

«Tackling Economic Inequalities in Schools» NEPC Summer School 2018 in short

As an integral part of the *BRAVEdu* project (<http://www.edupolicy.net/2017/09/14/bravedu-new-project-at-nepc/>), the 2018 NEPC Summer School was designed to explore and further develop existing policies and practices aimed at improving the educational experience of students with low socio-economic status (SES).

33 participants from 10 countries gathered in Brela, Croatia, to examine the findings of the BRAVEdu study report on Estonia and data from each of the participating schools/countries. The traditional summer NEPC event brought together teachers/school staff, civil society organizations and school improvement experts with prior experience in development of school/ educational policies and practices.

Lectures

1. *Inequality, Child Poverty and Education in the Global East* - Paul Stubbs

References

Stubbs et. Al. (2016 – 2017). Child poverty and household coping strategies in Croatia
<http://www.eizg.hr/projects/past-projects/child-poverty-and-household-coping-strategies-in-croatia/2389>

UNICEF study (2014). Social Monitor Regional Report Social protection for child rights and well-being in Central and Eastern Europe, the Caucasus and Central Asia
<https://www.unicef.org/eca/reports/social-monitor-regional-report>

An introduction to Freire (1997, 2002)
<http://infed.org/mobi/paulo-freire-dialogue-praxis-and-education/>

2. *Collaborating to support the learning trajectories of vulnerable children and young people* - Anne Edwards

References

Edwards, Montecinos (2017): Working relationally on complex problems: building capacity for joint agency in new forms of work - In M. Goller & S. Paloniemi (Eds.) (2017) Agency at Work. Dordrecht: Springer. (pp. 229-247)

Edwards, (2011). Building common knowledge at the boundaries between professional practices: Relational agency and relational expertise in systems of distributed expertise - International Journal of Educational Research 50 (2011) 33–39

3. *What did we learn from Estonia?* - Sandra Haugas, Ana Mlekuž & Manja Veldin

4. *Extra-curricular activities and initiatives: Estonian case* - Kristel Kubber

Link

32nd High School - Tallin
www.32kk.edu.ee

5. *Benefits of participation in voluntary, school-based, extracurricular activities* - Marina Brkić

References

Eccles et AL., (2003). Extracurricular Activities and Adolescent Development - Journal of Social Issues, Vol. 59, No. 4, 2003, pp. 865--889

Mahoney et AL., (2003). Promoting Interpersonal Competence and Educational Success Through Extracurricular Activity Participation - Journal of Educational Psychology 2003, Vol. 95, No. 2, 409–418

Gilman, (2004). Structured extracurricular activities among adolescents: findings and implications for school psychologists - Psychology in the Schools, Vol. 41(1), 2004. Published online in Wiley InterScience (www.interscience.wiley.com).

Documentary: “Start the change” – Forum for Freedom in Education
<https://www.youtube.com/watch?v=gXUXkxf52w>

6. *How teachers' systemic knowledge about what is learning helps children achieve their potential* - Grete Arro

Lara Boyd's publications

<https://bit.ly/2wPe4Uq>

Jo Boaler's books

<https://www.youcubed.org/resource/books/>

“Make it stick – The Science of Successful Learning”

<https://makeitstick.net/>

Workshops

1. *Autonomy: what it is and do I have it?* - Lana Jurko

2. *Building trusting relationships through communication* – Marina Brkić

40 working ideas with children and young

people in the areas of diversity (from Start The Change project)

https://startthechange.net/wp-content/uploads/2018/04/start-the-change_collection_en-2.pdf

3. *Social justice in education: how to deconstruct oppressive practices?* - Jelena Vranješević

References

DIE model (Milton Benett)

Blame the victim theory (Ryan, 1976)

“Needs inventory” (M.Rosenberg, Center for Non-violent Communication, Sherman, Texas)

Paul Gorski / Critical Multicultural Pavilion

<http://www.edchange.org/multicultural/>

Centre for non-violent communication (Marshall Rosenberg)

<https://www.cnvc.org/>

Working groups

A. *What can be done about social inequality targeting students?*

B. What can be done about social inequality targeting parents?

C. What can be done about social inequality targeting teachers?

D. What the schools already do or plan to do

Participants

NAME	SURNAME	ORGANIZATION	COUNTRY
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