



Inclusion4Schools

Event Report for Milestone 3

First public event in cooperation with the parallel running RIA projects in Budapest

Enhancing access and uptake of education to reverse inequalities

17 September 2021



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004653

Related WP number and name	WP 1 Mapping, Analysis & Evaluation
Related Task Number and Title	1.3. First meeting and collaboration with ongoing RIA projects
Partner Responsible	RCISD
Event Title	First public event in cooperation with the parallel running RIA projects in Budapest
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List of abbreviations

I4S	Inclusion for Schools
M	Month
PIONEERED	Pioneering policies and practices tackling educational inequalities in Europe
RIA	Research and Innovation Action
SMOOTH	Educational Common Spaces Passing through enclosures and reversing inequalities

Scope of the Event

The Inclusion for Schools project is strongly linked to other two H2020 projects, (1) the Pioneering policies and practices tackling educational inequalities in Europe (PIONEERED) and (2) Educational Common Spaces Passing through enclosures and reversing inequalities (SMOOTH) Research and Innovation Action (RIA) projects. The first contact was established, the first meeting with the two supported and parallel running RIA projects online organized at the beginning of September.

Before the public event in cooperation with the parallel running RIA projects, the leaders of the three projects funded by Horizon 2020 shared objectives, methodological considerations of their own objectives to set up the cooperation. Common events, activities were outlined, together with the methodological collaboration, the Action Plan was drafted for and beyond project termination.

The first public event together was organized by the lead of RCISD. As planned, the event would have taken place in Budapest, Hungary but due to the 4th wave of COVID-19 pandemic considerations, partners agreed to held the meeting online, using Zoom as a platform.

Presentation of the Event

Venue

Considering travel limitations and Covid-19 restrictions, the partners decided to held the meeting online, choosing Zoom as a platform.

Target groups and Participants

The dedicated target groups of the event were project partners, RIA partners, school teachers, social workers, sociologists and representatives of other existing initiatives and projects. More than 100 people were invited, pre-registration was obligatory; 78 registered out of whom 51 participated from Hungary, Albania, Bulgaria, Germany, Greece and Luxemburg. Other data: gender, nationality or age were not collected.

Summary of topics

The event was opened by the opening session moderated by Péter Krasztev. The topic of this section was *Research on marginalised groups: problems of data access and comparability*. After the welcome addresses from Ms Zsuzsanna Hanna Biró, coordinator of the project, Wesley and Mr Gábor Zupkó, Head of the EU Representative Office, two key-note speeches were addressed: Educational and institutional resilience and the education of disadvantaged students by Mr Attila Papp Z., Centre for Social Sciences, ELKH and Institutional challenges and school resilience in Hungarian Roma-majority schools by Ms Eszter Neumann, Centre for Social Sciences, ELKH.

The session continued with the introduction of the three projects targeting reverse inequalities.

For the second session a Round-table discussion was organized, moderated by Ms Hanna Szekeres, Oltalom. The topics were on issues of discrimination, exclusion and segregation in schools. The section started with screening the animated short film of Inclusion4Schools (https://youtu.be/jPQIXQym_rE) together with Rosa Parks Foundation's short movie (<https://www.youtube.com/watch?v=z-nrKyz3vpo>) as a base for the debate. Selected international experts were invited to the round table, but participants could also join in the conversation and ask questions.

The final section was Conversation in world café method on *How to enhance access and uptake of education to reverse inequalities?* In three small groups the following questions was discussed with the lead of 3 rapporteurs.

- Which are the major topics & threats, and existent research activities and programmes to address these threats?
- How is it possible to coordinate tools and create synergies by exploiting existing programmes in a more effective way?
- What are the most relevant ideas and recommendations for a more efficient cooperation?

Outcomes of the Event

As the event was held in cooperation with the parallel running RIA projects, the first outcome to mention was sharing with the public that there are these three existing projects in the topic of enhancing access and uptake of education to reverse inequalities, therefore increasing their visibility.

The keynote speeches served as starts for the whole day discussions.

With the title *Educational and institutional resilience and the education of disadvantaged students* Mr Attila Papp Z. from Centre for Social Sciences, Institute for Minority Research, ELKH and Miskolc University, Applied Social Sciences Institute presented:

- The levels of resilience (Pedagogic, Organizational, Community);
- School effectiveness and social and ethnic disadvantages in Hungary;
- Integrated educational policy in Hungary;
- Educational resilience in a multi-cultural environment;
- Quantitative data analysis – measuring resilience;
- The types of (un)succesfull schools;
- And further aspects of his studies.

The conclusions of his finding were:

- Educational resilience in Hungary could be mainly a rural one – it implies the possibility of community resilience in rural area;
- The school success is statistically explained by socio-economic background and not by ethnicity;
- "The gipsy nationality" educational program and other innovative pedagogical programs have no impact on school resilience;
- In areas where is a high Roma student ratio (in East-Northern and Northern HU) the likelihood of resilience is low;
- The possibility to find resilient schools with high Roma students is quite difficult;

- The national, official educational developments has no real effect on resilience.

The second speech on *Institutional challenges and school resilience in Hungarian Roma-majority schools* was presented by Ms Eszter Neumann from the Centre for Social Sciences, ELKH Hungary. The results of the project “The school is not an island” she was involved between 2016-2020 was detailed:

- Fixed, stable ideas about inherent abilities and essentialist arguments on family determinations vs. „pedagogies of becoming”
- Resilient schools not only need to tackle educational inequalities, but they navigate in a wider social and institutional context that generates profound social tensions;
- Expanding the notion of resilience – the institutional, cultural and social sources of resilience, the local configurations of resilience in school-community relations
- Secondary school pathways as an important indicator of resilience
- Institutional sources and the agency of schools:
- Finding agency, breaking away from the „quality” framework of teaching, finding value in the professional work with disadvantaged and Roma learners
- Affectivities, school climate and school identity
- Student resilience
- „Against the odds” success stories vs. strategic, institutionalized support (secondary school preparation activities, after school programmes, scholarships),
- Constructing a space and language for addressing the lived experience of integrated education, the challenges of majority-minority relations, and the social and emotional weight of mobility for Roma learners
- Crisis, adaptation and change

The day continued with the **Round-table discussion** on issues of discrimination, exclusion and segregation in schools moderated by Ms Hanna Szekeres from Oltalom. The debate was based on the animated short films of Inclusion4Schools and Rosa Parks Foundation (https://youtu.be/jPQIXQym_rE; <https://www.youtube.com/watch?v=z-nrKyz3vpo>), in this way as a start the films were screened. The list of the questions can be found at the end of the report – annex 2.

For the discussion, selected experts were asked to share their views. The experts were:

- Bányai Zsuzsanna, artist, the creator of the I4S project video
- Kende Ágnes, sociologist, director of the Rosa Parks short movie
- Tóth Tamás and Bogdán Milán, directors of I4S short movie
- Krasztev Péter, sociologist
- Zsuzsanna Hanna Biró, coordinator of I4S
- Envina Xhemi, expert on roma issues
- Andreas Hadjar, coordinator of PIONEERED
- Yannis Pechtelidis, coordinator of SMOOTH
- Hanna Szekeres, sociologist

It was discussed that the I4s film brings in stereotypical thoughts, exploits existing stereotypes about Roma people (e.g. jewellery seems to going to be stolen, heavy physical workers appearing, the by default expected conflict with the police, etc). At the same time, it is also about the viewers and their experiences what they think is

linked to Roma people as it is not directly about Roma people, it can also be understood to other segregated groups, underdeveloped regions of Hungary. All in all the perceiver is at test: what they assume is going to happen after watching the first 45 seconds. The stereotypes are in our heads, not really part of the story. Roma ladies do not steal anything, they bring their own jewellery to school because they give a lecture on Roma culture. The men - along with the policeman - tidy up the school garden, they smile at each other because they will have a nice day together. This is a community day, at the end of which the little girl opens a community public forum.

The storyline is mixed and is not linear with intention: the viewer should guess what is happening and why: e.g. pulling of the curtains means something bad is going to happen? or a presentation is going to be presented?; the policeman in a hurry; the preparation of the outdoor stage, the resolution with the smiles all work in that way. Basically, the film is about the everyday life of a community school where parents and educators work together for the children.

As a conclusion it was discussed that a shorter version of the animation may be edited for social media purposes and another version with and an explanation to the film will be launched to avoid misunderstandings.

As for Rosa Parks film it was mentioned that in Europe people are less aware of their privileged status and life, not like in the US where people are in general more grateful for what they have and for the possibilities they have. At the same time, the movie works with the two ends of the scale in the sense that the poorest and most unprivileged is compared to the richest and most privileged. The truth is that these two ends cannot be compared that easily; the movie suggest all Hungarians are like Tomi in the movie and all Roma people suffer like Pali. However, the truth is that there are many rich Romas and poor Hungarians, and the average Hungarians also lacks the presented possibilities.

In the afternoon, the discussion with the World Café Method resulted in a fruitful exchange of ideas among participants with the topic *How to enhance access and uptake of education to reverse inequalities?*

The first question that was led by Ms Borbala Lőrincz from TÁRKI was the following: **Which are the major topics & threats, and existent research activities and programmes to address these threats?**

The results of the small group were:

- Effects on education achievement (the framework of Boudon 1974)
 - primary (social origin)
 - secondary (attitudes towards education in the family): Students in Albania suffer from economic hardships, and often have to work instead of going to school. Parents support education in theory, but making it through school is very hard for children and families.
 - tertiary (impact of teachers): It is hard to research, because they often do not give honest answers (latent racism), therefore some less direct questioning / experiments are necessary (Bulgaria). Urgent need of raising salaries, providing more training and improving the working conditions.

- Funding of schools: unequal, schools visited by an overwhelmingly Roma student body are run-down; investment helps (Albania).
- Alternative tracks and maintainers (for instance the expansion of the church-funded school system in Hungary) cause further segregation.
- Drivers of selection and segregation
 - prejudices, social distance kept from the Roma minority +
 - free school choice makes it possible to keep the distance (white flight)
- Challenges of research and policy
 - research results are to be put into practice – a slow process, slow change, but some steps have to be made
 - complex issues, hard to decide where to start
 - top-down versus bottom-up processes of change?
 - good practices in the field: only symptomatic treatment? Is it helping at all?

The outcomes of the second question, **How is it possible to coordinate tools and create synergies by exploiting existing programmes in a more effective way?** were:

- Improve communication among programs;
- Increase transparency;
- Cooperate and complement (share experiences);
- Create debating spaces among stakeholders;
- Create coordination bodies among programs;
- Develop less bureaucratic administration practices vis a vie a more effective implementation;
- Mapping and finding existing partners;
- Investigating on readiness to cooperate from the part of programs;
- Offering collaboration possibilities to other programs;
- Working out tailor made tools for partners;
- Make other partners interested in reaching their own objectives;
- Communicate and find out solutions;
- Regular communication;
- Coordination mechanisms/advisory bodies-councils from similar programs;
- Combination of different methods depending on the type of institutions;
- All stakeholders in one advisory body;
- Coalitions.

Last but not least, the third question **What are the most relevant ideas and recommendations for a more efficient cooperation?** were presented with the following ideas:

- I4S platform may serve as a tool
- I4S collaborating with existing initiatives – building a network for relevant partners
- Regular communication
- Common ground on the terminology: our project created a series of Glossary elements (available here: <https://inclusion4schools.eu/discussion/glossary-2/>) what we mean by terms like “inclusion”, “disability”, etc. It would be nice to share it with as many people as possible to understand each other when talking about these issues.

Annex 1 – agenda

Enhancing access and uptake of education to reverse inequalities

First public event in cooperation with the parallel running RIA projects in Budapest
Agenda

Date: 17 September 2021

Link: Zoom, Meeting ID: 868 9957 9060, Passcode: 596491
<https://us02web.zoom.us/j/86899579060?pwd=Tk93OSsxK241M0tEc0xPZVg1UHhWZz09>

09:30-11:30 Opening Session

Research on marginalised groups: problems of data access and comparability
Moderator: Mr Péter Krasztev, RCISD

Welcome addresses (15 min)

Ms Zsuzsanna Hanna Biró, coordinator of the project, Wesley
Mr Gábor Zupkó, Head of the EU Representative Office

Keynote speeches (45 min)

Educational and institutional resilience and the education of disadvantaged students

Mr Attila Papp Z., Centre for Social Sciences, ELKH

Institutional challenges and school resilience in Hungarian Roma-majority schools

Ms Eszter Neumann, Centre for Social Sciences, ELKH

Introduction of the three projects targeting reverse inequalities

Inclusion4Schools (20 min) Mr Béla Kardon, RCISD

PIONEERED (20 min) Mr Andreas Hadjar, University of Luxembourg

SMOOTH (20 min) Mr Ioannis Pechtelidis, University of Thessaly

11:30-11:45 Coffee break

11:45-13:00 Round-table discussion

Moderator: Hanna Szekeres, Oltalom

Screening the animated short films of Inclusion4Schools and Rosa Parks Foundation followed by a round table discussion with international experts on issues of discrimination, exclusion and segregation in schools.

https://youtu.be/jPQIXQym_rE

<https://www.youtube.com/watch?v=z-nrKyz3vpo>

13:00-14:00 Lunch break

14:00-15:40 How to enhance access and uptake of education to reverse inequalities?

Conversation in world café method

Moderator: Béla Kardon, RCISD

Questions:

1. Which are the major topics & threats, and existent research activities and programmes to address these threats?
2. How is it possible to coordinate tools and create synergies by exploiting existing programmes in a more effective way?
3. What are the most relevant ideas and recommendations for a more efficient cooperation?

15:40-16:00 Coffee break

16:00-17:00 Closing session

Results of the world café (Rapporteurs; 3 x 10 minutes)

Discussion

Wrap-up of the conference, closing words

Annex 2 – questions of the Round-table

Animated short film specific:

- What was your goal with the video(s)?
- What is the main message to the audience? What does it communicate?
- What were the videos impact on public opinion?
- What impact do you expect it to have?
- The two videos are different, we could say that the rosa parks (láthatatlan tanoda) video is more informational, and I4S is more “emotional”. How did you decide on the concept and content of the video? What was this process like?
- What was the most difficult part in creating the videos?
- In the I4S video, did you “rely” on and expect the audience to interpret the beginning through their own stereotypes – or did you mean to portray how the situation looks like now (and how it can change)?
- Regarding the rosa parks video, do you think the average person in the majority society likely to acknowledge their “privilege” compared to Roma people?

General topics:

- The videos are essentially about integration of Roma people in society, in school. What has been your experience of school segregation, with a special focus on Roma segregation, in your research and fieldwork so far? (What do you think is the situation in schools (in the community))
- What is the main challenge?
- What would be the most important conditions for social inclusion? (What do you think are the plausible solutions? How can we achieve integration? From the individual to society/political level? /)

Audience:

- What do you think about the videos and about the topic in general?
- Do you find these videos helpful to understand the situation of segregated groups and the Roma minority?
- Are animation videos useful in changing the public opinion of Roma society? (What other materials do you find useful?)
- Do you think a new, more accepting political approach to the Roma community would change the attitude of the people or these problems are rooted more deeply in the society?
- What is the responsibility of an average citizen in the integration of Roma to the society? What can you do and what is beyond the individual abilities?