



Policy conference
**INCLUSIVE EDUCATION FOR ALL: FROM IDEAS TO
ACTION**
7.5.2019, Zagreb

RATIONALE

Ensuring that every child reaches his or her potential should be a top priority for education policies. To achieve this, education systems need to become more flexible, dynamic, innovative and open to keep pace with the rapid societal and economic changes taking place across the world - and make high-quality education a reality for all. For children and young people with a migrant background as well as for those living in dire socio-economic circumstances, which comprises a large share of not only European school population, education is key for socio-economic success and for overcoming disadvantages in their societies.

There is a broad consensus among policy stakeholders as well as vast research evidence that education plays a critical role in building resilient, cohesive and fair societies, yet the investment in education and its prioritization on political agendas rarely reflect this. Inclusive education as a goal is being threatened by the increasingly evident crises of the EU-upheld values and by the phenomenon of closing societies both in the EU and beyond. In such a context, education systems and schools are left with multiple challenges in meeting the needs of the diverse (student) population and often fail to provide equal opportunities to socially disadvantaged children. In recent years, schools have felt the pressure for change even more, as they face the realities of social transformation processes such as increased numbers of migrant/refugee learners, ethnic, social and geographical divides that increase the equity gap, politicization of educational content, etc.

Education policy responses have the potential to bring educational benefits and wellbeing to all children and it is vital that the legal and policy frameworks, as well as effective delivery systems, are in place and implemented if the ambitious visions of both UN Sustainable Development Goal No 4 (SDG 4) and EU European Education Area (to be built by 2025) are to be achieved.

Enhancing education opportunities for social-disadvantaged children and making education systems more inclusive for all requires coordination of different policy areas and multi-stakeholder involvement as well as strong political will from governments. SIRIUS - Policy Network on Migrant Education and NEPC - Network of Education Policy Centers - aim to facilitate this process by bringing evidence into the policy debate and connecting and mobilizing a wide network of actors to promote social inclusion, thus providing opportunities for realizing every child's potential. As part of a coordinated effort to generate more impact, SIRIUS and NEPC are joining their Annual Policy Conferences and bringing together their constituents to share the knowledge and experiences from two geographies, the EU and its Neighbourhood. Both NEPC and SIRIUS promote inclusive education and most recently have focused their action on the education needs and progress of refugee & asylum-seeking children, on policies for students with low socio-economic status, socio-emotional learning, training of teachers and school leaders, multilingual teaching materials, non-formal education and better links with school-based learning, and the contribution of migrant-led mentoring and education initiatives.

PROGRAMME

Hotel Dubrovnik , Gajeva 1 - Hall CENTRUM	
09:00 – 09:30	Registration
09:30 – 10:00	Opening and welcome speeches → Staša Skenžić, Representative of Croatian Ministry of Education and Science → Lana Jurko, Executive Director NEPC → Thomas Huddleston, Chair of SIRIUS Network
10:00 – 11:00	Multi-level panel – Moderators Lana Jurko & Thomas Huddleston → Manos Antoninis, Director of the GEM Report team at UNESCO → Angeliki Aroni, Head of the Independent Department for the Coordination and Monitoring of Refugee Education at the Ministry of Education, Greece → Maria Golubeva, Member of Parliament, Latvia → Sogol Noorani, Education Policy and System Analyst, European Commission → Daniel Pop, Senior Team Manager, Open Society Foundations
11:00 – 11:20	Introduction “The Floor is yours”
11:20 – 11:30	Moving to hotel Palace

HOTEL PALACE, Trg Josipa Jurja Strossmayera 10

11:30 – 12:00	Coffee break
12:00 – 13:00	Thematic panels

Addressing socio-economic inequalities	Valuing and building on multilingualism in the classroom	Exploring synergies between non-formal education and schools for more equity and quality
HALL ZRINSKI	HALL ACADEMIA 1	HALL ACADEMIA 2
Moderator: Lana Jurko, NEPC	Moderator: Tomislav Tudjman, RISBO	Moderator: Hanna Siarova, PPMI
<i>Panelists:</i> <ul style="list-style-type: none"> Ana Mlekuž, ERI Sandra Haugas, PRAXIS Jelena Vranješević, University of Belgrade Ekatarina Efimenko, ETUCE 	<i>Panelists:</i> <ul style="list-style-type: none"> Georg Gombos, Universität Klagenfurt Fidan Ertekin, ERG Katri Kuukka, Finnish National Agency for Education Sarah Breslin, ECML 	<i>Panelists:</i> <ul style="list-style-type: none"> Loes van der Graaf, PPMI Samuel Kim, OECD Andrea Lapegna, LLP Noel Clycq, University of Antwerpen

13:00 – 14:00	Lunch
14:00 – 15:15	Thematic workshops

Addressing socio-economic inequalities	Valuing and building on multilingualism in the classroom	Exploring synergies between non-formal education and schools for more equity and quality
Moderator: Lana Jurko, NEPC	Moderator: Tomislav Tudjman, RISBO	Moderator: Hanna Siarova, PPMI

15:30 – 16:45	The Floors is Yours – RESTAURANT HALL <i>In parallel:</i> Policy Advisory board meeting (only for policy makers) – ACADEMIA 2
16:45 – 17:00	Presentation of outcomes of thematic session in plenary
17:00 – 17:15	Reflections on the Conference – High School and University Students
17:15 – 17:30	Closing and wrap up – Mario Bajkuša, NEPC President
19:30 – 21:00	Conference Dinner – Hotel Academia
21:00 – 00:00	Party – Hotel Academia

MULTI-LEVEL PANEL

Leading on Inclusion: Multiple perspectives for action

A broad body of research and a broad consensus among policy stakeholders confirm that education is critical to building resilient, cohesive and fair societies. Yet this is rarely reflected in governments’ political priorities and their investments in education. As a result, schools are left with multiple challenges to meet the needs of a diverse (student) population and education systems often fail to provide equal opportunities to socially disadvantaged children.

During this panel, representatives from leading institutions—policymakers, foundations and international organisations—will share the challenges and barriers that they see to achieving our goals of inclusion, the specific actions that they are proposing and the roles that they see for networks like NEPC and SIRIUS and the stakeholders that they can involve for more inclusive policymaking.

THEMATIC SESSIONS & WORKSHOPS

Addressing socio-economic inequalities

Poverty and social exclusion limit students’ opportunities to achieve their full potential by affecting their wellbeing and lowering educational outcomes. The PISA 2015 reports that students’ socioeconomic status (SES) has a significant bearing on performance, with those coming from low-SES households much more likely to be low achievers. The socio-economic inequality thematic panel and workshop will draw on the findings of the BRAVEdu project - “Breaking the Poverty Taboo: Roles and Responsibilities of Education”¹ and other recent initiatives to explore and analyse policies and practices supporting disadvantage learners from low SES in active participation in school life and in achieving better learning outcomes.

The panel will discuss the effects socio-economic status (SES) has on educational experience of students (both achievement and wellbeing), present successful policies and practices to overcome the low SES effect on students (examples from Estonia, Serbia, Spain and Belgium). In the workshop, four schools will showcase the activities they initiated and implement to alleviate the effect of low SES on their students. Following which the participants will work in small groups to explore what educational systems need to do to mainstream such actions and support such bottom up efforts.

Valuing and building on multilingualism in the classroom

Multilingual and multicultural classes are more and more a reality across Europe and this is expected to be the new standard in many European countries, especially in urban areas. In such a context, migrant and minority children bring a multitude of language skills to the classroom, but these remain often hidden to their teachers. Data show that strengthening mother tongue education in regular school lessons also improves students' competences in the main language of instruction as well as their cognitive skills. Valuing children's multilingual resources within the classroom will build equal opportunities for all children while "helping migrant students build their (multicultural) identity and consequently facilitate their integration into school"[1]. This thematic panel and workshop will offer a variety of presentations on the value of multilingualism in classrooms as well as bringing practical ideas and activities to implement during lessons. We also draw on the findings of the AVIOR project that offers bilingual educational materials for children aged 4-8. There will be enough room for discussions amongst professionals in the field on multilingual education.

Exploring synergies between non-formal education and schools for more equity and quality

The whole-school approach and the horizontal inter-connectedness of schools is identified in the literature as one of the key factors ensuring inclusion and equity in education. Several recent EU-level and national strategies have highlighted the important role of non-formal learning in integrating children of migrant backgrounds and building resilience of children from socio-economically disadvantaged families. This is especially important, given the fact that children spend around 85% of their active time outside school. Cooperation between non-formal education actors and schools can therefore provide an extra dimension to traditional education practices, strengthening the capacity of schools to address the individual needs of diverse learners. This thematic panel and workshop will draw on the findings of SIRIUS Watch 2018[1] and research carried out by OECD, Lifelong Learning Platform and University of Antwerp on how synergies between formal and non-formal education sectors can be better explored and how these synergies can be enhanced and mainstreamed in order to improve learning experiences of all children, and migrant children in particular. During the workshop the participants will have a chance to engage in an interactive group work and design an action plan for policy-makers, schools and non-formal education providers on how to take the recommendations made by the research community further and turn them into reality.

THE FLOOR IS YOURS

The session "The Floor is Yours" provides participants with a space to share ideas, projects or issues and discuss them with other attendees in a less formal setting. The methodology is also an opportunity to network, exchange and promote potential collaboration among participants. In the first session each presenter will have 2 minutes to "pitch" their topic to the plenary. The participants will on the spot choose which discussion they would like to attend. In the second session each presenter will be assigned a space and will have an hour for both presentation and discussion with those who join. No PC or ppt will be possible.

[1] [SIRIUS Watch - Role of Non-formal Education in Migrant Children Inclusion: Links with School](#)

Presenter	Topic
1. Fred Carlo Andersen Østfold University College	Citizenship education and democracy - a cross curricular topic in Norwegian education
2. Rima Bezede PRODIDACTICA Moldova	Speak Up for Youth Health Education (project)
3. Miquel Angel Essomba City Council of Barcelona	Promoting non formal Education in multicultural settings. A case study in Barcelona
4. Radmila Rangelov-Jusović and Nedim Krajišnik Step by Step Association Bosnia and Herzegovina	School of Thinking and School of Values (training for educational staff)
5. Arja Krauchenberg European Parents' Association	Parental involvement to foster the integration of children from a migrant background and their parents in the school community (project)
6. Iva Lazarova UNHCR	Enhancing Teachers' Capacity to Work with Refugee Children
7. Lucie Pleskova OSF Prague	Pooled Fund to support systemic changes in the Czech education system (project)
8. Nika Rudež Osnovna šola Koper – Slovenia	Challenges of intercultural coexistence (project)
9. Bhutani Sanghmitra Forum of Ethnic Minorities (Minderhedenforum)	MaxiPAC project on equivalence of foreign diplomas
10. Milos Stanković OBESSU	Seeds for integration - programme
11. Micaela Valentino Salesiani per il sociale – Italy	Education and job insertion of unaccompanied foreign minors & young adults (national project)
12. Manja Veldin Educational Research Institute - Slovenia	Hand in Hand programmes for SEI competencies (training for educational staff)

ADDITIONAL EVENTS
8.5.2019

9:00-12:30

SIRIUS General Assembly (only for SIRIUS members)
Hotel Palace, Hall ZRINSKI

9:00-11:00

Hotel Palace, Hall ACADEMIA 1

[Innovative school policies and practices handbook](#)

[Breaking the taboo - creative steps for dealing with poverty in education](#)

What does research say about the impact of poverty on the socio-emotional development of students and, consequently, on school success? Can schools do something to help their students achieve their full potential despite the socio-economic background? Why should we be careful with charitable actions targeting students with lower socio-economic status? These are some of the questions that we wanted to answer in the Handbook *Breaking the poverty taboo: Creative ideas for mitigating the effects of poverty school-based activities* that we will present to the participants at this workshop. Participants will also have the opportunity to take part in two workshops from this Handbook, intended for students, teachers and parents with an aim of creating a positive school climate, empowering students and encouraging full student potential, which is especially important for students with lower socio-economic status.

11:00-13:00

BRAVEDU final meeting (only for project partners)