Policy Roundtable, Budapest, November 28

Community-centred Approaches and Practices in Education – Inclusion4Schools International Conference 2023

Some days ago the EU Parliament voted a proposal for and transferring competencies from the member states to the EU level in 65 areas, including a significant expansion of shared competencies, which would cover seven new areas: foreign and security policy, border protection, public health, civil defence, industry, and education. Now, let's imagine that the EC accept this proposal. This would substantially change the overall atmosphere in the EU. I would like to use the opportunity provided by this roundtable to tackle some of the possible perspectives such change could bring about – strictly from the perspectives of our project. So, the framework of the discussion will be the question: how a common EU educational regulation would facilitate the development anti-segregation activities, school inclusion and providing equal opportunities. And how the preliminary policy suggestions formulated in the 2.0 Policy Brief would function under a common educational umbrella of the EU?

Recommendations proposed for discussion - Please, choose one of them and share your vision on how the unified EU education policy might influence the given aspect

research methodological issues:

- 1) Initiate a European policy or strategy to enhance the use of a standardized and comparable measurement tool on the member state level to measure the socioeconomic background of children (e.g. at competence tests, sensitive data).

- 2) Encourage collaboration between countries and international organizations to address educational inequalities on a global scale. Share best practices and research findings to inform policy development.

- 3) For the methodological standardisation and territorial adaptation of qualitative research, develop a supportive environment with knowledge-sharing portals, repositories, toolkits, international workshops.

school-related issues:

- 1) Provide financial and logistical support for community-based education activities and teacher training for local community members.
- 2) Encourage collaboration between countries and international organizations to address educational inequalities on a global scale. Share best practices and research findings to inform policy development.
- 3) Promote policies that facilitate cross-sectoral communication and mutual support among educational institutions, cultural institutions, social services, child protection agencies, health care providers, and local civil society organizations.
- 4) Teacher Agency Recognition: Recognize teachers as professionals with agency in shaping educational policies. Encourage policies that empower teachers to contribute to research and policy development processes, thus initiating the recognition of their professional agency.
- 5) Investigate existing legally binding school evaluation types to determine their alignment with OECD and EU recommendations.