



Inclusion4Schools

Event Report for Milestone 2

Sharing and discussing the preliminary country reports (online workshop)



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	WP1
Related Task Number and Title	Task 1.1: Policy mix peer review over transformative practices
Partner Responsible	Selye János University
Main author	Mária Fabó, Selye János University
Contributors	Tóth Péter, Selye János University

Summary of topics and outcomes

On 14 December, working group 1 discussed the state of art in detail. Péter Tóth greets participants and describes the agenda of the workshop. He introduces Ms. Mária Fabó, the representative of János Selye University, who will present the **Comparative analysis of the state-of-arts** prepared by Albanian, Bulgarian, Hungarian and Slovakian colleagues.

According to the agenda below

Workshop related to WP1 – State of Arts	
14:00 – 14:50	Comparative analysis of the state-of-art Presentation by Maria Fabó - Selye János University
14:50 – 15:20	Country analyzes for WP1, with a particular focus on state-of-the-art Envina Xhemi – ANOA
15:20 – 15:45	Lyuba Batembergska – CEGA
15:45 – 16:10	Péter Tibor Nagy - Oltalom Charity Society
16:10 – 16:40	<u>Hanna Szekeres</u> -
16:40 – 16:50	Zsuzsanna Hanna Biró - John Wesley Theological College
16:50 – 16:55	Péter Tóth - Selye János University
16:55 – 17:00	Péter Tóth - Selye János University Closing the workshop

I.Presentation of Ms. Mária Fabó - János Selye University

The presentation includes the following topics:

- Legislative framework and principles
- Vulnerable groups
- Pre - school education
- School education
- University qualification and career development of teachers
- Projects
- The Church in the educational process

First she introduces the Legislative framework and principles in all countries. She continues with Comparison of the Education Systems of participant countries and defines the vulnerable groups in each country.

A detailed introduction of education systems follows: first the pre – school education, then the schools education and at the end the university system.

Ms. Fabó continues with career development of teachers in all four countries.

Project concerning education of vulnerable groups follows and at the end she finishes her presentation with the function of the Church in the educational process.

II.Presentation of Ms. Envina Xhemi – ANOA, Albania

Ms. Xhemi talks about planning actions in WP 3 and WP 4.

She also mentions SCHOOL system in Albania/Institutional setting as follows:

- Education Legislation
- Financing of the Education Institutions
- Curricula Development and Evaluation

- Inclusive Education and Vulnerable Groups
- Teacher Training
- Research and Development Projects

She explains School Governance in Albania.

Describes the Objectives of:

WP 3: Support for Community-centered Approaches and WP 4: Evaluation & Exchange of Transformative Practices and shows the possible actions

III.Presentation of Ms. Lyuba Batembergskaja – CEGA, Bulgaria

Ms. Batembergskaja mapped the state-of-art in Bulgaria. She featured the legislative framework of preschool and school education, targeted measures and resources available, pointed the gaps of the system, pointed the issues to be considered when planning WP3 and WP4

IV.Presentation of Péter Tibor Nagy - Oltalom Charity Society, Hungary

Mr. Nagy talked about a peculiarity of Hungarian educational history before 1945. It is that the four grades of elementary school are followed by a school path that divides society into three: the vast majority of the population attend the 5th and 6th grades of elementary school, the urban middle classes attend the burgherschule and the commercial school that follows, and the elite attend the secondary school that leads to higher education. The school system was largely run by the denominations. This tradition is important to understand, because after 1990 it was largely restored. After 1990, the comprehensive school system based on 8 primary schools introduced in 1945 was dismantled, the secondary school system was broken down into 8 6 4 class lengths, which allowed early selection. In Hungary, a member of the European Union, the rejection of disadvantaged children, i.e. the establishment of segregated schools, is in principle prohibited in the 21st century, but this prohibition is overridden by ecclesiastical autonomy - thus ecclesiastical schools provide the opportunity to create locally segregated schools at the elementary level.

V.Presentation of Hanna Szekeres - Oltalom Charity Society, Hungary

In the presentation, she talked about the Hungarian educational system based on the country report that was prepared. This talk included the different educational levels and the secondary school tracking and entrance exams, with special emphasis on how these structures perpetuate the ethnic and socioeconomic educational gap. The presentation included the type of schools that exists in Hungary and the difference between them (municipal, church, private, special), and the representation of disadvantaged children in these schools. The presentation included mention of the shadow education, such as private classes and after-school support programs for at-risk youth. Importantly, the presentation included the topic of teacher training, how the training lacks aspects of intercultural education, knowledge about segregation and integration, cultural sensitivity or anti-bias, and how teachers tend to be prejudiced just like the general population, although their biases are often covert than overt, nevertheless it contributes to the discrimination of minority children in schools.

V.Presentation of Zsuzsanna Hanna Biró - John Wesley Theological College, Hungary