



Inclusion4Schools

## Event Report for Milestone 4

# **International Conference on the Proposal for EU Research Standards**



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<b>Related WP number and name</b>	WP2 Proposals of EU Research Standard
<b>Related Task Number and Title</b>	T2.3 Supporting public discussion over the proposal
<b>Partner Responsible</b>	Wesley
<b>Event Title</b>	Inclusion4Schools Policy Lab
<b>Main author= Event Leader</b>	Wesley, Zsuzsanna Hanna Biró
<b>Contributors</b>	Oltalom, Péter Tibor Nagy

## Scope of the Event

The scope of the event was to discuss the recommendations from different professional actors, suggestions of 13 think-tanks organised throughout Europe in the perspective of developing the methodology for identifying the key factors which lead to segregation.

The Policy Lab was organised to bring together researchers, practitioners, NGOs, teachers, activists and policy makers throughout Europe to discuss the policy recommendations of the Inclusion4Schools H2020 project on measuring educational inequalities. An important factor was to address representatives of the countries involved in the parallel running research and innovation actions SMOOTH and PIONEERED.

## Participants

Participation in person was only upon invitation. Relevant stakeholders were invited through emails.

Participation on the online part was free. There were 80 persons registered for the event: 34 of them registered for both the streaming and the World Café discussion, 6 of them wished to participate only in the discussion and 26 of them wished to only follow the presentations online.

**Registered and live participants:**

	<b>Name</b>	<b>Organisation</b>	<b>Country</b>	<b>Mode of participation</b>
1	Ágnes Kakasi	primary school teacher	HU	online
2	Alexander Mušinka	University of Presov	SK	online
3	András Merza	RCISD	HU	online
4	Artur Mano	Teachers' Trade Union Representative	AL	online
5	Barbara Szuromi	John Wesley Theological College	HU	-
6	Béla Keszezh	Mayor of Komárom	SK	-
7	Blerina Kokai	Commissioner for the Protection from Discrimination	AL	
8	Denis Zavalani	ANOA	AL	online
9	Edit Győrik	John Wesley Theological College	HU	-
10	Envina Xhemi	ANOA	HU	online
11	Eszter Neumann	HUN-REN Centre for Social Sciences	HU	-
12	Etleva Tare	Commissioner for the Protection from Discrimination (Korca)	AL	
13	Éva Gáti	Oltalom Charity Society	HU	-
14	Éva Thun	John Wesley Theological College	HU	-
15	Fanni Maszlag	ELTE	HU	
16	Flórián Sipos	University of Debrecen	HU	-
17	Fruzsina Kormos	RCISD	HU	online
18	Júlia Vida	John Wesley Theological College	HU	
19	Juliette Torabian	University of Luxembourg	LU	online
20	Kornél Varga	VIOLA Software Bt	HU	online
21	László Trencsényi	Hungarian Pedagogical Association	HU	
22	Nikolay Kirilov	Roma-Lom Foundation	BG	
23	Nikolett Rékási	John Wesley Theological College	HU	
24	Péter Tibor Nagy	Oltalom Charity Society	HU	-
25	Ralitz Sechkova	CEGA Foundation	BG	
26	Richárd Lakatos	Oltalom Charity Society	HU	-
27	Roumyan Sechkov	CEGA Foundation	BG	
28	Teodor Kirilov	Roma-Lom Foundation	BG	
29	Tünde Morvai	Secretariat for Hungarians Beyond the Border	HU	-
30	Vanessa Murray	primary school teacher	IE	online
31	Vinjola Rota	Regional Education Directorate, Korca -Elbasan	AL	-
32	Yannis Pechtelidis	University of Thessaly	GR	online
33	Zsuzsanna Hanna Biró	John Wesley Theological College	HU	

### Participants at live streaming:

nr of views of the stream on Facebook	Albanian	Bulgarian	English	Hungarian
over 3 seconds	179	437	77	155
over 1 minute	33	58	35	322

### Venue

Central European University, Budapest, Nádor St., Room 101.

Date: 16 September 2023

### Summary of topics

8.00–9.00      **Registration**  
9.00-9.05      **Opening**  
9.05–10.30    **Stakeholder presentations (3x15 minutes +discussion):**

Blerina Kokai	Albania	Commissioner for the Protection from Discrimination, Legal Department, Expert	Addressing educational segregation through the Albanian Antidiscrimination Commissioner
Nikolay Kirilov	Bulgaria	Roma activist, founder of the Roma-Lom Foundation	Educational inequalities and segregation in Bulgaria - policies and trends
Alexander Mušinka	Slovakia	Researcher at the <u>University of Presov, Institute of Roma Studies</u>	Atlas of Roma communities in Slovakia - implementation, problems and methodological approaches
Eszter Neumann	Hungary	Senior Research Fellow, HUN-REN Centre for Social Sciences	Re-segregation and churchification: education policies and policy effects in Hungary since 2010

*Coffee Break*

11.00–11.30 **Presentation of the three H2020 projects on educational inequalities**

Juliette Torabian	Luxembourg	Postdoctoral Fellow at University of Luxembourg and a Senior Expert in International Development and Education	Deputy team-leader of PIONEERED RIA project
Yannis Pechtelidis	Greece	Associate professor at University of Thessaly	Coordinator of the SMOOTH RIA project
Zsuzsanna Hanna Biró	Hungary	Head of the Education Science Department at John Wesley Theological College	Coordinator of Inclusion4Schools CSA project

11.30–12.15 **Roundtable discussion**

Béla Keszegh	Slovakia	Mayor of Komárom, Slovakia
Fanni Maszlag	Hungary	Assistant Professor at ELTE, Faculty of Primary and Pre-School Education, Department of Social Sciences
Tünde Morvai	Hungary	Head of the Secretariat for Hungarians Beyond the Border of the Hungarian Academy of Sciences
Vinjola Rota	Albania	Regional Education Directorate, Korca -Elbasan, Director
Nikolay Kirilov	Bulgaria	Roma activist, founder of the Roma-Lom Foundation
Roumyan Sechkov	Bulgaria	Researcher at Bulgarian Academy of Sciences, co-founder of CEGA Foundation and executive director since 2004
Etleva Tare	Albania	Regional Representative of the Commissioner for the Protection from Discrimination (Korca), Minorities Civil Society Representative

12:15–13:00 **Plenary debate**

*Lunch break*

14.00–14.30 **Presentation of recommendations (30 minutes + discussion)**

Presentation of the recommendations to European authorities and national statistical offices

Péter Tibor Nagy, Team Leader, Oltalom Charity Society

14.30–15.45 **World Café**

*Coffee Break*

16.15- 17.00 **Wrap-up and closing**

**Conclusions**

With the involvement of the local consortium partners 13 cross-sectoral think tank workshops with different stakeholders were organised in all participating countries, in countries of the parallel running RIAs and also online. The main topics of these events were discussion on

- specific cases of segregation,
- statistics available and relevance,
- recommendations about data extensions, changes in data.

Think tank events comprised a network of actors from different sectors, including the academia, business and government agencies, these were designed to act as a space of social and cognitive intermediation geared towards providing supporting statistical data and research-based evidence.

Based on the events and the extensive work in Work Package 2 a set of recommendations were formulated by Oltalom team. Present Policy Lab served to present these recommendations and discuss selected ones.

The event started with a **presentation by a stakeholder from each of the project countries**. It was followed by a **presentation of the three projects** on educational inequality funded under the H2020 programme.

The presentations were held mostly in English, but simultaneous interpretation into Albanian, Bulgarian and Hungarian was provided. The language of the world cafe was English.

A longer session was dedicated on a **round table discussion** on ways to combat school segregation. Invited presenters answered preset questions, followed by a lively debate in a **forum**.

### **Questions of the roundtable discussion**

I.

School segregation can only be considered to exist if a particular group of pupils (for example, Roma, African, migrant or children with behavioural problems or SEN) is over-represented in a class or school compared to its proportion in the population. However, data on the socio-cultural background or health status of children is not available everywhere. How is this problem addressed in your country? Are there any indications of school segregation in this way?

II.

Segregated schools tend to operate in segregated districts, municipalities, and regions. In small villages in particular, the question arises as to what is the right thing to do for the community as a whole: to close the segregated institution and provide additional resources to send the children to another, more integrative school, or to use the financial resources to allow the segregated institution to develop and attract the parents of children who have been already taken away from the segregated village school. The key consideration here is the role that a kindergarten, school, cultural institution, etc. can play for the local community. What do you think about this?

III.

Roma segregation can be aggravated by Roma children underperforming in school entrance examinations and being classified as intellectually disabled. This double stigmatisation is determinant for children, but can also provide the segregated institutions concerned with the necessary resources to employ developmental teachers and other support professionals. Is this the case in your country? How can this practice be stopped?

#### IV.

School segregation can be observed in four ways: 1) from censuses covering the whole population, 2) from data collected by schools, 3) from sociological surveys, 4) from media reports, "scandals". Which do you rely on to get an idea of the situation in your country?

The afternoon session was dedicated to **recommendations for national statistical offices and relevant European institutions**, presented by professor Péter Tibor Nagy. His presentation was followed by a World Café workshop conducted in parallel on the spot and also online using the collaborative platform Gather.town. There were 4 statements to reflect on during the World Café, all related to respective recommendations selected

- A standardised family background index for competence assessments The family background, i.e. socioeconomic status, is closely related to the child's school performance. Without knowing this it is not possible to get a realistic picture not only of the pupil's performance, but also of the added pedagogical value of the teacher, the school, and the entire education system. However, our most important social institution fighting against the transmission of social disadvantages between generations is the school. Learning about the family background at the social level is hindered by several factors. One of them is that even if educational systems do attempt to measure family background, there is no widely used standardized measurement tool that would allow for data-rich international comparisons.
- Recommendation: A European policy tool (reference framework, recommendation, or legislation) should be developed that would 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).
- The widening of social inequalities through education cannot be stopped as long as different goals and principles are in conflict. Education can be both competitive, as it fosters a drive for excellence and achievement, and compensatory, as it aims to provide equal opportunities and bridge educational gaps. Some policy makers think that the education system should apply measures to compensate for the disadvantages, others advocate inclusive pedagogy. It is also debated what types of inequalities can be tackled throughout education? There is currently no consensus on all these questions within the EU, so there is little hope of developing a coherent education policy strategy.
- Recommendation: It should be necessary to organise a "great debate on inequalities in education" in the EU (see similar debates of the 60s in the USA and 70s in the UK), exploiting Web2.0 and artificial intelligence.
- A decisive factor in overcoming social disadvantage is the measurable impact of educational institutions, specialised services and NGOs on the social mobility of underprivileged groups. Monitoring this is not always possible on the basis of data provided by government agencies and local authorities, partly because political interests may influence the way data are collected, and partly because the statistics do not show the link between learning performance and the environmental impact on pupils.
- Recommendation: To understand the factors that counteract social disadvantage, longitudinal studies are needed to monitor the educational careers of pupils, alongside and independently of the current government data.

- A reason for the failure in effectively measuring child's socio-economic background is that the completion of family background questionnaires accompanying competency assessments is voluntary, and respondent inactivity is high. Furthermore, families with lower socioeconomic status frequently refuse or cannot fill the questionnaires out, which leads to systematic distortions in the datasets.
- Recommendation: Educational authorities on national level should work out methodological tools to increase the participation rate in the voluntary socio-economic status surveys accompanying competence tests and enhance especially the participation of persons with vulnerable situations in them.

Conclusions of the workshop will serve as a basis for the finalization of the set of recommendations by WP2 of the project.

The programmes were broadcast live on social media, each language variety was streamed at the relevant country's Facebook page in their language, while the English was broadcast on the central Facebook page of the project.