



Inclusion4Schools

Event Report for Milestone MS12

First Online Methodological Workshop for RIAs



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Related WP number and name	WP 5 Developing the R&I Methodology
Related Task Number and Title	Task 5.2: Collaboration with ongoing RIA projects
Partner Responsible	Wesley
Event Title	First Online Methodological Workshop for RIAs
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H2020 Horizon2020
 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 identification of segregated/disadvantaged groups, schools or communities is a non-standardized process in Europe. Inclusion4Schools aims at collecting suggestions from different professional groups with a central role of RIAs in it, for the developing a methodology for identifying the key factors which lead to segregation. Inclusion4Schools supports the RIA projects in developing their own methodological recommendations as part of their final reports. For that purpose, two methodological workshops are organized online with the main focus on the RIAs' activity and methodological experience. For the first one, 44 participants (academics and experts) registered for the event and 41 of them joined the workshop from 9 countries. Both SMOOTH and PIONEERED projects were represented by their leaders.

Venue

The event was carried out online (Zoom platform with the use of the [mentimeter.com](https://www.mentimeter.com) tool to make an initial quick survey to kick off discussions

Date: 26 January 2023
Time: 9.00 CET -11.30 CET

Summary of topics and outcomes

Zsuzsanna Hanna Biró I4S coordinator welcomed the participants and started the event by stressing the importance of finding synergies among the different initiatives and acts developed by the three present projects.

I. Introduction

In the first part of the workshop, the three projects were presented briefly to the participants by Florian Sipos (I4S), Andreas Hadjar (PIONEERED), and Ioannis Kozaris (SMOOTH).

II. Brainstorming

In the second part of the workshop (moderated by Flórián Sipos, task manager), the mentimeter.com tool was used to make an initial quick survey to kick off discussions on key concept and methodological methods. Participants answered to 2 questions:

- What are the key concepts in developing innovative educational services for disadvantaged communities?
- What are the key concepts in researching educational inequalities?

The word clouds (see below) generated from the answers revealed the relative weight of some key topics, such as the importance of the **inclusion of participants, community, participation, inclusion** in the research of inequalities and the importance of **family-school partnerships, technology, participative approaches, local policies, open democratic spaces** in developing innovative solutions.

What are the key concepts in developing innovative educational services for disadvantaged communities?

Mentimeter

A word cloud of key concepts for developing innovative educational services for disadvantaged communities. The words are arranged in a central cluster, with some words appearing larger than others. The background is dark blue with various geometric shapes in shades of blue, purple, and green.

Key concepts include:

- family-school partnership
- technology
- community
- local policies
- cooperation
- participation of community
- social solidarity
- needs assessment
- balance science practice
- participative approach
- mediators
- sensitisation
- availability
- adaptation
- digitisation
- safety
- digitalization
- empowerment
- learning
- co-creation
- needs-based
- sensitivity
- ngos
- involvement
- individual learning
- playfulness
- digitalisation
- active participation
- open democratic spaces
- participation
- differenced teaching
- frequent meetings
- partnership
- community involvement
- local needs
- tools for improvement
- 21st century content

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What are the key concepts in researching educational inequalities?

Mentimeter



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User icon

III. Discussions

In the third part of the workshop (moderated by Envina Xhemi, (WP leader), the discussion focused on the following two topics:

1. Methodological handbook on research and innovation methodologies.
2. Glossary for harmonizing terminology regarding educational inequalities

Envina Xhemi stressed that the handbook should consist of the most promising methodological considerations or approaches on researching educational inequalities. The handbook could not only serve as a blueprint of the project's innovative nature, but it will also inform the wider community and would contribute to the transnational/ transdisciplinary uptake of the methodological agendas developed.

Content

(Should we include existing or 'under development' methodologies?)

Regarding the content of the handbook, it was suggested to involve both **implementation** methodology and **research** methodology. Regarding the topics, such topics were suggested by representatives of the PIONEERED project as:

- practice research,
- mixed methods,
- life-course approach,
- intersectional approach and
- multi-level approaches.

These topics are already addressed by the deliverables.

It was also suggested to address the challenges in **triangulation** with **qualitative** and **quantitative** data, which might be a challenge for all the 3 projects. It was also suggested to focus on existing methodologies but also invite other researchers to work on methodologies under development.

Since these projects are community-based projects, it was suggested that **action research** and **participatory research** should be such topics that can included in the Handbook. SMOOTH project is actively building on participatory planning (young children are involved into the planning – open space is given to them for modify already existing practices during the process, since including experimentation into the project is part of the

democratic education process. Similar approaches are also present in the I4S project (in developing goals of the school evaluation or community planning of local projects).

Evaluation is a key activity for a the projects, therefore **formative and summative evaluation** could be also concepts of high importance.

Practice research might be linked to the **collection of transformative practices** on the portal.

Building on experience on the project or developing new concepts?

It was agreed to build on the synergies between methodologies already experienced or developed in the project on research and implementation methodologies. However, it should be extended by summary chapter at the end of the book that tries to bring together the two major parts (implementation and research) or a new synthesis chapter that embraces the different concepts and invent a new research and implementation practice in a large framework. Building new concepts would be too time-consuming.

Audience

(Only academics or could be open to professionals, schools?)

Academics and professionals in the field of education should work together in the book, however might work separately at various stages.

Harmonizing terminology within the CSA's scope : The Glossary

At the beginning of the I4S project, a glossary was prepared to harmonize terminologies between the participating partners:
<https://inclusion4schools.eu/discussion/glossary-2/>

This glossary might be extended with new terms (like commoners) or modified. This need to be a long and iterative process.

IV. Practical conclusions

Establishing an interproject working groups to decide and work on common issues was agreed. One person per project should be the contact point to link the project members to the tasks and communicate with them e.g. on the developments of a certain concept in the Glossary. Other experts from the workshop are also invited into the groups

2 working groups will be created

- One on the book, that will check all the 3 project materials on methodological content, and work on the synthesis chapter.
- Another one on glossary: It will harmonize terminology based on the I4S Glossary, and this will need a longer process.

Deadlines: the handbook need to be **finished by the end of 2023**.

Digital tools – I4S project has a part of its **platform** for sharing academic material and collaborations, teams might use this as a collaboration space.