



POLICY WORKSHOP 2018

Report

Prepared by Aldo Xhani (MPG), Hanna Siarova (PPMI), Michalis Kakos (Beckett Leeds University), Isabela Camara (SIRIUS)

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





Contents

INTRODUCTION TO THE WORKSHOP	3
SIRIUS WATCH	3
WORKING GROUPS	5
PRESENTATION OF GOOD PRACTICE – ESCHOLAS PROGRAMME IN PORTUGAL	7
SIRIUS WATCH RESEARCH TOPICS 2019	7
ENGAGEMENT OF POLICY MAKERS IN SIRIUS	8
SIRIUS POLICY ADVISORY BOARD	8



INTRODUCTION TO THE WORKSHOP

SIRIUS Board members welcomed the participants on behalf of the network and provided the general framework of the activity whose goal is twofold: validate the findings and recommendations of SIRIUS flagship research action (SIRIUS Watch) and exchange views on policy makers' engagement within SIRIUS. Participants introduced themselves and shared their expectations from both SIRIUS as a policy network and the workshop, more specifically. The main outcomes are summarized as follows:

Expectations from the workshop	Expectations from SIRIUS
Learn more about formal and non-formal education links and get to know good examples on successful practices in other countries, what political initiatives have been adopted and how the different levels of government cooperate	Learn from other countries' approaches in order to potentially transfer them into our own work: give advice to the Minister of education, as a result of discussion between educational and societal partners
Learn about effective methods for preparing teachers to work with refugees	Inspire the network with information on policy and practice in Flanders
Get a better insight about SIRIUS Watch report	Set the network as a forum from where to get good ideas, share common issues and policy recommendations, facilitate meetings to effectively share experience and good practice
Meet local/regional/national policy makers who share an inclusive view of Europe	Help to build a European discourse that does not only speak about borders
Contacts that will be useful in the future	Collect and facilitate information-sharing about migrant education in the EU and promote links with experts for the development of successful models of migrant education
A deeper knowledge of how SIRIUS works	Reflect on what common values of living and working in the EU member states imply
An idea of what kind of initiatives are possible under SIRIUS and how to contribute to them	Deliver a harmonised and systematic methodology to be shared within member states on a basic guideline system, e.g. a cluster system
Share challenges and lessons learnt from other countries' experiences and reflect on their transferability	Increase knowledge about other European policies and practices on migrant education
Learn from the results of SIRIUS Watch for our own work (e.g. recommendations on part-time arts education)	Support the development of national policies
Reflect on and provide feedback to SIRIUS Watch's conclusions and recommendations	Support peer learning activities
Identify examples of good practice from across Europe	Provide new and innovative ways of developing inclusive education for migrants
Share information	Focus on the deficit of citizenship related to migrant and refugee learners, research on how the education system can address the issue
Reflect on how different countries can work together to enhance migrant education	
Identify and promote a standard approach for including migrant young people in host countries' non-formal education sector	

SIRIUS WATCH

Hanna Siarova and Karolina Lipnickiene showcased the findings and recommendations of SIRIUS Watch (refer to Annex – SIRIUS Watch) and opened the floor for debate with the participants.



Finland has been indicated as a country relatively advanced on the cooperation between formal and non-formal education, thanks to its holistic approach to children learning. Nonetheless, Anna Mikander, from the Finnish Ministry of Education, stressed that the current gap is the lack of a national monitoring system, the learning process being self-evaluated by schools, and she expressed the interest in getting to know more on what other countries do in this area.

In relation to the evaluation element, Robert Cilia, from the Maltese Ministry of Education, recalled participants on the fact that, unfortunately, non-formal education is not considered at the same level of formal education. Non-formal education is the sector migrant and refugee children benefit mostly from, which is not assumed a priori, but it is due to the specific circumstances. There is also divergence among member states about what is understood being formal, non-formal and informal education and an agreement on this should be reached in order to address the topic in a long-term perspective. Robert Cilia also enquired whether the partnership between formal and non-formal education should be considered as a successful model in the whole spectrum of the educational process or there are phases in which this is more effective.

Hanna Siarova emphasized that the focus of the research has been compulsory education and the examples of formal and non-formal education cooperation have been collected from the different stages of the educational process and are beneficial for all levels. She supported Robert Cilia's argument that non-formal education is of benefit to all children and not only to migrants and refugees, because it is closer to the local context and more reflective on societal problems, it expands the horizons of the education and contributes to children's citizenship education. At the same time, non-formal education helps fill the gaps in terms of schools' lack of capacities to address the most urgent needs of migrant and refugee children.

Michalis Kakos added that the aim of SIRIUS Watch is to map and collect policies and practices of formal and non-formal cooperation, but it does not include an assessment in terms of identifying the age group that mostly benefit from the model. What SIRIUS Watch emphasizes though is that there are clear benefits according to those who provided the evidence. He also stressed the relevance of a culture of monitoring and evaluation of policies and practices adopted, which in some cases is missing because of a sort of blinded faith in the effectiveness of models "imported" from other countries.

Nicos Rangos, from the Greek Ministry of Migration Policy, highlighted the diversity of situations EU countries currently find themselves in with regard to migrant education. Greece being a first-reception country, the challenges are different, also in relation to formal and non-formal education. The Greek experience shows that non-formal education supports the transition from reception centres to mainstream education. The school coordinators, whose role is to ensure that all children go to school, have been used to also evaluate the learning offer provided by non-formal education actors in reception sites. Nicos Rangos expressed his interest in a harmonized cluster handbook that could consider the diverse situations of EU countries and provide guidelines for reception conditions able to link formal and non-formal education.

Oriol Amoros March, from the Department of Labour, Social Affairs and Families of the Government of Catalonia, warned about the risks of adopting a provisional curriculum approach and stressed the need to always move from the perspective that EU transitional countries such as Greece or Italy can actually be the arrival countries. The economic crisis that affected Europe has negatively impacted the education system: teachers' fatigue has increased, their salaries have been cut in many countries and they have to deal with a more diverse population, not only in reference to migrants but also to "new" teenagers' behaviours. What policy makers need from SIRIUS is to bring the evidence of the added value of non-formal education in order to push for changes in the overall educational system and allocate more resources to the sector. Non-formal education should not be strictly linked to migrant and refugee children, since it benefits all individuals to live in a more diverse society. Oriol Amoros March also stressed the need to promote more family participation in the education systems. Where families are involved, children achieve better results, consistency improves and violence decreases. The Learning Community model in Spain can be considered a good practice in this sense.

Stanka Lunder Verlič, from the Slovenian Ministry of Education, underlined the need of creating an inclusive environment in schools for all learners. She supported Oriol Amoros March's statement about today's additional difficulties teachers face as well as their increased fatigue. She also shared the Slovenian experience in 2016 in assessing migrant and refugee children's prior learning, in particular on mathematics, science and languages, for their integration in secondary education. Stanka Lunder Verlič emphasised the need for more



inter-ministerial coordination, besides the necessity of involving all actors, both from the formal and non-formal educational sector, in the development of educational policies.

Kjell Østby, from the Norwegian Ministry of Education, warned about the use of a singular approach. While it is true that further cooperation between formal and non-formal actors is beneficial for all individuals, it is not to be forgotten that migrant learners have also special needs. Integrating the two perspectives of increasing the links between formal and non-formal education as a successful model for all learners, on the one hand, while addressing migrant and refugee children's special needs, on the other, can bring additional benefits.

WORKING GROUPS

The objective of the working groups was to reflect on the findings and recommendations of the SIRIUS Watch, by bringing in national perspectives and foster further exchange among participants. The groups addressed common questions (listed below) and one specific element in the analysis of formal and non-formal partnerships.

Common questions:

- Do you agree with findings and recommendations? Are the findings true for your country context?
- What are the key barriers for schools and NFE to work together in your countries?
- Which other initiatives/programmes to promote schools-NFE partnerships exist in your country?

The main outcomes of the working groups' discussion are listed as follows:

Group 1:

Specific element of discussion: *How could we enhance training opportunities for teachers and NFE staff to promote inclusion through partnerships?*

- There is a wide and diverse range of offerings from the formal sector to schools, making it difficult for the latter to identify the actors to work with. In this case, quantity can sometimes become a barrier for quality.
- Frequently, schools are rather closed and do not consider sufficiently all the resources available within the community.
- There is a certain lack of trust between formal education providers and non-formal actors, which is linked to a status issue, with those providing formal education being put on a higher status.
- The cooperation between formal and non-formal sector should be shaped as a prolonged and collaborative work with teachers and schools rather than a one-off intervention when an actor comes in to present something from the non-formal education perspective.
- Teachers should be supported to consider the entirety of the childhood, thinking that the child also exists outside of schools and other activities contribute to his/her learning. Promoting this shift of perspective is fundamental to include the non-formal sector in the overall learning process.
- It is important that the collaborative work between schools and non-formal education providers takes place during the school day: in Portugal, for instance, the government has recently granted flexibility for 25% of the school curriculum which gives schools the possibility to include non-formal actors, in particular in the area of citizenship education.
- Teacher training curricula should include modules on communication with parents and other professionals such as psychologists and social workers. In Ireland, all teachers during their initial education need to pass the Communication module (on how teachers should communicate with other schools, with parents, etc.) – however, it is not clear if communication with NFE professionals is part of that training.



In France, In Zones of Education priority (ZEP), which cater for 20% of pupils in France (all of them live in disadvantaged areas), schools are offered specific training on how to select and engage into partnerships with NFE.

- More awareness is to be raised within both sectors on the benefits of collaborative work between formal and non-formal education.

Group 2:

Specific element of discussion: *How NFE learning could be validated in schools?*

- Significant elements of fatigue are registered among teachers, that being because of the economic crisis or for the emergence of more difficult behaviours in school. Some countries like Greece have experienced “brain drain”, with professionals in the education sector leaving the country because of the economic crisis. The decrease in terms of human resources and of means at their disposal has increased the fatigue of teachers. At the same time, professionals either returning to the countries of origin or because of the difficulties in the public sector, have found jobs in NGOs in most of the cases offering non-formal education services. There are thus relevant capacities in the non-formal sector able to complement the national educational system.
- When addressing the issue of partnership between formal and non-formal education, the principle of “do not harm” should also be considered. Many volunteers, both national and from across Europe, reached the reception sites to provide support to migrant and asylum-seekers in sign of solidarity. They did cover certain gaps that the system could not address and one of the elements was non-formal education. However, institutions registered in some cases that there has been more harm being caused rather than effective assistance. Volunteers in these cases had the goodwill and the ability to help but they did not have the necessary training and understanding of the situation. Without formalising non-formal education, there is nonetheless the need to determine a framework in which non-formal education providers can operate safely and avoid cases of gender-based violence, sexual harassment, etc. which represent the extremes but still possible in very difficult situations such as the emergency contexts.
- The issue of the terminology needs to be addressed in order to have a good understanding of what non-formal education means.
- The Irish practice of the 1-year transition can be considered as a good practice of formal and non-formal education partnership. During the 1-year transition, schools have the flexibility to select non-formal education providers for supplementing the teaching to 15-16 years old students. Furthermore, the range of offers of non-formal education actors is made available within schools by schools themselves. The practice has contributed to reduce the level of school drops-out.
- Monitoring family participation within schools and how this effects students’ performance is another interesting practice from Ireland that should be further looked at and potentially transferred to other countries.
- The intercultural schools in Greece, although in relation to the formal sector, have proved to be a successful practice to promote the integration of migrant and refugee pupils.
- The early childhood education system, on the basis of what is being done in Finland, should also be reinforced.

Group 3:

Specific element of discussion: *How can we improve evaluation and monitoring data on NFE and their links with schools?*

- There is a certain resistance of the formal education sector to work with non-formal education providers. Teachers believe to have a legitimate ownership of the national curriculum while they do not necessarily recognise that national curricula targets include aims that are not necessarily attached to the delivery of specific subjects, such as development citizenship or inclusive environment.
- There are better chances of formal and non-formal education cooperation in the primary sector whereas the secondary sector, which is more focused on specific subjects, is less open to partnership models, unless they are related to particular subject areas.
- Formal criteria need to be elaborated for assessing non-formal education providers. There is also a need for consistent training for NFE professionals.
- Parents should also be informed and prepared about the possibilities offered by non-formal education providers, since parents are also not necessarily opened to allow their kids being educated by non-formal educators. Issue of incompatibility of discourses



in formal (learning is attached to subjects clearly measured) and NFE (learning is more flexible, less regulated) is often a barrier. This incompatibility needs to be addressed. It presents both a challenge and opportunity.

- There is a need to acknowledge the learning outcomes developed with the help of the formal education sector and that particular projects and activities coming from the non-formal sector do support the results can help achieve national curricula goals.
- Specific objectives to be reached by the formal/non-formal education partnership need to be defined.

PRESENTATION OF GOOD PRACTICE – ESCHOLAS PROGRAMME IN PORTUGAL

Sara Caetano, from the High Commission for Migration (ACM), showcased the Escholas programme in Portugal (refer to Annex SIRIUS – Escholas programme).

SIRIUS WATCH RESEARCH TOPICS 2019

Participants shared their thoughts of possible research areas for SIRIUS Watch in 2019. The main outcomes are summarized as follows:

- How to encourage intercultural dialogue?
- How to ensure transferability of past educational achievements to give value to the cultural capital of learners?
- What are the effects on school success to boost a legitimacy framework for supporting NFE policies?
- Family involvement experiences and their effect on school success. They are evidences of this effect but there are no examples or they are not known
- How can NFE help build intercultural societies? Cohesion policies, from an intercultural approach, need inclusion policies, interaction with diverse population and recognition of diversity. All these principles can be reached in an effective way by NFE
- Define the criteria for NFE actors to enter into standard curricula (schools)
- Focus on unaccompanied migrant minors: how the different countries help them at school and integrate them?
- Linguistic support – language education in both the host country language and in migrants' mother tongue
- The challenge of transition between school forms (home - ECEL, ECEL - pre-school, pre-school – school and so on) and ways of tackling the challenge
- Development of citizenship education curricula and practices which support the inclusion of NMs and the development of new belongings in the European and National and local communities
- Feedback on DOs and DONTs about education in emergency context and foundation setting for improving links to a common EU educational setting
- Quantitative and qualitative research on the clarification of the NFE terminology
- Strategies to welcome and integrate new arrivals in school
- How to assess/identify hidden discrimination/institutionalised discrimination within schools?



ENGAGEMENT OF POLICY MAKERS IN SIRIUS

Sara Caetano showcased the Peer Learning Activity that SIRIUS organised in Portugal on reinforcing all key competences for migrant pupils through non-formal education, by highlighting the knowledge transfer potential the activity offers to policy makers (refer to Annex – SIRIUS PLA Portugal).

Ona Čepulėnienė, from the Lithuanian Ministry of Education presented the main elements of the Baltic Round Table as a platform where policy makers, researchers and other educational stakeholders can exchange views with regard to school integration of pupils with a migrant background in the region. She welcomed the regional dimension of the activity and the possibility to exchange views with educational stakeholders from Estonia, given the similar challenges the two countries share. Ms Čepulėnienė underlined the relevant contribution brought in by Pille Pensa Hedström, representative of the Swedish National Agency for Education, on how to assess prior learning and develop teaching materials. She also invited SIRIUS to reinforce activities and formats that provide a regional dimension for exchange.

SIRIUS POLICY ADVISORY BOARD

Michalis Kakos introduced the Policy Advisory Board (PAB) model to participants (refer to Annex – SIRIUS Policy Advisory Board) and opened the debate on how the body can be designed to strengthen the cooperation between researchers and practitioners, on the one hand, and policy makers, on the other. PAB members are expected to gather together on a yearly basis, on the occasion of SIRIUS Annual Policy Conference, to exchange views on key topics related to their development needs in the area of migrant education. Should the members need further interaction, an online platform could also be put at their disposal by SIRIUS. The policy makers that join the PAB do also acquire the status of “Observers” in the SIRIUS network. The PAB and its meetings are fully financed by SIRIUS and no resources are requested to be allocated by its members. The body would produce a more systematic communication between SIRIUS and national policy makers, with the latter having the opportunity to provide feedback on policy findings and to redirect SIRIUS to the most relevant people within the competent ministries or agencies matching the profile of participants expected in SIRIUS’ activities.

Robert Cilia, from the Maltese Ministry of Education (already member of the PAB), underlined the need to also include regional perspectives in the exchanges within the body so as to address common challenges. The format should keep in mind the divergences in cultural, economic and political conditions within the EU.

Sara Caetano, from the High Commission for Migration (ACM), acknowledged that one of the challenges for the effective functioning and success of the body is the capacity to include the right profile of policy makers that can meaningfully contribute to the exchanges within the platform.

Nicos Rangos, from the Greek Ministry of Migration Policy, recognised the relevance of a network focused on migration to provide help to policy makers by offering arguments, stories, exchange and knowledge transfer opportunities. He supported the role of the PAB as being extremely valuable in offering direct contacts and exchanges among policy makers.

Kjell Østby, from the Norwegian Ministry of Education, acknowledged the potential of the PAB to also act as “lobbying” body.

Participants expressed interest in taking part in the PAB and in receiving follow up information by SIRIUS secretariat after the policy workshop.

SIRIUS Policy workshop

Draft findings of SIRIUS Watch 2018

***'Role of non-formal education for
migrant children inclusion and its
links with schools'***



The project is co-funded by the
European Union

Plan



What is SIRIUS Watch and what did we find in 2018?



Short Q&A



Group discussion on the findings and recommendations



Forward looking planning for SIRIUS Watch 2019



Session 1

Presentation of findings

Aims of SIRIUS Watch

- to monitor and support policy development and implementation at different governance levels in the field of inclusive education, with a particular focus on migrant and refugee learners;
- to contribute to the implementation of SIRIUS Clear Agenda and EU priorities;

Audience

- **Policy-makers,**
- researchers,
- practitioners,
- grass-root organisations.

Added value

- Thematic cross-national comparison;
- Participatory research;
- Rapid reaction research.

SIRIUS Watch 2018

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

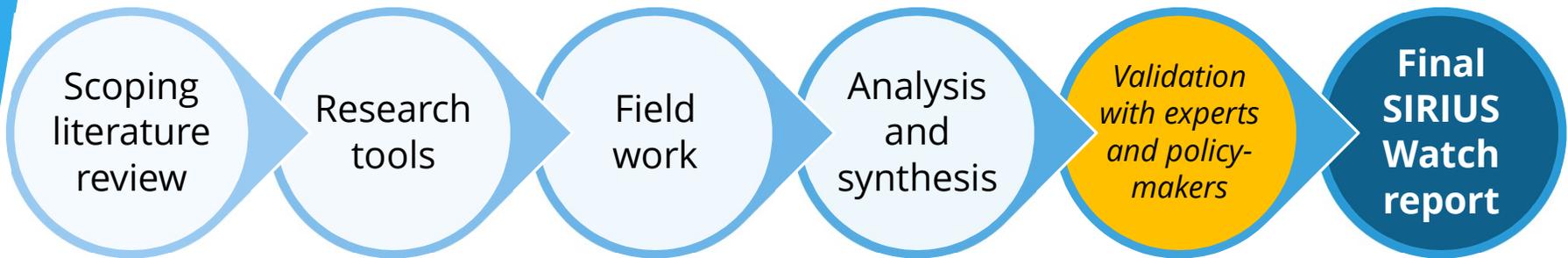
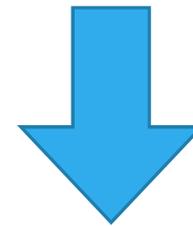
Key focus questions

1. How can partnerships between formal education (primary and secondary schools) and non-formal education sector (e.g., NGOs, businesses, community organisations) 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 national and local authorities can empower schools and non-formal education actors to work together for inclusion and equity more systematically?

Process

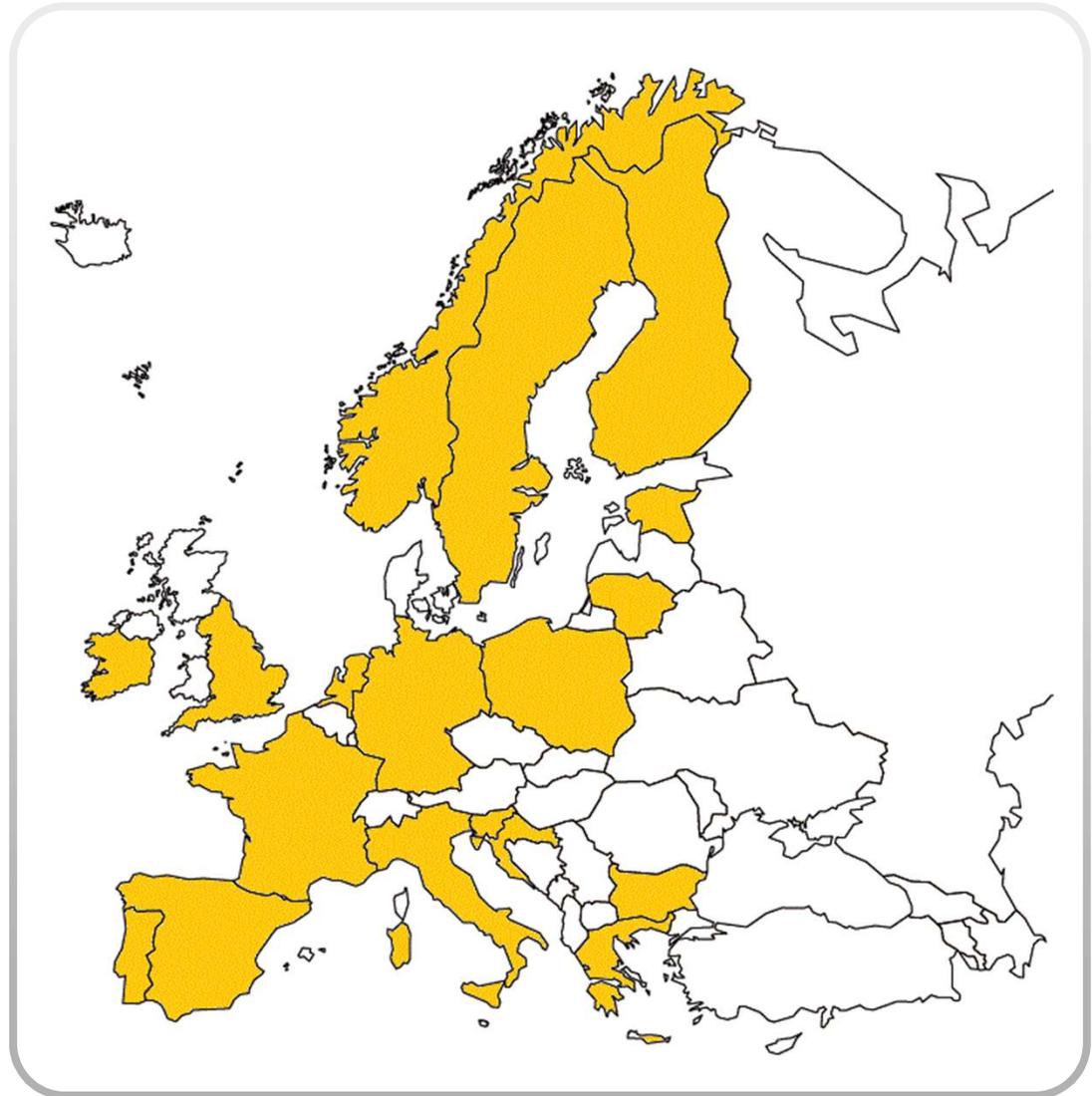
Exploratory research

We are here



Geographic coverage

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



What do we mean by 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 in children's learning
- Offer additional expertise that schools alone are not able to provide
- Address social problems in a more holistic way
- Complementing on what they are learning (or not learning) at home
- Engage children with migrant and/or disadvantaged background into non-formal education and therefore enhance their learning experiences

Availability of projects and initiatives and their complementarity

Public
authorities

NFE
providers

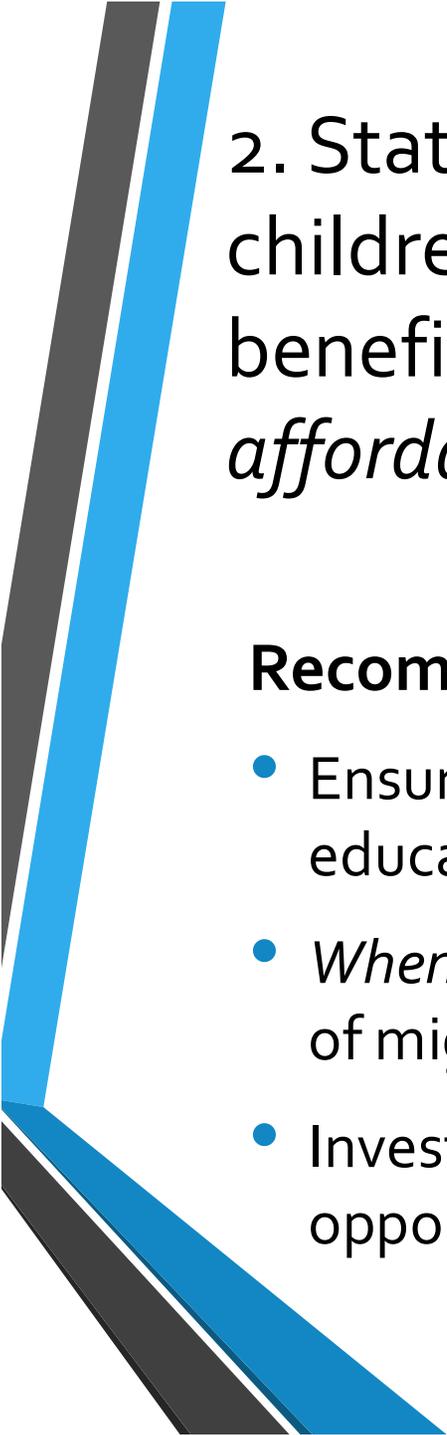
Schools



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).
- Ensure cross-sectoral collaboration between the relevant Ministries .



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

Recommendations:

- Ensure that newly-arriving families are informed about educational options;
- *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).



3. NFE providers implement various programmes that target migrant children; however, their collaboration with schools is not systematic

Recommendations:

- Public authorities should ensure sustainable funding opportunities for NGO initiatives; NGOs should lobby too;
- NGOs should consider the competences that a project will provide to students and how they feed into learning plans, and overall children's development;
- Public authorities should create networking platforms for the non-governmental sector and schools.

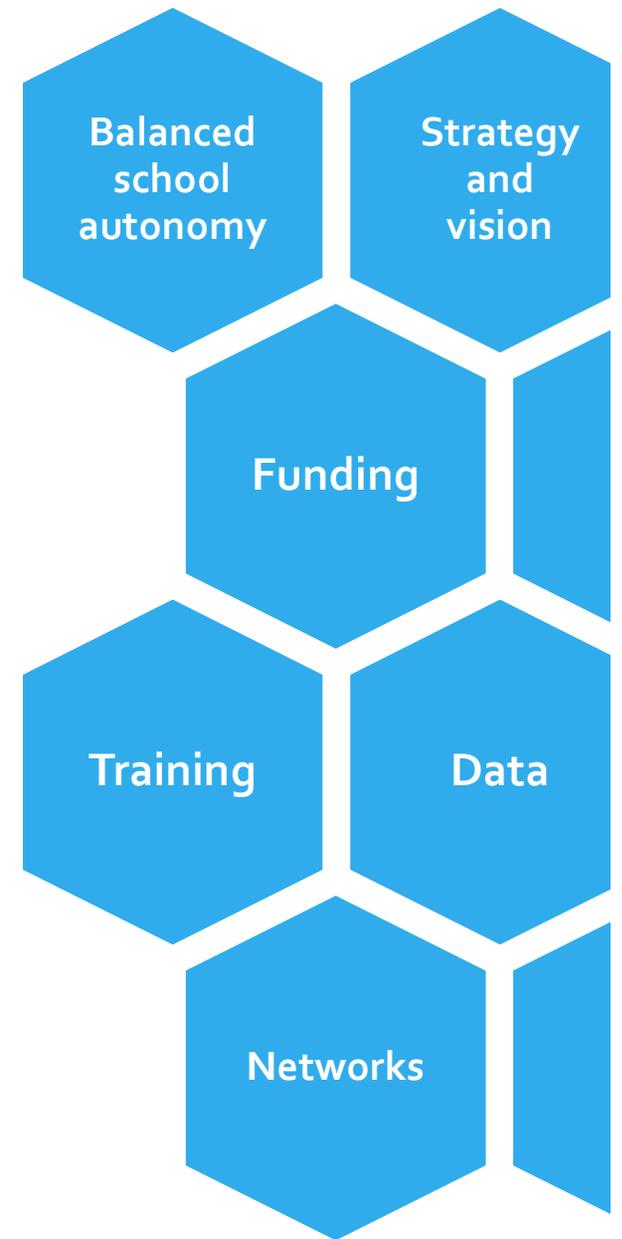


4. There are schools that aim to collaborate with outside actors; however these initiatives are not yet mainstreamed across all schools

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;
- Shifting the mindsets and attitudes;
- Possible mechanisms to reward teachers/schools that engage in additional activities outside the usual curricula;

Systemic conditions and policy

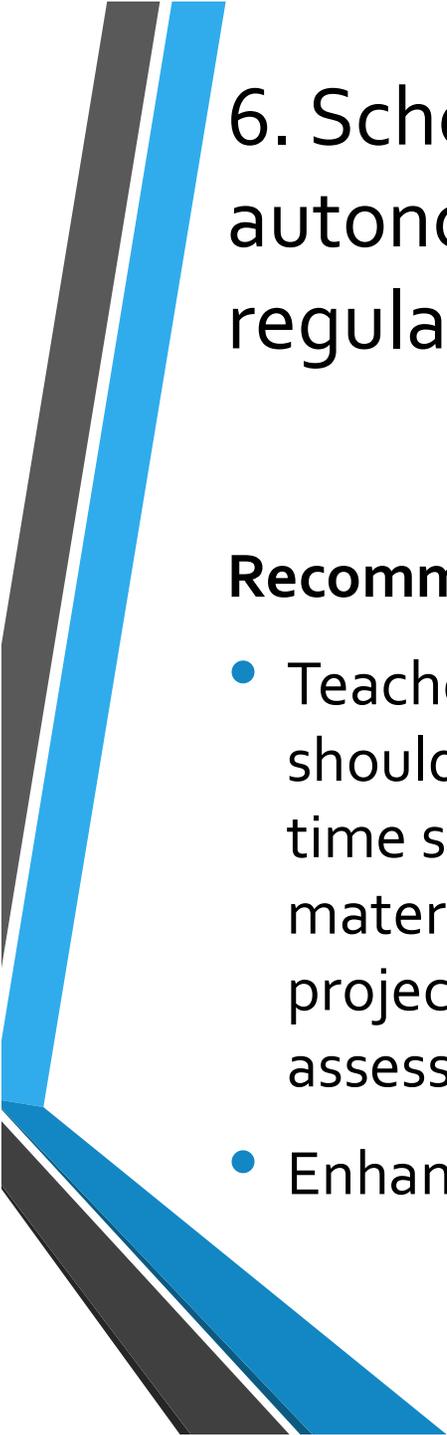




5. Lack of strategic objectives encouraging partnerships for equity

Recommendations:

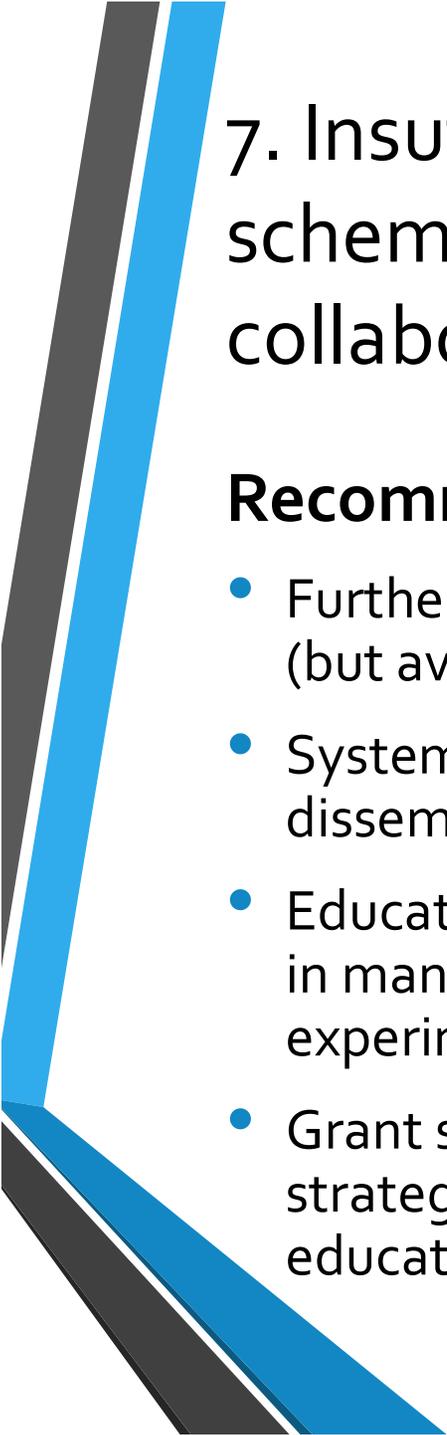
- There is a need for a much more accentuated strategic focus at national and regional levels on promotion of non-formal education generally and specifically for targeting socio-economically disadvantaged groups for participation in non-formal education.
- Member States need to take a broader view on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



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, materials, approaches; as well as participating in research projects, testing, and integrating modern learning and assessment tools into their teaching practice.
- Enhancing participatory school governance.



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

Recommendations:

- Further explore the possibilities of EU funding programmes (but avoid 'project schools');
- Systemise information on funding opportunities and disseminate it to schools and non-formal education providers;
- Education systems should ensure certain flexibility of schools in managing funds that could allocate resources to support experimentation and implementation of innovation;
- Grant scheme managers could consider whether schools have strategies/guidelines directing partnerships with non-formal education providers when allocating funds.



8. Professional development and methodological support are insufficient and unsystematic

Recommendations:

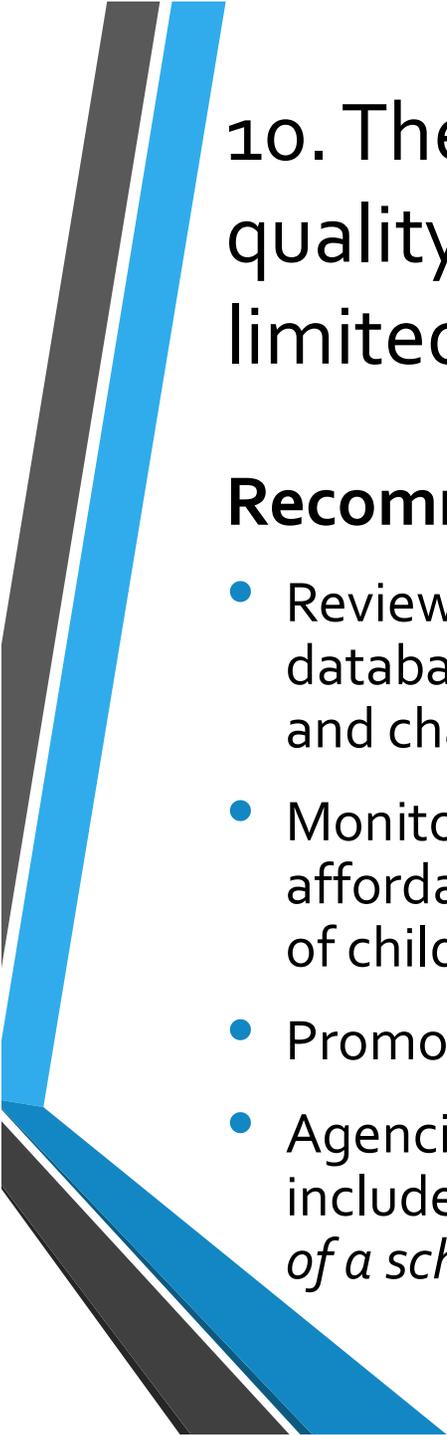
- Include relevant subjects into curriculum more consistently while training future teachers;
- Include elements that promote practical skills of inclusive school partnerships into initial teacher training;
- Monitor and disseminate information on methodological tools and training opportunities that are available to in-service teachers;
- Develop assessment tools and validation mechanisms for recognising the skills gained through NFE activities for school age children



9. Networks might promote partnerships by giving access to information, promoting positive attitudes, inspiring to try new methods

Recommendations:

- Ensure supportive environment for teachers to engage in collaborative practices;
- Invest in the high-quality networks and platforms bringing together teachers, schools and a variety of other stakeholders;



10. 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
- Promote more research on the topic;
- Agencies monitoring quality of education in schools need to include additional criteria *inclusive education* and *engagement of a school community into the learning process* (e.g., Poland)



Session 2

Validation of findings and
recommendations

Structure of the session



Division of participants in 3 groups;



Short tour de table in each group;



Selection of the rapporteur;



Discussion in 3 groups - 45 min;



Reporting in the plenary and reflections - 15 min.

Questions for discussion

Common questions (equal for all groups):

- Do you agree with findings and recommendations? Are the findings true for your country context?
- What are the key barriers for schools and NFE to work together in your countries?
- Which other initiatives/programmes to promote schools-NFE partnerships exist in your country?

Specific questions:

Group 1

- How could we enhance training opportunities to promote inclusion through partnerships?

Group 2

- How NFE learning could be validated in schools?

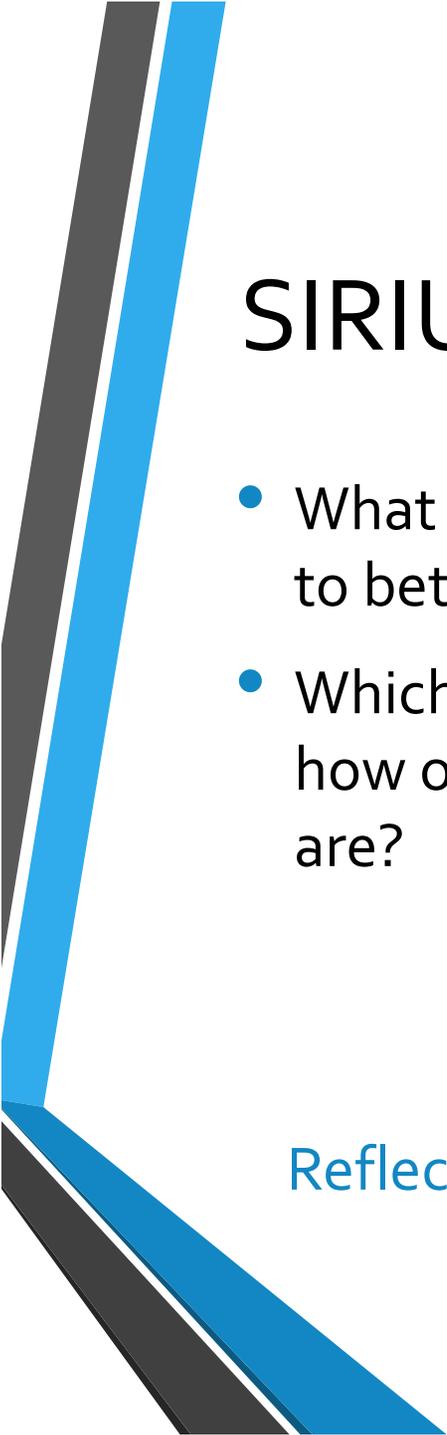
Group 3

- How can we improve evaluation and monitoring data on NFE and their links with schools?



Session 3

Looking forward



SIRIUS Watch 2019

- What are your current gaps in data that you need to fill-in to better inform policy to ensure inclusive education?
- Which areas would you be interested to learn more on how other countries are doing and what their practices are?

Reflect individually → put your ideas on post-it → come forward and share



Thank you!

Questions, comments?



PROGRAMA ESCOLHAS CHOICES PROGRAMME

Non Formal Education Programme Portugal

Sara Caetano
19th September, 2019

SIRIUS Policy Network
on Migrant Education



Promovido por:
REPÚBLICA PORTUGUESA
SECRETARIA DE ESTADO
PARA A CIDADANIA E A IGUALDADE



Financiado por:
ISS
INSTITUTO DA SEGURANÇA SOCIAL, I.P.

REPÚBLICA PORTUGUESA
EDUCAÇÃO



Cofinanciado por:
PO ISE
PROGRAMA OPERACIONAL
INICIATIVA DE EMPREENHABILIDADE
& EMPREENHO

Lisb@20²⁰
Programa Operacional
Regional de Lisboa
2014/2020



PORTUGAL 2020





Target group

- 6 to 30 years old -
- School Absenteeism/ truancy -
- Early school dropout -
- Anti-social behaviour -
- NEET young people -
- Young offenders -
- Under protective measures -

- Ethnic minority backgrounds -
(black and roma communities)
- Portuguese emigrants -

Mission

To support the social inclusion of children and young people from the most disadvantaged socio-economical contexts, aiming to promote equal opportunities and social cohesion.



- Started in January 2001
- National programme
- Funded by the national budget with co-financing from the European Social Fund/Portugal 2020 and Regional Operational Programs
- 2 to 3 years projects
- Provides regular support, training and monitoring

- Non for profit organizations
 - Schools (primary to secondary education)
 - Municipalities
 - Police
 - Child Protection Team
 - Public Services (social, health, employment)
 - Training Centers
 - Private companies
- 
- **Immigrant Associations**
 - **Cultural Associations**
 - **Sports Associations**
 - **Youth Organisations**
 - **Religious Organisations**
- All organizations officially registered...

I Educational and professional training

To contribute to school inclusion through non-formal education, and professional qualification.

II Employability and Employment

To contribute to young people's employability, through personal and social development skills and individual support.

III Citizenship and Participation (civic rights and duties)

To contribute to enhance participation and citizenship, allowing greater awareness of civic and community rights and duties.



IV Digital inclusion

To promote, support and foster other areas of intervention, develops digital competences and supports school curriculum. Mandatory and transversal activity.



V Entrepreneurship and empowerment

To support the development of entrepreneurial skills and competences.



North, Centre and Islands area

47 37 3 years projects
10 2 years projects

Lisbon, South and International area

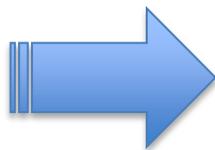
65 53 3 years projects
12 2 years projects



- School success rate of **79%**.
- **4.961** referrals for school and professional training
 - **2.112** integrated - **42.6%**
- **4.822** referrals for employment
 - **1.726** integrated - **35.8%**
- **9.529** certified individuals in ICT skills;
- **53.407** unique participants
 - **12.406** migrant background or immigrants – **23%**



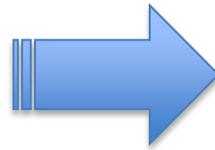
**Formal plus Non Formal
Education**



**Increase of the Academic success
of Children and Young
people Education**

- Importance of the role and the involvement of the Schools within the consortium
- Delivery of non-formal education sessions within the school
- Regular meetings with the teachers regarding the students
- Free Study Support within the neighborhood community
- Link with families and delivery of family empowerment activities
- Holistic approach (health, mental health, education, family, housing, employment)
- IT Skills development and online learning

**Formal plus Non Formal
Education**



**Increase of the Academic success
of Children and Young people's
Education**

- Multidisciplinary approach of the activities (schools give the theory and projects the practice).
- Individual Plan for a selected group of young people
- Projects are run within the community and for the community
- Opened every day except on sunday

Strategical Planning

Partnership

Mediation

Intercultural Dialogue

Social Innovation

Entrepreneurship

Participation

- **WebSite**

www.programaescolhas.pt

- **Facebook**

facebook.com/programa.escolhas.3

- **YouTube channel**

youtube.com/user/ProgEscolhas

- **Twitter**

twitter.com/escolhas



Ver este e-mail no browser



O Programa Escolhas é um programa governamental criado em 2001 e que visa promover a inclusão social de crianças e jovens provenientes de contextos socioeconómicos mais vulneráveis, tendo em vista a igualdade de oportunidades e o reforço de coesão social.

Aprender a lidar com a diferença no Pro Infinito e Mais Além – E6G

Por PE em Jun 24, 2016 12:00 am

No âmbito da atividade “Vamos Partilhar Experiências” o projeto proporcionou aos seus participantes um encontro especial, que lhes permitiu tomar de consciência relativamente à diferença.

[Ler mais no site do PE »](#)

[Tweet](#) [Like](#)

Pais Ativos no Mais Sucesso E6G

Por PE em Jun 23, 2016 12:00 am

O investimento nas competências parentais, fundamentais para um bom desenvolvimento dos jovens e das crianças, é uma das apostas do projeto que tem promovido um plano de intervenção dedicado a esta temática, com um leque diversificado de atividades.

[Ler mais no site do PE »](#)

[Tweet](#) [Like](#)



ESCOLHAS
PUBLICAÇÃO PERIÓDICA TRIMESTRAL
N. 35
Dezembro 2015 • distribuição gratuita
PROGRAMA ESCOLHAS E6G



ESCOLHAS
em revista
N. 36 | ABRIL 2016



E6G – O ARRANQUE DE UMA NOVA GERAÇÃO

Ministro Adjunto Eduardo Cabrita apresenta a 6ª Geração do Escolhas | Projetos Escolhas E6G | Execução E6G





ACM

PLA Portugal & NRT Baltics
SIRIUS Policy Network on Migrant Education
Tools to engage policy makers
Sara Caetano

Peer Learning Activity, Lisbon, 3-4th May, 2018

Reinforcing all key competences for migrant pupils through non-formal education: The Escolhas Programme (PE)



Peer Learning Activity, Lisbon, 3-4th May, 2018



16 Participants



- Ireland; UK; Hungary; Croatia; Netherlands; Belgium; Portugal
- NGO´s; Teachers; Lecturers; Professors; Education Project Coordinators; Researchers



Activities

- Plus around **15 other professionals** from PE

- 2 Study Field Visits
- 1 Session with the High Commissioner for Migration
- Round Table involving 3 other PE projects
- Preparation and Reflexion moments

Field Study Visits Method



Before

- Escolhas Programme overall Presentation
- Visits Preparation (revise the questionnaires and define each participant's role within the group)

During

- Local Project overall presentation
- Interviews in 3 Groups
 - Young people
 - Project Team
 - Project Partners (NGO's, Schools, City Hall, Social Services)

After

- 1 round table with 3 other projects
- Reflexion moments
- PLA Report
- Feedback and recommendations



Field Study Visit 1 – “INOVAR 3E”

Teaching and Experimental Learning of Science and Technology



Aeromodelling / Aeronautical

Astronomy

Astrophysics / Micro Rockets

Meteorology

Environmental Sciences / Alternative
Energies

Robotics and Automation

TIC- Programming

Drones

Mechatronics and Electronics

Sewing Styling and Modeling

3D Modeling and Printing



Field Study Visit 2 “Projeto XL –E6G

Personal and social development through arts, sports, digital training, citizenship sessions.

- Qualification Life -Project
- Education Life-Project
- Alternative Education Class
- ToolBox for Academic Success
- Transition Bridges
- CID@Study
- Employment Life-Project
- Professional Orientation
- CiD@Employment
- TED +XL
- Mentors +XL



Learnings from both visiting and hosting countries

Visiting Partners

- Learning through observation of projects in action.
- Learning through the possibility to interact with professionals, partners and young people in small groups.
- (...)

Hosting partners

- Self-reflexion resulting of the preparation, presentation and interaction with others.
- Opportunity to understand familiar projects from different standpoint (internacional).
- Receiving recommendations proposed by the visiting countries on how to improve the practice.
- (...)

BOTH

- Stimulating inspiration, criativity and innovation
- Identifying good practices and possibilities of knowledge transference
- Self reflections on our practice
- (...)

Obrigada.
Sara Caetano
www.acm.gov.pt





A Policy Advisory Board for SIRIUS Network

SIRIUS

- SIRIUS: A **Policy** Network which brings together key stakeholders in migration and education from around Europe, including
 - policy makers;
 - Researchers;
 - Practitioners; and
 - representatives of migrant communities.

Why a SIRIUS Policy Advisory Board

- From research to policy change: Better understanding of Policy Makers' perspective.
 - Understand the challenges and opportunities in:
 - Implementing policies
 - Change of policies
 - Understand the pressures for specific objectives to be met.
 - Understand the interpretation of research by policy makers.
- Allow policy makers direct SIRIUS research and be informed about current research trends.
- Facilitate communication among policy makers, exchange of experience and reflection.

Why a SIRIUS Policy Advisory Board

- Objectives:
 - Facilitate communication between policy and practice
 - Facilitate international collaboration on policy making
 - Improve impact of SIRIUS (including research)

SIRIUS Policy Advisory Board – some principles of function

- the PAB will be informed by SIRIUS on a regular basis.
- the PAB will consult SIRIUS and be consulted on policy development.
- the PAB may be asked to support the voicing of SIRIUS messages to other policymakers (e.g. on the regional, national, and EU level.)
- the PAB will be provided for policy making with research evidence.
- the PAB may inform the SIRIUS Network about the need for new research evidence to support particular policies/decisions.
- Members of the PAB will inform PAB and SIRIUS about policy developments in their country and guide SIRIUS in establishing links and collaboration with stakeholders Nationally and Internationally.

SIRIUS Policy Advisory Board – How?

- Regular meetings
- Participation in SIRIUS Assembly
- Online forum

SIRIUS Policy Advisory Board - Structure

- Participation voluntary;
- 1 or 2 members from each EU country;

Our Questions

- Do you agree with our identified benefits of establishing a SIRIUS PAB?
- Do you agree that the establishment of a PAB could help to meet the previously identified objectives?
- How do you think that you could potentially be benefited by participating in the PAB?
- What do you think are the practical or other challenges?
- What suggestions do you have with regard to its function and structure?