



POLICY CONFERENCE 2019

Report

**SIRIUS is co-funded by the
European Union**





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Zagreb, 7th May 2019



Introduction

SIRIUS policy conference 2019, organised in cooperation with NEPC - Network of Education Policy Centres, brought together more than 130 education stakeholders from more than 20 countries, including researchers, practitioners, policy makers, school representatives and students, migrant-led organisations, to share knowledge, experience and good practice on migrant education. The event took place in Zagreb on 7th May 2019 and was a unique opportunity to bring together both SIRIUS' and NEPC's constituencies to mutually learn from each other by sharing experiences from two geographies: the EU and its Neighbourhood. The conference was an occasion to reflect on inclusive education, and more particularly on how to implement policy and practice responses recommended in the last years by a wide number of education stakeholders. By sharing views and experiences, the conference promoted networking and co-production and transfer of knowledge 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.

A more extensive visual presentation of the policy conference is available on this link:

<https://www.youtube.com/watch?v=p-l4JJ0q5CU&t=204s>

Opening and welcome speeches

Staša Skenžić, Representative of the Croatian Ministry of Education and Science, welcomed the participants and declared that the grounding principles of the Ministry's action is that all children are entitled to an equal access to quality education, as a precondition for social integration, active citizenship and individual success. Inclusive education policy measures are the answers to the challenge of creating a better future for communities. Democratic societies, he added, cannot exist if there are groups that are excluded, therefore there is no successful education system that does not recognise the principle of inclusive education for all. Understanding, accepting and acknowledging the richness of differences is the foundation of successful social development. Mr Skenžić also stressed that, in the last period, important changes have taken place in implementing an inclusive education system but there is further room for improvement.

Lana Jurko, Executive Director of NEPC, emphasised the long cooperation between NEPC and SIRIUS which led to the joint policy conference in Zagreb. The promise of inclusive education has not been met yet, she stated, and in many countries there is still a long path to reach the set targets. She stressed the need of keeping the dialogue open and building bridges with those who do not have the same views on the topic. Likewise, bridging geographies and stakeholders (policy makers, researchers, school representatives, civil society and NGOs) is an additional element to strongly invest in. By involving the participants in the process and highlighting their specific role and contribution in the area, Ms Jurko introduced the thematic panels and workshops: (1) multilingualism, looking into how to school students whose home language is not the language of the school; (2) non-formal learning, this being an area that has as much learning effect as schooling, and more particularly how to better connect non-formal learning and schools; (3) socio-economic background, by looking into the capacity of educational systems to foster social mobility. Ms Jurko invited the participants to fully exploit the opportunity offered by the numerous sessions of the policy conference to connect to and learn from each other, stressing that "the power that we have is the power of relationship".



Thomas Huddleston, Chair of the SIRIUS Network, framed the conference in the context of the European elections. He emphasised the fact that never in Europe's history there have been so many EU citizens living in another EU member state as today and so many second-generation citizens who feel European but are not told of being so. Inclusive education, he stated, means to use the opportunities of our education system, of the European Union and of the European citizenship. He stressed the need of doing more at EU level and invited participants to use the elections as a key tool to push for a more inclusive education. Looking into EU's indicators of integration, education results are going up for second-generation children, but they are still disadvantaged compared to other pupils. Moreover, 4 million people benefit today of the Erasmus+ programme but this still remains a low percentage of the overall European student population while youth unemployment figures remain high. The next EU Parliament will look much different, Mr Huddleston added, with the right-wing parties projected to be the third largest group. This is because people do not realise that in a low-turn election, as it is the case in the EU, a few thousand votes can matter a lot. He emphasised that the largest party are not voters, that's why it is important to reach out to those people and encouraging them to participate will have a huge effect on the European elections. A key barrier behind low participation rates is that many first-time voters, including young people, do not have the information. Mr Huddleston showcased some of the tools (such as “What Europe does for me¹”, “Your vote Matters²”, “Euandi2019.eu³” and others) and invited participants to widely promote them in their countries. In the policy conference, he concluded, participants will have the opportunity to exchange on what really means to do inclusive education, in particular in a political environment as today's Europe where an inclusive, diverse and mobile Europe is not a given for the future.

Multi-level panel – inputs to frame the debate

Manos Antoninis, Director of the GEM Report team at UNESCO, introduced the global Education Monitoring Report 2019 on Migration, Displacement and Education⁴, as a global tool assessing the progress towards Sustainable Development Goal 4 (SDG 4) on education. He acknowledged the complementarity of work between his team and SIRIUS, as the report largely made use of SIRIUS' publications. He emphasised the universal dimension of the SDG Agenda introduced by the international community in 2015, and the relevance of its monitoring mechanisms holding accountable both developed and in development countries. “Around the world, there is still a problem in understanding that inclusive education is really for all”, stressed Mr Antoninis as final remark of his intervention.

Maria Golubeva, Member of the Latvian Parliament highlighted that the debate about inclusive education is much less about data and evidence, and more about institutions' interests working for their self-preservation. It is very difficult to even overcome this first barrier to start discussing about inclusive education, she stated. She also highlighted the fact that, when reflecting on how to improve our education system, the debate should not focus only on what schools do, but also on what all other community's support actors do. She added that it is relatively easy to have a discussion on “hard policies” such as, for instance, budget funding whereas it becomes much more complicated to initiate a more conceptual and theoretical discussion on what inclusive education is. It is in relation to this second point that the real difficulty starts. She invited participants to think openly on how to build the case around such conceptual shifts, as allies can sometimes be found in unexpected places.

¹ <https://www.what-europe-does-for-me.eu>

² <https://yourvotematters.eu/en/>

³ <https://euandi2019.eu/survey/default/EN>

⁴ <https://en.unesco.org/gem-report/report/2019/migration>



Sogol Noorani, Education Policy and System Analyst at the European Commission, introduced Eurodyce’s overall work on providing comparative research on the education systems of EU Member States and bring policy evidence to the Ministries of Education across Europe, included in the network. She showcased the main findings of the “Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures” report⁵, as a tool to respond to the Ministries of Education’s need of evidence for policy solutions after the migration flows. She provided comparative data and example of good practice in areas such as access to education, learning and language support, teachers' support, involvement of parents, monitoring of policies, funding, etc. Ms Noorani emphasised language learning support, the use of mother tongue in schools and the whole-child approach to learning as the key dimensions of the comparative analysis.

Daniel Pop, Senior Team Manager at Open Society Foundations, recalled participants that many changes happened in the last 30 years but one thing that still remains constant and around which there is still discussion is how to fix education. The idea of inclusion and catering for the needs of diverse communities must be owned by the community and this in itself is a fundamental element for a true inclusive education. Mr Pop criticised the fact that one of the key objectives of the European Commission in its programming period is to reach at least 90% of the graduation level in compulsory education by 2020. He emphasised that this means leaving 10% of students lagging behind, which is particularly high if considered as absolute number. But more importantly, he added, this is not a random selection, there is a clear understanding of who those 10% children are. The real discussion, he concluded, should focus on how we make sure that people understand that education is a public societal good as we still did not get to the point where collective objectives are embraced by individuals in that space.

A more extensive visual report of the panel debate is available at this link:

<https://www.youtube.com/watch?v=ghHdDZZVjag&feature=youtu.be>

Thematic panels and workshops

1. Addressing socio-economic inequalities

The session was opened by a lecture from prof. Vranješević on effects of poverty and the **psycho-social mechanisms that support discrimination and the inequality** in the system on child development, school achievement and wellbeing and the role that education has in alleviating these effects. Education has a crucial role in breaking the circle of poverty. The importance of education is emphasised both through human rights document and studies on economic and social development. Studies on social development demonstrated that education has positive effect on all aspects of child development and well-being. In order for education to fulfil the goals to develop all children’s potential to the fullest, it has to be of high quality. The problem with the quality of education is that in many countries education for marginalised groups is not of high quality: poor quality of teaching and learning, overcrowded classes, lack of learning materials, insufficient instructional time, gender biases in education and inadequately trained teachers. Although the quality of education depends on many aspects of educational policies, **teachers still have the role that mostly determines the final result of educational process**. They proved to be the most critical influence on learning, since their attitudes as well as teaching practices significantly influence student achievement. Studies indicate that from the pre – school age and further, teachers tend to perceive poor students less positively (non-mature, low self-regulation skills, dependant). They

⁵ https://eacea.ec.europa.eu/national-policies/eurydice/content/integrating-students-migrant-backgrounds-schools-europe-national-policies-and-measures_en



also have lower achievement expectations from poor kids based on some non-cognitive factors (speech pattern and clothes). Teachers with these attitudes pay less positive attention to poor children, provide less learning opportunities for them as well as reinforce their good performances (McLoyd, 1998). Some of the mechanisms that affect teaching and learning practices:

- **Belief in deficit theory** - Children from marginalized groups usually do not fit teachers' image of the perfect student and teachers are inclined to think about those students in terms of their weaknesses rather than strengths and to have lower expectations of their ability to achieve (Gorsky, 2008). The danger of deficit theory lies in a well-known fact about the effect of teacher expectation on students' performance – the effect known as self-fulfilling prophecies.
- **Belief in the culture of poverty** - "Culture of poverty" myth is the idea that poor people share more or less monolithic and predictable beliefs, values, and behaviours that are responsible for their underprivileged status (they are lazy, they do not value education, they are not motivated to learn etc.). The myth of a "culture of poverty" distracts us from a dangerous culture that does exist—the culture of classism and it diverts attention from what people in poverty do have in common: inequitable access to basic human rights (Gorsky, 2008).
- The mechanism associated with culture of poverty myth that serves to justify prejudices toward poor people and maintain the system of oppression is well known as **blaming the victim** (Ryan, 1976). According to blaming the victim mechanism, the roots of social problems are placed in the characteristics of groups suffering from these problems, instead of placing them within a system that is oppressive in various ways and that creates unequal opportunities and possibilities for different groups. By applying this mechanism, we attempt to solve social problems without changing the conditions that really create them.

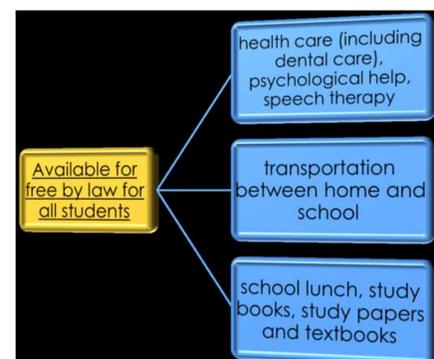
Most effective programmes and policies that alleviate the negative effects of poverty on children's development are those that target change of social context and try to develop and sustain support mechanisms that would enable equity and social justice. That means changes in the opportunity structure, consisting of the dominant institutional climate and social structures within which disadvantaged actors must work to meet their needs and interests (Narayan & Petech, 2007).

Following this conclusion, Ana Mlekuž and Sandra Haugas presented the results of the **analyses of the Estonian system** conducted through the "BRAVEdu project - "Breaking the Poverty Taboo: Roles and Responsibilities of Education" Estonia, who shows particularly good results in PISA 2015 on achievement of low SES students, does utilize the universal policy approach that implements mechanisms that enable equity and social justice. In Estonia, one overarching condition to reduce the gap in achievement between socio-economic statuses is the introduction of universal measures, either regarding direct education policies, or when it comes to social and health policies aimed at supporting student well-being.

Estonia is committed to ensuring equity in education especially by guaranteeing **uniformity of the schooling experience for all students**

Estonia's approach to equity is „**progressive universalism**“ (EC, 2014)

The analysis also explored what policies and practices at system and school level could be a factor in Estonia's success. Different research shows that the following factors found in the Estonian system positively contribute to equity and inclusion of low SES students.





1. High levels of **autonomy** at different levels:
 - a. autonomy in creating school curriculum
 - b. autonomy of school leaders
 - c. teacher autonomy
2. Shared **leadership** - horizontal and pedagogically oriented approach to leadership without neglecting the management
3. **Cooperation** and Trusting Relationships
4. **Students as Experts**..... in terms of meaningful student involvement in school governance
5. **Extracurricular Activities**
 - a. National funds for hobbies in order to make extracurricular activities more accessible to students
 - b. Leisure time manager employed in every Estonian school

Following the report on Estonia, Ekaterina Efimenko from ETUCE presented a Case Study from Serbia on *Policy approaches and practices of promoting integration of newly arrived migrant and refugee children in education*. The case study was part of a wider ETUCE initiative with the aim of promoting successful methods of migrant education in schools as well as evaluating current policies and practices, which will result in a concrete set of proposals and recommendations for national member organisations and governments. The case studies identified barriers as well as practical and concrete ways to favour the integration of migrants and refugees at all levels of education.

Context Serbia:

Serbia is an EU-candidate country with a relatively poor economy and weak administrative structures. There are still considerable number of internally displaced persons from Kosovo and refugees from Croatia and Bosnia and Herzegovina as a result of the 1990's conflicts in the former Yugoslavia. In 2015-2016, it was a transit country on the 'Western Balkan migrant route (more than 900,000 refugees passed through). Following the closure of the Hungarian border, a number of refugees remained in Serbia (around 1000 unaccompanied minors). Still there is relatively small numbers of migrant/refugee students in Serbia: 2015 –30; 2017 –200; 2018 –523 attending 45 regular schools and 83 students in asylum centres.

Main Challenges:

- lack of knowledge of the Serbian language and limited language resources to support migrant and refugee students (support from peers/buddies instead);
- limited involvement of parents;
- lack of information about practical arrangements;
- lack of documentation about previous education and interrupted schooling due to constant moving;
- temporary status of many current children/families living in refugee camps.

Policy responses:

- From education in refugee camps (led by social workers and volunteer teachers) to integration in mainstream schools across the country



- Good level of coordination/cooperation between international NGOs (e.g. UNICEF), the Ministry of Education of Serbia, the Serbian Commissariat for Refugees, the Education trade union (TUS), teachers and school leaders
- Development of comprehensive manuals for teachers, school leaders, school administrations, based on good practice from one school (Branko Pesicin Zemun) and setting standards for what schools should achieve
- Online platform used to share challenges faced by teachers in ordinary schools and share good practices from/to other schools
- Welcoming culture in schools receiving migrants and refugees

Nevertheless, there are remaining **challenges** faced by social partners:

1. Provision of professional development for teachers in:
 - a. inclusion
 - b. supporting traumatised children
 - c. teaching in Serbian as a second language
2. Improving relations with parents and the civil society in a way that it untaps important potential for improving teaching and learning
3. Ensuring teachers are rewarded in their commitment to improve educational outcomes for migrant and refugee students
4. Ensuring that (scarce) resources and infrastructure are geared towards improving care for migrant and refugee learners

Following the panel, four schools showcased the activities they initiated and implement to alleviate the effect of socio-economic status of their students.

2. 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. This thematic panel and workshop offered to the participants a variety of presentations on the value of multilingualism in classrooms and brought practical ideas and activities to implement during lessons.

The Panel was led by Tomislav Tudjman (SIRIUS steering Committee member) and Ellen-Rose Kambel (expert on mother-tongue education and multilingualism). Gözde Ertekin, representative of the Education Reform Initiative (ERG, Istanbul) showcased experiences of bilingualism within the education system in Turkey and the steps required for sustainable solutions, since the country deals with more than 1 million refugee school-aged children.

Katri Kuukka, counsellor of Education for the Finnish National Agency for Education, took the participants in a curricular perspective about the importance of language awareness in the school-working culture. Pupils need multiliteracy in order to interpret the world around them and to perceive its cultural diversity. Multiliteracy means



abilities to obtain, combine, modify, produce, present and evaluate information in different modes, in different contexts and situations, and by using various tools. A precondition for developing this competence is a rich textual environment, pedagogy that draws upon it, and cooperation in teaching and with other actors. The instruction offers opportunities.

Sarah Breslin showed the richness of The European Centre for Modern Languages (ECML). Its mission is to encourage excellence and innovation in language teaching and to support its member states in the implementation of effective language education policies. Later in the workshop, Chantal Mueller showcased practical projects run by ECML.

The workshop offered the participants a more practical approach of multilingualism: Florence Guiraud, from the Université Paul Valéry of Montpellier, made a pledge for the recognition and the mobilization of language resources for students at school. Classroom activities and training of educational staff in favor of a better knowledge of sociolinguistic issues have been proposed at her university. Mary Ryan brought in her vision on how to facilitate plurilingualism in schools and had a small quiz on languages.

The last session of the workshop offered a short presentation by Laurinde Koster and Afke Weltevrede, from the Erasmus University, of the AVIOR⁶ project on bilingual teaching materials. With printed materials, the audience had the chance to analyse concrete tools for the classroom.

3. 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 nonformal 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 drew on the findings of SIRIUS Watch 2018 and research carried out by OECD, Lifelong Learning Platform and the 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.

Key messages from the panel

- OECD PISA data shows positive relations among extracurricular activities in school and learning/academic achievements (in science). Socially and economically disadvantaged students especially benefit from school's non-formal educational activities. In order to ensure positive outcomes of non-formal education for all students the access to non-formal education should be provided in the school, partnerships of school and non-formal education settings out-of-school should be improved. And, the whole system approach to skills development is needed.
- SIRIUS Watch 2018 reports that there are examples of diverse cooperation between non-formal and formal education providers across Europe. The case study of community based educational spaces in the private schools established by specific ethnic or religious community in Flanders (Belgium) provide an

⁶ <https://avior.risbo.org>



illustration of how specific partnership can be organised. By the recognition of cultural identities and values of a minority in these schools they are enabled to address needs of their students and parents, belonging to specific minority. By connecting to mainstream schools and other non-governmental organisations in the community, these schools address the institutional gap, as well as overcoming inequalities in education (e.g. segregation, enduring ethnic and social and economic inequalities). One of the success factors for this to work is well-prepared professional staff.

- However, regardless of numerous examples partnerships between schools and NFE are not yet widespread and systematic. The validation of the outcomes of such partnerships would bring more recognition in public. This also calls for more data and research on the specific short-term and long-term outcomes of such partnerships, as well as effectiveness and sustainability factors. Also, there is a lack of strategic objectives that encourage partnerships in both types of learning settings. The school autonomy is recognized as a factor which facilitates bridging barriers for continuous collaboration with non-formal education. Furthermore, building the network of various stakeholders in the community would also provide support and opportunities for collaboration between non-formal and formal learning settings.
- The Lifelong Learning Platform (LLP) calls for a holistic approach to non-formal education, which would span across educational levels, rather than addressing specific educational level in a fragmented way. There is a need for a much more accentuated strategic focus at national and regional levels on promotion of non-formal education generally and specifically for targeting socio-economically disadvantaged groups for participation in non-formal education. Member States need to take a broader view on the operationalisation of inclusive strategies and action plans.

The panel discussion was followed by the workshop, during which the participants had a chance to engage in an interactive group work and brainstorm on how to take the recommendations made by the research community further and turn them into reality, sharing three key perspectives: policy-makers', schools' and NGOs'.

Policy makers	NGOs	Schools
<p>There is a need for long-term vision and holistic approach towards education in EU Member States, recognising the changing nature of learning, which would also help direct future research and support evidence-based policy making. There is a need for holistic education programmes and strategies. At the city level, the local authority should have the autonomy for allocating funding for extracurricular programs in schools. Furthermore, public authorities should ensure sustainable funding opportunities for NGO initiatives.</p>	<p>NGOs do not yet have an equal voice in the educational field even if the benefits of NFE have been largely recognised. Therefore, the expertise developed in NFE is not mainstreamed and shared with schools. There is a need to address these different power relations among education stakeholders. There are also concerns that many non-formal initiatives are fragmented and very often not validated. Therefore, it is difficult for schools to select the appropriate non-formal learning organization for collaboration. The central coordination of different non-formal opportunities (on the local level) is needed. Also, there is a need for sustainability and continuity of projects.</p>	<p>Schools need to be more open to collaboration with NGOs and parents. Schools are not always aware about their autonomy in some countries; or face regulatory constraints in other. It is important that schools are oriented towards building communities at different levels of school life: among teachers in the school, among students by supporting peer-learning and enabling the voice of students, as well as at the level of the whole school by building an open organizational culture in relation to the local community and enhancing participatory governance.</p>



The Floor is Yours session

The session “The Floor is Yours” provided participants with an open space to share ideas, projects and issues and discuss them with other attendees in a less formal setting. The session was mainly designed to offer an opportunity to network, exchange and promote potential collaboration among participants while promoting mutual learning. In the first session each presenter pitched their topic to the plenary. The participants then chose which discussion to attend based on interest and potential synergies. In the second session presenters were assigned a space for both presentations and discussions with those joining the group.

The following participants presented their ideas/practices/projects:

Presenter	Topic
1. Fred Carlo Andersen Østfold University College	Citizenship education and democracy - a cross curricular topic in Norwegian education
2. Rima Bezedo 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 OBESU	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)



OPENING SPEECH

Presentations – Thomas Huddleston

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Integration of immigrants



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select host-country and immigrant group below - click indicator titles for more details

European Union

Native-born with immigrant parents

■ favourable/positive change
 ■ less favourable/negative change
 ■ slight difference/change
 ■ no (comparative) data
 ⓘ

 European Union	Current outcomes for native-born with immigrant parents, 2017	Native-born with immigrant parents vs. youth without immigrant background, 2017	2006-2017 change for native-born with immigrant parents <i>colour: change over time, values: % points</i>
Employment	68.6	-5.7	-4.5
Unemployment	17.5	3.3	3.6
NEET	17.0	-1.0	-4.9
Highly educated	35.0	-2.0	3.6
Employment in the public sector	17.8	-2.3	-0.8
Reading literacy	476	-26	23
Pupils who lack basic reading skills	23.9	7.5	-7.6
Early school leavers	9.0	1.0	-4.9
Relative child poverty	40.0	21.0	-1.0
Voter participation	57.0	-10.2	-
Perceived discrimination	20.0	-	-

#BACKTOSCHOOL



SCHOOL ABSENCE NOTICE

NAME: *Zahira Halali* LEVEL: *Primary*

ABSENT FROM: *September 2015* TO *December 2017*

REASON: *Asylum Seeker* PARENTS' SIGNATURE: _____

UNJUSTIFIED ABSENCE

There are at least 1.5 million child refugees in Europe and Turkey. They have been absent from school for 2.5 years on average. We are losing the potential of an entire generation of children. We want all child asylum seekers to be back to school within three months and receive the support they need to follow their education.

JOIN US! #BACKTOSCHOOL #90DAYS

READ OUR FULL REPORT: WWW.GLOBALPROGRESSIVEFORUM.ORG/BACKTOSCHOOL

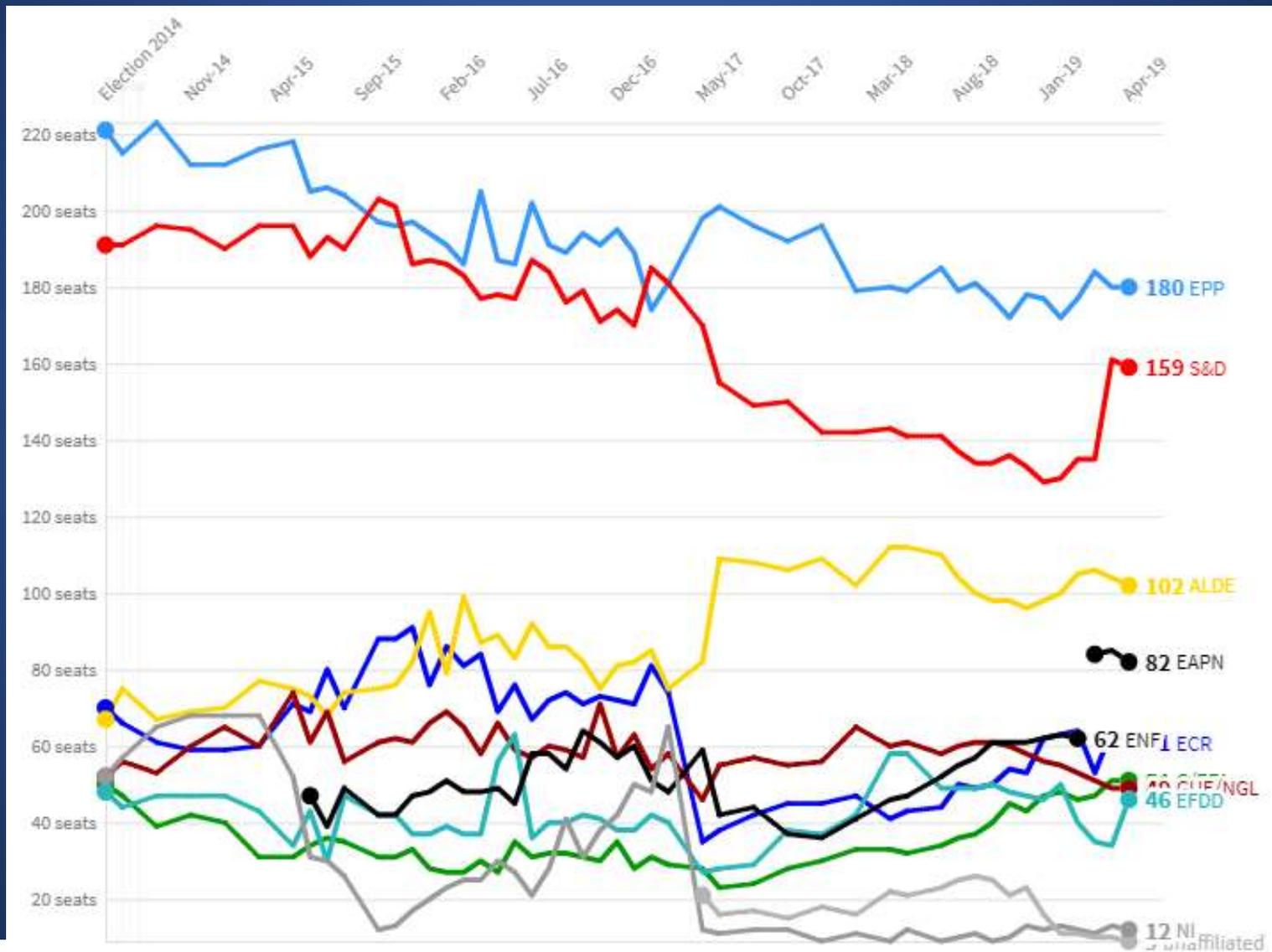
Paper written on behalf of the Global Progressive Forum
by Judit Tánczos (Migration Policy Group) and with contributions
by Claudia Köhler (University of Bamberg & SIRIUS European Policy Network on
the Education of Children and Young People with a Migrant Background)



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European Elections



Croatia

CROATIA IN THE EU ELECTION

2019 projection last updated 06 May 2019. Select a year to toggle between elections.

11 seats



2014 2019

- Croatian Democratic Union
●●●●●
- Social Democratic Party of Croatia
●●●
- Human Shield
●
- Amsterdam coalition
●
- Bridge of the Independent Lists
●

- HDZ** 5 seats (28.34%)
- SDP** 3 seats (19.65%)
- Zivi Zid** 1 seats (9.72%)
- AMS** 1 seats (8.42%)
- Most** 1 seats (7.01%)

STRENGTH OF EUROSKEPTICS



If turnout of 25,24% is maintained in 2019, we predict HDZ will beat second-placed SDP by 80,108 votes. That is just 2.82% of the 2,845,439 expected non-voters.

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Add it to your calendar and invite your friends



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21 results



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education



23

results



- My family
- My money
- My purchases
- My day
- My security
- My future
- New EU law
- All notes
- My job
- My health
- My EU rights and freedoms
- My free time
- My area
- My education
- My journeys



www.tools.youthforum.org/ep2019-vote-comparator



European Union

European elections 2019

EPP (European Peoples Party)

PES (Socialists)

CHOOSE A THEME

COMPARER

ACRE (Conservative reformists)
EFA (European Free Alliance)
EPP (European Peoples Party)
EGP (Greens)
ALDE (Liberal and democrats)
Party of the European Left (PEL)
PES (Socialists)

www.tools.youthforum.org/ep2019-vote-comparator



European Union



European elections 2019



EPP (European Peoples Party)



PES (Socialists)



CHOOSE A THEME

COMPARER



Sustainable development



Democracy



Migration



Social rights



Digital



Equal and open societies



Quality jobs

www.tools.youthforum.org/ep2019-vote-comparator

European Elections 2019

Who reflects your views? Get familiar with the different positions and policies of European political parties and leading candidates.

EUROPEAN UNION EUROPEAN ELECTION EPP (EUROPEAN PEOPLE'S PARTY) PES (SOCIALISTS) SOCIAL RIGHTS f t

European Youth Forum EPP (EUROPEAN PEOPLES PARTY) PES (SOCIALISTS) PES (SOCIALISTS & DEMOCRATS)

Education and lifelong learning

No one should be left behind as we enter an increasingly digital world. We will invest in the latest digital infrastructure so every region has the tools it needs to thrive in the digital age, and we will work closely with Member States to improve citizen's digital literacy and competencies.

SHARE

We are fully committed to equality of opportunity, including crucially for education & training opportunities, for all parts of society. We also support introducing an EU Disability Card to strengthen access to services for those with disabilities. EU institutions must make accessibility a priority.

SHARE

We will always promote inclusive societies. We support the full adoption of the 2008 Equal Treatment Directive to support vulnerable groups. We need to use existing funds in a more effective way to support civil society organisations protecting minorities and vulnerable groups.

SHARE

Education is a priority. Every worker should be able to access life-long learning and educational leave. It should be standard practice. The skills and competences gained through informal and non-formal learning must be better recognised, pursuant to the 2012 Council Recommendations.

SHARE

Question 14

Should there be a bigger increase in the EU's multi-annual budget for the period 2021-2027?

How important is this to you? (Select the level of importance)



In favour



Abstain



Against

Topic

How MEPs voted

How users voted

14

Should there be a bigger increase in the EU's multi-annual budget for the period 2021-2027?



72.62%



24.55%



2.83%



46.16%



24.25%



29.58%

Question 14

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In favour



Abstain



Against

Topic

How MEPs voted

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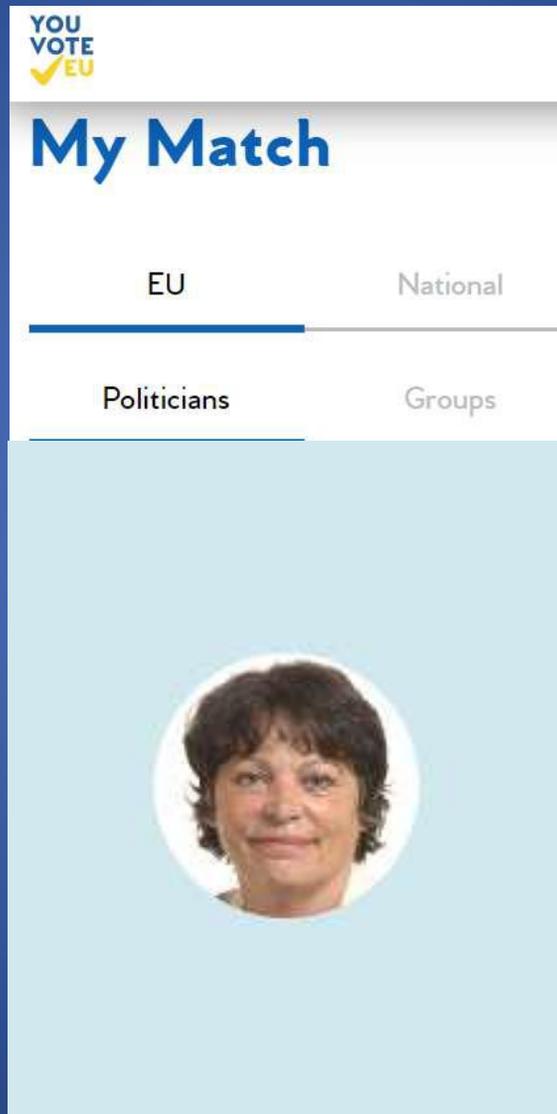


24.25%



29.58%

www.yourvotematters.eu



YOU VOTE ✓ EU

My Match

EU National

Politicians Groups



www.euandi2019.eu

Parties alignment with you

Radar

Landscape

All parties in the EU

This is a list of political parties in the EU that shows their overlap with your views, values and priorities.

Country / Party

Overlap with your positions



www.yourvotematters.eu

[#ThisTimeImVoting](https://twitter.com/ThisTimeImVoting)

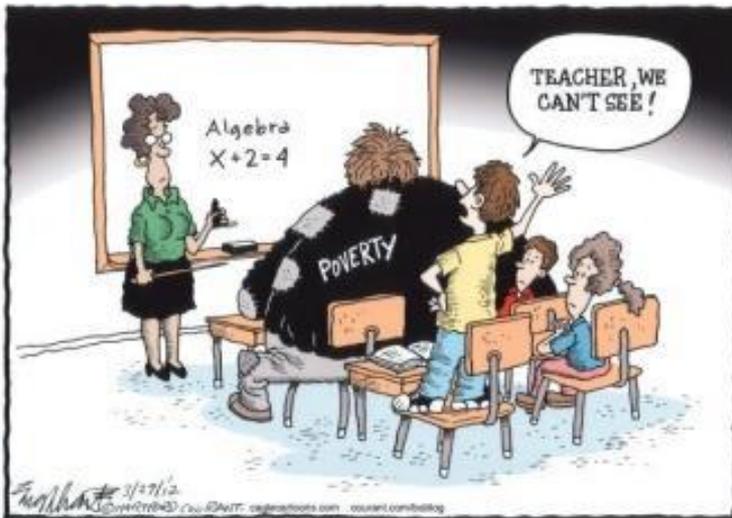


SOCIO-ECONOMIC INEQUALITIES

Presentations

**SIRIUS is co-funded by the
European Union**





Co-funded by the
Erasmus+ Programme
of the European Union

Addressing Socio-economic Inequalities: the Case of Estonia

ANA MLEKUŽ and MANJA VELDIN
(Educational Research Institute,
Slovenia)

BRAVEdu FINAL CONFERENCE
7. 5. 2019

Aims and objectives



Analysis of the Estonian educational system was based on two premises:

- ***students' SES plays a significant role in their educational outcomes***
- **attitudes and beliefs of teachers have a direct effect on students' achievement and can support them independently of SES**



Aim of the project:

To strengthen the capacity of schools to support disadvantaged learners from a low SES background in their active participation in school life and in achieving better learning outcomes

HOW?

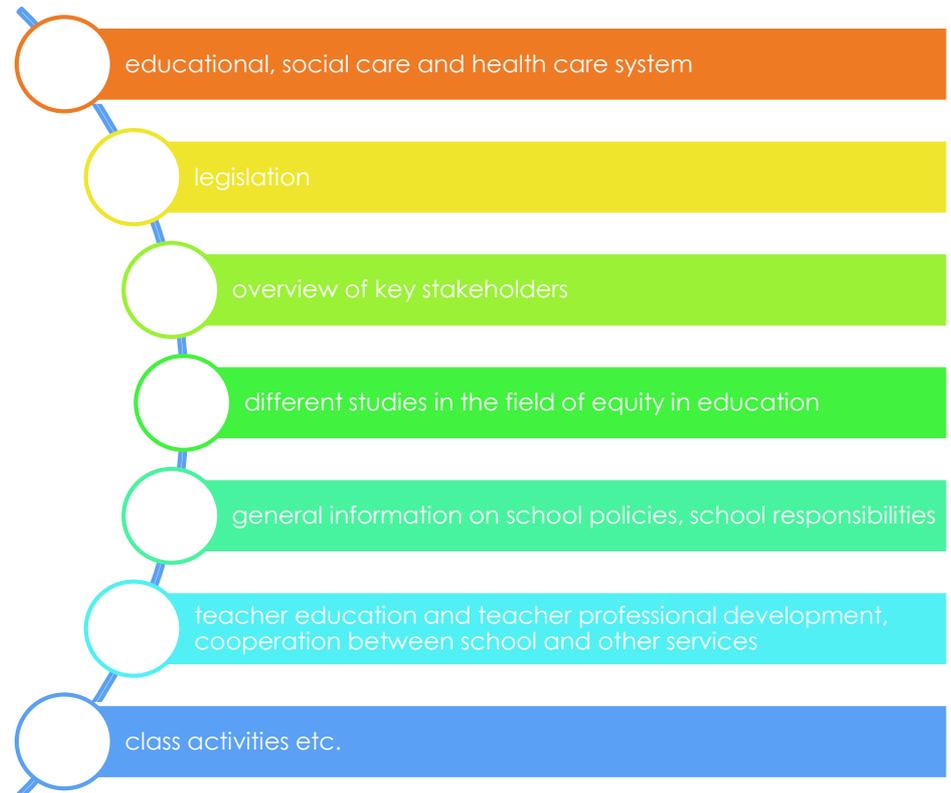
- pinpoint possible policies and practices that support students from lower SE background and
- provide theoretical basis for handbook for schools

How did we perform the analysis?

Two instruments were developed:

- ▶ **Policy questionnaire**
- ▶ **Protocol for focus groups and interviews**

Wider approach:

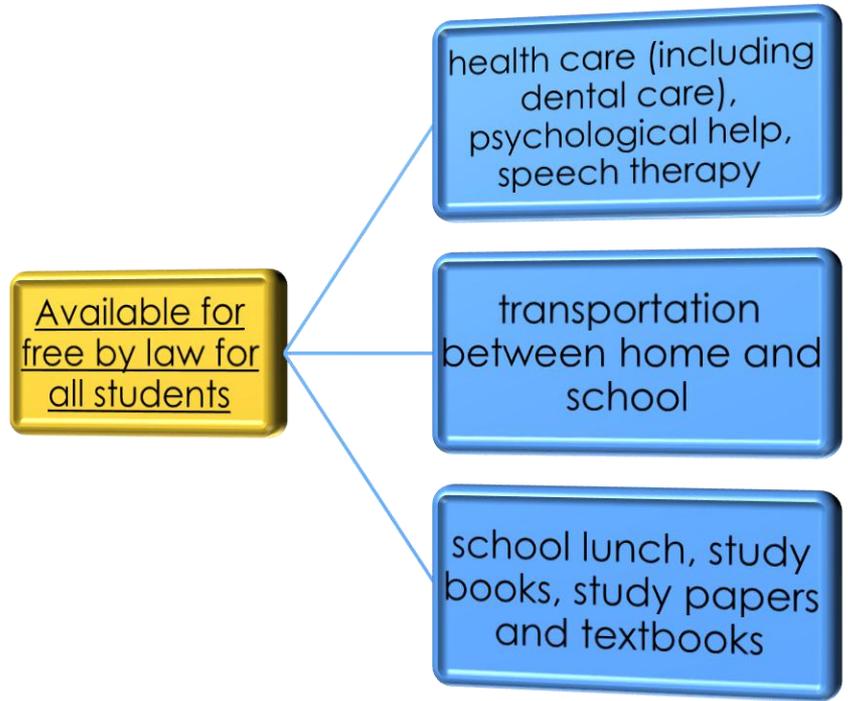




Findings

UNIVERSALISM

- ▶ Estonia is committed to ensuring equity in education especially by guaranteeing uniformity of the schooling experience for **all students**
- ▶ Estonia's approach to equity is „**progressive universalism**“ (EC, 2014)



AUTONOMY

in the systems where autonomy is more common students achieve better results in science, even after accounting for socio-economic background factors and other school- and system-level factors (OECD, 2013)

High levels of autonomy at different levels:

- ▶ Autonomy in creating school curriculum
- ▶ Autonomy of school leaders
- ▶ Teacher autonomy

BUT...

Researcher, Maria Errs:

„When teachers have autonomy, they are **more motivated** to try different approaches to teaching. Less autonomy is certainly very demotivating for teachers. But, of course, **autonomy itself is not enough**. Therefore, I prefer the concept of agency. Teachers need the supportive environment, resources, specific tools to implement these ideas – if they don't have these and the headmaster says 'Well, you have the autonomy', this is not enough. It has to come with the package of the whole support which very much depends on the quality of **school's leadership**“

SHARED LEADERSHIP

shared leadership or distributed leadership, participative decision-making and shared responsibility are emphasised in creating a positive and inclusive school climate (Lambert et al., 2002)

Two school
leaders
(pedagogical
and manger)

The
development of
school
curriculum

Wider school
leadership team
is usually
composed of the
several other
school staff

horizontal and
pedagogically
oriented approach
to leadership without
neglecting the
management

COOPERATION and TRUSTING RELATIONSHIPS

sense of school community obtained by building caring and supportive environment, showed its strongest positive relationships with students' achievements in the high-poverty schools (Brophy & Good, 1986; Solomon & Kendall, 1979)

Cooperation as a value

- Cooperation most common formally declared value in schools

Inclusion of parents

- Schools are trying to include parents in school life through different activities

Support for teachers

- General teachers' well-being is important

Support for students

- Different activities provided to support students
- Nurturing good relations between students and teachers is important

STUDENTS AS EXPERTS...

Young people who perceive themselves as having agency may feel they have the ability to change something about themselves or their environment for a valued goal; this may increase their resilience and adaptability to life challenges (Russell Sharp, 2014)



... in terms of meaningful student involvement in school governance

- ▶ by law students are allowed to discuss and make decisions regarding student life in schools
- ▶ student bodies may receive funding from the school budget
- ▶ representatives of the Estonian student body meet with the minister of Education on a regular basis (every three months)



active participation in school builds active citizens

EXTRACURRICULAR ACTIVITIES

participation of students in extracurricular activities can have many positive impacts, such as higher students' self-esteem, higher students' resiliency, and lower rates of depression, lower dropout rate, lower delinquency and less frequent substance use (Fredricks & Eccles, 2006)

- ▶ **National funds** for hobbies in order to make extracurricular activities more accessible to students
- ▶ **Leisure time manager** employed in every Estonian school

Leisure time manager:

„I coordinate the extracurricular activities. The majority of the activities for older students are organised by students themselves. My role is only supervision and giving advice when needed.“

- Tailor-made activities
- Teachers' expertise

STUDENTS' AND TEACHERS' INDIVIDUAL NEEDS AND INTERESTS

The more thoroughly instructors and school leaders understand the differences between students and teachers, the better chance they have of meeting the diverse learning and personal development needs of all of their students. This way the teachers can help the students to develop resilience and adaptability (OECD, 2017)

Measures for teachers:

- In-service training
- Teacher development meetings

Measures for students

- Teacher's role in observing the students
- Individual report card and e-diary
- Individual curriculum
- Student development meetings

**EARLY SCREENING and
SCHOOL AS A SUPPORT SYSTEM**

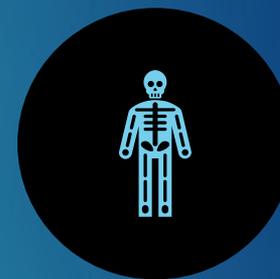
Conclusion



NO CONSENSUS TO WHAT
COULD BE THE LOW LINK
BETWEEN SOCIO-ECONOMIC
BACKGROUND AND STUDENTS'
ACHIEVEMENTS IN PISA
ASSESSMENTS IN ESTONIA
ATTRIBUTED TO AND ALSO THIS
ANALYSIS DOES NOT PROVIDE
ONE



IT PROVIDES HOWEVER **A FEW
POSSIBLE FACTORS** ON THE
SYSTEM AND SCHOOL LEVEL



**UNIVERSAL (AND WHOLE
SCHOOL) APPROACH**

Thank you for your
attention!

CONTACT:

ANA.MLEKUZ@PEI.SI

MANJA.VELDIN@PEI.SI

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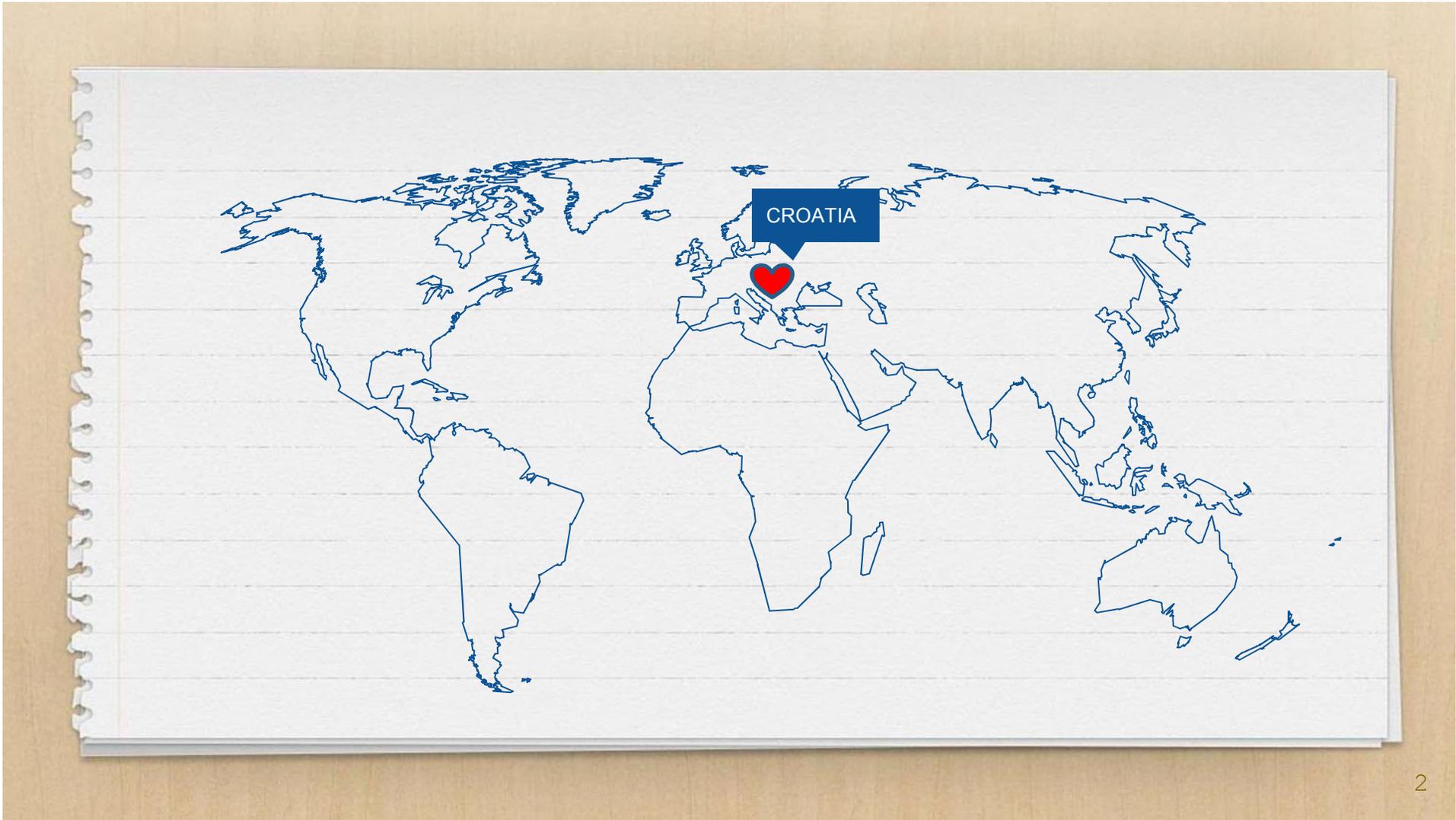
ZAGREB



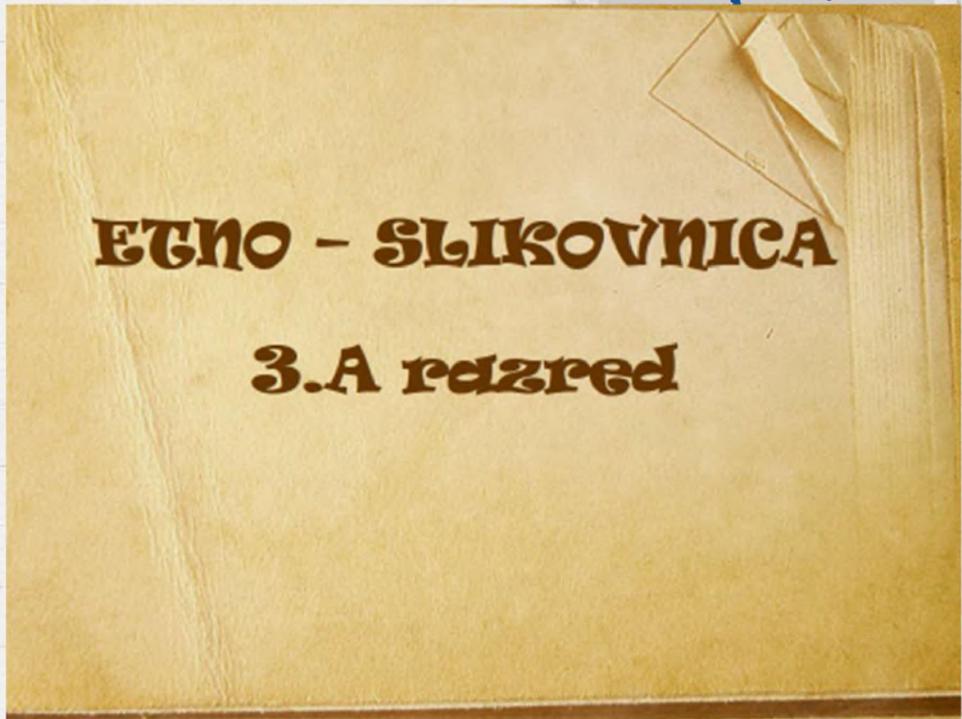
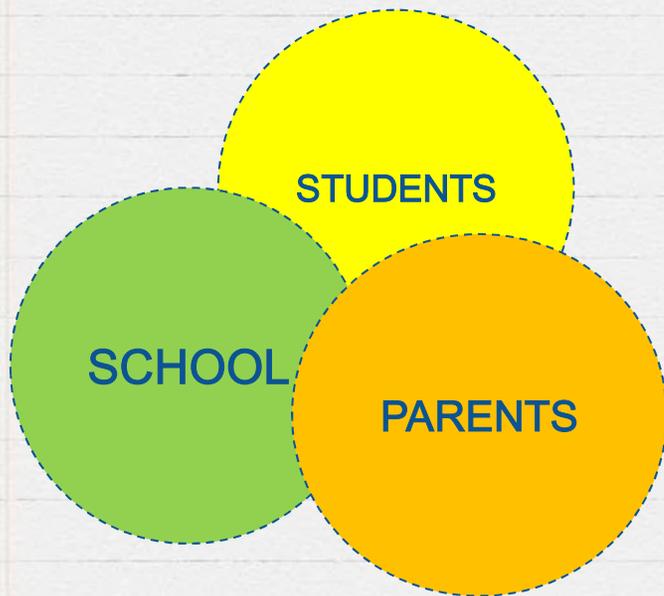
ELEMENTARY SCHOOL
dr.VINKA ŽGANCA



CROATIA



ETHNO PICTURE BOOK OF OUR CLASSROOM



It was made by students and their teacher in our school.

Its aim was to help students develop a curiosity for meeting other cultures and learn about holiday feasts among families of different religions, to get to know each other better and to get to know their families and the families of their peers.

Parents were invited to contribute to the creation of the picture book by donating family photographs.

The descriptions of holiday feasts were noted by the students.

A questionnaire with the necessary data for the making of the picture book was filled in.

Materials were gathered in the picture book which was presented at the school's exhibition, and all the students took it home as a present and a reminder of a pleasant learning process and socialisation.



The making of this picture book has made many people smile.

Students, parents and grandparents were working together while gathering materials for the picture book.

The students were proud of their parents and their contribution.

Parents said this project has returned them to their childhood, and during the presentation of the picture book they were evidently happy with seeing the result of something they worked on hard!

Students have got to know their peers and their parents better.

They were especially joyful because they had recognised diversity in the classroom as a value that needs to be cherished.



Kotor Varoš



BUKOVAC



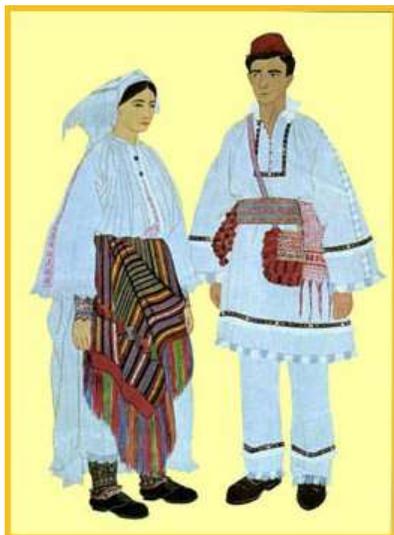
TRAMOŠNICA



TRAMOŠNICA



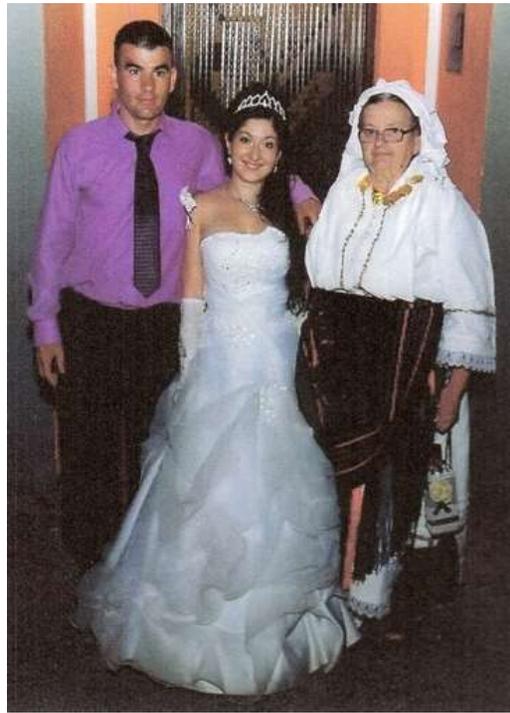
DERVENTA



Nošnje iz Dervente (snimljeno 1900. godine)



FAMILY PHOTOS



FAMILY PHOTOS



great-grandmother



FAMILY PHOTOS



**gandma and grandpa
after the wedding in 1946**



grandma Jela

FAMILY PHOTOS



my grandma

FAMILY PHOTOS



my grandpa

GRAČANICA





Kuruza



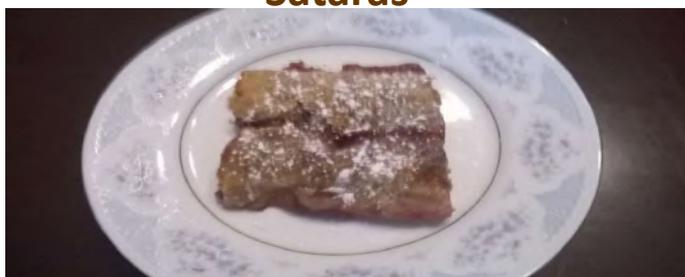
Pečenica



Sataraš



Pita kuruzna



Pita od šljiva



Pita krumpiruša



BOSANSKI LONAC



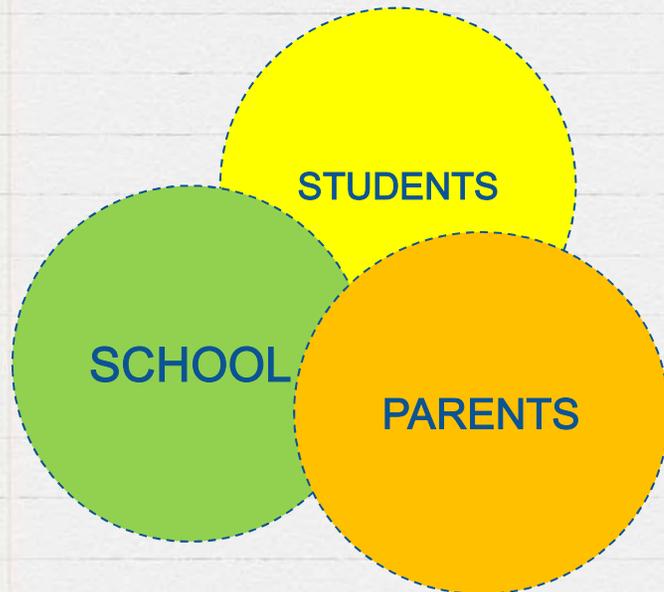


Šargija (traditional instrument) and my father's violin.

TAMBURICE



PROJECT DAY – LEARNING THE ROMA LANGUAGE



Since prejudice towards Roma children is widespread, our school tried to find a way that all students become familiarised with the Roma culture and language.

Hence, one school day was dedicated to learning about Roma culture, and Roma students took the role of the teachers.



It was important to introduce all the children's parents with the planned activity and get their consent.

Unfortunately, some parents did not have an understanding of such a method of work, and they needed an additional explanation as to why we wanted to implement such a project day.

This activity included Roma parents who helped in the planning the contents of that day and thinking of sentences in the Roma language.

It also helped including parents in school activities.



Children were learning how to count in Roma language.

It can be viewed on the following link <https://youtu.be/4NkPS8TIm8A>

Being in the role of teacher made Roma students self-confident for further socialising and work, they were joyful and proud of their culture and language, and they became aware that they were also able to share some knowledge.

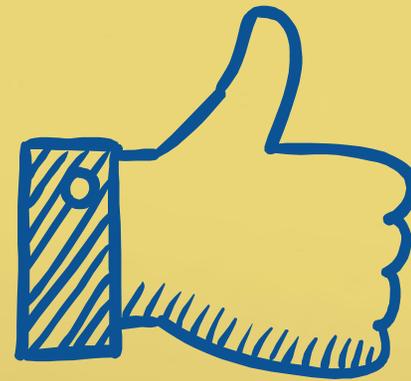


Children have become aware that their Roma peers speak two languages, some students understood why Roma students find it difficult to speak the Croatian language – to them the Croatian language is a foreign language, just like English language is to Croatian students.

The day dedicated to the Roma culture ended with a Roma song that can be viewed on the following link <https://youtu.be/NIM7-P4UYoI>

Thanks!

Presenter: Mirta Balog Lovreković



Policy approaches and practices of promoting integration of newly arrived migrant and refugee children in education

Case study - Serbia

Ekaterina Efimenko

ETUCE



European Trade Union Committee for Education (ETUCE)

- **teachers' social partner** at European level and a defender of teachers' interests to European institutions
- the **Education International** Regional Structure in Europe
- represents **all levels of education** (including vocational education and training)
- represents **132** Education Trade unions in **51** countries, in total numbers, **11 million members** all over Europe
- a European Trade Union Federation of the **European Trade Union Confederation (ETUC)**





European Sectoral Social Partners in Education promoting effective integration of migrants and refugees in education (2017-2019)



Aim: to promote successful methods of migrant education in schools as well as evaluating current policies and practices, which will result in a concrete set of proposals and recommendations for national member organisations and governments

- **Case Studies:** to identify barriers as well as practical and concrete ways to favour the integration of migrants and refugees at all levels of education with a focus on joint social partners' initiatives
 - **16-17 May 2018 - Spain**
 - **26-28 September 2018 – Serbia** (4 schools and 1 pre-school in Belgrade, Sombor and Subotica, 1 local administration, Ministry of Education, 2 refugee camps)
 - **7-8 November 2018 - Belgium**
- **2 Training Seminars (Denmark, Cyprus)**
- **Final project conference** – 14-15 October 2019, Brussels



Project outcomes

- The case studies were accompanied by an external researcher (prof Nihad Bunar, Stockholm University) who is drafting a **research report on migrants' and refugees' integration in education across Europe to be published in October 2019**
- The case studies were accompanied by an external documentary team which is to prepare **a short documentary video on the project**
- **Joint ETUCE/EFEE Practical guidelines** on how to promote effective integration of migrant and refugee learners in the education and socio-economic environment of the host countries through joint social partner initiatives at national, regional and local level
- **Joint ETUCE/EFEE Quality framework** on the effective integration of migrants and refugees in the education sector



Case study – Serbia: background

- An EU-candidate country with relatively poor economy and weak administrative structures
- Considerable number of internally displaced persons from Kosovo and refugees from Croatia and Bosnia and Herzegovina
- Center of ‘Western Balkan migrant route’ in 2015-2016 – ‘transit position’ (more than 900,000 refugees)
- After closure of Hungarian border, a number of refugees remained in Serbia (around 1000 unaccompanied minors)



Case study – Serbia: education

- Small portion of migrant/refugee students: 2015 – **30**; 2017 – **200**; 2018 – **523** attending 45 regular schools and **83** in asylum centers
- Challenge:
 - lack of knowledge of the Serbian language and limited language resources to support migrant and refugee students (support from peers/buddies instead);
 - Limited involvement of parents;
 - lack of information about practical arrangements;
 - lack of documentation about previous education and interrupted schooling due to constant moving;
 - Temporary status of many current children/families living in refugee camps.



Case study – Serbia: Policy response

- From education in refugee camps (led by social workers and volunteer teachers) to integration in mainstream schools across the country
- Good level of coordination/cooperation between international NGOs (e.g. UNICEF), the Ministry of Education of Serbia, the Serbian Commissariat for Refugees, the Education trade union (TUS), teachers and school leaders
- Development of comprehensive manuals for teachers, school leaders, school administrations, based on good practice from one school (Branko Pesic in Zemun) and setting standards for what schools should achieve
- Online platform used to share challenges faced by teachers in ordinary schools and share good practices from/to other schools
- Welcoming culture in schools receiving migrants and refugees



Case study – Serbia: Remaining challenges for social partners

- How to ensure that teachers in mainstream schools receive professional development courses on inclusion, on dealing with traumatised children, on teaching in Serbian as a second language?
- How to improve relations with parents and the civil society in a way that it untaps important potential for improving teaching and learning?
- How to ensure that teachers are rewarded in their commitment to improve educational outcomes for migrant and refugee students?
- How to ensure that (scarce) resources and infrastructure are geared towards improving care for migrant and refugee learners?



Thank you!

For more information please contact Ekaterina Efimenko:
Ekaterina.Efimenko@csee-etuice.org





MULTILINGUALISM

Presentations

**SIRIUS is co-funded by the
European Union**





Multilingual Teaching Materials Forum for Migrant Pupils in Europa

AVIOR

2017 - 2019



AVIOR Partners



Network of Education Policy Centers



UNIVERSITY
OF WESTERN
MACEDONIA



AVIOR Partners



1. Risbo – Netherlands.
2. Rutu Foundation – Netherlands
3. European Forum for Migration Studies (EFMS) – Germany
4. Network of Education Policy Centers (NEPC) – Croatia
5. University of Western Macedonia (UWM) – Greece
6. Praxis – Estonia
7. Terremondo società cooperativa – Italy

AVIOR Objectives

- To improve the basic numeracy and literacy skills of migrant children and to reduce the achievement gap between native and non-native pupils in Europe.
- The ultimate beneficiaries of this project are primary school children between 4-8 years with migrant backgrounds who speak a different language at home than the school language. The target groups are teachers, teacher trainers, school leaders, parents and migrant communities, schools, municipalities, Ministries of Education and EU policy makers.

Runs from 01 December 2016 – 31 August 2019

3-prolonged approach

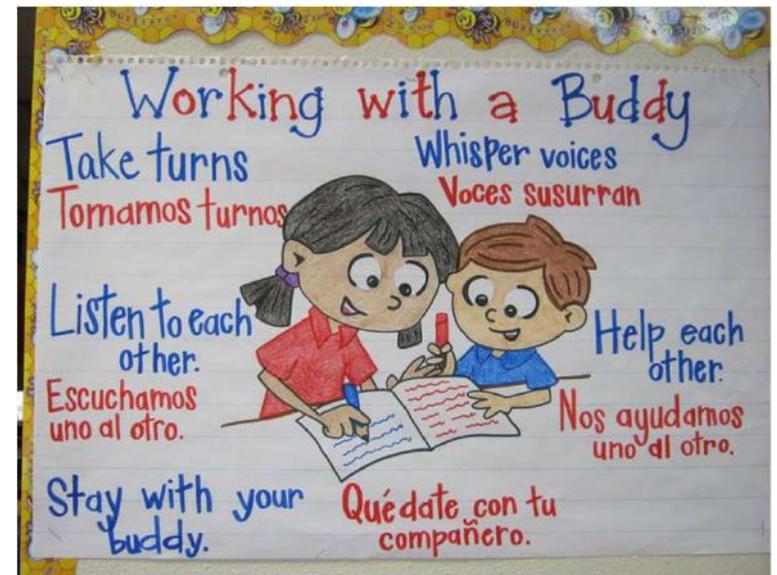
1. Bilingual resources: translate and adapt +/- 10 materials
2. Building teacher competence in creating inclusive multilingual classrooms
3. Creating teacher/parent collaborative networks

AVIOR: Activities

- 1. Selection of bilingual material**
- 2. Translation & design**
- 3. Step by step User Guide**
- 4. Four Study Visits**
- 5. Case studies**
- 6. Implementation in local schools**
- 7. Working conferences**
- 8. Handbook**

Selection of Open Source Material

- Each partner selects at least 2 **high quality** bilingual numeracy and/or literacy materials aimed at **children aged 4-8 years** (e.g. a story book or math game that is available in both the host language and in one or more heritage languages).
- All materials are translated in different minority languages (what is needed in school) and in the host instruction language: Dutch, Croatian, Estonian, German, Greek, Italian & English.
- Includes **stories, math books, A3 posters, games**



User Guide

- Process description of the bilingual materials on *what* to use and *how* to use them in class



Study Visits Turin, Thessaloniki, Tartu & Amsterdam



Study visits...

- The Study Visit offer a short stay of three days in a host country.
- A group 8 professionals come together to explore how AVIOR materials and other multilingual materials are used in class.
- Learning process for both peers and school professionals

Case studies

- Every AVIORpartner runs a case study on school(s) with teachers and parents
- Question: *How can AVIOR bilingual materials be used to support the involvement of parents of multilingual children with a migrant/minority background in student learning, particularly literacy and numeracy?*
- Parents and teachers will collaborate in the design, execution and evaluation of a case study in finding an effective way to produce and use bilingual teaching materials in the classroom and at home.

Implementation studies

Our three network organisations NEPC, EFMS & Praxis:

- *Stimulate* local and regional school networks in using AVIOR materials
- *Evaluate* the practices
- *Improve* using material in class
- Stimulate *translations* processes

AVIOR Multiplier Events

- 1 (part of the) day
- Topic: multilingualism and education (didactics and materials)
- Disseminate AVIOR findings and materials
- Engage network of different stakeholders

And more:

- *Handbook*
- *Advanced Website to be constructed: temporally look at*
<https://www.rutufoundation.org/avior/>
<http://www.sirius-migrationeducation.org/news/avior/>

Expected Results

Our bilingual materials in numeracy and literacy learning will be **online available** as **open educational resources**. Together with our study visits and our local case studies, we expect to impact:

- school leaders and teachers who will be better prepared to meet the needs of diverse pupils groups with different languages, in particular regarding basic literacy and numeracy skills;
- teachers and teacher trainers who will have increased capacity to cater to the needs of multilingual children with a migrant background in acquiring basic numeracy and literacy skills by using digital bilingual resources;
- pupils who will have greater opportunities to learn the instruction language through their mother tongues in regular school lessons and to acquire better and faster command of basic numeracy and literacy skills;
- schools who will be encouraged to use more bilingual educational material and thereby become more inclusive;
- policy makers who will have gained deeper insight into obstacles and opportunities to use bilingual and mother tongue materials in classrooms.



Nice to have you here!

- Stay in touch



[@NetworkSIRIUS](#)



www.facebook.com/siriuspolicynetwork



www.sirius-migrationeducation.org



tudjman@risbo.eur.nl

Bilingualism and Education in Turkey

Steps Required for Sustainable Solutions

Gözde Ertekin, Education Reform Initiative, İstanbul

Bilingualism in Turkey

- Education is in Turkish
- Primarily Kurdish and Syrian children
- A political issue vs a matter of children's rights

Education of refugee children in Turkey

- 1,047,536 refugee school-age children. (6-17 years)
- 643,058 are in education. (%61,4)
- 49.2% Girls, 50.8% Boys.
- 83.2% are in Turkish Public Schools.

■ *April 2019

Difficulties, Syrian case

- **Access and drop out issues**
 - %61,4 in school
 - %23 drop out rate in lower secondary education (11-13 years)
- **Concerns**
 - Culture
 - Language
 - Bullying and discrimination
 - Financial issues
 - Accessibility

Difficulties, Kurdish case

- Starting school without knowing Turkish
- Drop-out risk, year repeat
- Academic achievement
- Communication barrier
- Stigmatisation

The background features several sets of curved lines in shades of grey and purple, creating a sense of movement and depth. A prominent purple rectangular box is positioned on the left side, containing the title text.

Determining the goals

- **Beyond access**
- **Realisation of full developmental potential**
 - confidence,
 - Societal literacy and competencies
 - Socioeconomical mobility
 - Bilingualism as an asset
- **Family engagement**
- **Intercultural respect,**
- **Lasting of all languages**

The slide features a decorative background of thin, curved lines in shades of grey and purple, creating a sense of movement and depth. A prominent purple rectangular box is positioned on the left side, containing the main title text.

Suggested Steps, Change of approach

- **Rights of the child at the focus**
- **Accepting the reality of bilingualism**
- **A theoretical framework**
- **Equal respect to all languages**
- **Research and planning before policy**

The background of the slide features several sets of curved, concentric lines in shades of grey and purple, creating a sense of motion and depth. A prominent purple speech bubble shape is positioned on the left side, containing the title text.

Suggested Steps, Teachers

- Diversity in the nation
- Opportunity to learn other languages
- Teaching Turkish as a second language
- Careful placement of teachers
- Platforms for exchanging experience

Thank you!

For more information:

gozdeertekin@sabanciuniv.edu

<http://en.egitimreformugirisimi.org/>

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https://hboqm.meb.gov.tr/meb_iys_dosyalar/2019_04/08133210_01Nisan2019internetSunusuGeciciKorumaAlOgr.pdf

How to facilitate Plurilingualism in Schools

Q 1 What is plurilingualism?

“Plurilingualism is the ability of a person who has competence in more than one language to switch between multiple languages depending on the situation for ease of communication. Plurilinguals practice multiple languages and are able to switch between them when necessary without too much difficulty” – Wikipedia

How to facilitate **Plurilingualism in Schools**

Q 2 What is multilingualism?

“Multilingualism is the use of more than one language, either by an individual speaker or by a community of speakers. It is believed that multilingual speakers outnumber monolingual speakers in the world's population” - [Wikipedia](#)

How to facilitate **Plurilingualism in Schools**

Q 3 How many languages are there in the world?

A There are roughly 7,000 spoken languages in the world today. Each has its own sounds and history. However, about 2,000 of those languages have fewer than 1,000 speakers.

How to facilitate **Plurilingualism in Schools**

Q 4 What are the five most widely spoken languages in the world?

- 1. Chinese - Mandarin (1,299.7 native speakers)**
- 2. Spanish (442.3)**
- 3. English (378.2)**
- 4. Arabic (315)**
- 5. Hindi (260)**

Why should we encourage **Plurilingualism in Schools?**

Because if we are to live harmoniously with our neighbours, we should be able to communicate with them.

2001 was the European Year of Languages which was a Council of Europe, European Union and UNESCO initiative.

It emphasised the importance of language learning both for personal development and as a competence which would dovetail with the economic, social and cultural changes in society.

How to facilitate **Plurilingualism in Schools**

We will look at it from three perspectives:

- 1. Whole School Approach**
- 2. In-Class Approach**
- 3. As part of School Learning**

Plurilingualism in Schools – Whole School approach

Embrace all languages spoken in the school: use visual examples around the school and let all students know their language is important and adding to the linguistic tapestry of the school

Plurilingualism in Schools – Whole School approach

Focus on “**additive bilingualism**” (*we’re delighted you are able to add another language to our school*) and not “**subtractive bilingualism**” (*we only speak X language in this school*) - sometimes teachers feel threatened when a student speaks in a language s/he does not understand ...

Plurilingualism in Schools – In-class approach

Use verbal support in class – teachers need to be trained in this skill. One way is by teaching students to **scaffold their learning**. This is a method of facilitating students to use their heritage linguistic repertoires to engage with learning – see posters; when they have grasped a concept they can then translate it into the host language

Plurilingualism in Schools – In-class approach

Encourage students to share their languages with each other; e.g. ask students who speak languages other than the host language to give the Mathematical terms for example when in Maths class – only one language at a time or students might get confused; ask the student to put those terms on a poster and put up in classroom ; let them see **what languages share and how they differ**

Plurilingualism in Schools – In-class approach

Involve parents - invite them to an evening talk when an educationalist speaks about the importance of nurturing one's heritage language and why it will benefit themselves and all the school community if they continue speaking their language daily; many migrant students are embarrassed when their parents speak a minority language – systematically quash that notion.

Plurilingualism in Schools – whole-school approaches to teaching and learning

- 1. Content and Language Integrated Learning** which is where students use their heritage language to learn a concept; teachers can give prior notice of a subject and preparatory work can be done by students – in their first language. They will be able to build on this later

Plurilingualism in Schools – whole-school approaches to teaching and learning

If course content and language aims are designed to benefit students' learning, all students can benefit from this approach

The CLIL approach really helps those students who are not enthusiastic about learning a 2nd language. They are picking up languages by osmosis

Plurilingualism in Schools – whole-school approaches to teaching and learning

CLIL also promotes deeper learning as students are exposed to concepts a number of times and can be asked to recall information in their second language. Multiple subjects can be taught in this way – thus increasing all students learning

CLIL also encourages students to engage with critical thinking, communication and collaboration – all important 21st Century skills.

Plurilingualism in Schools – develop whole-school approaches to teaching and learning through Scaffolding:

(i) Build on prior learning; get them to think what they already know. **PRIOR UNDERSTANDING IS KEY.** You must bring students' backgrounds into the dialogue, otherwise they are not being taught adequately

Scaffolding ... continued

Encourage parents to engage with the learning with students in the evenings in their first tongue

Use visuals, paraphrasing, and cooperative learning

Scaffolding ... continued

When we are teaching science, we are teaching language; opportunities here for all.

Language and content are inseparable ...
helps students to catch up much faster

Have multi-lingual books in class if possible – parents can be brought on board here as many of them return to home countries during the summer and can be asked to bring text books to the school.

Emphasise similarities between us all



Mary Alac... Mary, ESRI, Ireland.

Special days ... in all languages of the school



Mary Alacoque Ryan, ESRI, Ireland.

10/31/2019

Information on home countries



Mary Alacoque Ryan, ESRI, Ireland.

10/31/2019

Arabic around the world ...



Mary Alacoque Ryan, ESRI, Ireland.

10/31/2019

Arabic around the world



Mary Alacoque Ryan, ESRI, Ireland.

10/31/2019

Arabic around the world ...

Learn - it enables people to talk to the Arab-speaking world.

world's league table of languages, with an Arabic speakers. As the language of the Qur'an, Arabic is also widely used throughout the Muslim world. This group of languages which also includes Amharic, the main language of Ethiopia.

dialects. Classical Arabic - the language of the Qur'an - is the dialect of Mecca in what is now Saudi Arabia. Modern Standard Arabic, used on television and radio, in the mosques, and in educated Arabs from different countries, is based on this dialect.

Moroccan might have difficulty understanding Arabic even though they speak the same language.

Top 10 languages of the world (by number of native speakers)

Mandarin	836,000,000
Chinese	750,000,000
Hindi	333,000,000
Spanish	332,000,000
English	322,000,000
Bengali	189,000,000
Arabic	186,000,000
Russian	170,000,000
Portuguese	170,000,000
Japanese	125,000,000
German	98,000,000
French	72,000,000
Malay	50,000,000

Mary Alacoque Ryan, ESRI, Ireland.

TEN MOST ARABIC LANGUAGE SPEAKERS

Country	Approx. No. Of Speakers
1. Egypt	62,000,000
2. Algeria	20,200,000
3. Saudi Arabia	20,000,000
4. Morocco	18,750,000
5. Iraq	17,400,000
6. Yemen	17,400,000
7. Sudan	17,320,000
8. Syria	14,600,000
9. Tunisia	6,710,000
10. Libya	4,810,000

Map not to scale
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by Zakaria and Rabab Benrabah 2010

Arabic around the World

10/31/2019

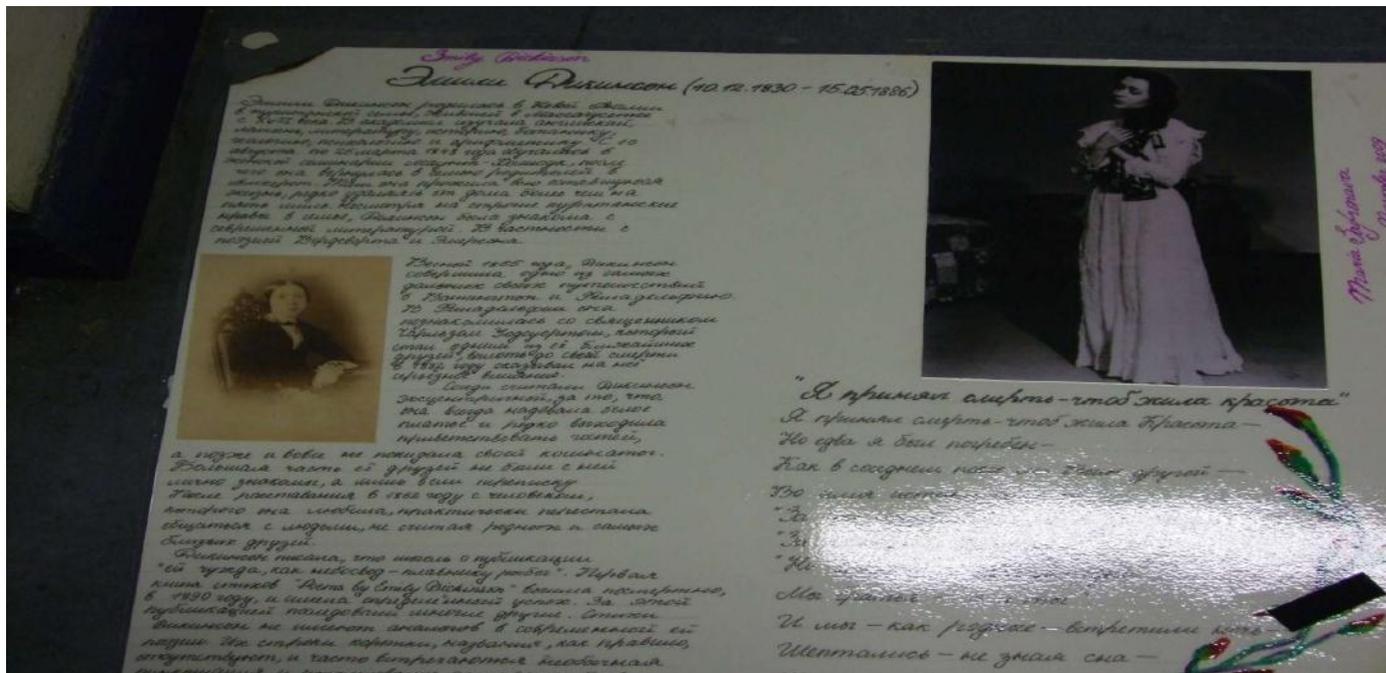
Respect our differences



Mary Alacoque Ryan, ESRI, Ireland.

10/31/2019

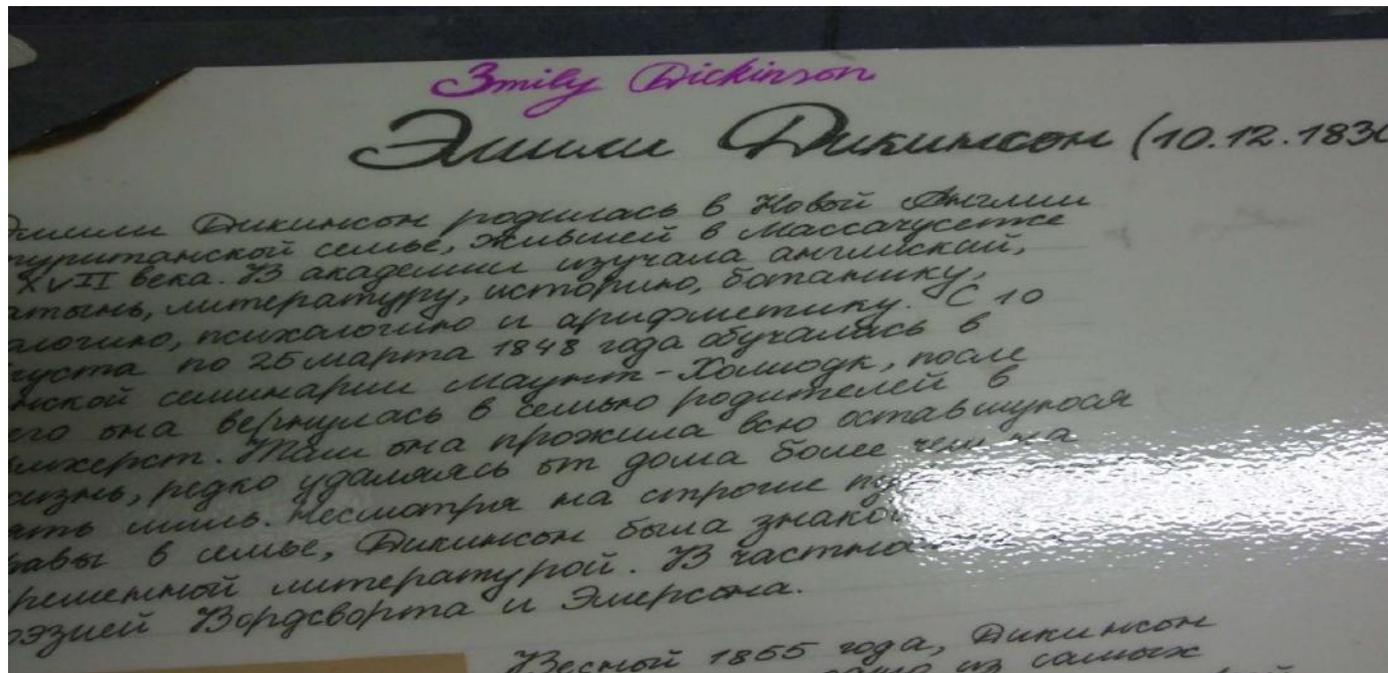
Poster on poet Emily Dickinson



Mary Alacoque Ryan, ESRI, Ireland.

10/31/2019

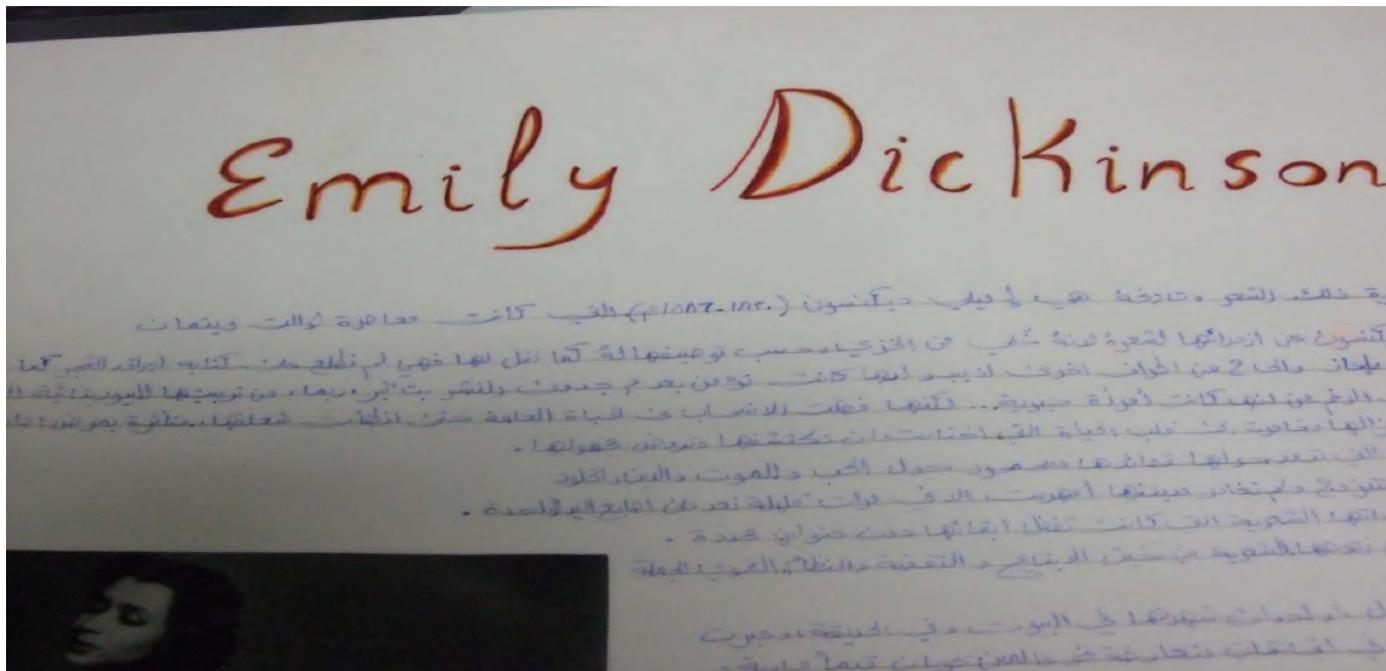
Build on prior learning



Mary Alacoque Ryan, ESRI, Ireland.

10/31/2019

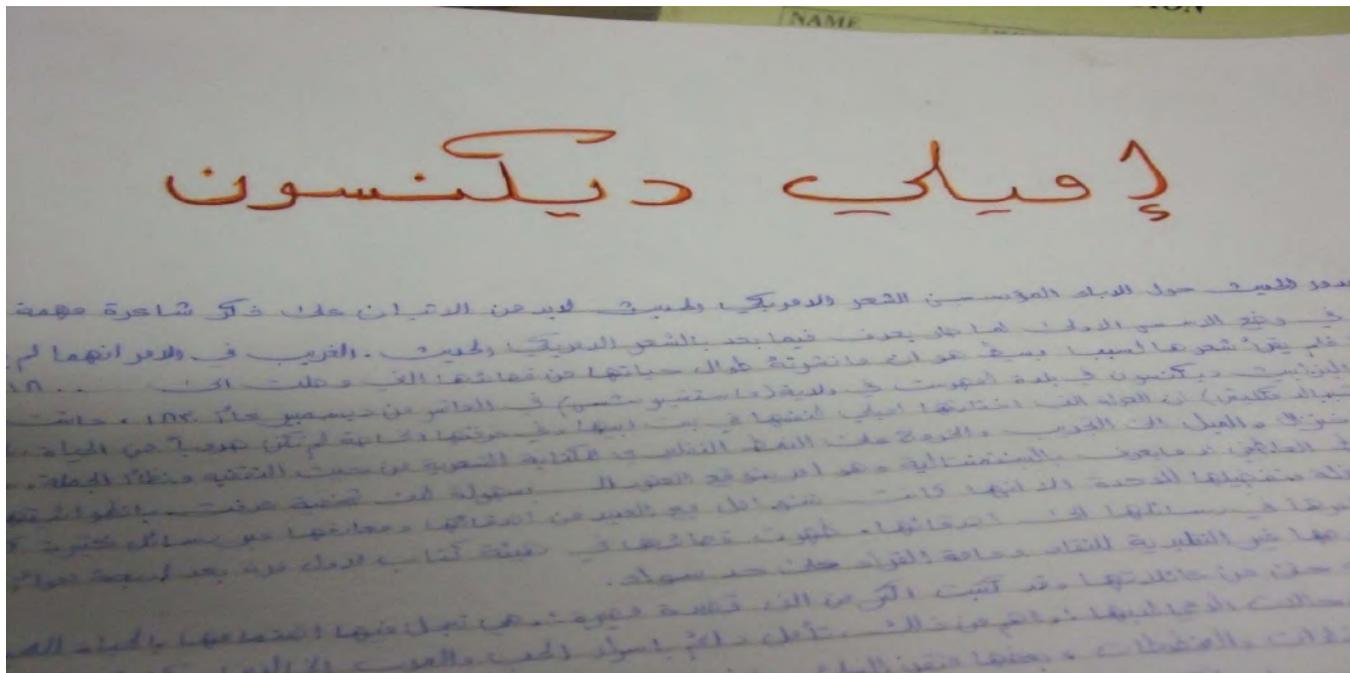
Emily Dickinson in Arabic



Mary Alacoque Ryan, ESRI, Ireland.

10/31/2019

Build on prior learning



Mary Alacoque Ryan, ESRI, Ireland.

10/31/2019

United Nations Declaration of Human Rights – have around school

AMNESTY INTERNATIONAL

SIXTY YEARS AGO THESE RIGHTS WERE PLEDGED AS UNIVERSAL TO ALL PEOPLE AND FOR ALL TIMES. IF YOU ARE READING THEM RIGHT NOW, YOU ARE ENJOYING AT LEAST SOME OF THEM. THOUSANDS OF PEOPLE IN IRELAND, AND MILLIONS OF PEOPLE WORLDWIDE ARE NOT SO LUCKY.

OUR MISSION IS THE FULL ENJOYMENT OF ALL THESE RIGHTS BY ALL PEOPLE. CAN YOU HELP US?

www.amnesty.ie

60 YEARS | **UNIVERSAL DECLARATION OF HUMAN RIGHTS**
YOURS TO ENJOY - YOURS TO PROTECT

1. Everyone is born free and has dignity because they are human.
2. Everyone has equal rights regardless of differences between people such as gender, colour, religion, language, wealth or political opinion.
3. Everyone has the right to life and the right to live in freedom and safety.
4. No one shall be held in slavery.
5. Everyone has the right not to be hurt, tortured or treated cruelly.
6. Everyone has the right to be treated as a person under the law everywhere.
7. The law is the same for everyone and should protect everyone equally.
8. Everyone has the right to ask for legal help when their basic rights are not respected.
9. No one should be arrested, imprisoned or expelled from their country without good reason.
10. Everyone has the right to a fair trial, if accused of a crime.
11. Everyone has the right to be presumed innocent until proven guilty, if accused of a crime.
12. Everyone has the right to privacy.
13. Everyone has the right to travel within and outside their own country.
14. Everyone has the right to seek asylum in another country, if they are being persecuted in their own country.
15. Everyone has the right to a nationality.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property on their own or with others. No one should have their property taken from them without good cause.
18. Everyone has the right to their own free thoughts, conscience and religion including the right to practise their religion privately or in public.
19. Everyone has the right to say what they think and to share information with others.
20. Everyone has the right to meet with others publicly and privately and to freely form and join peaceful associations.
21. Everyone has the right to vote in regular democratic elections and to take part in the government of their country.
22. Every country must do its best to ensure that everyone has enough to live a life of dignity.
23. Everyone has the right to work for a fair wage in a safe environment and also has the right to join a trade union.
24. Everyone has the right to rest and leisure time.
25. Everyone has the right to a home, enough food and health care.
26. Everyone has the right to education and to free primary education.
27. Everyone has the right to take part in the cultural life of their community and the right to benefit from scientific and artistic learning.
28. National and international laws and institutions must make possible the rights and freedoms set out in this declaration.
29. Everyone has the responsibility to respect and uphold the rights of others in their community and the wider world.
30. No one has the right to take away any of the rights in this declaration.

10/31/2019

Student poster



Mary Alacoque Ryan, ESRI, Ireland.

10/31/2019

Arabic teaching by a parent/teacher in evenings



Mary Alacoque Ryan, ESR, Ireland.

11/31/2019



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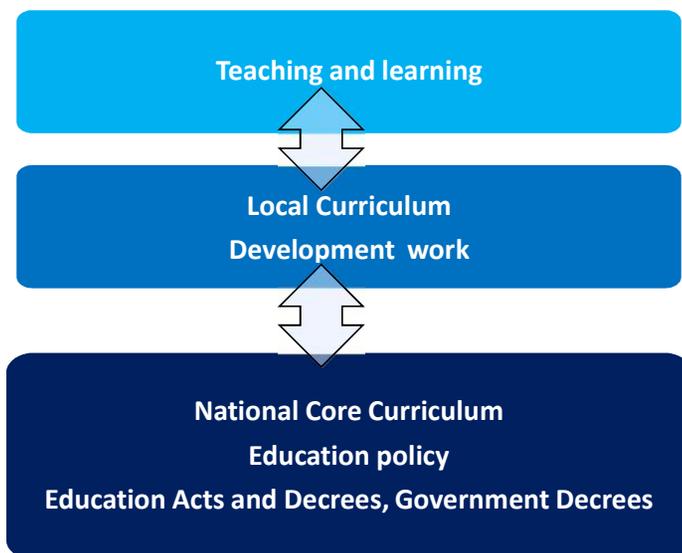
Importance of language awareness in school working culture – a curricular perspective

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

Katri Kuukka
Ph.D. (Education), Counsellor of education
Finnish National Agency for Education



The three levels of the Finnish curriculum system



All parts of the system aim at supporting teaching and learning.

The Core Curricula are norms.

The education providers draw up their own curricula based on the norm curricula.



The fundamental core

Each community and community member is multilingual. Parallel use of various languages in the school's daily life is seen as natural, and languages are appreciated. A community with language-awareness discusses attitudes towards languages and linguistic communities and understands the key importance of language for learning, interaction and cooperation and for the building of identities and socialisation.

Principles that guide the development of school culture: Cultural diversity and language awareness

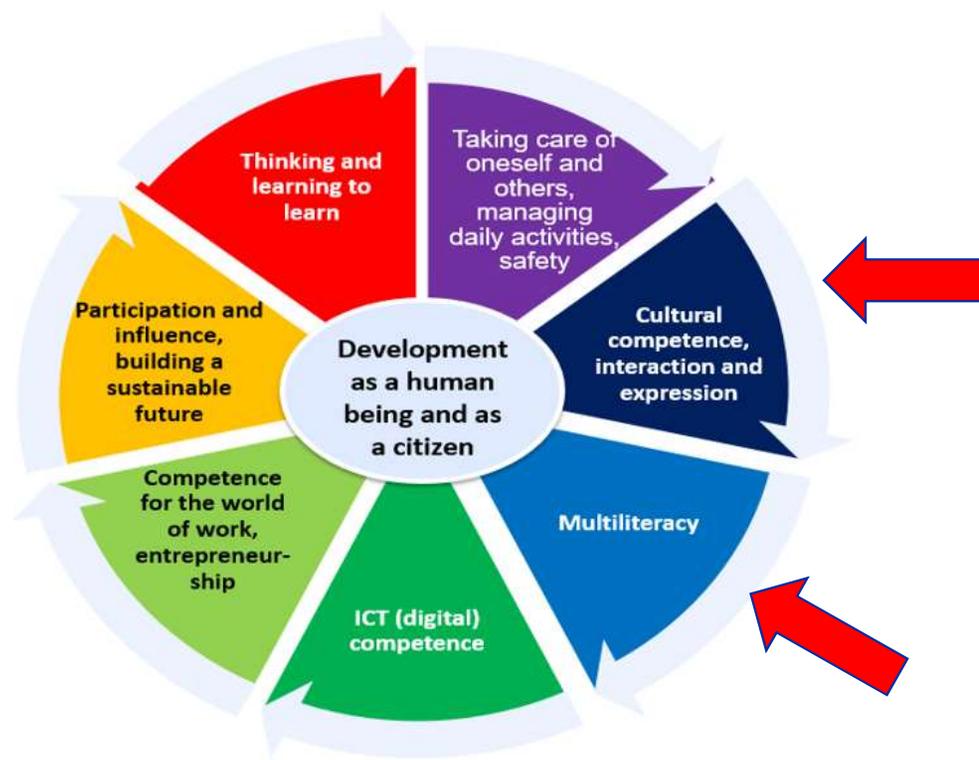
(National Core Curriculum for Basic Education 2014)

Underlying values of basic education

- Uniqueness of each pupil and right to a good education
- Humanity, general knowledge and ability, equality and democracy
- **Cultural diversity as a richness**
 - *In basic education, people from varying cultural and **linguistic** backgrounds come together and get to know many different customs, communal practices and beliefs. - - Learning together across the boundaries of **languages**, cultures, religions and beliefs creates a setting for genuine interaction and communality.*
- Necessity of a sustainable way of living

Transversal competences at the core of the curriculum

- Knowledge
- Skills
- Values
- Attitudes
- Will



The important competences

Cultural competence, interaction and expression

- Education supports the *pupils' development as versatile and skilful users of language, both in their mother tongue and in other languages*. They are encouraged to use even limited language skills to interact and express themselves. It is equally important to learn to use mathematical symbols, images and other visual expression, drama and music, and movement as means of interaction and expression.

31/10/2019 | Finnish National Agency for Education

Multiliteracy

- *The competence to interpret, produce and make a value judgement across a variety of different texts, which will help the pupils to understand diverse modes of cultural communication and to build their personal identity.*
- *Based on a broad definition of text.*
- *Developed in all school subjects, progressing from everyday language to mastering the language and presentational modes of different ways of knowing.*

Principles that guide the development of school culture

- A learning community at the heart of the school culture
- Well-being and safety in daily life
- Interaction and versatile working approach
- Cultural diversity and language awareness
- Participation and democratic action
- Equity and equality
- Environmental responsibility and sustainable future orientation

Cultural diversity and language awareness

- The school as a learning community is part of a culturally transforming and diverse society where the local and the global overlap. **Different identities, languages, religions and worldviews coexist and interact.**
- Each subject has its own language, textual practices and concepts. The languages and symbol systems of different fields of knowledge open up different viewpoints to the same phenomenon. The instruction progresses from everyday language to the language of conceptual thinking. **In a language-aware school, each adult is a linguistic model and (each teacher) also a teacher of *the language typical of the subject* he or she teaches.**

Language education

- a pedagogical approach that sets emphasis on the multilingual competence of all students, while making sure that the languages in the classroom and at school do not compete against one another
- the pupils are encouraged to recognise and make use of **all linguistic competence they have** for all learning in different subjects
- the pupils are guided to become aware of the **multi-layered linguistic and cultural identities** they and others have
- teaching and learning also strengthen the pupils' **trust in their own language learning abilities and in using their language skills confidently, even when they are limited**
- **cooperation between different subjects** is a precondition for language education

Special questions of language and culture

- the pupil's cultural background and linguistic capabilities are taken into account in basic education
- **supporting the pupils' plurilingualism**
 - the pupils' backgrounds and initial situations, including their mother tongue and culture and the length of their stay in Finland, are taken into account in the instruction
 - support in other aspects of learning to allow pupils to achieve equal learning capabilities

Education for immigrants: mainly mainstreaming

- migrants and pupils/students of migrant background attend the same mainstream education according to their age, except
 - Finnish/Swedish as a second language and literature instruction
 - the instruction in his/her mother tongue complementing basic education, and the support in learning in his/her mother tongue
 - the instruction in his/her own religion
 - support in learning
- additional forms of education: Instruction preparing for basic education, and preparatory education for general upper secondary education
- attempts towards even more inclusive education

How to make this happen?

- information guidance
- in-service training
- networking > sharing promising practices
- funding language-oriented and language-aware projects
- participating projects which help schools/teacher education to assess and develop new practices (see links)
- integrating early language learning into Finnish education (see links)
- giving recommendations for developing multilingualism (see links)

Useful? Interesting? links

- <https://minedu.fi/documents/1410845/4150027/Multilingualism+as+a+strength.pdf/766f921a-1456-4146-89ed-899452cb5af8/Multilingualism+as+a+strength.pdf.pdf>
- www.ecml.at/languageinsubjects
- www.ecml.at/roadmapforschools
- <http://dived.fi/en/>



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**Thank you! Hvala! Kiitos!
Tack!**





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**Centre européen pour
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 du Conseil de l'Europe
 CELV**

**Europäisches
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 des Europarates
 EFSZ**

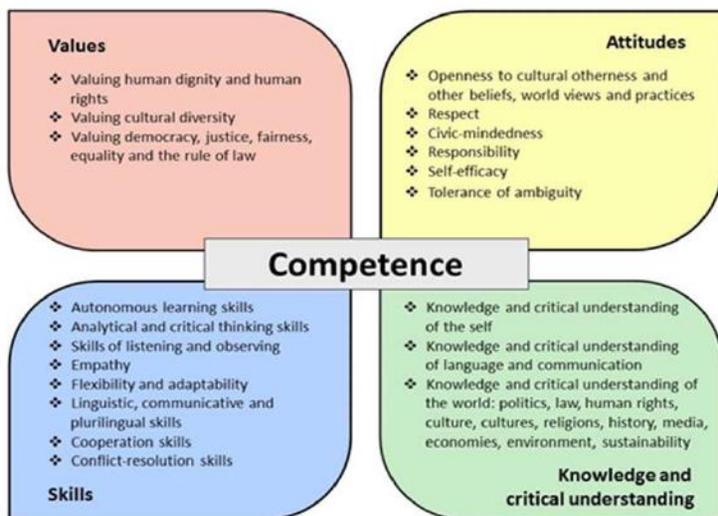


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The Council of Europe and languages



Reference framework of competences for democratic culture



Platform of resources and references for plurilingual and intercultural education

<https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/home>

Plurilingual and intercultural education

- ▶ Definition and founding principles
- ▶ Three fundamental and complementary tools for its implementation:



 From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe (2007)

 Guide for the development and implementation of curricula for plurilingual and intercultural education (2016)

 A Handbook for Curriculum Development and Teacher Training. The Language Dimension in All Subjects (2016)

>> Overview of the Guides

The place of the languages of schooling in the curricula

Education, mobility, otherness: the mediation functions of schools



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ECML: who we are and what we do

An enlarged Partial Agreement
of the Council of Europe with 33
member states; founded in Graz,
Austria in 1994

Mission
innovation in language learning and
teaching; implementation of effective
language education policies

Key target audience
decision-makers, teacher-trainers,
language teachers

4 year programmes
of international projects and
bilateral training and consultancy

Our vision

A Europe committed to linguistic and cultural diversity, where the key role of quality language education in achieving intercultural dialogue, democratic citizenship and social cohesion is recognised and supported.



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ECML Thematic Areas



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Language challenges ↔ ECML Resources



A resource website with ideas for involving parents in their children's language education and explaining the benefits



Content-based teaching + plurilingual/cultural awareness: a training kit



An online course to enhance young learners' plurilingual competences, including their command of the language of schooling



Case-studies from across Europe illustrating how to develop and implement whole-school language projects

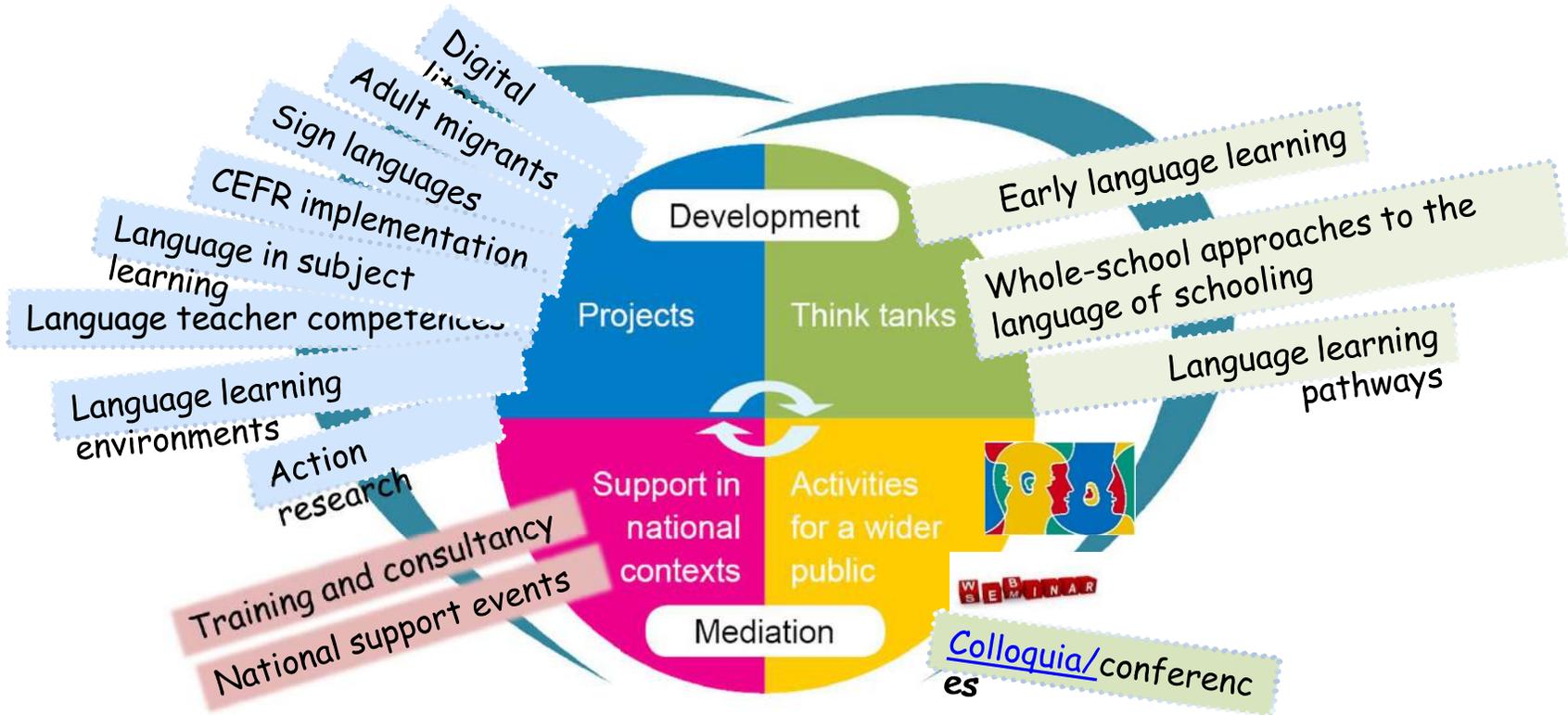


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ECML at the interface of policy, research and practice

Programme 2016-19: Languages at the heart of learning



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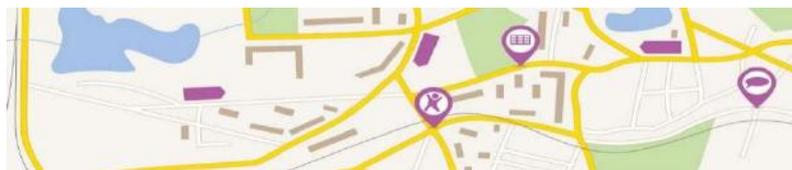


★ Languages in and for education: current projects

learning environments where modern languages flourish



A roadmap for schools to support the language(s) of schooling



Project: Developing language awareness in subject classes



Inspiring language learning in the early years



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Training and Consultancy: Supporting multilingual classrooms

- **Flexible modules:**

- Supporting all language teachers in multilingual classrooms
- Supporting all teachers with language development across the curriculum
- Developing a whole-school approach to valuing and supporting linguistic and cultural diversity

- **Key features:**

- Starting point: the participants and their particular needs but also their expertise
- Draws on a range of ECML resources



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About EDL

- What is the European Day of Languages?
- Why a European Day of Languages?

Participate

- Who can participate?
- How to participate?

Language facts & fun



Find out more...

EDL events



Find out more...

Teachers' area

- Materials to use in class for the Day.
- Find out more...

Self-evaluate your language skills

Find out more...

Language Trivia

- Interesting facts about languages.
- Find out more...

Language Quiz

- Test your knowledge about the languages.
- Find out more...

Sign Language Game



Find out more...





Each language reflects a particular way of thinking, carries a memory, a literary heritage, and is the legitimate basis of cultural identity. (Hägman, 2010, p.191)



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Promoting excellence in language education

European Centre for Modern Languages of the Council of Europe

- Migration and Language Education
- Signed Languages
- Plurilingual Education
- New Media in Language Education
- Mobility and Intercultural Learning
- Evaluation and Assessment
- Employment and Languages
- Early Language Learning
- Content and Language Integrated Learning

European Centre for Modern Languages of the Council of Europe

The ECML is a unique institution whose mission is to encourage excellence and innovation in language teaching and to help Europeans learn languages more efficiently. Our vision: A Europe committed to linguistic and cultural diversity... [Find out more about the ECML](#)

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Partners

- Member States
- Professional Network Forum
- EC cooperation

ECML Training & consultancy

Service for Member states

[Read more...](#)

European Day of Languages



[Go to the website](#)

Play video in [English](#) [Français](#) [Deutsch](#)




Supporting multilingual classrooms



Training workshops for local and regional multipliers in participating EU and ECML member states offering:



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Teaching the language of schooling in the context of diversity



Study materials for teacher development

<https://maledive.ecml.at/>



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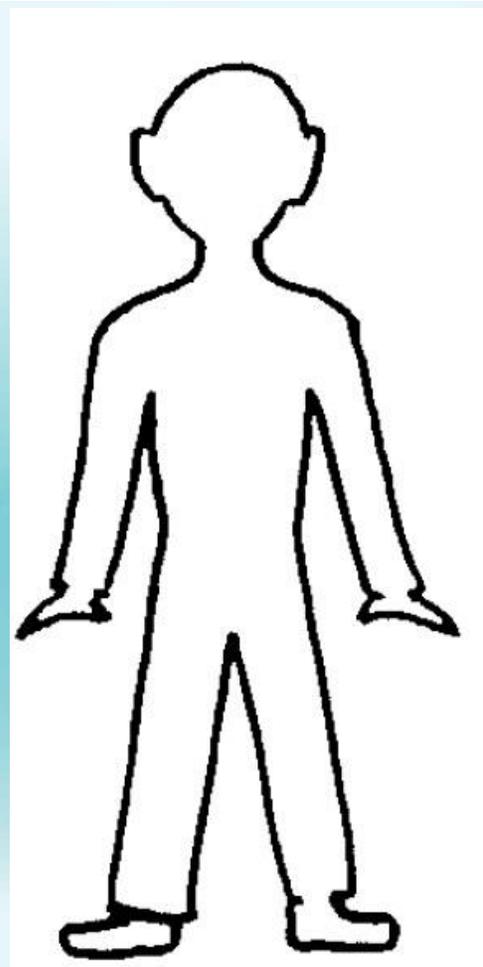
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Language repertoire



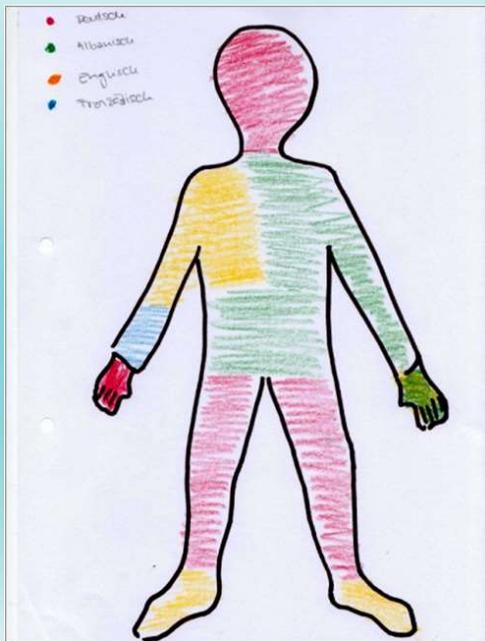
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I speak four different languages. My mother or first language is Albanian. It covers a big part of my language body, because I use it every day to talk with my family, my friends and my boyfriend. Besides the biggest part of my upper body my hand is also green / blue. I painted it that way, because Albanian, as my hand, too, is a tool, that helps me in my every day life. French, in the same hand, is marked with blue, too. It's only a small part, because I don't like this language too much. Nevertheless I can handle it and use it quite a lot in Switzerland. German is my second language. English is my last language. It's in my heart and feet. With English I can communicate everywhere in the world.



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Scaffolding learning

Activities

Scaffolding reading

Scaffolding writing

Scaffolding literacy skills through literature

Scaffolding literacy skills through news texts

Scaffolding web search



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Plurilingual and intercultural competences

Descriptors and teaching materials

<https://carap.ecml.at/Accueil/tabid/3577/language/en-GB/Default.aspx>



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A mouse was walking around the house with her baby.

Tot d'un còp, auson un cat.

Şoricelul este foarte speriat.

Il giat s'avischina.

Mama govori mišicu :

«iNo tengas miedo y escucha !»

É douvan pitit a'y sézi y meté'y ka japé

« waf, waf, waf »

Il gatto riparte subito di corsa, impaurito.

Da sagt die Mama zu ihrem Mausekind:

Vês como é útil ser-se bilingue!

Un ratòn se pasea por la casa con su ratoncillo.

Plötzlech ghöre si ä Chatz.

The baby mouse was very frightened.

Die Katze kommt näher.

Manman-sourit la di ti sourit la

« Non avere paura e ascolta ! »

Ed a la surpraisa da sia pitschna cumenza elle a bublar :

« vu vu, vu vu... »

O gato põe-se a fugir cheio de medo.

Atunci, mama zice şoricelului ei :

« Veses qu'aquò sièrv de saupre una outra lenga ! »

Source: Matériaux EOLE (CIIP, Suisse). Adaptation par Anna Schröder-Sura et Michel Candelier.



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A mouse was walking around the house with her baby.

All of a sudden, they heard a cat.

The baby mouse was very frightened.

The cat came closer.

The mother mouse said to her baby : « Don't be afraid. Listen! »

And to the young mouse's greatest surprise, she started barking :

« Woof, woof, woof, woof ! »

Now it was the cat's turn to be scared, and it ran off...

The mother turned to her baby and said :

« See how useful it is to be bilingual! »



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Attitudes

- **Sensitivity** to the existence of other languages and diversity
- **Curiosity** about a multilingual or multicultural environment
- **Motivation** to study or compare the functioning of different languages (e.g. structures, vocabulary, systems of writing, etc.) or cultures
- **Openness** to the diversity of languages / to difference / towards the unfamiliar
- **Ability to deal with** what is new / strange in the linguistic behaviour of other
- **Having confidence** in one's own abilities in relation to languages



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Skills

- **Observe / analyse/ identify** linguistic elements in languages that are more or less familiar.
- **Compare**
 - establish similarity and difference
 - formulate hypotheses



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Knowledge

- ... about these languages (where they are spoken, etc.)
- ... about languages in general (there are different families, etc.)
- ... that there is no word for word equivalence from one language to another
- ...



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European portfolio for pre-primary educators The plurilingual and intercultural dimension

Objectives : reflective practice in initial teacher training, in order to develop a variety of language skills of children, valuing diversity

<http://www.ecml.at/ECML-Programme/Programme2012-2015/Pepelino/tabid/1833/Default.aspx>



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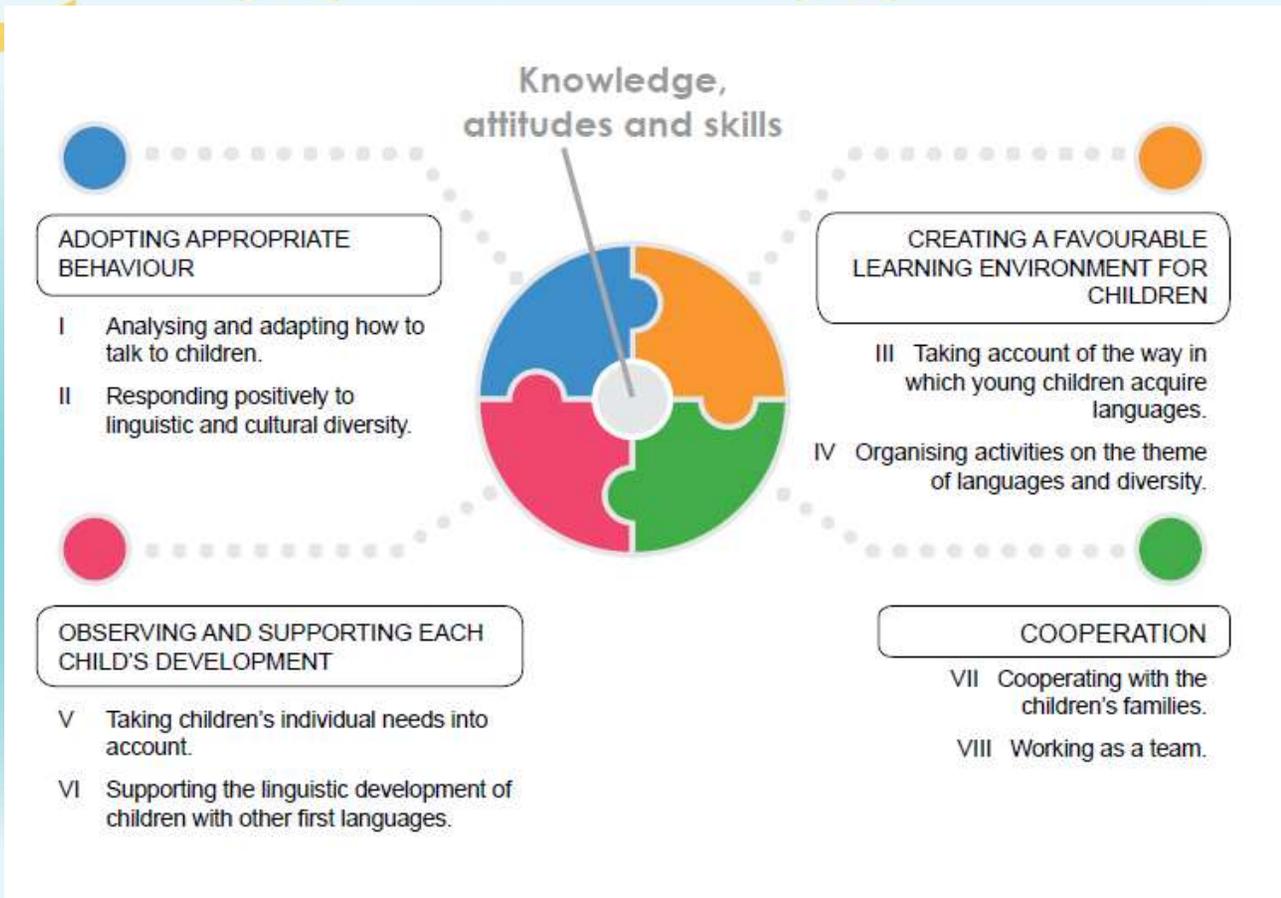
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Language Descriptors

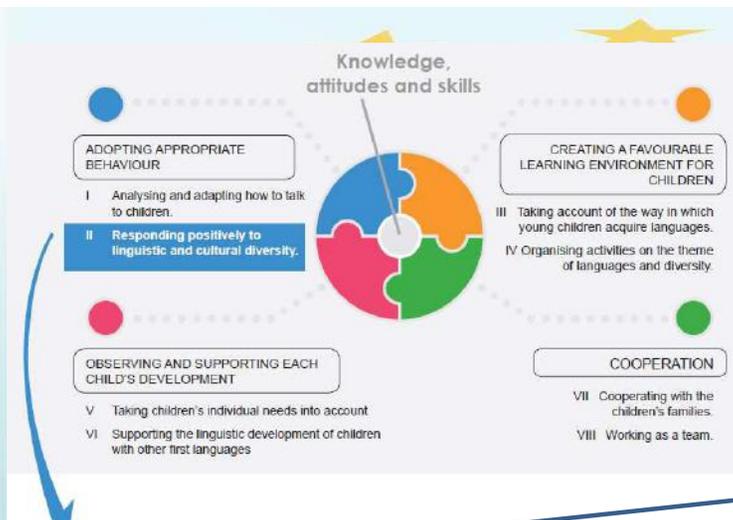
Reflection on professional competences



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Why is it useful for me to convey to the children my interest in linguistic and cultural diversity?

How do I prepare for sessions in which the children listen to texts or songs in different languages or from different cultures, and what objectives should I set for these?

How can I reflect linguistic and cultural diversity in the way the classroom space is organised?



1. I can convey to the children my interest in linguistic and cultural diversity.
2. I can respond positively when linguistic and cultural diversity is manifested in the way children express themselves or behave.
3. I can treat certain children's plurilingualism and experience of different cultures as a genuine resource for the group.

4. I can take action to ensure that families who speak other languages or come from different cultures receive a positive welcome in the institution.
5. I can identify possible causes of misunderstanding due to differences of cultural behaviour and act as a mediator between children, parents or other adults.

Questions raised due to my context, my tasks?

Observations, thoughts?



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Involving parents in plurilingual and intercultural education

Why develop plurilingual and intercultural education together?



<https://parents.ecml.at/Home/tabid/4187/language/en-GB/Default.aspx>



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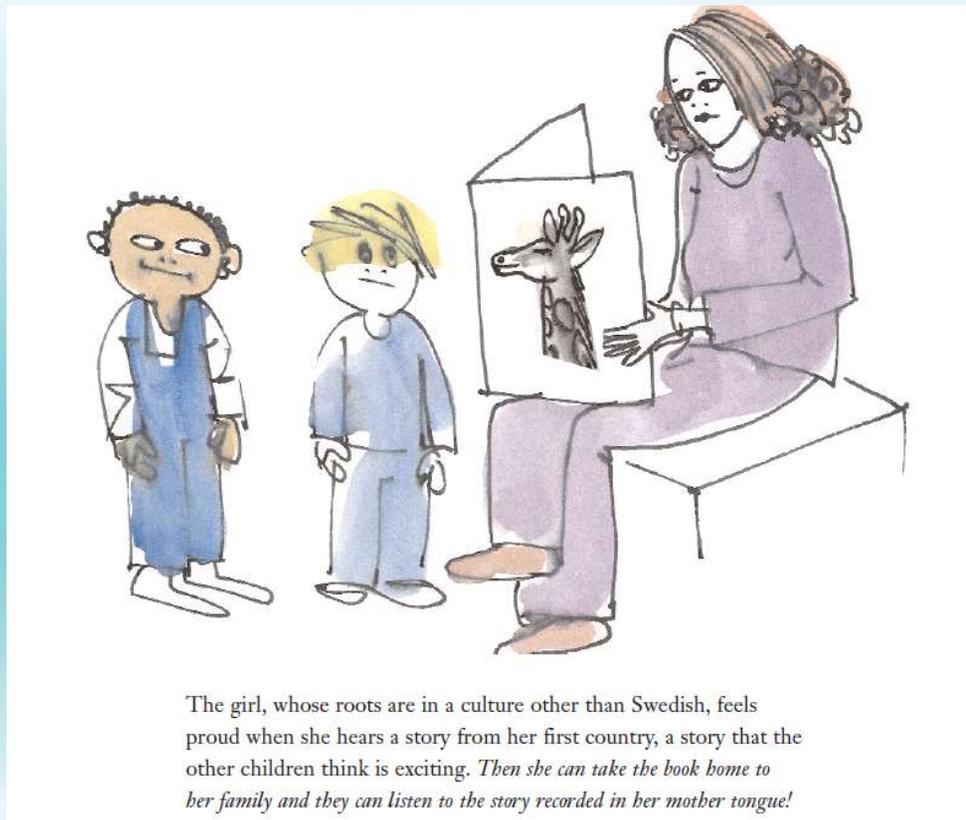
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<https://parents.ecml.at/Portals/53/Templates/Moving-between-languages.pdf>

See also

Le Sac d'histoires
The story bag



The girl, whose roots are in a culture other than Swedish, feels proud when she hears a story from her first country, a story that the other children think is exciting. *Then she can take the book home to her family and they can listen to the story recorded in her mother tongue!*



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<https://www.ecml.at/ECML-Programme/Programme2012-2015/PlurCur/tabid/1750/language/en-GB/Default.aspx>

More languages? – PlurCur!

Research and practice regarding plurilingual whole school curricula



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Some ideas of good practice

3. Education and school policy

3.1. Experiences gathered in the area of education policy <i>Jonas Erin & Ferdinand Pattscheider</i>	30
3.2. My language – your language – our school. Valuing and promoting multilingualism as part of pedagogical and institutional school development work, taking the Gisingen-Oberau primary school (in Feldkirch, Vorarlberg, Austria) as an example <i>Simone Naphegyi</i>	50

4. Accompanying research

4.1. Pupils’ perception of affordances in the implementation of the EuroComGerm concept in schools – Insights into an explorative-interpretative study <i>Birgit Kordt</i>	57
4.2. Companion study on multilingual drama activities – qualitative research into attitudes to languages <i>Ute Henning</i>	73
4.3. A multilingual theatre project in school: In the Sea of Languages <i>Gisela Fasse</i>	84
4.4. Identifying and using the multilingual potential of late entrants to the German education system: Project LAWA <i>Monika Angela Budde</i>	92
4.5. Bilingual PE (Physical Education) lessons – a research report. Bilingual teaching and learning – an action research project in the fourth year of a Höhere Lehranstalt für wirtschaftliche Berufe (College of Management and Services Industries) <i>Angelika Kessler</i>	116
4.6. Multilingualism from a dynamic/ complex perspective – or why aren’t multilinguals monolinguals in replicate? <i>Ulrike Jessner & Elisabeth Allgäuer-Hackl</i>	141
4.7. The potential in resistance. Subject-related empirical research in the multilingual classroom <i>Eva Vetter</i>	155



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Collaborative community approach to migrant education



A virtual open course for educators

<https://www.ecml.at/ECML-Programme/Programme2012-2015/Community/tabid/1836/language/en-Gb/Default.aspx>



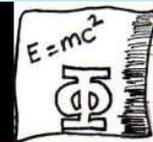
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What is this online course about?

- creating an inclusive learning environment
- identifying issues and ways forward
- challenging attitudes
- opening the classroom to the community
- working towards literacy
- making space for learners' languages
- creating multilingual resources



Learn about it



Try it



Explore it



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- 8 Modules - flexible
- Material available : French / German
(possibly for some activities – English)

<http://eplc.ecml.at/>



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Language learning – supporting plurilingualism

	Français	English	Deutsch	Nederlands
	la banane (s)	the banana (s)	die Banane (n)	de banana (bananen)
	la pomme (s)	the apple (s)	der Apfel (A)	de appel (en)
	la poire (s)	the pear (s)	die Birne (n)	de peer (peren)
	l'abricot (masc.) – (s)	the apricot (s)	die Aprikose (n)	de abrikoos (abrikozen)
	l'orange (f) – (s)	the orange (s)	die Orange (n) die Apfelsine (n)	de sinaasappel (en)
	le kiwi (s)	the kiwi (s)	die Kiwi (s)	de kiwi (kiwi's)
	la cerise (s)	the cherry (ies)	die Kirsche(n)	de kers (en)
	la fraise (s)	the strawberry (ies)	die Erdbeere (n)	de aardbei (en)
	le melon	the melon (s)	die Melone (n)	de meloen (en)
	la noix (-)	the nut (s)	die Walnuss (nüsse)	de noot (noten)
	le citron (s)	the lemon (s)	die Zitrone (n)	de citroen (en)
	le raisin (s)	the grape (s)	die Traube (n)	de druif (druiven)
	la prune (s)	the plum (s)	die Pflaume (n)	de pruim (en)



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And many more ...

Just have a look!



Publications and material are free to download.



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NON-FORMAL EDUCATION

Presentations

SIRIUS is co-funded by the
European Union





INTERNATIONAL PERSPECTIVE ON NON-FORMAL EDUCATION

Samuel Kim
Project leader

OECD Centre for Skills

7 May 2019, Zagreb

Introduction and welcoming words



Overview

- 1. Context** Why does non-formal education matter for skills development?
- 2. Evidence** What is the OECD evidence on the importance of non-formal education for children
- 3. Projects** How does the OECD Skills Strategy address non-formal education?



1. CONTEXT: WHY DOES NON-FORMAL EDUCATION MATTER FOR SKILLS DEVELOPMENT?



What do we mean by non-formal education?

Non-formal education or training: Education or training activity that does **not** necessarily **lead to a formal qualification**.

Adults

On the job
training

Workshops,
seminars

Open education,
distance education

Children
/youth

Extra curricular activities provided
in schools such as a math club, a
choir, school play...

Education activities
provided outside schools



Source: OECD Skills Strategy 2019, PISA 2015

4

The definition of the OECD for non-formal education or training is an education or training activity that does not necessarily lead to a formal qualification.

For children this includes for example extracurricular activities in schools as well as education activities outside school.

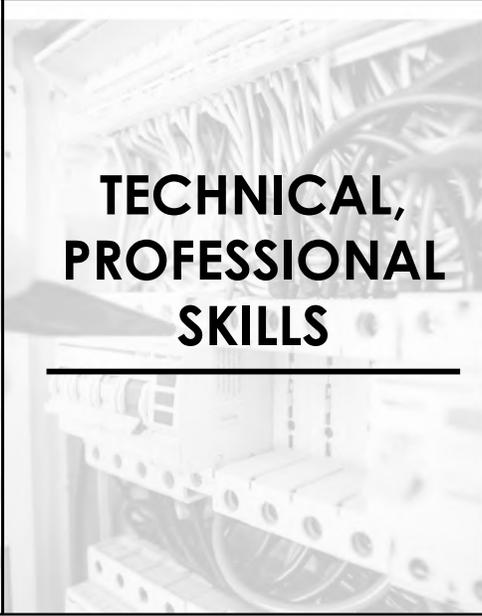
At the OECD, there is not much work done about non formal education activities for children outside school. PISA 2015 asked school principals what extra curricular activities their school provided.



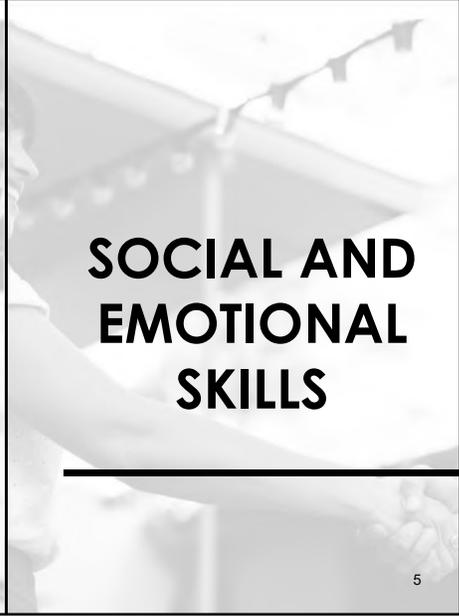
What do we mean by skills?



**COGNITIVE AND
META-
COGNITIVE
SKILLS**



**TECHNICAL,
PROFESSIONAL
SKILLS**



**SOCIAL AND
EMOTIONAL
SKILLS**

5

The term 'skills' means different things to different people.

When the OECD refers to skills, we mean all of the following:

- **Cognitive and meta cognitive skills:** includes foundation skills such as literacy, numeracy and digital literacy and meta cognitive skills e.g. critical thinking, creative thinking, learning to learn and self-regulation.
- **Professional, technical and specialised knowledge and skills** needed to meet the demands of specific occupations, but also, with sufficient transfer potential to be applicable in new, yet unknown fields.
- **Social and emotional skills:** including perseverance, self-control, collaboration, empathy, self-organisation, sociability, and self-esteem.



Mega trends are changing and increasing the skills needed in the 21st century

GLOBALISATION	TECHNOLOGICAL CHANGE	DEMOGRAPHIC CHANGE
<p>More integrated world economy than ever</p> <p>Emergence of global value chains, offshoring and outsourcing</p> <p>Increased vulnerability of some workers</p>	<p>Rapid development of new technologies</p> <p>Emergence of new forms of work</p> <p>Expansion of sources of learning, especially online</p>	<p>Large expected decline in working-age population</p> <p>Important reallocations towards care services</p> <p>Need to ensure youth have the right skills</p>

A number of ongoing trends are underscoring the importance of developing relevant skills and using those skills fully and effectively

Globalisation is creating a more integrated world

- Characterised by the expansion of global value chains and increased offshoring
- All of which is making some workers more vulnerable, while creating new opportunities for others with the right skills.

Technological change is reshaping the workplace

- And the skills requirements of jobs in the process
- At the same time, technology is changing how, when, and where we learn.

For its part, **demographic change**:

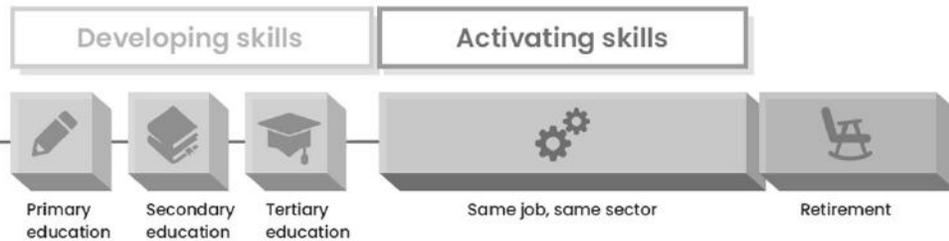
- Means that productivity and skills will be increasingly important drivers of growth
- Reinforcing the importance of ensuring that youth develop the right skills and that adults continue to learn across the life course

Increased demand for skills that you learn outside school and increase for upskilling through lifetime

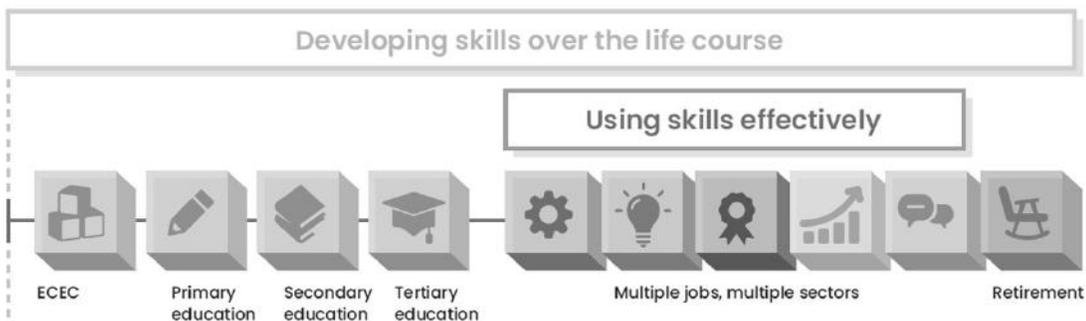


Moving towards a new model for skills development that is lifelong

From this:



To this:



Latvia needs a major shift from the traditional approach to learning (upper part of figure) in which governments focus on front-end loading skills development in youth and activating skills in the labour market in adulthood.

To a **lifelong learning approach**, whereby learning happens across the life course, to help individuals to adjust to:

- The changing skills needs of their jobs,
- more frequent transitions between jobs, and
- extended working lives



And that is life-wide



Life-wide learning occurs not only formally in schools and higher education, but also non-formally and informally in the home, community and workplaces

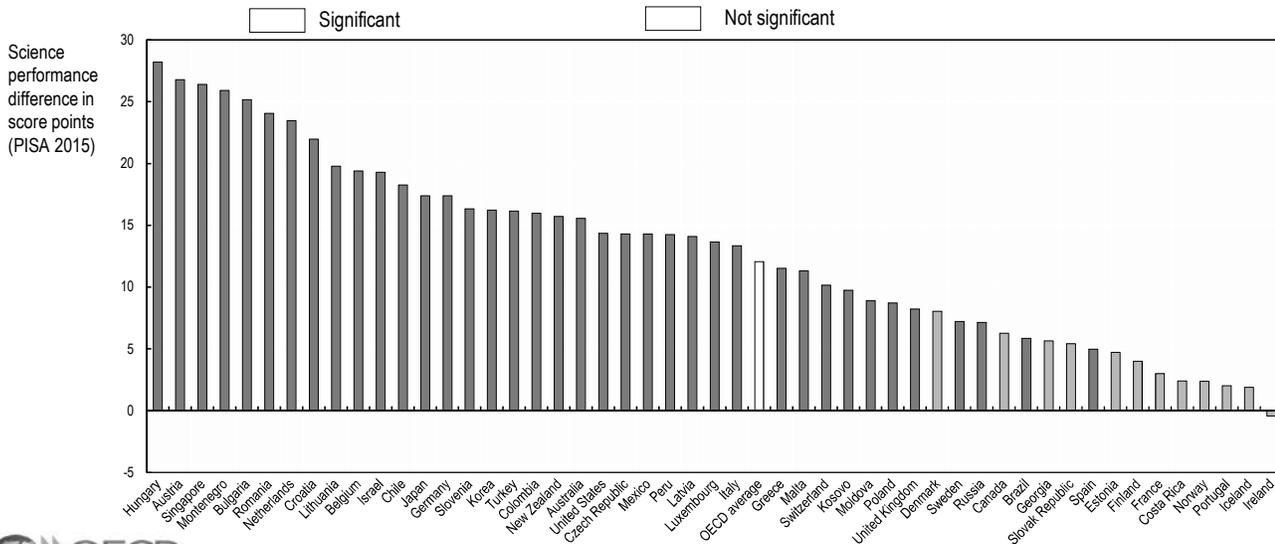


2. EVIDENCE: WHAT IS THE OECD EVIDENCE ON THE IMPORTANCE OF NON- FORMAL EDUCATION



Students that attend schools that provide extra curricular activities have higher science performance

Difference in science performance between schools that offer creative extra curricular activities and schools that do not



Students' school life does not always end when the final school bell rings. Extracurricular activities, such as sports activities and teams, debate clubs, academic clubs, bands, orchestras or choirs, can improve students' cognitive and non-cognitive skills. Skills such as persistence, independence, following instructions, working well within groups, dealing with authority figures and fitting in with peers are needed for students to succeed in school – and beyond (Carneiro and Heckman, 2005; Covay and Carbonaro, 2010; Farb and Matjasko, 2012; Farkas, 2003; Howie et al., 2010).

The OECD has no evidence on non-formal education for children outside school.

PISA (programme for international student assessment) asks school principals whether there are extra curricular activities offered at their school.

On average over OECD countries, schools that do provide creative extra curricular activities (e.g. school play, music activities, art club activities) have on average higher performance in science than schools that do not provide this.

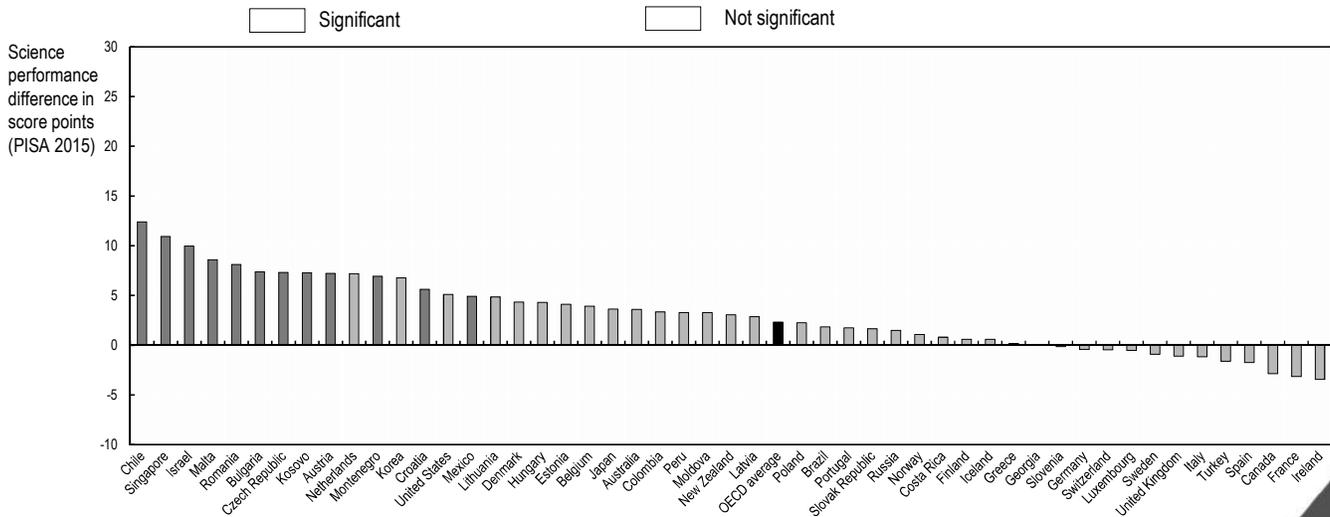
Dark blue = significant difference

Black = significant difference



This effect still holds across the OECD, when controlling for socio-economic status of students

Difference in science performance between schools that offer creative extra curricular activities and schools that do not

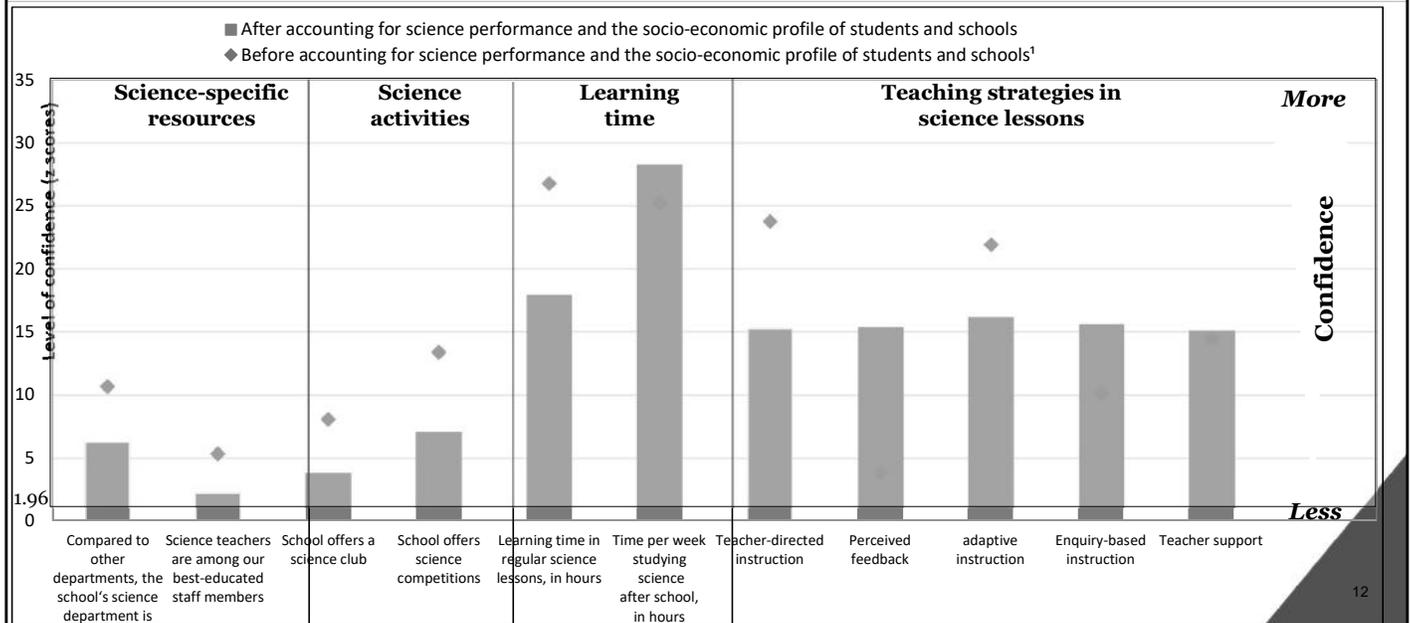


The effect still holds across the OECD, when controlling for socio-economic status of students.

However, in many countries and economies, the performance advantage of schools that offer more extracurricular activities disappears after accounting for the socio-economic backgrounds of students and schools. This is because the schools that offer more of these kinds of activities also tend to be socio-economically advantaged and, in turn, tend to benefit from other features that are also related to higher scores on the PISA surveys.



Extra-curricular activities have an effect on students' level of future aspirations



overview of the factors that are associated with students' expectations of working in science-related occupations when they are 30.

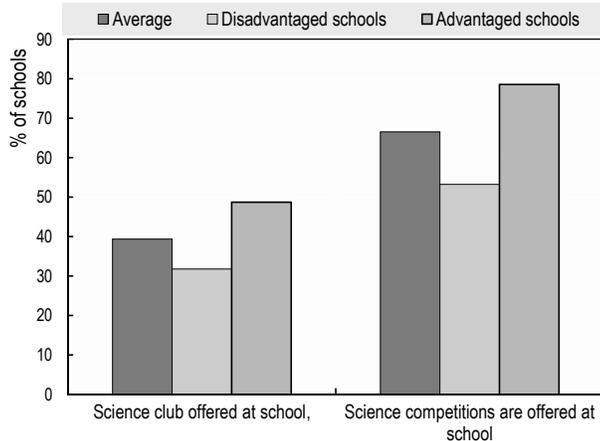
What is most strongly associated with students' expectations of pursuing a science-related career is how much time they devote to learning science, in particular that occurs after school hours.

how their teachers teach science, how well the school's science department is equipped and staffed, relative to other school departments, and what extracurricular activities are offered at school are positively related to students' expectations of a science-related career.

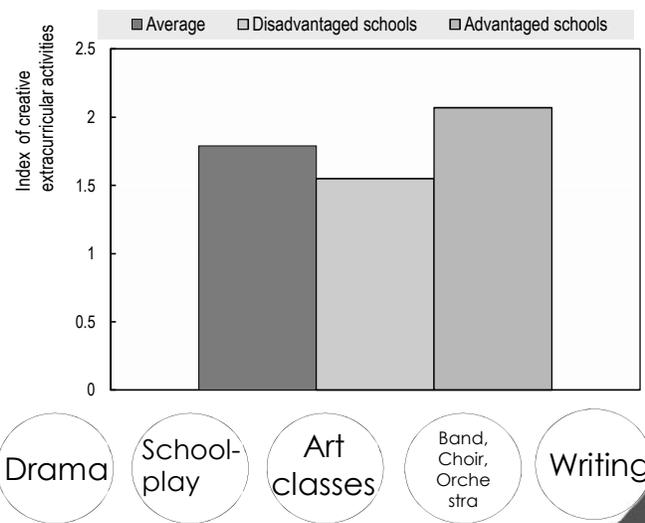


Advantaged schools offer on average more extracurricular activities than disadvantaged schools

Extracurricular science activities (OECD average)



Extracurricular creative activities (OECD average)



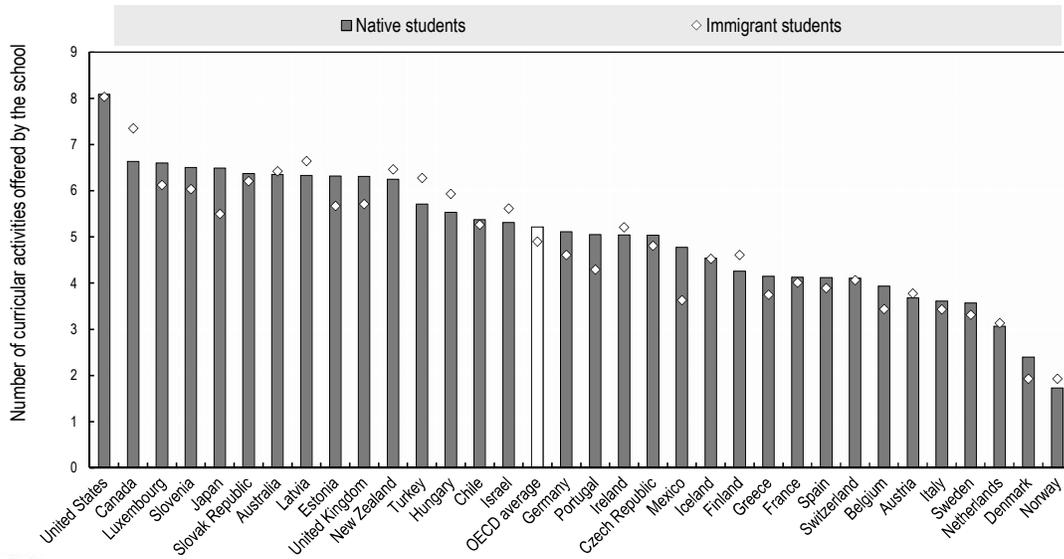
In PISA 2015, school principals were asked to report whether their school offers various extracurricular activities to students in the modal grade for 15-year-olds. Across OECD countries, 90% of students attend schools that support a sports team or sporting activities; 73% attend schools that offer volunteering or service activities; 66% attend schools that offer science competitions; 63% attend schools that offer an art club or art activities; 61% attend schools that support a band, orchestra or choir; 58% attend schools that produce a school play or musical; 54% attend schools that support a school yearbook, newspaper or magazine; 39% attend schools that support a science club; 39% attend schools that support a club with a focus on computers and information and communications technologies; and 31% attend schools that support a chess club

Some research finds that, since extracurricular activities are more frequently offered in advantaged schools, they can play a role in perpetuating socio-economic inequalities in education (Covay and Carbonaro, 2010; Lareau, 2003).

All schools in each PISA-participating education system are divided into four groups with approximately an equal number of students (quarters), based on the PISA index of economic, social and cultural status (ESCS). Schools in the bottom quarter of ESCS are classified as disadvantaged schools, and schools in the top quarter of ESCS are classified as advantaged schools.



On average, immigrant student attend schools that provide less extracurricular activities





However, extracurricular activities are important for the cognitive outcomes of immigrants and their wellbeing

Index	Marginal positive effect			
	On the likelihood of attaining baseline academic proficiency	On the likelihood of reporting a sense of belonging at school	On the likelihood of reporting being satisfied with life	On the likelihood of reporting low schoolwork-related anxiety
Availability of extracurricular activities at school	Belgium, Bulgaria, Croatia, Estonia, FYROM, Jordan, Luxembourg, Macao (China), Malta, Portugal, Qatar, Slovenia, UAE	Belgium, Brazil, Estonia, FYROM, Luxembourg, Macao (China), Slovenia, Qatar, UAE	Croatia, Macao (China), UAE	Belgium, Montenegro

The availability of extracurricular activities was the only resource index for which a considerable number of countries showed significant differences between native and immigrant students and significant effects on outcomes. In 13 of the countries and economies shown in Table 7.31, a greater availability of extracurricular activities was associated with an increase in the likelihood of students attaining baseline levels of academic proficiency; in 9 countries and economies it was associated with an increase their likelihood of feeling like they belong at school. In Brazil, Bulgaria, Malta, Mexico and Portugal, schools attended by the average native student offered around one additional extracurricular activity compared to schools attended by the average immigrant student. In Austria, Bulgaria, Chile and Romania, an additional extracurricular activity offered at school was associated with an increase in the likelihood of students attaining baseline levels of academic proficiency by around two percentage points; in Albania, Korea, and Malta, it increased the likelihood by 3 percentage points; and in Macao (China) and Qatar, it increased the likelihood by almost four percentage points.



Policy messages

- While socio-economically disadvantaged students rely on schools to offer non-formal education, their advantaged peers can participate in non-formal education outside of school.
- In countries where students in advantaged schools report spending more time studying after school in activities such as “shadow education” (e.g. Croatia, Italy, Japan, Korea), the performance disparities between students in disadvantaged and advantaged schools may well increase.
- Non-formal education have mainly positive benefits for every student, but they can provide more for disadvantaged students (e.g. learning disabilities, lower socio/economic background, migrant) giving them tailored support

“shadow education” refers to a set of educational activities that occur out side formal schooling and are designed to enhance the student's formal school career. This includes for example private tutoring, which prepare students to pass high stakes assessments, such as university entrance exams



Policy recommendations

- Ensure that students in all schools are able to access non-formal education opportunities, especially students in schools with fewer resources.
- Improve partnerships between schools and outside non-formal education providers to identify students at risk, communicate improvement and achievement areas of students, and provide comprehensive support.
- Provide vetted non-formal education providers access to school premises to ensure smooth transition for students from formal to non-formal education, facilitate collaboration across school and non-formal education providers and make efficient use of facilities.

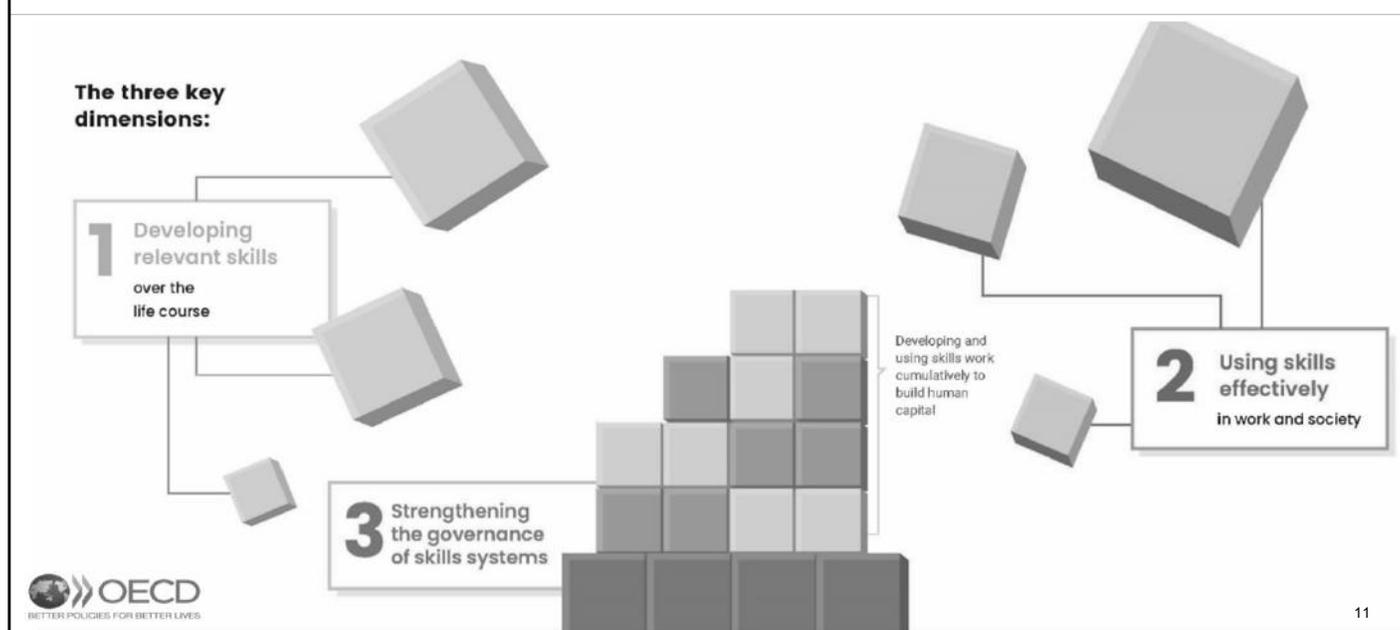


3. PROJECTS

HOW DOES THE OECD SKILLS STRATEGY ADDRESS NON-FORMAL EDUCATION?



2019 OECD SKILLS STRATEGY FRAMEWORK



The 2019 OECD Skills strategy has provides countries with a strategic and comprehensive approach to assessing their skills challenges and building effective national skills systems.

...using a framework composed of 3 dimensions:

- Developing relevant skills
- Using skills effectively, and
- Strengthening the governance of skills systems

The building blocks of developing and using skills, supported by strong governance arrangements.



The OECD Skills Strategy projects make unique contributions in...



Mapping the skills system



Aligning policies



Identifying **policy priorities**



Making **policy recommendations**

The aim of the project is to:

Map the skills system in Latvia

- to better understand the institutions, policies and stakeholders that influence the supply and demand for skills.

Identify policy priorities

- to help Latvia to target investments to policy areas with the most potential to improve skills outcomes.

Provide advice for aligning skills policies:

- to ensure that policies are coherent and mutually reinforcing

Making policy recommendations and identifying considerations for implementation:

- to support Latvia to move from diagnosis to action.



Applied in 14 diverse countries...and counting



OECD has **learned many lessons** from applying our framework in countries participating in skills strategy projects... and several new project will start this year.

In working with these countries, we have learned many lessons with implications for:

- Our framework
- Our understanding of the challenges countries are facing in developing strategic approaches to skills,
- And our understanding of what policies work

And, of course, we now wish to incorporate those findings in an update



A Whole-of-Government approach is needed for skills policies...

Promoting co-ordination, co-operation and collaboration across the whole of government



- Mapping the skills system
- Building the right institutions
- Improving monitoring and evaluation processes



Employing a whole-of-government approach for OECD Skills Strategy projects



- This whole-of-government approach is also applied for OECD country projects
- For example, the National skills Strategy applies this approach within the OECD, by drawing upon expertise from different directorates...
- ... as well as with the government, where the project team includes representatives from a range of ministries.



Stakeholders need to be effectively engaged

Engaging stakeholders throughout the policy cycle



- Identifying and engaging all relevant stakeholders in the skills system
- Providing stakeholders the possibility to play a role in policy design, policy implementation, monitoring and evaluation
- Building trust



Engaging stakeholders



Diagnostic Workshop
Vienna, Austria
24 April 2013



Regional Workshop
Madrid, Spain
3-4 November 2014



Active Learning Workshop
Seoul, South Korea
15 December 2015



Diagnostic Workshop
Mexico City, Mexico
9 June 2016



Diagnostic Workshop
The Hague, Netherlands
12 May 2016



Diagnostic Workshop
Brussels, Belgium
15 May 2018



For more information

To discuss OECD's work from the **Centre for Skills** and/or the **National Skills Strategies**, please contact:

Samuel.kim@oecd.org

To learn more about the OECD's work on skills visit:
www.oecd.org/skills/

Community-based educational spaces

SIRIUS-NEPC, Zagreb
7 May, 2019

Noel Clycq

Edubron

University of Antwerp, Belgium

Education, Community and Identity

- The pivotal role of formal and (sub)national education systems in collective identity formation and community building
- Making national education an education in the ‘culture and language’ of ‘the nation’
- Ethnic/national majorities feel supported, ‘at home’ and recognized by national education
- Education is much more than learning

Education in Belgium – Flanders

- Community-based education:
 - From Belgian Education to a Flemish-Dutch versus French-Walloon education
 - ‘Flemish community’ versus ‘French community’
- Freedom to establish school (Catholic, Jewish, State, City, ...)
- One of the top ranking education systems around the world (even though new discussion on losing this top position)

Inequalities in (Flemish) Education

- High segregation, early tracking and enduring ethnic and SES inequalities
- Ethnic minorities and migrants often do not feel supported by educational institutions with respect to family processes and identity formation
- Leave 12 years of formal, (sub)national education feeling 'different' rather than included in and valued by 'mainstream' society

The identification of Belgian and Moroccan origin students: Percentages (%) (Clycq, Driezen & Verschraegen, in review)

(Very) strong	European identity	City identity (Antwerp)	Belgian identity	Flemish identity
Belgian origin	58,8%	76,3%	79,6%	75,8%
Moroccan origin	45%	53,7%	39,6%	29,9%
Difference	13,8%	22,7%	40%	45,9%

Parents' narratives

With **Christmas**, they say in school 'a Christmas tree, and Christmas this and Christmas that', and then at our home [his children ask] 'Why don't we have a Christmas tree?' And then you have to explain it again: 'Soon we'll have our Festival of Sacrifice, and then we'll have our celebrations and new clothes and candy, ...' We try to emphasize these things [...] **I would be the first to send my children to an Islamic school because, as a parent, you are relieved from that overall responsibility of transmitting all these cultural things. And then you can just concentrate on raising your children, playing with them and doing all sorts of things because the rest is taken care of [in an Islamic school].** But not in our case. You always have to react to these things they take with them from school, like now with Sinterklaas [a traditional Belgian and Dutch festival for children] and Christmas. [...] **And then you always have to explain yourself.** And again, you get frustrated - what should I do with this? Whereas **in an Islamic school this would all be self-evident (Belgian-Moroccan origin father)**

Filling the 'institutional gap'

- Belief in the value of education, diminishing trust in 'national education'
- Establishing **bottom-up community-based educational spaces**
 - From formal to informal
 - From explicit to implicit
 - From collaborative to separative
- Tapping into **community funds of knowledge** (vs. 'mainstream schools')
 - (high) aspirational capital (vs. low school belonging?)
 - Multilingual environment (vs. monolingual schools?)
 - Supportive networks (vs. most negative teacher relations?)
 - Religion as a resource for learning (vs. 'so-called secular society'?)

The case of the 'Polish school' (Edith Piqueray)

- Funded by the Polish Ministry of Education (curriculum & staff)
- **Identity safe** environment for students and parents
 - Impact on well-being, sense of self-worth and confidence
 - 'ethnicity' is less salient
- **Comprehensive** system with more experiences of **educational success**: impact on academic identity?
- **'Spill-over' effects** on
 - Families: shared language between parents and children
 - Regular school:
 - Information network
 - Parents become informed and can support their children in more ways

Towards comprehensive community-based educational spaces

- **Addresses the needs of minority and migrant students and parents** with respect to:
 - Educational success
 - Identity safe environment
 - Recognition of voice and aspirations
- Necessity of **collaboration with mainstream schools**
 - Infrastructure and material
 - Curriculum
 - Staff
- **‘Professionalization’** of staff
 - In CBES: often volunteers
 - In mainstream schools: awareness, being able to recognize ‘funds’ and translate into practices
- However, also **power issues** and **tensions**

Parents' narratives

‘When she [her daughter] was little, I always spoke Italian to her. Just so she could speak our language.’ **(Belgian-Italian origin mother)**

‘Okay, he lives here but still; we are Polish’ **(Belgian-Polish origin mother)**

‘In the future I want to pay more attention to this, that they learn at least the basics of Italian. Because it is really important... when I see it now, with my mother, if... My mother only speaks very very little Dutch and then you notice that they [his mother and his children] only very difficultly communicate. And that is a pity, you know. That shouldn't be...’ **(Belgian-Italian origin father)**



SIRIUS is co-funded by the
European Union



Inclusive education for all: From ideas to Action

NEPC & SIRIUS
policy conference
Zagreb, 7 May 2019



SIRIUS
Watch 2018



“Role of non-formal education in migrant children inclusion: links with schools”

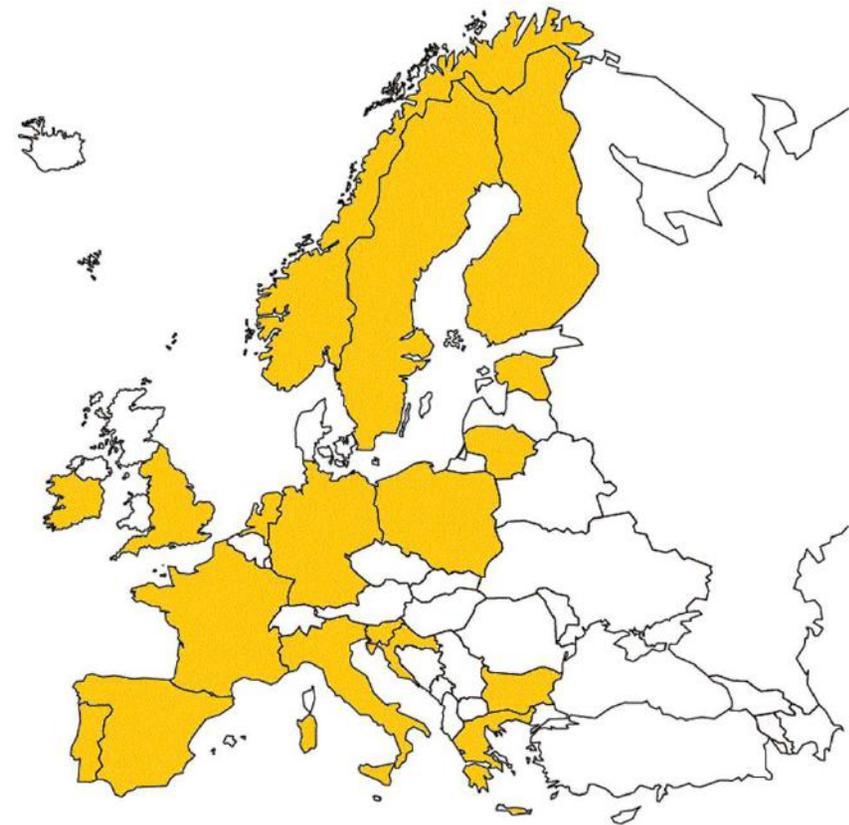
Key focus questions

1. How can partnerships between formal education (primary and secondary schools) and non-formal education sector facilitate inclusion of migrant and refugee children in education?
2. What are the examples of collaboration between formal and non-formal education actors across Europe?
3. How can national and local authorities empower schools and non-formal education actors to work together for inclusion and equity more systematically?



Geographical coverage

Bulgaria
Croatia
Estonia
Finland
France
Greece
Ireland
Italy
Germany (NRW)
Lithuania
Netherlands
Norway
Poland
Portugal
Slovenia
Spain
(Catalonia)
Sweden
UK (England)





What are partnerships

Partnerships between formal and non-formal education providers

Joint activities, ex-change of staff, using partner premises, joint funding, active exchange of information

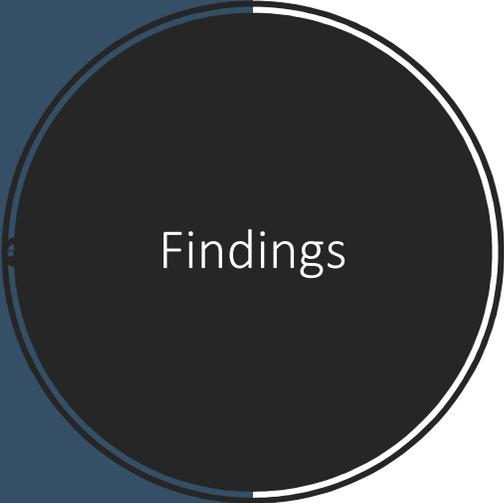
EXAMPLES:

- lessons in non-traditional environments
- activities engaging community members
- activities led by teachers on the premises of other organisations
- all-day schools
- volunteering at a local community centre and recognition of competencies gained in the student learning plan
- mentoring, etc.



Why do
partnerships
matter?

- Ensure continuity and a holistic approach in children's learning
- Offer additional expertise that schools alone are not able to provide
- Address social problems in a more holistic way
- Engage children with migrant and/or disadvantaged background into non-formal education and therefore enhance their learning experiences
- Building a bridge to formal education for children out-of-school



Findings



1. Partnerships between schools and NFE are not yet widespread and systematic

Recommendations:

- Recognize the benefits collaboration brings to all children, and migrant children in particular;
- Develop clear strategies and implementation framework on how synergies could be promoted (e.g. operationalization of goals, monitoring systems, definition of roles).
- Public authorities should create and support networking platforms for the non-governmental sector and schools.



Findings

2. State programmes usually target all children; but migrant and refugee learners can benefit too, provided that activities are accessible, affordable and of good quality

Recommendations:

- Ensure that newly-arriving families are informed about state programmes, by spreading information in a manner and language that is understandable to them;
- *When possible*, tailor national programmes to the needs of migrant children (cultural sensitivity, membership fee);
- Invest in developing a network of non-formal education opportunities (especially in rural areas).



Findings

3. NFE programmes are still not always officially recognised and validated, which affects the importance that is attributed to NFE.

Recommendations:

- Develop strategies and frameworks for the recognition of non-formal education activities on a national level
- Schools should recognise the value of NFE programmes attended by migrant and refugee children when they enrol in school



Findings

4. There are schools that aim to collaborate with outside actors; however these initiatives are not yet mainstreamed across all schools

Recommendations

- Schools should develop a strategy, and agree with community on what value partnerships with outside actors could bring to their mission;
- School leadership should allocate sufficient time to plan projects with external actors;
- Possible mechanisms to reward teachers/schools that engage in additional activities outside the usual curricula



Findings

5. There is a lack of strategic objectives encouraging partnerships for social inclusion through NFE

Recommendations:

- Enhance the strategic focus at national and regional levels on the promotion of non-formal education generally and specifically for targeting socio-economically disadvantaged groups for participation
- Member States need to take a broader view on the operationalisation of inclusive strategies and action plans.
- Expectations for schools should be set through standards, curricula, school evaluation mechanisms that can help guide schools in the implementation process.



Findings

6. Schools are not always aware about their autonomy in some countries; or face regulatory constraints in other

Recommendations:

- Teacher work organisation and remuneration systems should have sufficient flexibility to reward a teacher's time spent on developing new teaching methods, on participating in research projects, and on integrating modern learning and assessment tools into their teaching practice.
- Education systems should enhance the role of local stakeholders like teachers, students, parents and local community actors in school governance, which would also strengthen horizontal accountability of schools.
- Enhance school autonomy to design projects in and with its direct community, and to tailor teaching methods to the needs of children.



Findings



7. Insufficient resources or rigid funding schemes form a barrier for continuous collaboration to support migrant integration

Recommendations:

- Further explore the possibilities of EU funding programmes (but avoid ‘project schools’);
- Further explore the possibilities for longer-term funding to ensure sustainability of projects;
- Systemise information on funding opportunities and disseminate it to schools and non-formal education providers;
- Allow for more flexibility of schools to allocate their resources to support experimentation and implementation of innovation, based on the needs of the school and its children.



Findings

8. Professional development and methodological support are insufficient and unsystematic

Recommendations:

- Include skills training in initial teacher training, which supports teachers to participate in, and contribute to, inclusive school partnerships;
- Monitor and disseminate information on methodological tools and training opportunities that are available to in-service teachers;
- Develop assessment tools and validation mechanisms for recognising the skills gained through NFE activities for school age children;
- Engage NFE in teacher education so both sides learn about the benefits of NFE-school partnerships.



Findings



9. The research and evaluation data on NFE quality, effectiveness and success factors is limited

Recommendations:

- Review and update definitions currently used in education databases in order to receive a clear overview of the number and characteristics of pupils engaged in NFE activities;
- Monitor quality, complementarity, accessibility and affordability of NFE for all children and disadvantaged groups of children in particular
- Agencies monitoring quality of education in schools need to include additional criteria inclusive education and engagement of a school community into the learning process



Findings

10. Networks involving various stakeholders can support NFE – school partnerships, by giving access to information, promoting positive attitudes, and inspiring to try new methods.

Recommendations:

- Ensure supportive environment for teachers to engage in collaborative practices;
- Encourage stakeholders with indirect involvement in education to share their ideas and expertise;
- Invest in the high-quality networks and platforms bringing together teachers, schools and a variety of other stakeholders.



THANK YOU FOR YOUR
ATTENTION!

Loes van der Graaf
Researcher, PPMI Group

WHO WE ARE

“Promote a holistic vision to lifelong learning, from cradle to grave, by facilitating European-wide cross-sector cooperation among civil society organisations in the field of education & training and voicing citizens’ concerns”



Founded in
2005



42 European
networks
(CSOs)



50.000+ education &
training institutions

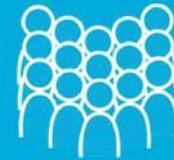
OUR OBJECTIVES



The Lifelong Learning Platform carries out its activities pursuing the following overarching goals

- Building inclusive and democratic education systems
- Widening access to quality education for all citizens
- Increasing the relevance of education to modern societies

OUR MEMBERS



The Lifelong Learning Platform represents a wide variety of actors and stakeholders in the education & training field

Learners



Educators



Practitioners



Teachers



Parents



Volunteers



OUR EDUCATION SECTORS



The LLLPlatform operates through a holistic approach that touches upon all sectors related to education

- ▶ Early childhood
- ▶ Schools
- ▶ Higher education
- ▶ Training
- ▶ VET
- ▶ Adult education

CROSS-CUTTING TOPICS



- Key competences
- Social inclusion
- Citizenship
- Volunteering
- Language learning
- Validation
- Learning Mobility
- Employment
- Sports
- Learning in a digital era

WHY A LLL APPROACH?

A lifelong learning approach is:

- Holistic → encompasses education sectors
- Learner-centred → systemic, but tailored and customisable
- Inclusive → intercultural learning
- Focused on personal development → individual and social outcomes of learning, rather than employability-driven

THE POTENTIAL OF NFE

- ❖ Flexible learning
- ❖ Interactive
- ❖ Less barriers
- ❖ Transversal skills
- ❖ Increased social interaction
- ❖ Encourages peer-learning

SYNERGIES BETWEEN SECTORS

To overcome
psychological + language
barriers

To help the
development of
competences

Examples of spillover in
teaching methods → NFE
in the classroom

Mainstream LLL in policy =
growing importance of NFE

VALIDATION OF PRIOR LEARNING

↳ Lack of papers /
documentation / curricula

↳ Validation mechanisms
and LLL programmes are
foreseen by EU Reception
Conditions Directive

↳ Best practices from EU-
funded projects → AMF +
Erasmus + EaSI + Europe
for Citizens, etc

↳ Lack of systematisation
→ schools take the
initiative

↳ High return on
investment

↳ Focus on higher
education or adult
learning → ECEC missing

ACTIONS FOR A WAY FORWARD

Momentum → EU Ed Area, Erasmus+, Revision of KC

1. Involve ALL actors and stakeholders in policy and implementation processes
2. Allow synergies through funding and empowerment of stakeholders
3. Develop intercultural competence in curricula
4. Include LLL in EU education area
5. Systematise validation of prior learning

THANK YOU!

Lifelong Learning Platform
European civil society for education

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