *La exclusión: bordeando sus fronteras. Definiciones y matices* (pp. 133-214). Barcelona: Gedisa.

Karsz, S. (2005). ¿Por qué se habla tanto – y sin embargo tan poco – de exclusión? In J. García (Coord.), *Exclusión social/exclusión educativa. Lógicas contemporáneas* (pp. 15-30). Xátiva: Instituto Paulo Freire.

Klasen, S. (1999). *Social exclusion, children and education: Conceptual and measurement issues*. OECD Reports. Available in: http://www.oecd.org/education/school/1855901.pdf

Krippendorff, K. (1990). *Metodología de análisis de contenido*. Barcelona: Paidós.

Lincoln, Y., & Guba, E. (1999). Establishing trustworthiness. In A. Bryman & R. G. Burgués (Eds.), *Qualitative research* (pp. 397-344). London: Sage.

Lindblad, S., & Popkewitz, Th. S. (Eds.). (1999). *Public discourses on education governance and social integration and exclusion: Analyses of policy texts in European contexts*. Uppsala: University of Uppsala.

Lindblad, S., & Popkewitz, Th. S. (Eds.). (2001). *Education governance and social integration and exclusion: Studies in the powers of reason and the reasons of power. A report from the EGSIE project*. Uppsala: University of Uppsala.

Lingard, B., & Mills, M. (2007). Pedagogies making a difference: Issues of social justice and inclusion. *International Journal of Inclusive Education*, *11*(3), 233-244.

Littlewood, P., Herkommer, S., & Koch, M. (2005). El discurso de la exclusión social: un análisis crítico sobre conceptos y modelos de interpretación. In J. Luengo (Comp.), *Paradigmas de gobernación y de exclusión social en la educación* (pp. 19-42). Barcelona: Pomares.

LOE (2006). *Ley Orgánica 2/2006, de 3 de Mayo, de Educación*. BOE 106, 4 de Mayo 2006.

Longás, J. (2009). Las redes socioeducativas locales, expresión de corresponsabilidad educativa y oportunidad para las escuelas. *Monográficos Periódico Escuela*, *7-8*.

López-Aranguren, E. (2003). El análisis de contenido tradicional. In M. García Ferrando, J. Ibáñez, & F. Alvira (Comp.), *El análisis de la realidad social. Métodos y técnicas de investigación* (pp. 555-574). Madrid: Alianza Editorial.

Luengo, J., Luzón, A., & Torres, M. (2008). Las reformas educativas basadas en el enfoque por competencias: una visión comparada. *Profesorado, Revista de Currículum y Formación del Profesorado*, *12*(3).

Luzón, A., Porto, M., Torres, M., & Ritacco, M. (2009). Buenas prácticas en los programas extraordinarios de atención a la diversidad en centros de educación secundaria. Una mirada desde la experiencia. *Profesorado. Revista de Curriculum y Formación del Profesorado*, *13*(3), 217-238.

Marquès, P. (2005). Buenas prácticas docentes. Facultad de Educación. Universidad Autónoma de Barcelona. Available in: http://www.uovirtual.com.mx/moodle/lecturas/esdif/2.pdf

Martínez, B. (2008). Puentes entre el fracaso escolar y un nuevo escenario sociolaboral. *Cuadernos de Pedagogía*, *382*, 67-69.

Martínez, B. (2011). Luces y sombras de las medidas de atención a la diversidad en el camino de la inclusión educativa. *Revista Interuniversitaria de Formación de Profesorado*, *25*(1), 165-184.

Martínez, B., Mendizábal, A., & Pérez-Sostoa, V. (2009). Una oportunidad para que los jóvenes que fracasan en la escuela puedan salir de la zona de riesgo de exclusión. La experiencia de los Centros de Iniciación Profesional en la Comunidad Autónoma Vasca. *Profesorado, Revista de Curriculum y Formación del Profesorado*, *13*(3), 239-271.

Meltzoff, J. (2000). *Crítica a la investigación*. Madrid: Alianza Editorial.

Moral, C. (2006). Criterios de validez en la investigación cualitativa actual. *Revista de Investigación Educativa*, *24*(1), 147-164.

Moreno Yus, M. A. (2013). La guetización escolar: una nueva forma de exclusión educativa. *Revista de Educación*, *361*, 358-378.

Munn, G. (2007). A sense of wonder: pedagogies to engage students who live in poverty. *International Journal of Inclusive Education*, *11*(3), 301-315.

Pablos, J. (2008). *Buenas prácticas docentes basadas en las TIC*. Blogs del profesor. Available in: http://juandepablos.blogspot.com/2008/01/las-buenas-prcticas-docentes-basadas-en.html

Perrenoud, Ph. (2002). Os sistemas educativos face ás desigualdades e ao insucesso escolar: uma incapacidade mesclada de cansaço. In J. B. Duarte (Dir.), *Igualdades e diferença*. *Numa escola para todos* (pp. 17-44). Lisboa: Ediçoes Universitarias Lusófanas.

Popkewitz, Th. S., & Linbland, S. (2005). Gobernación educativa e inclusión y exclusión social: dificultades conceptuales y problemáticas en la política y en la investigación. In J. Luengo (Comp.), *Paradigmas de gobernación y de exclusión social en educación* (pp. 116-175). Barcelona: Pomares.

Portela, A., Nieto, J. M., & Toro, M. (2009). Historias de vida: perspectiva y experiencia sobre exclusión e inclusión escolar. *Profesorado. Revista de curriculum y formación del profesorado*, *13*(3), 193-218.

Rico, J. I., & Martín, V. M. (2013). La Educación Social en el sistema educativo. In S. Torío, O. García-Pérez *et al.* (Coords.), *Crisis social y estado del bienestar. Las respuestas de la Pedagogía Social* (pp. 334-338). Oviedo: Servicio Publicaciones Universidad de Oviedo.

Ritacco, M. (2011). El liderazgo de los centros educativos y las buenas prácticas ante el fracaso escolar y la exclusión social en la comunidad autónoma de Andalucía. *Revista de Investigación en Educación*, *9*(1), 157-167.

Room, G. (1995). *Beyond the Threshold. The measurement and analysis of social exclusion*. Bristol: Polity Press.

Rubio, M. J., & Varas, J. (2010). *El análisis de la realidad en la intervención social. Métodos y técnicas de investigación*. Madrid: CCS.

Sandín Estebán, M. P. (2000). Criterios de validez en la investigación cualitativa: de la objetividad a la solidaridad. *Revista de Investigación Educativa*, *18*(1), 223-242.

Sellman, E., Bedward, J., Cole, T., & Daniels, H. (2002). A sociocultural approach to exclusion. *British Educational Research Journal*, *28*(6), 889-900.

Sen, A. (2000a). La pobreza como privación de capacidades. In A. Sen, *Desarrollo y libertad* (pp. 114-141). Barcelona: Planeta.

Sen, A. (2000b). *Social exclusion: Concept, application and scrutiny*. Social Development Paper, 1. Asian Development Bank. Available in: http://housingforall. org/Social_exclusion.pdf

Sen, A. (2008). Exclusión e inclusión. In A. Sen & B. Kliksberg, *Primero la gente. Una mirada desde la ética del desarrollo a los principales problemas del mundo globalizado* (pp. 27-42). Barcelona: Ediciones Deusto.

Smith, J., & Deemer, D. (2000). The problema of criteria in the age of relativism. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 877-896). London: Sage.

Subirats, J. (2006). *Fragilidades vecinas: narraciones biográficas de exclusión social urbana*. Barcelona: Icaria.

Tarabini, A. (2015). *Políticas de lucha contra el fracaso escolar en España*. Madrid: Síntesis.

Tezanos, J. F. (2001). *La sociedad dividida. Estructuras de clase y desigualdades en las sociedades tecnológicas*. Madrid: Biblioteca Nueva.

UNESCO Associated Schools (2008). *First collection of good practices for quality education*. UNESCO. Available in: http://unesdoc.unesco.org/images/0016/ 001627/162766e.pdf

UNESCO Associated Schools (2009). *Second collection of good practices. Education for sustainable development*. UNESCO. Available in: http://unesdoc.unesco. org/images/0018/001812/181270e.pdf

Valles, M. S. (2009). *Entrevistas cualitativas*. Madrid: CIS, Cuadernos Metodológicos, 32.

Whitty, G. (2001). *Teoría social y política educativa. Ensayos de sociología y política de la educación*. Barcelona: Pomares.

Riassunto

Nel contesto attuale, il bisogno di contribuire allo sviluppo di società più inclusive non può prescindere dall'analisi dei fattori e le situazioni in cui si produce l'esclusione di diritti fondamentali quali l'educazione. Il sistema educativo è un mezzo efficace per potenziare l'inclusione sociale della cittadinanza attraverso lo sviluppo del diritto all'educazione. Nel

nostro contributo analizziamo l'escusione educativa come un insieme dinamico, multidimensionale, relazionale, sviluppatosi in un continuum processuale e con differenti aree di rischio e vulnerabilità. Mettiamo in luce un intricato tessuto di interrelazioni che rende essenziale l'elaborazione di schemi di comprensione «ecologici» e sistemici. Quindi, attraverso la nostra ricerca, esponiamo le testimonianze del corpo insegnante sulle «buone prassi» didattiche, sviluppatesi con il fine di fomentare l'inclusione educativa e sociale nella Scuola Secondaria dell'Obbligo in alcuni centri della «Comunidad Autónoma Andaluza» (Spagna).

Parole chiave: Buone prassi didattiche, Diritto all'educazione, Esclusione sociale ed educativa, Lidership educativa, Reti sociali.