



Network of Education Policy Centers

10th NEPC SUMMER SCHOOL - Event Report
Poverty in Education: What Do We Know and
What Can We Do?

July 2 – 8, 2017

Kosovo/ Kosova (Amazona, K.K. Kastriot, Fshati Azizi - Mitrovicë)

www.edupolicy.net

Network of Education Policy Centers (NEPC) is an international non-governmental membership organization that gathers 23 institutional members from 18 countries. NEPC has been founded in 2006 and formally established in 2008.

NEPC members are public and civil-society organizations dealing with education at different levels from educational research and policy analysis to teacher training and school-based activities.

NEPC Secretariat, established in Zagreb in 2006, has implemented over a dozen multi-country projects addressing and exploring current issues in education, driven by the need for independent and information-based policy analyses, advocacy for equity, and effective, sustainable solutions in education policy processes in the last couple of years.

The network's contribution to improving education policies in this region is reflected in its highly diverse project portfolio, which includes large projects involving several countries.

Summer School is a traditional NEPC annual learning event for teachers, policy-makers, policy-analysts,

practioners, researchers and education friends from all over the world.

Summer schools have covered wide range of topics related to education (teachers' policy, inclusive education, education for sustainability, managing change and uncertainty) with the aim of inspiring change in education system and were attended by about 25 participants every year.

Summer School gathers faculty from prestigious universities and highly experienced trainers from all over the world and it combines theory, practice and interactive sessions.

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Content

• Introduction	1
• Day by Day – Learning Sessions.....	2
• Analyses of current situation and data in involved countries.....	3
• Bronfenbrenner's Bioecological Model of Development	7
• Effects of poverty on children.....	9
• Definitions of poverty.....	10
• International Assessment & Educational Equity - Programme for International Student Assessment PISA).....	12
Average achievement by country – Scientific Literacy (2015).....	13
PISA Educational Equity Analysis - Framework of Examining Equity in PISA.....	13
Disadvantage in Education.....	14
Disadvantage and Achievement; Disadvantaged vs. Advantaged Achievement.....	15
PISA Indicators of Educational Equity.....	16
Predictive power of socio-economic and cultural status.....	17
Analysis of Mediating Factors - Addressing Poverty in Education.....	18
Aspects of resiliency (Werner, 1989); What PISA measures.....	19
Well-being in PISA.....	20
• Prejudices and stereotypes, discrimination and oppression.....	21
• Seven forms of bias in curriculum materials.....	22
• Blame the victim theory.....	23
• Inter-Cultural Learning Session.....	24
• Group work summaries.....	26
• Advocacy.....	32
• Advocacy campaign ideas.....	33
• In conclusion.....	36
• Further readings.....	37
• List of participants.....	38

Introduction

The main topic of Summer School 2017 was social justice with strong accent on the effect of poverty in education. NEPC started exploring the issue of poverty and education in 2014 and since has confirmed its starting belief that, in the region, poverty in connection to education is not being directly addressed. It seems that educators often put on a head blind and ignore the issue. In many cases in the belief that solving the problem of poverty is beyond education.

The five day interactive programme provided knowledge and data about effects of poverty in education and involved participants in designing research and school based activities that can assist in mediating the effects of poverty

The countries of NEPC region face numerous economic and social challenges caused by, among other things, long term economic recession. The situation regarding the number of people living at risk of poverty or social exclusion is particularly grave as statistics show there are high percentages of the region's population in this group. Poverty and social exclusion harm individuals and limit their opportunities to achieve full potential by affecting their wellbeing and lowering educational outcomes. This situation has heavy implications for both education systems and schools.

The Summer School was based on the understanding that education has direct impact on social justice and that students from low socio economic background, living in poverty or at risk of poverty are multiply disadvantaged learners. Research literature consistently shows that parental socio-economic status is related to academic achievement of their children. Research (see: Further readings) also shows that children living in poverty frequently have poor literacy and language skills and have limited access to reading materials that negatively affects the learning results; growing up in poverty contributes to having a negative perspective about the future; children with lower socio-economic status background are often victims of bullying in schools.

One of the measures of social justice in education is educational equity ie the degree to which student academic achievements are patterned by group differences. In more equitable national education systems group differences such as socio-economic status have a minor influence on students' academic achievement. Comparative research can indicate how educational policies, structures and practices either mediate or exacerbate group differences in student academic achievements. The Programme for International Student Assessment (PISA) is an especially useful cross-national dataset for measuring equity however national data sets should be especially important for policy makers and practioners in detecting the national issues and should be used for improvement of educational systems.

The main questions this year's program aimed to answer were:

- * Are the social policies that are in place enough to address the issue of poverty?
- * Are schools perpetuating classism in society?
- * Which school policies and practices contribute to alleviating the issue of poverty in education?
- * How to involve students, parents and local communities in design and implementation of school policies and practices
- * Can good practices for poverty alleviation contribute to segregation and labelling?
- * What relevant data is available through international assessment systems such as PISA and how to exploit it through secondary analysis?
- * How can secondary analysis of international assessment system of student's achievement, such as PISA, assist in addressing the issue of poverty and its impact in education?
- * Analyses of current situation and data in participating countries especially in regard to low SES students.

Day by Day – Learning Sessions

Topics covered at this year's School included:

- Poverty as a concept
- Definition of poverty (historical, economic, social, hidden)
- Deconstruction of poverty
- Education & poverty
- Analyses of current situation and data in involved (participant) countries
- PISA (and Poverty)
- Ideas for Research Projects on Poverty
- Ideas for School Projects Tackling Poverty
- Advocacy Ideas

In addition to talks, lectures and workshops, participants were paired up to follow and report back on certain issues and questions raised throughout each day. During reflective sessions at the beginning of each following day the groups reflected upon the topic they were assigned to follow (such as: Questions unanswered; Something that happened that was 'out of this world'; and more). These morning reflections enabled the group to revise the lessons learnt from the day before and provided the introduction into discussions ahead.

Analyses of current situation and data in involved (participant) countries

To be able to better understand our immediate contexts, participants researched and presented data on poverty, children in poverty, and key issues connected to poverty, development and education from all of the countries represented in the summer school. This enabled the whole group to compare key issues, to see the differences and understand this as each country's starting point when we talk about tackling poverty, and the effects of poverty on education and academic success.

Macedonia

Data

Population 2 million

1/3 – 1/2 population living in poverty (by UN standards)

20% school children living in extreme poverty

Only 16% children attend preschool

Minimal drop-out in primary; 11% drop-out in secondary education (2013)

Key issues

- **Lack of official data (after 2010)**
- **Social policy and welfare are not inclusive**
- **No established definition of poverty in the country (which, according to the World Bank, is less than \$1.9 a day)**
- **Lack of national strategies**

Research

UNICEF (2007 report); local Roma NGOs; school drop-out and asylum seekers statistics

Good practices

Mandatory primary education and secondary education open for all

Free textbooks

Computers for all pupils

Centers for Early Childhood (Unicef)

Roma NGOs helping with IDs, registration and school enrolment

Bosnia and Herzegovina

Data

170 000 children in BiH currently live in poverty

Average income: 120 – 200 EUR

30,6% of children aged 5 to 15 below the poverty line

Key issues

- **Minority groups (Roma and internally displaced persons)**
- **Unemployment, lower education**
- **Families with more children (3 or more children)**
- **Area (rural/urban discrepancy)**

Research

Children aged 0 to 4 (98,1 %) are deprived in at least one dimension (Nutrition, Health, Child Development, Violent Discipline, Information Access and Housing)

Children aged 5 to 15 (73,8%) are deprived in at least one dimension (Nutrition, Clothing, Educational Resources, Leisure, Social Participation, Information Access and Housing)

Good practices / Recommendations

Policies aimed at reducing child poverty and deprivation need to improve the spending power of households and the availability of services/infrastructure in local areas

Albania

Data

Nearly ¼ of the population lives in extreme poverty, surviving with 2 dollars a day. That is 800 000 people.

Key issues

- The majority of population comes from rural areas (51%)
- Political adjustment from communist planned economy to free market – people are unable to sell their products.

Research: World vision; World Bank; Instat (Albanian Institute of Statistics)

Good practices: Advocacy actions; Improving of infrastructure

Kosovo

Data: 17,6 % of population living in complete poverty with 1.82 euro per day; 5,2% with 1,30 euro per day

Key Issues

- Unemployment,
- Small salaries (women especially)
- Absence of supplements for children
- Insufficient education

Research: ASK - the Kosovo Agency of Statistics, World Bank, United Nations

Good practices: Trainings – Workshops, Stipends, Mentoring, Tutoring, Mediators

Turkey

Data: 25,3% of children in poverty, in 2013 (OECD). Poverty is defined as earning less than 50% of the national annual income.

Key issues

- Syrian refugee children: 1,000,000 of Syrian children are school age
- Child labour, especially in agriculture: 2,000,000 of children working, a million of them cannot go to school
- 56 children lost their lives due to “accidents” at work, in 2016
- Early marriage

Good practices: Conditional Cash Transfer. However -- does it work?

Mongolia

Data: 40% poor or very poor; 10% unemployed (registered); 10% migrant workers (S. Korea, US, etc.)

Key Issues

- School dropout (school/education related costs)
- Child labour
- Stunting (restricted physical development-especially among young children)
- Children of migrant workers taken care by grandparents, other relatives or by themselves

Research: Household living standards measurement survey (Wb, Min. of Hds) 2013, 2017 (ongoing), Multi indicator cluster survey (Unicef)

Good practice: Free textbook provision

Slovenia

Data: 2010 -> 15% at risk of poverty, 2015 -> 17% at risk, Poverty: 6%

Key Issues: low achievement, social exclusion, stigmatisation, weak access to social educational services, weak life prospects, regional inequality

Research: Erasmus policy projects (Hand in hand), Raolla project, Tita project, National assessment, International assessments

Good practices: Understanding that it is everybody's (*whole – school*) responsibility, subsidies, Activation of low achieving schools in raising reading literacy.

Croatia

Data: 21 – 22% preschool children in poverty (2015)
20,9% up to 17 years old in poverty (2016)
General population 20% Zagreb 6% vs Karlovac county,
Vukovar – Srijem county about 30% (EU 17%)
7th in EU ranked in poverty

Key Issues: unemployment, regional differences, rural / urban,
one-parent families, 3 + children, parents who rely solely on
agriculture, Roma (2-3 times at higher risk of poverty)

Research: preschool Unicef 2015, Ministry of Regional
development RDC, RECI study 2015, UNDP, CPS –
INEQUALITIES

Good practices: REYN – Advocacy actions, awareness raising,
promotion of positive role models, state scholarship

Serbia

Data: ¼ of all children younger than 19 received aid from the government
20% of kids receive some sort of social aid

Key issues: unemployed parents; education level of parents;
poor design of major benefit programs; discrimination (Roma, children with
disabilities...); regional differences

Research: PEP, UK aid – Reduction of child poverty in Serbia, CEP, Unicef – Support
for educating children from poor families

Good practice: state aid

Bronfenbrenner's Bioecological Model of Development

Urie Bronfenbrenner was a Russian-American developmental psychologist whose bioecological model was integral to the formation of American Headstart pre-kindergarten programs. The model suggests the interactions between the individual and their environment, categorized into various systems, shape their development over time.

NESTED SYSTEMS

Bronfenbrenner conceptualized four ecological systems that an individual interacted with, each nested within the others. Listed from closest to the person to furthest:

1. Microsystem The prefix “micro” comes from the Greek for “small,” and is the first and most immediate layer of the nested systems. It encompasses an individual’s human relationships, interpersonal interactions and immediate surroundings. An example of this system would be the relationship between an individual and his or her parents, siblings, or school environment.

2. Mesosystem The second layer from the individual, surrounding the microsystem and encompassing the different interactions between the characters of the microsystem. For example, the relationship between the individual’s family and their school teachers or administrators. In order for an interaction to be considered part of the mesosystem, it has to be a direct interaction between two aspects of the microsystem that influences the development of the individual.

3. Exosystem The exosystem is the third layer, and contains elements of the microsystem which do not affect the individual directly, but may do so indirectly. For example, if a parent were to lose their job or have their hours cut back, this would affect their child in an indirect way such as financial strain or increased parental stress.

4. Macrosystem The prefix “macro” comes from the Greek for “large,” and is used because this system was thought to be all-encompassing. The fourth and outermost layer of the bioecological model, it encompasses cultural and societal beliefs and programming that influence an individual’s development. Examples of this would include gender norms or religious influence.

CRITICISM OF THE EARLY MODEL

Bronfenbrenner’s early model of the bioecological system has sometimes been criticized for not emphasizing the active role of the individual in his or her own development. As such, sometimes the individual’s own biological and identifying characteristics, such as age, health, sex or gender are considered the unofficial first layer of the nested systems.

In later iterations, a fifth stage is considered part of the bioecological model, called the chronosystem. This system focuses on the interaction between the various systems and how they affect one another over time. One instance of this would be parents scolding a child for disobedience, which is an instance of microsystem-macrosystem interaction. While the parents are members of the microsystem, they are reinforcing a cultural belief that children should always listen to their parents. The assumption is that over time, the child would grow up to be obedient.

LATER MODELS

Process — Person — Context — Time (PPCT)

This model was later adapted to include the chronosystem, based on four establishing principles and their interactions which were Bronfenbrenner's original basis for the bioecological theory:

Process — The developmental processes that happen through the systematic interactions mentioned above. What Bronfenbrenner referred to as proximal processes functioned as the primary mechanism of an individual's development.

Person — This principle was established to indicate the role of the individual and their personal characteristics in social interactions and their individual development. These characteristics include age, sex, gender, physical or mental health, and others. Some of these characteristics are more visible than others (such as age) and as such, are more easily measured over time.

Context — The (now five) systems of the bioecological model serve as the context for an individual's development — the micro-, meso-, exo-, macro-, and chronosystems.

Time — The most essential element of the bioecological model. Because this model measures an individual's development, these interactions occur on a measurable, chronological scale. Time influences the systemic interactions within an individual's lifespan as well as across generations, such as in the case of "family values," a set of morals or beliefs that are passed down between generations and shape development. This would be an example of microsystem interaction over time.

REFERENCES

1. Bronfenbrenner, Urie, and Pamela A. Morris. "The bioecological model of human development." *Handbook of Child Psychology* (2006).
2. Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-nurture reconceptualized in developmental perspective: A bioecological model. *Psychological Review*, 101(4), 568-586.
3. Bronfenbrenner, U. (1994). Ecological models of human development. *Readings on the Development of Children*, 2(1), 37-43.

Effects of poverty on children

Poverty and its attendant risk factors are damaging to the physical, socioemotional, and cognitive well-being of children and their families. Topics covered in group conversation regarding the issue were: Health and nutrition; Vocabulary; Non-cognitive skills; Hope and expectations; Chronic stress; Parents and relationships; Social distance.

Practice session on four different imaginable scenario-assignments when it comes to schools effected by poverty aimed at envisioning concrete measures that could ease the negative effects of poverty on imagined students of described areas.

- **You are teachers in a small rural school / in a school in a small industrial town/ in a school near large Roma settlement/ in a downtown school --**

It's August and you are preparing plans for the next school year. What internal and external factors influences your students? What problems/obstacles/challenges you might anticipate based on previous experience? What strategies of prevention and intervention you might prepare to overcome challenges and help each child thrive?

Assignment

Think about your school and how the following school activities contribute to the social cohesion:

Extracurricular activities, exhibitions, competitions, school performances, best student selection, excursions and fieldtrips, textbooks, school lunch, holidays and celebrations, school rules and procedures, school aid and advocacy actions, school projects, school symbols.

Definitions of poverty

(Dictionary)

Condition where people's basic needs for food, clothing, and shelter are not being met. Poverty is generally of two types: (1) Absolute poverty is synonymous with destitution and occurs when people cannot obtain adequate resources (measured in terms of calories or nutrition) to support a minimum level of physical health. Absolute poverty means about the same everywhere, and can be eradicated as demonstrated by some countries. (2) Relative poverty occurs when people do not enjoy a certain minimum level of living standards as determined by a government (and enjoyed by the bulk of the population) that vary from country to country, sometimes within the same country.

(Unesco)

In pure economic terms, income poverty is when a family's income fails to meet a federally established threshold that differs across countries. Typically it is measured with respect to families and not the individual, and is adjusted for the number of persons in a family. Economists often seek to identify the families whose economic position (defined as command over resources) falls below some minimally acceptance level.¹ Similarly, the international standard of extreme poverty is set to the possession of less than 1\$ a day.

Absolute poverty measures poverty in relation to the amount of money necessary to meet basic needs such as food, clothing, and shelter. The concept of absolute poverty is not concerned with broader quality of life issues or with the overall level of inequality in society. The concept therefore fails to recognise that individuals have important social and cultural needs. This, and similar criticisms, led to the development of the concept of relative poverty. Relative poverty defines poverty in relation to the economic status of other members of the society: people are poor if they fall below prevailing standards of living in a given societal context. An important criticism of both concepts is that they are largely concerned with income and consumption.

Three perspectives are relevant; the income perspective indicates that a person is poor only if his or her income is below the country's poverty line (defined in terms of having income sufficient for a specified amount of food); the basic needs perspective goes beyond the income perspective to include the need for the provision by a community of the basic social services necessary to prevent individuals from falling into poverty; and finally, the capability (or empowerment)

(WHO)

Poverty is associated with the undermining of a range of key human attributes, including health. The poor are exposed to greater personal and environmental health risks, are less well nourished, have less information and are less able to access health care; they thus have a higher risk of illness and disability. Conversely, illness can reduce household savings, lower learning ability, reduce productivity, and lead to a diminished quality of life, thereby perpetuating or even increasing poverty.

Poverty is often defined in absolute terms of low income – less than US\$2 a day, for example. But in reality, the consequences of poverty exist on a relative scale. The poorest of the poor, around the world, have the worst health. Within countries, the evidence shows that in general the lower an individual's socioeconomic position the worse their health. There is a social gradient in health that runs from top to bottom of the socioeconomic spectrum. This is a global phenomenon, seen in low, middle and high income countries.

(UNITED NATIONS)

Fundamentally, poverty is the inability of having choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society. It means not having enough to feed and clothe a family, not having a school or clinic to go to, not having the land on which to grow one's food or a job to earn one's living, not having access to credit. It means insecurity, powerlessness and exclusion of individuals, households and communities. It means susceptibility to violence, and it often implies living in marginal or fragile environments, without access to clean water or sanitation.

(WORLD BANK)

Poverty is pronounced deprivation in well-being, and comprises many dimensions. It includes low incomes and the inability to acquire the basic goods and services necessary for survival with dignity. Poverty also encompasses low levels of health and education, poor access to clean water and sanitation, inadequate physical security, lack of voice, and insufficient capacity and opportunity to better one's life.

Poverty is usually measured as either absolute or relative (the latter being actually an index of income inequality).

International Assessment & Educational Equity - Programme for International Student Assessment (PISA)

• Introduction to PISA • Relevant data for low SES • Main findings of PISA 2015 regarding low SES (focus on NEPC countries) • How to read the data? • Examples of Secondary Analyses • Low SES students' vs Disadvantaged Schools implication for policy & practice • Task for participants: What secondary analyses do I need and for what?

What is PISA?

The Programme for International Student Assessment (PISA) is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. In 2015 over half a million students, representing 28 million 15-year-olds in 72 countries and economies, took the internationally agreed two-hour test. Students were assessed in science, mathematics, reading, collaborative problem solving and financial literacy. The results of the 2015 assessment were published on 6th December 2016.

[The 2017 Summer School report brings only a selection of the extensive presentation on PISA. Should you be interested in the whole presentation, please contact the NEPC Secreteriat.]

PISA 2015 – Summer School 2017 participant countries	Sample (n)	Population of 15- year-old students (N)
Albania	5215	40896
Croatia	5809	40899
Kosovo	4826	22333
FYR Macedonia	5324	15847
Slovenia	6406	16774
Turkey	5895	925366

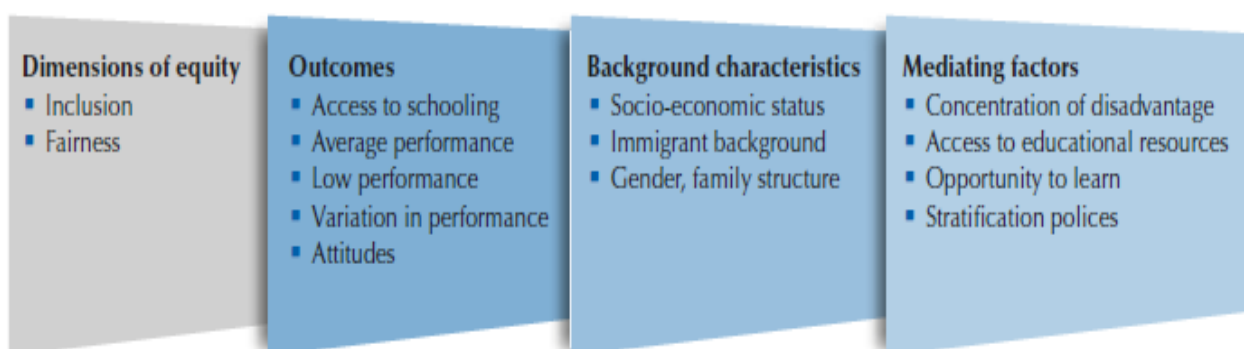
Average achievement by country – Scientific Literacy (2015)

Mean score	Comparison country/economy	Countries and economies whose mean score is not statistically significantly different from the comparison country's/economy's score
556	Singapore	Estonia, Chinese Taipei
538	Japan	
...	...	B-S-J-G (China), Korea, New Zealand, Australia, United Kingdom, Germany,
513	Slovenia	
...	...	Italy, Hungary, Lithuania, Iceland
475	Croatia	
...	...	Romania, Cyprus, Moldova, Turkey, Trinidad and Tobago, Thailand
427	Albania	
425	Turkey	Romania, Cyprus, Moldova, Albania, Trinidad and Tobago, Thailand, Costa Rica, Qatar
...	...	
384	FYR Macedonia	Lebanon, Tunisia
378	Kosovo	
...	...	Algeria

PISA Educational Equity Analysis

Framework of Examining Equity in PISA

PISA defines equity in education as providing all students, regardless of gender, family background or socio-economic status, with high-quality opportunities to benefit from education.



Examining Equity in PISA

- It refers to creating the conditions for minimising any adverse impact of students' socio-economic status or immigrant background on their performance.
- This understanding of equity in education enjoys wide support across countries and is aligned with the Sustainable Development Goals (SDG), adopted by the United Nations in September 2015.
- The goal has a truly global reach, as no country, rich or poor, can yet claim to have attained it.
- By providing extensive and internationally comparable information on students' skills and their family and community backgrounds, PISA offers a unique measure to assess progress towards the SDGs and to analyse inclusion and fairness in education from an international perspective (OECD, 2015).

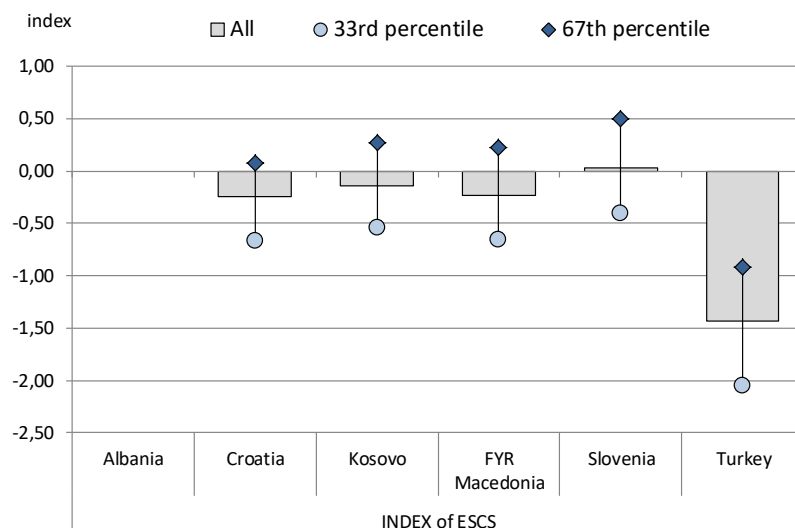
Disadvantage in Education

Main indicator by which socio-economic disadvantage is defined in PISA is indicator of socio-economic and cultural status – ESCS. The PISA index ESCS is derived from three variables related to family background: parents' highest level of education (PARED), parents' highest occupation status (HISEI), and home possessions (HOMEPOS), including books in the home (self-reported data). Index is designed on the scale with OECD average 0 and standard deviation 1.

In this analysis:

*Disadvantaged students:
achievement below 33rd
percentile*

*Advantaged students:
achievement above 67th
percentile*



Disadvantage and Achievement

In all countries in PISA there is **association between disadvantage and achievement**.

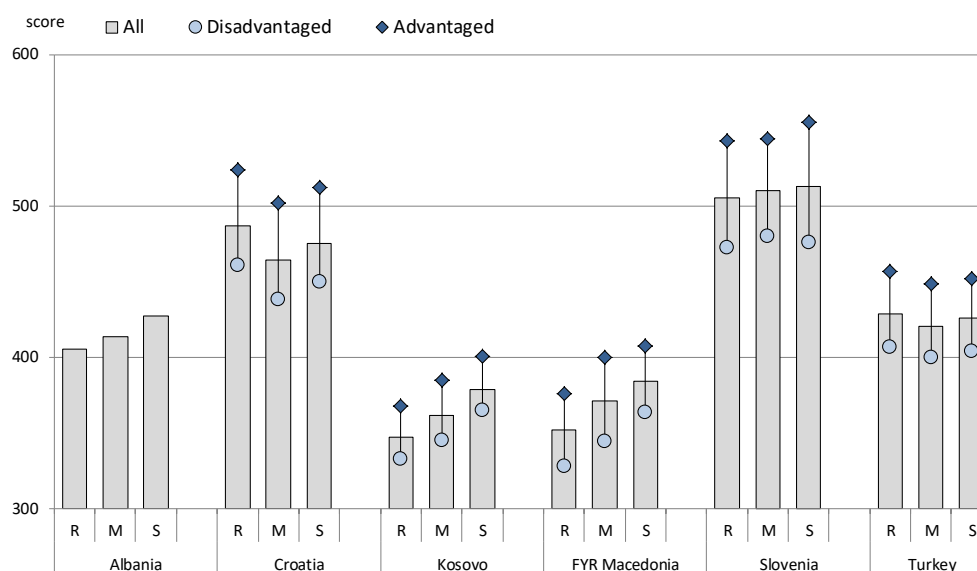
Association is **negative** in the sense that higher disadvantage is associated with lower achievement and vice-versa, lower disadvantage (more advantage) is associated with higher achievement.

For educational policy the relevant question is not whether this association exists but how to make it **weaker** so that there will be more “equal educational opportunities” and more “educational equity”. In PISA some countries are more and others less successful in diminishing this association.

The important lesson from PISA is that **increasing educational equity does not have to be at the expense of overall achievement**. Many countries in PISA for which educational equity has increased have also increased their overall achievement – mostly due to an increase of the achievement of low-achieving students (e.g. Germany, Slovenia).

Comparisons –

Disadvantaged vs. Advantaged Achievement



PISA Indicators of Educational Equity

PISA uses several indicators of educational equity to monitor the achievement gap between disadvantaged and advantaged students:

1. Percent of low-achieving students

- achievement below Level 2 on the PISA scales
- (minimal) educational opportunities for all
- ET2020 goal for this percent to be below 15 % in each EU country

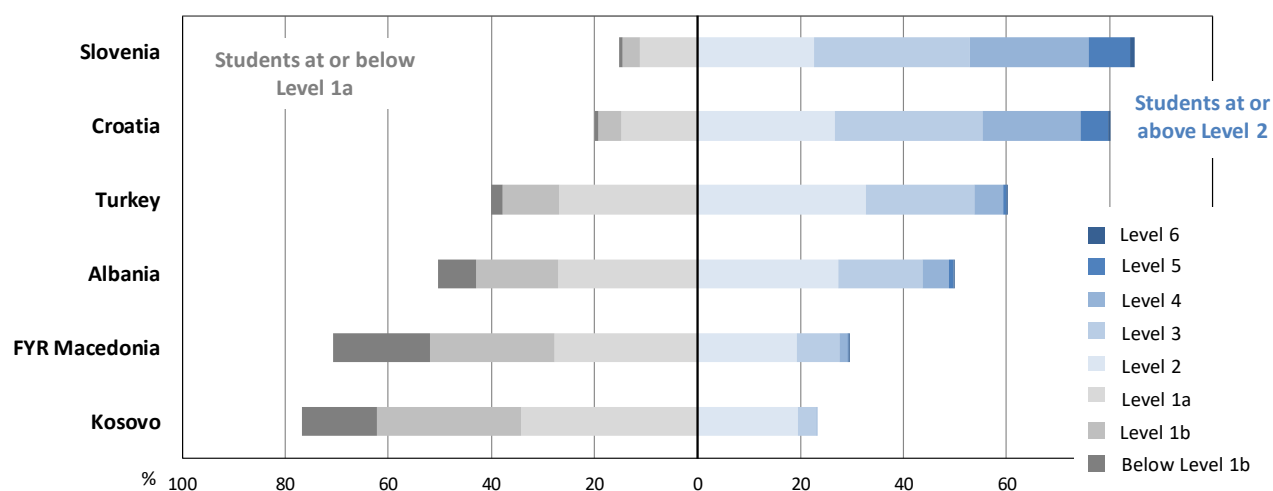
2. Socio-economic gradient

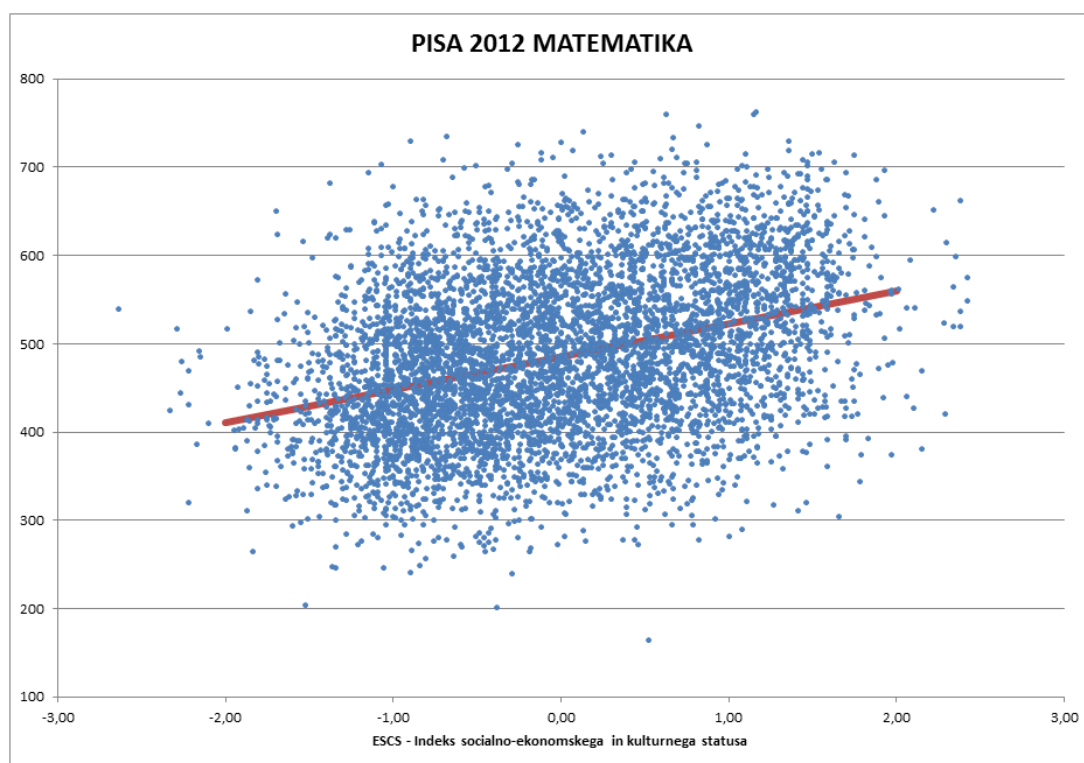
- average increase of achievement associated with one unit increase (one standard deviation) of ESCS – **slope** of the gradient
- percent explained variance in achievement with measure of ESCS – **strength** of the gradient

3. Percent of resilient students

- disadvantaged students attaining high achievement

Attainment of Levels by Country ET2020 targets – PISA Reading literacy 2015

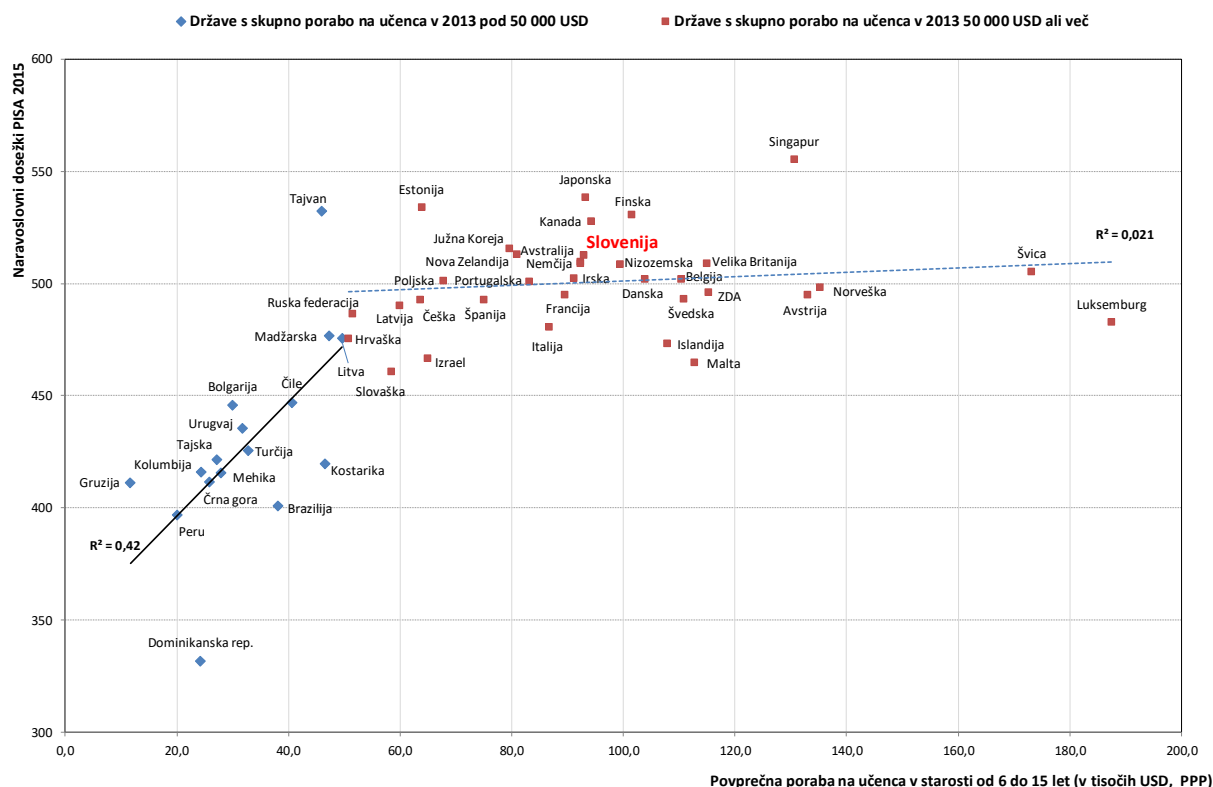




Above: PISA 2012 Mathematics – Index of Social, Economic and Cultural Status

Predictive power of ESCS

		step 1: ESCS		BOTTOM THIRD		MIDDLE THIRD		TOP THIRD	
		ΔR^2	β	ΔR^2	β	ΔR^2	β	ΔR^2	β
Croatia	R	0,12	38	0,05	49	0,01	43	0,06	54
	M	0,13	38	0,04	44	0,01	43	0,07	56
	S	0,12	38	0,04	45	0,01	46	0,08	59
Kosovo	R	0,05	19	0,03	24	0,00	-2	0,02	30
	M	0,06	21	0,02	19	0,00	-2	0,03	33
	S	0,05	18	0,01	11	0,00	0	0,03	36
FYR Macedonia	R	0,06	27	0,07	50	0,01	30	0,01	25
	M	0,09	31	0,09	55	0,01	29	0,02	40
	S	0,07	25	0,06	40	0,01	25	0,02	36
Slovenia	R	0,11	38	0,02	39	0,01	34	0,02	39
	M	0,11	35	0,03	41	0,01	38	0,02	36
	S	0,13	43	0,03	47	0,01	40	0,02	40
Turkey	R	0,09	21	0,03	27	0,00	9	0,07	36
	M	0,09	21	0,02	22	0,00	13	0,08	39
	S	0,09	20	0,03	26	0,00	10	0,07	36



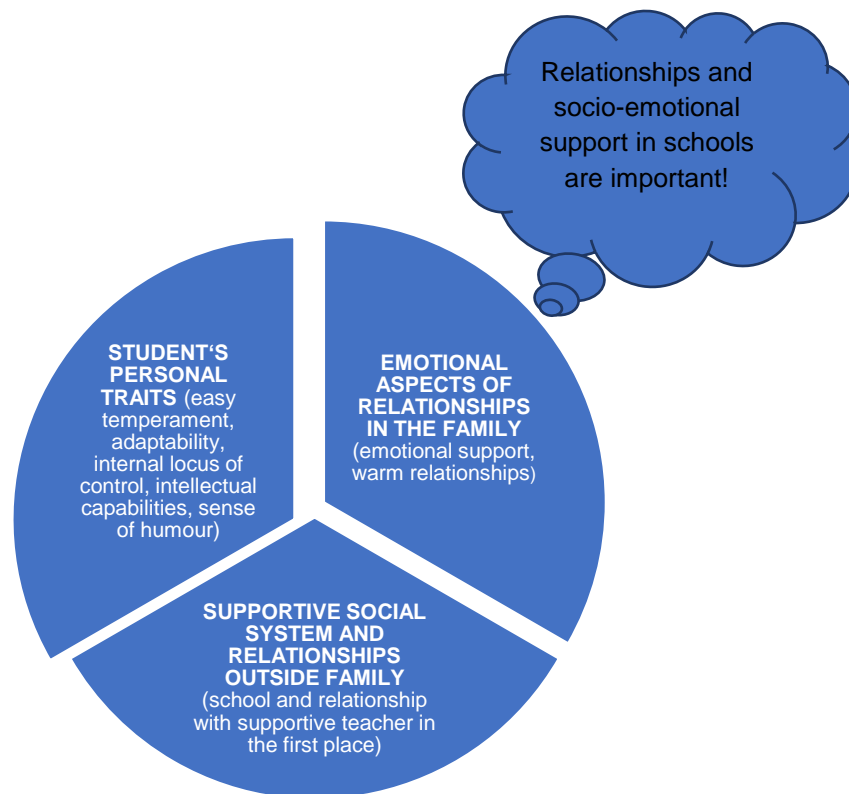
Above: Blue – Countries with less than \$50 000 per student in 2013; Red – Countries with more

Analysis of Mediating Factors - Addressing Poverty in Education

- In continuation we would like to focus on some aspects of educational process, that are, at least to some extent, **more open to (policy) influence** in the efforts of improving equity in education than socio-economic disadvantage (ESCS).
- In the last decades, more research emphasis has been given to **factors, such as school climate, socio-emotional well being of students**, student-teacher and student-student relations, etc.
- Different studies (e.g. Gregory & Weinstein, 2004; Wentzel, 2012) confirmed that those aspects of educational process **significantly predict higher student learning motivation and (directly or indirectly) achievement**.
- Furthermore, some authors (Werner, 1989) confirmed that supportive school climate and student-teacher relationships **encourage student resiliency and help minimize the (negative) effects of disadvantage**.

- Werner and colleagues (1982 and 1989) propose **3 groups of factors** that can help students thrive in an educational context despite their poorer socio-economical background (disadvantage).

Aspects of resiliency (Werner, 1989)

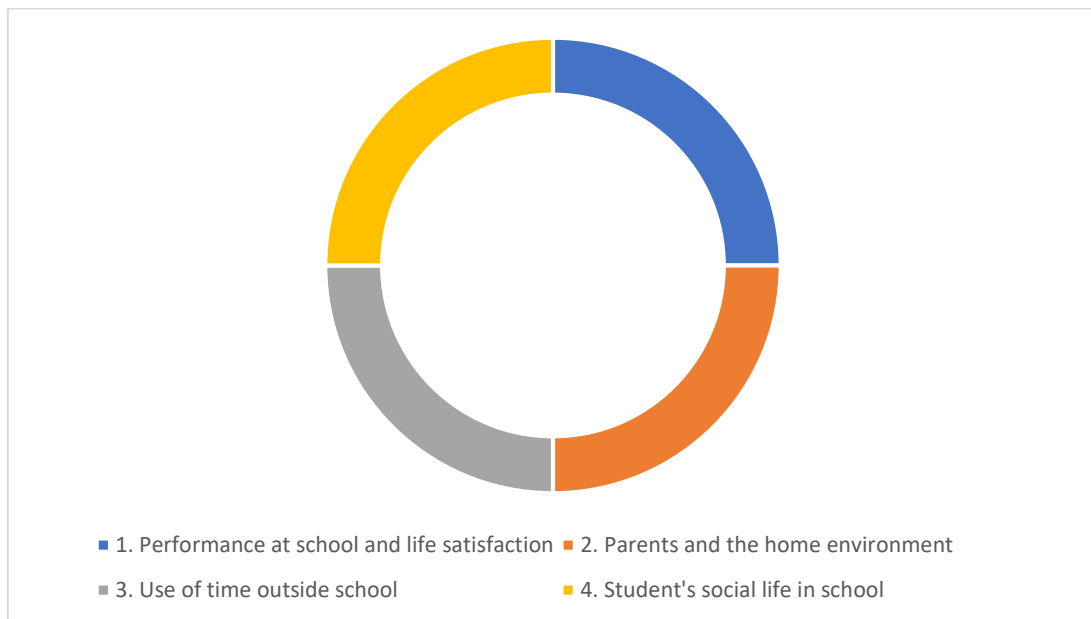


What PISA measures

- In this context of importance of relational, socio-emotional and motivational factors of student achievement, PISA measures so-called **STUDENT WELL-BEING**.
- Concept of student's well being is complex and multi-dimensional. It is a product of student personal characteristics, self-perceptions, social surroundings, social interactions, cultural values and norms and social change over time (OECD, 2017; Ryff & Singer, 1998).

Well-Being in PISA

- In PISA, student's well-being is investigated through some psychological, cognitive and social characteristics of students that are important for happy and fulfilling life.
- It is based on student self-reports (therefore vulnerable to effects of social desirability, response-style bias, reference-group bias).
- PISA does not cover all the dimensions of concept of well-being, but gives us a good insight into what is going on in this area.



1. Performance at school and life satisfaction: satisfaction with life; School related anxiety; Achievement motivation; Expectations of further education; School climate and student teacher relationship (perception of fairness)
2. Parents' interest in student's school life; Family wealth (income)
3. Physical exercise and eating habits; Working for pay; Time spent using ICT
4. Bullying; Sense of belonging to school

PISA Indicators of Well-Being

- How each dimension of well-being was measured
- Results by country (indices)
- How well does sense of belonging predict student achievement (% of explained variance by country)?
- How well does sense of belonging predict student achievement when ESCS is held constant (% of explained variance by country)?
- How well does sense of belonging predict student achievement amongst students in top (advantage) and bottom third (disadvantage) of ESCS index?

Prejudices and stereotypes, discrimination and oppression

To be able to talk about solutions to problems connected to poverty in schools, part of the Summer School programme covered the basic definitions connected to poverty.

Classism is an attitude, action, or institutional practice backed by institutional power that subordinates people because of characteristics that are not valued by the dominant society and is often related to socio-economic standing.

Discrimination is the manifestation of prejudice in action. Discrimination can be against an individual or group because of characteristics, including but not limited to, heritage, race, class, gender, age, physical ability, religious beliefs, or sexual orientation.

Oppression is the systematic exploitation of one social group by another for its own benefit. For an action to be considered oppression, it must have the following three components: 1) be in the national consciousness; 2) represent an imbalance of power; 3) be institutionalized. The phenomenon involves institutional control, ideological domination, and the dissemination of the dominant group's culture on the oppressed

Prejudice is an attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason. Prejudice is a prejudgment for or against any person or group. Prejudice is often based on lack of information or information that is partly true but which misconstrues the facts.

Stereotype is an oversimplified generalization about a particular group which almost always carries with it derogatory implications.

Seven forms of bias in curriculum materials¹

Invisibility: What You Don't See Makes a Lasting Impression.

Textbooks published prior to the 1960s largely omitted African Americans, Latinos, and Asian Americans, and many of today's textbooks continue to give minimal treatment to women, those with disabilities, gays and lesbians, and others.

Stereotyping: Glib Shortcuts. Perhaps the most familiar form of bias is the stereotype, which assigns a rigid set of characteristics to all members of a group, denying individual attributes and differences. Stereotypes cast males as active, assertive, and curious, while portraying females as dependable, conforming and obedient.

Imbalance and Selectivity: A Tale Half Told. Curriculum sometimes presents only one interpretation of an issue, situation, or group of people, simplifying and distorting complex issues by omitting different perspectives. A description of women being given the vote omits the work, sacrifices, and physical abuse suffered by women who won the vote.

Unreality: Rose Colored Glasses. Textbooks have gained a sort of notoriety for glossing over unpleasant facts and controversial events. When discussions of racial discrimination or sexual harassment are dismissed as remnants of a bygone day, students are being treated to unreality.

Fragmentation and Isolation: An Interesting Sideshow. Many of today's texts include special inserts or even chapters highlighting certain topics. "What If He Has Two Mommies?" or "Ten Women Achievers in Science" are examples of such fragmentation. Such isolation presents these groups and topics as peripheral, less important than the main narrative.

Linguistic Bias: Words Count. Language can be a powerful conveyor of bias, in both blatant and subtle forms. The exclusive use of masculine terms and pronouns, ranging from our forefathers, mankind, and businessman to the generic he, denies the full participation and recognition of women. **Cosmetic Bias:** Shiny Covers.

Cosmetic bias offers an "illusion of equity" to teachers and students who may casually flip the pages of a textbook. Beyond the attractive covers, photos, or posters that prominently feature all members of diverse groups, bias persists. Examples include a science textbook that features a glossy pullout of female scientists, but precious little narrative of the scientific contributions of women.

¹ Zittleman, K. & Sadker, D. (2003). Teacher Education Textbooks: The Unfinished Gender Revolution. Retrieved from: <http://sadker.org/textbooks.html>

Blame the victim theory

(Ryan, 1976)

Theory that places causes of social problems in the one suffering its consequences, and not in characteristics of living conditions. This way the problems are explained/solved without changing the conditions that create them. It is widespread and often used unconsciously.

STEPS:

1. DEFINING THE PROBLEM AND THE POPULATION AFFECTED BY IT (e.g. Roma children are unsuccessful in school and often drop out)
2. COMPARING THE VALUE SYSTEM, CULTURE AND SPECIFIC BEHAVIOR OF THE POPULATION THAT HAS A PROBLEM WITH THE ONE THAT DOES NOT /often based on stereotypes/ (e.g. Roma value freedom, they are not used to working, they do not care for education, they are "educationally neglected")
3. PLACING THE CAUSE OF THE PROBLEM IN THE DIFFERENCES THAT EXIST BETWEEN THESE TWO POPULATION (e.g. Roma children have problems because their parents do not care about them getting education - it is not taken into account that they are illiterate, that they do not see any sense in educating their children since they will not be able to find a job, that they do not have money for books and clothes)
4. STARTING ACTIONS THAT CHANGE THE AFFECTED POPULATION, e.g. family relations, their language, culture, customs are barred and they are taught the behavior characteristic for those who "do not have this problem" (they are enrolled in special schools, parents are pressured to send children to school - but it is not taken into account that children do not speak the language in which they are being taught)

Inter-Cultural Learning Session

The exercise „Leila and Mohammed“ was practised with the group to show an example of a inter-cultural learning session, whose objectives are understanding the concept of value and of cultural identity, the link between values and culture, the influence of our culture on our behaviors and our points of view

The textbook example we bring here goes under a different name (Abigail and Tom) - however the scenario and the aim of the game are the same.

- Introduce the exercise to the participants as being one about finding out about different values.
- Give a copy of the following story to each pupil and read it once for the group.
 1. “Abigail loves Tom who lives on the other side of the river. A flood has destroyed all bridges across the river, and has left only one boat afloat. Abigail asks Sinbad, the owner of the boat, to bring her to the other side. Sinbad agrees, but insists that Abigail must sleep with him in return.
 2. Abigail does not know what to do and runs to her mother and asks her what she should do. Her mother tells Abigail that she does not want to interfere with Abigail’s own business.
 3. In her desperation Abigail sleeps with Sinbad who, afterwards, brings her across the river. Abigail runs to Tom to happily embrace him and tell him everything that has happened. Tom pushes her away bluntly and Abigail runs away.
 4. Not far from Tom’s house, Abigail meets John, Tom’s best friend. She tells everything that has happened to him as well. John hits Tom for what he has done to Abigail and walks away with her.”
- Ask everybody to read the story by him/herself and to rank the character (Abigail, Tom, Sinbad, Abigail’s mother, John) according to his or her behavior: who acted worst? Who was second-worst, etc?
- After most of the pupils have done their ranking, ask them to get together in small groups (3 to 6), to discuss about how they perceive the behavior of the characters. The task of the small groups is to come up with a common list – a list that everybody in the small group can agree on. Ask them to avoid using mathematical methods in order to establish the list, but rather to build that list on the basis of a shared understanding of what is good and what is bad.
- After the small groups have come up with their lists, you can optionally repeat this phase by bringing two small groups together to form medium-size groups.
- Evaluate the exercise in plenary by first bringing together the results and by discussing the similarities and differences between them.
- Move on to ask on which grounds people made their ranking. How could they decide what was good and what was bad behavior? How difficult or easy it is to negotiate about values when having to establish a common list.

- You can ask people how they managed to come up with a common list – which arguments worked to convince them, and why, and where there was a border of being able to understand and/or follow the other.
- A possible follow up is to then look at where we learned what is good and what is bad – and what that tells us about what we have in common and what makes us different.

Tips

This story is very useful when introducing the otherwise abstract concept of values to pupils, since it very clearly puts them in a situation where they have to apply values in order to make a ranking.

A variation to the exercise is to play it as done here, and then to repeat it with a changed story, in which all the women become men, and vice-versa. Does the same ranking still apply? Why do things change?

More variations are possible: include the age of the characters in the story and play around with it, make them all have the same gender, include ethnic or national background. And then look at how the changes in the story make a difference to your ranking and why that is.

In order to get the best results from the exercise, it is essential that you establish an open atmosphere in which every ranking of the story is okay and where you do not start “blaming” people for arguments you might consider strange or bad yourself.

References: Intercultural Learning T-Kit 4, Council of Europe and European commission, 2001, intercultural-learning.eu

Group work: Research study plans and School based projects

Participants were divided into several groups to come up with research study plans/ research proposals aimed at improvement of wellbeing and academic achievement of children in poverty to better understand current situation, discover relationship between causes and effects, analyze policies, cultures and/or practices.

Results of research were used for advocacy projects, and aimed at helping the participants plan for possible future project planning, design of strategies and so on.

Participants started with brainstorming on the following questions: What do you think would be worth/ important to be researched? List the issues and/or questions?

1) RESEARCH STUDY PLANS

1.1) Research for Inclusion

Research topic: (thesis/assumption) Causal relationship between child labour of school-attending children in Macedonia and academic achievement.

Problem description: child labour, as defined by ILO (includes begging), remains a prevalent issue in Macedonia with institutions turning a blind eye to respond to this; lack of policies and political will because of lack of functioning mechanism. Based on relevant assessments there is a clear connection, i.e. detrimental consequences on child's development (academic, behavioural), and future chances in life.

Purpose statement: the intent is to conduct a study to map out the situation (the problem) of child-labour to understand better the casual link between remaining in poverty, low achievement in school and child labour.

Research questions: who are the child workers, household situation already existing, support mechanism, if they are – why they are not implemented, the impact of labour (housework is NOT defined as child-labour!) on their lives, health, mental health, self-perception, reasons of families to pursue this, (possible ways out).

Methodology and methods

Mixed method of qualitative and quantitative methods:

QUALITATIVE: FOCUS GROUPS [FG with teachers, social services, law enforcement, in-depth interviews with only a number of total number of parents/children]

QUANTITATIVE: survey on 2000 children/2000 parents

Statistical methods will be used to analyse surveys (to see correlations between income, ethnicity, age of parents, children, life conditions-household survey) + school grades

- Ethics of working with children: trained field-workers for interviews
- Possible limitations occurring during implementation were not taken into consideration

1.2) Relationship between parental support and children's academic achievement concerning their socio-economic background

Problem description: parental support has an important influence on children's academic achievement

Purpose statement: explore the relationship between the parental support and children's achievement concerning their s.e. background □ intervention!

Research questions: is/are there:

General relationship between parental support and the children's achievement?

Difference in reception of parental support between children, parents and teachers?

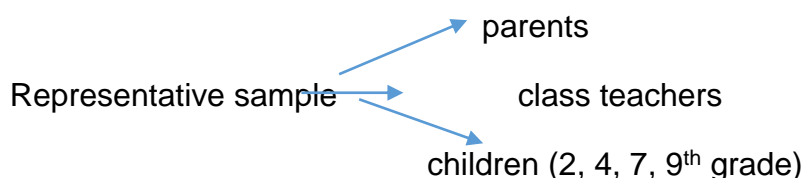
The relationship between parental support and children's achievement differs concerning s.e.s.?

Differences in the impact of different types of parental support on children's achievement?

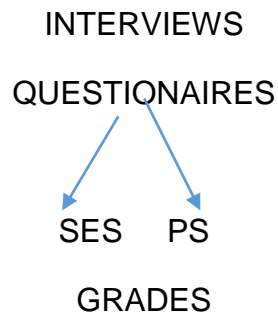
Children in poverty?

Children in different grades?

Methodology and methods: combined qualitative and quantitative approach



MARCH	APRIL	MAY	JUNE
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2) SCHOOL BASED PROJECTS

Assignment:

Imagine that you are school management and development team. What would you do?

Brainstorm first: What issue/s you want to address? Why? What lasting effect you want to see?

Get inspired in Best Practice Catalogue and ideas from countries.

Background/rationale: (what is key issue, what is the situation now, available data)

Goal: (what is your vision)

Objectives: (what do you want to achieve)

Target groups:

Activities: (what are you going to do to achieve the goal)

Results (what will happen when you achieve it and how you will know it)

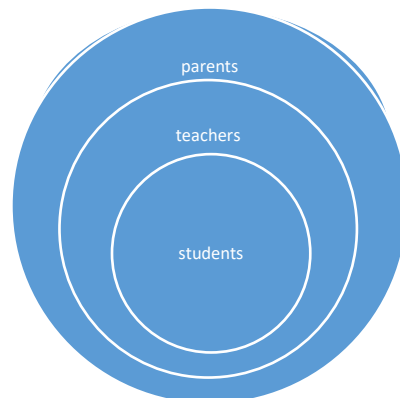
2.1) ACCEPT THE DIFFERENCE and EMBRACE THE CHANGE

Background: discrimination; social exclusion; prejudice; cultural diversity

Goal: to increase students, teachers and parent awareness and understanding of the mechanism supporting discrimination and exclusion

Objectives:

- raising awareness about mechanisms supporting discrimination and exclusion
- students will be equipped with non-discriminatory behaviour practices
- teachers will be trained to respond to discriminative behaviour and practice
- parents will be informed
- promote cooperation between involved parties
- building fair-play relationships



Workshops:

- Map of our roots
- Who is in our class?
- Where can I find people like me?
- “Online activity”
- Tell me your story

Activities:

- Announce the project (web page, tc, sc, pc)
- Initial research (survey)
- Facebook page
- Workshops for students (5+10)
- Training for teachers (social injustice, Step By Step, FSO)
- Movie night with reflections
- Diversity calendar
- Exhibition
- Excursion and fieldtrip (path of diversity)
- Final research

Results:

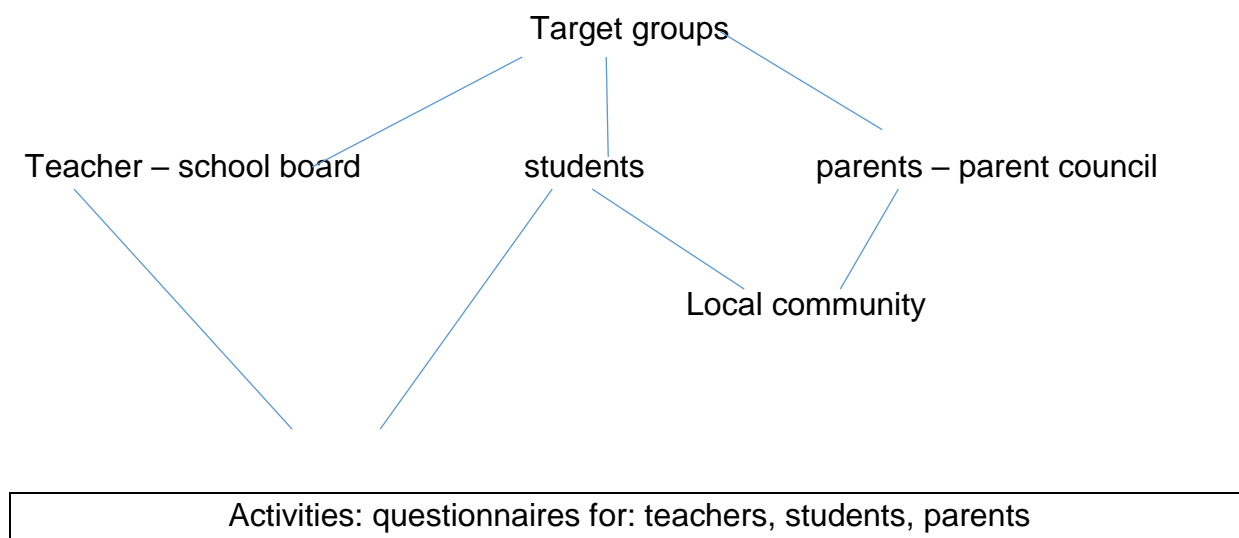
- awareness raised (95%)
- workshops 5+10 → 95% students
- teachers trained 80%
- parents involved in school activities 60%
- 20% < bullying
- higher belonging to the school
- lower sense of exclusion
- Happy students, happy school

2.2) SCHOOL PROJECT 2

Background/rationale: high level of social exclusion, discrimination and bias in schools

Goal: raising awareness about social exclusion and discrimination through extra curriculum activities (for teachers/students)

Objectives: lowering social exclusion; increasing participation of all children in extra curriculum activities; preventing social exclusion based on discrimination, bias in schoolclasses



School Plan:

- Education for teachers/trainings
- Workshops for teachers, students, parents
- A long term activities based on needs (personal stories, workshops, theatre performance!)
- Questionnaires after activities

Results:

- Level of exclusion is low
- Children are satisfied, happy
- Inviting research after six months

Advocacy

• *About advocacy* • *Developing campaign framework – small groups* • *Campaign presentations* • *Closing remarks* • *Training Evaluation*

SAMPLE DEFINITIONS OF ADVOCACY

“Advocacy is set of organized activities designed to influence policies and actions of other to achieve positive changes for children’s lives based on the experience and knowledge of working directly with children their families and communities” – Save the Children

Advocacy is a continuous and adaptive process of gathering, organizing and formulating information into argument, to be communicated to decision-makers through various interpersonal and media channels, with a view to influencing their decision towards raising resources or political and social leadership acceptance and commitment for a development program, thereby preparing a society for its acceptance.

“Advocacy is the act or process of supporting a cause or issue. An advocacy campaign is a set of targeted actions in support of a cause or issue. We advocate a cause or issue because we want to: • build support for that cause or issue; • influence others to support it; or • try to influence or change legislation that affects it.” —International Planned Parenthood Federation: IPPF Advocacy Guide 1995

“Process of social transformation aimed at shaping the direction of public participation, policies, and programs to benefit the marginalized, uphold human rights, and safeguard the environment.” —Institute for Development Research: Advocacy sourcebook

ONE MINUTE MESSAGE assignment

STATEMENT This is the central idea of the message. In several strong sentences, the advocate should present the “essence” of his/her message.

EVIDENCE Support the statement or central idea with some facts. The speaker should use data that the audience can relate to.

EXAMPLE After providing facts, the speaker should add a human face to the story. Using an anecdote based on one’s own experience personalizes the facts and figures.

ACTION/ SOLUTION What can be done – what are you proposing

Advocacy campaign ideas

During SS17 participants divided in groups came up with several advocacy campaigns which were presented last day of the programme.

- **Idea for ad: See the potential. Raise your expectations, change one's future.**

In the first scene, the teacher shows high expectations for all children except the poor one. The teacher praises their work, smiles to all of them, but ignores the poor child.

The screen gets black and the next inscription appears: 10 years later

In the second scene, the child appears as a grown up begging for money and the same teacher gives him/her some coins.

The screen gets black and the next inscription appears: but the story could be different

In the third scene, the classroom is the same as in the first one, except the teacher shows high expectations for all children, including the poor one. When the teacher gets to the poor child he praises his/her work, helps him/her, asks if he/she needs additional instructions...

The screen gets black and the next inscription appears: 10 years later

In the fourth scene, the child appears as a grown up graduating.

The video ends with the following words:

Teachers tend to think that poor children have lower capabilities and potential.

See the potential. Raise your expectations, change one's future.

- **Say Yes for School Buses**



(*Creators of the campaign did not want to undermine the importance and well intentions of all those Albanian drivers picking up pupils and students on their way to school, and back home, or say what they were doing is wrong. It aimed at making clear students should not rely on this, kindness of strnagers, and the dangers connected to it, as the only way to commute to school and back home.)

- **“Healthy lunch for everyone” project:**

Not everyone can afford one large, healthy, well-balanced, organic meal a day – a minimal pre-requirement for healthy growth and mental health of our kids – future members of our adult community. Thus the campaign aims at headmasters, local municipality leaders, parents, local nutritionists willing to volunteer on the project, local GPs to organize through teacher parent meetings so that schools set up a system of including children (one or more class per week, every day different class) in preparing a healthy lunch for all. One healthy meal a day should be the bare minimum we as a local community should be able to cover and lobby for.

All children will learn how to work together, how to organize, learn about local foods and how it gets to our tables from all over the world, about digestion and nutrition, about the importance of communal work and how it makes us feel better. Underprivileged children will have the expenses of the meal covered for the period of their education it is needed. Others will, depending on family's income, pay as they usually pay. Local business will be required to contribute and they will be able to advertise through the project. This will not end poverty but A few more kids in OUR community will be able to focus more, perform better in school, have a better chance later in life and perhaps one day help others in similar need!

In Conclusion

The 2017 summer school demonstrated the lack of strategies in participant countries to address the issue of the effects of poverty on education and academic success -- both in primary and secondary education.

Poverty being such an overwhelming problem, both school practitioners and policy makers often do not know how to approach resolving it, and where to start. Exercises in advocacy campaigns, research plans and school projects were helpful to begin thinking about concrete measures participants can practice in their own areas, but also think about ways to connect two major areas of *research* and *implementation in schools* in their respective countries.

Through discussions, readings, and group work the program aimed to inspire participants, all researchers, NGO practitioners or school staff to think about the questions raised by the overarching topics:

- whether social policies in their countries address the issue of poverty, and how other countries deal with the same or similar issues;
- are schools perpetuating classism in society;
- which school policies and practices contribute to alleviating the issue of poverty in education;
- how to involve students, parents and local communities in design and implementation of school policies and practices;
- can good practices for poverty alleviation contribute to segregation and labelling;
- what relevant data is available through international assessment systems such as PISA and how to exploit it through secondary analysis;
- how can secondary analysis of international assessment system of student's achievement, such as PISA, assist in addressing the issue of poverty and its impact in education.

Further readings

1. European Commission Recommendation (20.2.2013) Investing in children: breaking the cycle of disadvantage.
2. Paul Gorski (2008) The Myth of the Culture of Poverty April 2008 | Volume 65 | Number 7 Poverty and Learning Pages 32-36
3. PISA in Focus http://www.oecd-ilibrary.org/education/pisa-in-focus_22260919, No. 5 How do some students overcome their socio-economic background? No. 25 Are countries moving towards more equitable education systems? No. 36 Do Parents' Occupations Have an Impact on Student Performance? No. 43 Are disadvantaged students more likely to repeat grades? No. 63 Are disadvantaged students given equal opportunities to learn mathematics? No. 68 Where did equity in education improve over the past decade?
4. Discrimination Free Schools - BEST PRACTICE CATALOGUE, Institut for Menneskerettigheder
5. Equity Literacy for All, Paul C. Gorski and Katy Swalwell
6. How Poverty Affects Classroom Engagement, Eric Jensen
<http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-Poverty-Affects-Classroom-Engagement.aspx>

Videos used in training

Video before the debate – Rich vs. poor

<https://www.youtube.com/watch?v=nllZrOoxpzc>

TED

<https://www.youtube.com/watch?v=p4JPFr8g3yQ>

Advocacy videos

https://www.youtube.com/watch?v=t2o1oJ1zk_w

<https://www.facebook.com/inspiremoreofficial/videos/1295783820513700/>

https://www.youtube.com/watch?v=zYH-F1Yqz_s

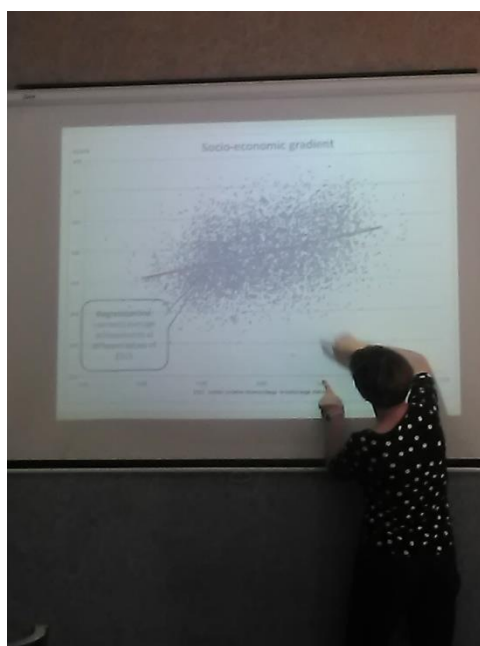
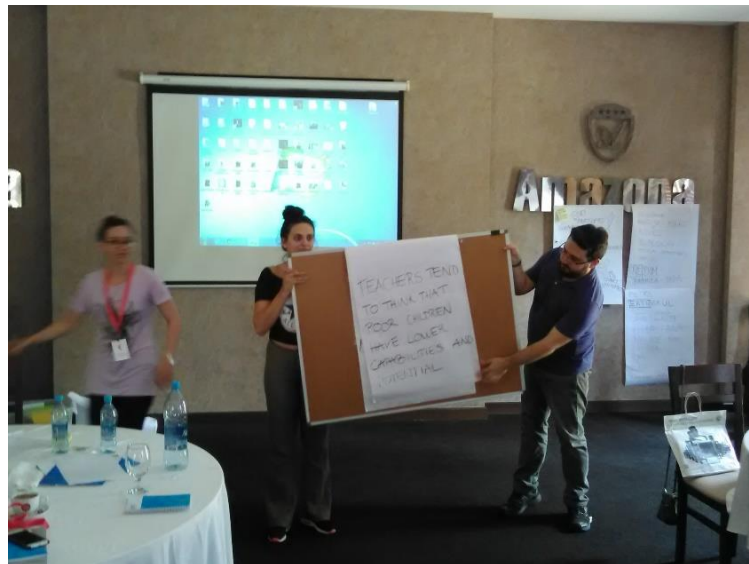
<https://www.youtube.com/watch?v=51-hepLP8J4>

http://shareably.co/cayden-taipalus-pays-off-lunch-debt/?utm_source=simp&utm_medium=facebook&utm_campaign=inspiring

List of participants

1	BIH	Adna	Bašić	proMENTE social research, Sarajevo
2	BIH	Radmila	Rangelov Jusović	Center for Educational Initiatives Step by Step
3	BIH	Nedim	Krajišnik	Center for Educational Initiatives Step by Step
4	SI	Luka	Gabršček	CPZ - International Centre for Knowledge Promotion
5	SI	Mojca	Štraus	Education reform institute, Ljubljana
6	SI	Klaudija	Šterman Ivančič	Education reform institute, Ljubljana
7	HR	Iva	Perković	Institute for Social Research in Zagreb
8	HR	Lana	Jurko	Network of Education Policy Centers
9	HR	Petra	Jurlina	Network of Education Policy Centers
10	HR	Snježana	Duić	Elementary school dr. Vinko Žganec
11	HR	Marija	Roth	Ivan Supek High School Zagreb (X. gimnazija)
12	HR	Nives	Milinović	Open Academy Step by Step
13	TR	Ertugrul	Polat	Education Reform Initiative
14	MK	Ana	Dimovska	Step by Step MK
15	MK	Gordana	Nestorovska	Primary school "Joakim Krcovski", Volkovo
16	MG	Batjargal	Batkuhuyag	Mongolian Education Alliance
17	SR	Aleksandar	Avramović	Centre for Education Policy
18	AL	Bardha	Ndoj	Children are the future School
19	KS	Sofija	Toska	Kosovo Education Center
20	KS	Maliqe	Mulolli	Dardania Primary School, Prishtine







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