



Network of Education Policy Centers

Annual Plan 2017

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INTRODUCTION

Activities implemented in 2016, as well current trends in policy and politics in NEPC Region and wider, contributed to initiating a process of reflection and revision of traditional NEPC activities. The annual plan for 2017 is the result of the network analysis regarding the relationship among members, between members and Secretariat as well as awareness of often-demanding political situation our members are working in.

Main features of the plan are:

- **Intensification of learning activities for members**

In 2015, NEPC Secretariat has developed the Network ID that presented information about size, type and financial sources of the NEPC members. The Network ID was followed by a network analysis that documented in which NEPC activities different members were involved. This network analysis, together with the monitoring visits by the Executive Director and consultations related to the Strategy 2016-2020, revealed the need for more opportunities for cooperation and sharing of best practices among the NEPC membership.

In 2017, NEPC plans to organize the traditional NEPC learning events (Policy Lab and Summer School), at least 3 study visits among members, 2-3 webinars and the second edition of the conference The Primary Colours of Education.

- **Reinforcement of cooperation with international networks**

The political trend to raise barriers of prejudices and fears require more active and fruitful cooperation among existing networks dealing with education. At the events organized by NEPC, representatives of organizations such as SIRIUS, ISSA, Education International, European Parents' Association (EPA), European Student Union (ESU), Organising Bureau of European School Student Unions (OBESSU), European School Heads Association (ESHA), will be invited to explore common field of action and possible cooperation among networks secretariats and members.

Moreover, NEPC plans to participate in 4 international conferences and to reinforce cooperation with organizations and networks beyond the active NEPC participation in 4 projects (one as lead and 3 as partners).

- **Addressing school leadership as target to improve school culture oriented to sustainability education**

Teachers' policies and professional development have always been in the focus of NEPC projects as well as in those of majority of NEPC members. However, looking at the education systems and the role school leaders have in creating and maintaining school cultures, impact the school leaderships has on students' achievement and satisfaction of teachers, as confirmed by numerous research, it is obvious that professional development of school leaders has been thus far neglected by NEPC as well as by education policy across our region. This year NEPC plans to address the school leadership challenges in Policy Lab, in the position paper and in fundraising activities.

- **Reflection on the role of education in post-factual society**

Can we recognize the features of societies in which data, evidence and finally truth seem to not be considered in decision-making process at political and policy level? Can education mitigate the risks of these worrying trends and how? These are the main questions that will open the discussion within the network at the conference *The Primary Colours of Education* as well as through several web-articles.

All the planned activities will be defined (content wise) and connected with an instrument of network monitoring that we have already developed.

Given the geographic and political complexity of the NEPC region, there is a need for the NEPC Secretariat to better understand the contexts the members are operating in and the various roles they play within their respective education systems. This will allow the Secretariat to identify opportunities for additional cooperation and sharing among members and to create more effective advocacy strategies across the network.

In 2017, NEPC will conduct the mapping ***Policy, politics and practices in education: perception of NEPC members***. The mapping will mainly cover 3 aspects:

Policy – status of education system in NEPC region; current policy revisions and reforms; role of NEPC members in them; social-recognition of members in their country.

Politics – how education is perceived by current government;

Practices – reflection of activities implemented by members in previous year; presentation of best practices.

Structure of Annual Plan 2017

SECTION	Activities	Strategy ref.
Network Governance	General Assembly Board Meetings Fundraising	NEPC Secretariat will become strong and financially sustainable center of expertise by strengthening the staff capacity and implementing effective fundraising strategy.
Learning activities	Study Visits among members Summer School Webinars TBD Policy Lab: who rules the schools Conference Primary colours of education #2	NEPC will adequately and efficiently support its members by providing relevant information and resourceful knowledge in the areas of education for social and economic sustainability.
Advocacy/Visibility	Cooperation with networks NEPC @Conferences SIRIUS Dissemination projects related	NEPC will advocate at international level for the systematic changes in education policies in the area of social and economic sustainability by emphasizing the gaps in policies and practices, presenting evidence-based recommendations and increasing its presence in NEPC region.
Publication	Position paper on School Governance Mapping Policy and Politics in NEPC Region Web-articles	
Projects 2017	Coordination of 7 demonstration projects in SEET Region NAOS – professional capacity dealing with diversity HAND IN HAND: Social and emotional skills for tolerant and non-discriminative societies (a whole school approach) AVIOR - Open Source Multilingual Teaching Materials Forum for Migrant Pupils in Europe	

I. NETWORK GOVERNANCE

General Assembly

10.04.2017 Tallinn – Estonia

Topics: Report from 2016 and Plan for 2017 will be presented; members' requests (change of status and new applications) discussed and submitted to GA approval.

Participants: 29 representatives of NEPC members (23 full members; 2 affiliated institutional members; 4 affiliated individual members). NEPC Secretariat (Lana Jurko and Raffaella d'Apolito)

Board Meetings

Organization of 3 board meetings (one of them will be held on-line). In 2017 Board members will support Secretariat in designing and implementing Summer School 2017, webinars for members as well as support ED in advocacy actions.

Fundraising

NEPC as Applicant

Funder	Program	Project	Deadline	Members
EC	E+/KA2	BRAVEdu – Poverty Taboo in education (re-submission) The project aims to analyze and promote the factors of success in Estonian education system that minimize the effect of low SES in learning outcomes	03/17	FFE, HR PRAXIS, EE SbS, MK ERI, SI
EC	E+/KA3	Who rules the school? The project aims to develop CPD program for School leaders after analyzing the Slovenian school for leaders and other initiative present in the region	03/2017	SbS, HR SbS, MK EPC, LT PRAXIS, EE

NEPC as Partner

Funder	Program/Call	Project	Deadline	Members
E+	EAC/S28/2016	SIRIUS 2.0 – Policy Network on Migrant Education	02/17	FFE, HR PRAXIS, EE ERI, SI
H2020	CULT-COOP-03-2017	Cultural literacy of young generations in Europe The project aims to develop a comprehensive conceptual framework by reviewing existing research on: Cultural literacy and related concepts; Primary school curricula in promoting cultural literacy in different contexts; Provision of teacher training and professional development aiming to enhance pupils' cultural literacy.	01/17	FFE, HR IDIZ, HR

II. LEARNING ACTIVITIES

Policy Lab

Moscow, 18.02.2017.

Policy Lab 2017 will be hosted by *Moscow school of Social and Economic Sciences*. Focus country will be Azerbaijan, Kirgizstan and Russia. Case studies from the three countries will be presented, participants will be invited through interactive workshop to identify challenges in school governance and propose adequate recommendations. Report from policy lab will be published on-line and disseminate among NEPC members and partners.

From each country, representative of NEPC members and policy makers have been invited.

Summer School

This year summer school will address the issue of poverty in education (social sustainability). The summer school will have 2 components:

(1) How we deal with poverty in education? (3 days)

Participants will explore social, economic, and political elements of poverty as a social construct and concept, reflect on myths about poverty, develop ideas for practice that improve mutual understanding and respect among children and among families in classroom and school, improve child's self-esteem and social skills.

(2) How to use existing data to address the issue of poverty in education? (2 days)

Experts will present methodology on how to conduct secondary analysis of international assessment (PISA) with accent on SES data.

Participants will have the possibility to join the entire event or the component 1 or 2. In this way, NEPC aims to provide learning opportunity interesting to both the school based organizations and research organizations present in the Network.

NEPC will cover in-country costs for one representative from each member organization.

Report from Summer school will be published on-line and disseminate among NEPC members and partners.

Primary Colours of Education #2

10 & 11.04.2017

This year conference will (1) tackle the topic of education in post-factual era; (2) explore possibility of cooperation through networking with international networks; (3) provide a platform of exchanges of good practices among members.

(1) Panel discussion The role of education in post-factual society

Panellists will present the features of society in which data, evidence and finally truth seem to not be considered in decision-making process at political and policy level. Can education mitigate the risks of these worrying trends and how? The panellists will present the topic from political, economic and educational perspective.

(2) Networks on the stage

The political trend to raise barriers of prejudices and fears require more active and fruitful cooperation among existing networks dealing with education. This year event will guest representatives of organizations such as SIRIUS, ISSA, Education International, European Parents' Association (EPA), European Student Union (ESU), Organising Bureau of European School Student Unions (OBESSU), European School Heads Association (ESHA) to explore common field of action and possible cooperation among networks secretariats and members.

(3) We are proud of...

The second day of the event will be committed to exchange of best practices among NEPC members and presentation of follow-up. NEPC will collect the best practices through the Mapping (please see more details in the section publication) and organize interactive way of presentations moderated by board members.

Study Visit & Webinar

Study visits and webinars are planned as follow-up activities after the exchange of best practices at the conference *The primary colours of education*.

Study visits: NEPC will cover the costs of at least 2-3 study visits among members. Members will have the possibility to express the interest to participate in a study visit and/or host one. Members interested will send a short explanation, budget and report after the study-visit. The aim of the study-visits is to enhance more cooperation among NEPC members and to enhance the transfer of good-practices.

Webinar: at the conference, Secretariat will present the results of the Mapping and discuss with members which topics will be addressed. The aim of the webinar is to address specific educational topic from policy and practice perspective. The webinar are planned in the second half of the year.

III. ADVOCACY/VISIBILITY

Cooperation with networks

NEPC will invite representatives of international networks to the conference *The primary colours of education* to present their activities. Side meeting will be organized with representatives of international networks and board members to identify possible field of cooperation.

Conferences

In 2017, NEPC will participate in 2 international conference and 2 conferences organized by members. The calendar of conferences will be defined by the end of March 2017.

SIRIUS

NEPC executive director is member of SIRIUS board and NEPC is founding member of the Network. Joint work will result in activities related to education of migrant and refugee students. NEPC will participate in the following activities with SIRIUS:

SIRIUS Watch - an annual monitoring Shadow report, which would aim to analyse main challenges and policy approaches for ensuring inclusive education environments for migrant and refugees students

Peer Learning Events- with the aim of analysing good practices in inclusion of refugee and migrant students and producing policy recommendations and practice description for policy makers for schools and policy makers across Europe.

International advocacy – dissemination and advocacy of SIRIUS recommendations for education of refugee and migrant students.

Dissemination projects related

NEPC as lead and partner in several projects (further described below) will in 2017 implement dissemination activities related to following topics:

- CPD in VET
- Bi-lingual educational materials for children with migrant background
- How to teach values through pop-culture – case studies
- Social and emotional skills for tolerant and non-discriminative societies
- Migrant and Refugee Education

NEPC web & social media

NEPC will continue to publish all its outputs as well as educational related news and analyses from member countries and beyond on its webpage www.edupolicy.net and on its FB page <https://www.facebook.com/edupolicy/?fref=ts> which currently has 740 followers.

IV. PUBLICATIONS

Position paper Opportunities for School Leaders to impact inclusion – The position paper has been designed as follow-up activity related to the Mapping and Policy Lab *Who rules the school?* The position paper will present the overview of numerous research on school leadership and how this relates to the opportunities School leaders have in impacting the inclusion in their schools relying on their own personal development and the understanding their responsibility is in the first place the well-being of the students

Mapping Policy and Politics in NEPC Region - The Network analysis, the monitoring visits as well as the consultations related to the Strategy 2016-2020 showed the members' needs for more sharing-practices activities, possibilities to establish cooperation among members. Given the geographically complexity of NEPC region, there is the need for NEPC Secretariat to understand deeper the context the members are operating in as well as the role they have in education system to provide more space for cooperation and sharing among members as well as to plan more effective advocacy actions.

Moreover, the knowledge about members work and involvement at policy level will enhance fundraising activities more oriented to transfer of best practices.

The aim of the mapping **Policy, politics and practices in education: perception of NEPC members** is to create a system that will provide NEPC Secretariat with information about education systems and role of NEPC members in them in NEPC region to more effectively plan learning and exchange activities as well as advocacy actions.

The mapping will mainly cover 3 aspects:

Policy – status of education system in NEPC region; current policy revisions and reforms; role of NEPC members in them; social-recognition of members in their country.

Politics – how education is perceived by current government;

Practices – reflection of activities implemented by members in previous year; presentation of best practices.

The results will be presented on yearly basis at GA; part of the report will be published on NEPC web site. The report should have following aspects covered:

- **Comparative analysis of education system status in NEPC region** (policy and politics level)
- Presentation of best practices from members

Follow-up activities (1) Presentation of comparative analysis in at least one international conference, (2) Organization of 2 webinars to present best practices, (3) Organization of at least 3 study visits

[Web article](#) will be written based on each publication and proposed to educational portals and blogs.

V. PROJECTS 2017

[Coordination of demonstration projects in the SEET region](#)

NEPC Role: Coordination of demonstration projects in SEET Region

Duration: 12 months, 2017

Partners: Albania, Irisoft Education; Bosnia and Herzegovina, Agency for Pre-Primary, Primary and Secondary Education; Kosovo, Institute for Training and Economic Development (ITED); Macedonia, Harvest of Knowledge; Montenegro, Ministry of Education; Serbia, Centre for Education Policy; Turkey, Gazeteci Cetin Altan MTAL (VET School)

The project supports 7 small grants in SEET region that aim to improve the quality of CPD for teachers training in VET; improve the capability of policy makers and practitioners to develop CPD; develop of policy and implementation strategies for sustainable systems of CPD.

[Open Source Multilingual Teaching Materials Forum for Migrant Pupils in Europe – AVIOR](#)

Partners: Risbo B.V. (The Netherlands), Rutu Foundation for Intercultural Multilingual Education (The Netherlands), Europaisches forum fuer migrationsstudien ev (Germany), University of Western Macedonia (Greece), Praxis (Estonia), Terremondo cooperativa sociale arl (Italy)

NEPC Role: Project partner

Duration: 2016-2019

Funded by: EC – Erasmus+

This project seeks to reduce disparities in learning outcomes in basic literacy and numeracy skills between native and non-native primary school children in Europe by

- developing cost-effective approaches to produce multilingual literacy and numeracy learning resources for migrant children;
- building teacher professional competence to create inclusive multilingual classrooms;
- creating informal local teacher/parent collaborative networks to enhance the participation of migrant parents in strengthening their children's basic numeracy and literacy skills and
- broadening the awareness of teacher trainers, school leaders and policy makers about the benefits of mother tongue and multilingual education for migrant children.

[NAOS – Professional Capacity Dealing with Diversity](#)

Partners: Risbo (NL), FFS (HR), UPORTO (PT), Public Policy and Management Institute (LT), Tartu International School MTÜ (EST), CPI (CY), University of Patras (GR), UA (BE), APS (NL), HIO (NO), CiCe (UK), Foundation Mercator (D)

NEPC role: Collaborative partner

Duration: 2014 -2017

Funded by: EC

The challenges involved in taking care of the diverse needs of migrant students require strategies to be taken at the school level and system level. These would involve preparing heads of schools and teachers to meet the diverse needs of migrant students, increase the students' opportunities to learn language (both their mother tongue as well as the language of instruction) in regular school lessons, encouraging schools to intensify their efforts in building capacity for dealing with diversity and making collaboration between schools and communities more effective.

The central topic of this project is raising professional capacity in dealing with migration related diversity which would result in an increase in educational attainment and a reduced drop-out rate. The project aims for an increase in language diversity, identity development, parental involvement and improved didactics and school-community relationships.

The project plans for the publication of a handbook on professional capacity and a handbook on teacher training for diversity. Additionally, study visits are to be conducted and 3 case study reports are to be prepared. The publication and dissemination of information is to be done through the Internet and the SIRIUS network. Close collaboration with SIRIUS and other EUR+ grants is expected with 5 international meetings and one multiplier event to be held.

[HAND IN HAND: Social and emotional skills for tolerant and non-discriminative societies \(a whole school approach\)](#)

The HAND in HAND project will create and apply an innovative HAND in HAND program for SEI skills development (while building on partners' proven experiences) for students and school staff. The project will therefore test the policy measure in the form of innovative HAND in HAND program to be implemented in schools, which has potential to produce effective results. The project addresses the theme Promoting fundamental values through Education and Training addressing diversity in the learning environment with the development of universal SEI learning program for the development of SEI skills (HAND in HAND program) as a whole school approach. The whole school approach engages the entire school community (school leaders, teaching and non-teaching staff, students...) in a cohesive, collective and collaborative action, with strong cooperation with external stakeholders and the community at large in building their own and students SEI skills.

VI. EXPECTED RESULTS AND OUTPUTS

Results

at least 5 project proposals submitted
15 participants @ Policy Lab
20 participants in Summer school
30 participants @ conference The primary colours of education
Cooperation established with at least 3 international networks
3 study visits organized involving 6 members

Outputs

Position paper on *Opportunities for School Leaders to Impact Inclusion*
Policy Lab report
Summer school reports
Comparative analysis policy and politics in NEPC region
Mapping: Policy, politics and practices in NEPC region
3 web-articles based on publications 2017

