



Network of Education Policy Centers

ANNUAL PLAN 2019



In 2018 a deep reflection about the role and the impact of the Network has been initiated through the review of the Strategy 2015-2020. The review has shown that general objectives are fulfilled through the implementation of traditional and innovative activities while it was unrealistic to define in the strategy too specific activities that could not find a place in fundraising opportunities. The main challenge is till how to balance the Network Agenda and the requirements of call for proposals.

The report as well as the future plan shows how OSF grant guarantees the activities opened to all members aiming to maintain the relations in the Network strong and offering learning possibilities to all members (annual conference, study visits, summer school) while projects funded activities are more oriented to exploring new topics (i.e. socio-emotional learning) to be brought at network level (i.e. through summer school) and establish new partnership (i.e. European School Heads Association).

The new topic we fundraise for in 2019 is gender issues in education tackles the effects of gender stereotyping and predefined gender-binary coding in education systems.

NEPC is also reinforcing its role in the international arena through cooperation with other international Networks and took a very active role in establishing SIRIUS network.

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1. NETWORK GOVERNANCE

• General Assembly

6.05.2019 Zagreb - Croatia

Topics:

- Report from 2018 and Plan for 2019
- Election of members of Governing Board
- Strategy interim report & analysis

Participants: NEPC full and affiliated members;
Secretariat Staff; OSF representative

• Board Meetings

Organization of 3 board meetings (Feb, June, Nov 2019)

Main tasks of the board in 2019:

- Strategy process 2020-2025
- Support for webinars
- Promotion of Summer School
- Support for advocacy and fundraising

• Fundraising

FUND/DEADLINE	PROPOSAL	PARTNERSHIP
E+; KA3; 26/02/2019	HEAD: Empowering School Principals for Inclusive School Culture	NEPC – Applicant ERI-SI; FFE-HR; SbS-HR; SbS-MK; MCEC-MK; NSO-CNA, NL; ŠR-SI
E+; KA3; 26/02/2019	Start the Change - creating a generation of change makers through intercultural education and volunteering	FFE – Applicant INOVA+ - PT; MCEC – MK; SIRIUS State Municipal School "Nikola Karev" – Strumica – MK; Agrupamento de Escolas José Estêvão-PT; Primary School "Ivan Meštrović" - HR
E+; KA3; 26/02/2019	Inclusive Education to allow consistent learning outcomes among children from different backgrounds	University of Crete – Applicant University of Valladolid European Centre in Training for Employment Centers Schola Empirica Educational Research Institute Wide Open School Learning Development Institute
E+; KA2; 26/03/2019	Gender Equity in Education	NEPC – Applicant PRAXIS-EE; IDIZ-HR; SbS-MK; 3 schools.
OSF	Integrity of education systems: training for civil society organisations	NEPC & CAPI - Applicants EPPM-GE; MEA-MG; PRODIDACTICA-MD; FEIS-KY.

2. LEARNING ACTIVITIES

- **Study Visits & Webinars**

Study visits and webinars are planned as a way of intensifying cooperation and learning between members.

Study visits: NEPC will cover the costs of 6 individual motilities involving at least 2 members. A call for hosting the Study visits will be issued in May 2019. Members will have the opportunity to express their interest to host a study visit describing the practice or research they would like to present. Members interested in participating will send a short explanation and the requested budget. NEPC will, on the base of available budget and the learning objectives, match the hosts and visiting organisations thus enhancing the transfer of good-practices.

Webinars: in 2019, 4 webinars are planned.

1. Gender equality in education
2. SIRIUS WATCH: role of non-formal education in migrant children inclusion: links with school
3. HAND IN HAND: Social and emotional skills for tolerant and non-discriminative societies (a whole school approach)
4. TBD

- **NEPC Conference**

The Primary Colours of Education Conference #4

dates: Zagreb, 7.5.2019.

As part of a coordinated effort to generate more impact, SIRIUS and NEPC are joining their Annual Policy Conferences and bringing together their constituents to share the knowledge and experiences from two geographies, the EU and its Neighbourhood. Both NEPC and SIRIUS promote inclusive education and most recently have focused their action on the education needs and progress of refugee & asylum-seeking children, on policies for students with low socio-economic status, socio-emotional learning, training of teachers and school leaders, multilingual teaching materials, non-formal education and better links with school-based learning, and the contribution of migrant-led mentoring and education initiatives.

Thematic areas:

- **ADDRESSING SOCIO-ECONOMIC INEQUALITIES**

Poverty and social exclusion limit students' opportunities to achieve their full potential by affecting their wellbeing and lowering educational outcomes. The PISA 2015 reports that students' socioeconomic status (SES) has a significant bearing on performance, with those coming from low-SES households much more likely to be low achievers. The socio-economic inequality thematic panel and workshop will draw on the findings of the BRAVEdu project - "Breaking the Poverty Taboo: Roles and Responsibilities of Education" and other recent initiatives to explore and analyse policies and practices supporting disadvantage learners from low SES in active participation in school life and in achieving better learning outcomes.

- **VALUING AND BUILDING ON MULTILINGUALISM IN THE CLASSROOM**

Multilingual and multicultural classes are more and more a reality across Europe and this is expected to be the new standard in many European countries, especially in urban areas. In such a context, migrant and minority children bring a multitude of language skills to the classroom, but these remain often hidden to their teachers. Data show that strengthening mother tongue education in regular school lessons also improves students' competences in the main language of instruction as well as their cognitive skills. Valuing children's multilingual resources within the classroom will build equal opportunities for all children while "helping migrant students build their (multicultural) identity and consequently facilitate their integration into school" . This thematic panel and workshop will draw on the findings of the AVIOR project that looked at how to reduce the costs of producing bilingual materials, improve teacher professional competence and enhance migrant parental involvement in the learning process of their children.

- EXPLORING SYNERGIES BETWEEN NON-FORMAL EDUCATION AND SCHOOLS FOR MORE EQUITY AND QUALITY

The whole-school approach and the horizontal inter-connectedness of schools is identified in the literature as one of the key factors ensuring inclusion and equity in education. Several recent EU-level and national strategies have highlighted the important role of non-formal learning in integrating children of migrant backgrounds and building resilience of children from socio-economically disadvantaged families. This is especially important, given the fact that children spend around 85% of their active time outside school. Cooperation between non-formal education actors and schools can therefore provide an extra dimension to traditional education practices, strengthening the capacity of schools to address the individual needs of diverse learners. This thematic panel and workshop will draw on the findings of SIRIUS Watch 2018 that looked at how synergies between formal and non-formal education sectors can be better explored and how these synergies can be enhanced and mainstreamed in order to improve learning experiences of all children, and migrant children in particular. The workshop will also bring in contributions from SIRIUS and NEPC partners and friends.

- [Summer School](#)

Emotions Matter: Socio-emotional Learning in Education

Dates: 23/06 – 29/06 Croatia

In NEPC region, teachers have been beneficiary of wide range of professional development program aiming at professional and personal development. Do teachers need to be equipped for developing socio emotional competences in children or be enhanced to build their own socio emotional competences? What is (then) the role of professional development for educational staff if we recognize the role of school to be crucial for developing social and emotional skills? Shall the few-days-intense-program approach be revised in a more holistic approach aiming to continuous support for educational staff? If socioemotional education is covered by curricula, should it be also covered in pre-service teachers education?

In the perspective of whole school approach, this year NEPC Summer School will try to connect existing professional development with socio emotional education with accent on managing emotions and relational competences. The program will combine contributions from participants, workshops and lectures as well as reflection sessions.

This year Summer School was inspired by the Erasmus + [Hand in Hand](#) project and it hosts as keynote speakers and contributors, among other, Paul Downes, Associate Professor of Education

at Dublin City University, and Helle Jensen, psychologist and family therapist, chairperson and co-founder of the Danish Society for the Promotion of Life Wisdom in Children.

3. ADVOCACY/VISIBILITY

- **International cooperation**

In 2019, NEPC will deepen the cooperation with European School Heads Association being part of the consortium that will establish the *European policy network on teachers and school leaders*.

NEPC is active in the SIRIUS network that has provided NEPC access to different organisations in the EU as well as stakeholders associations across Europe. NEPC will also use this channel to promote network cooperation.

- **Conferences**

In 2019, NEPC will participate in at least 10 international conferences to present NEPC work. Thus far the following are confirmed:

Comparative and International Education Society | 63rd Annual Conference

Education for Sustainability

San Francisco, California, April 14-18, 2019

NEPC Panel:

Networking for sustained education reform: lessons from the Network of Education Policy Centers, Tue, April 16

Chair: Aleesha Taylor, Herald Advisors

The school leadership and governance in Azerbaijan from the comparative study perspective - Elmina Kazimzade, Center for Innovations in Education; Ulviyya Tofiq Mikayilova, ADA University, Baku, Azerbaijan

Civil society how to survive and thrive in closing societies - Batuhan Aydagul, Education Reform Initiative

Civil society organizations influence on education policy development through direct work with schools and teachers - Svetlana Jurko, Network of Educational Policy Centers

Discussant: Hugh McLean

11th Regional conference of educational staff

Organized by Step by Step Bosnia & Herzegovina (last week of August 2019)

NEPC Contribution: presentation of

- Education and Socio-Economic Status -Estonian Case (report)
- Breaking the poverty taboo - Creative ideas for mitigating the effects of poverty - school-based activities (handbook)

Fostering a Democratic School Culture and Diversity in Schools

Organized by Council of Europe – Kosovo; (May 2019)

NEPC Contribution:

Presentation of classroom multilingual materials designed within AVIOR project.

4th Scientific Conference “Research in Education and Training: International Aspects of Education and Training”.

Organized by The Educational Research Institute (ERI), the Slovenian Educational Research Association (SLODRE) and the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS)

18-19 September, Ljubljana, Slovenia

NEPC Contribution: to be defined

- **NEPC web & social media**

NEPC will continue to publish all its outputs as well as educational related news and analyses from member countries on its webpage, Facebook page and tweeter account.

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> and it Twitter account (@_N_E_P_C).

We estimate that, at the end of 2019, the page will count 1000 likes and about 175 published posts. Considering project dissemination messages, we foresee to release overall 280 posts.

On the Twitter account (@_N_E_P_C), in 2019, we foresee to produce 310 tweets/retweets, including project related dissemination messages. We expect that the Twitter account followers will increase to 50.

NEPC web page will be updated with three articles about members’ activities and ten articles on NEPC activities and projects.

We also plan to send at least four project/activities related communications to NEPC mailing list, via *mail chimp* platform.

4. PUBLICATIONS

- Breaking the poverty taboo

Creative ideas for mitigating the effects of poverty school-based activities

Handbook for teachers in 5 languages: Albanian, Croatian, English, , Macedonian and Slovenian.

- How to make career paths for teachers and school leaders more attractive (desk research report on good practices on policy advice and implementation)

5. PROJECTS 2018

BRAVEdu - Breaking the Poverty Taboo: Roles and Responsibilities of Education

NEPC Role: Project leader

Duration: 24 months,
September 2017 – August
2019

Partners:

- Forum for Freedom in Education, Croatia;
- Elementary School dr. Vinka Žganca, Croatia;
- Praxis, Estonia;
- Foundation for education and cultural initiatives Step by Step, Macedonia;
- Elementary school Dane Krapčev, Macedonia;
- Educational Research Institute, Slovenia;
- Elementary school Tišina, Slovenia.

Funded by: EC – Erasmus+

The overall objective of BRAVEdu project is to strengthen the capacity of schools to support disadvantage learners from low SES in active participation in school life and in achieving better learning outcomes thus contributing to their positive school experience and general wellbeing. The project explores and analyses policies and practices implemented in Estonia that enabled it to severely reduce the effect of low SES on student achievement and drawing lessons from it. As well as develops Handbook for teachers and school staff with concrete activities and school based policies for supporting low SES students.

Activities in 2019:

- Organize dissemination conference
- Publish Handbook for teachers and school staff with concrete activities and school based policies for supporting low SES students in Albanian, Croatian, Macedonian, Slovenian and English.

SIRIUS 2.0 - Policy Network on Migrant Education

NEPC Role: Project Network Partner

Duration: 48 months,
September 2017 – August
2021

Partners: Migration Policy Group partnered with 5 networks and 23 national partners from 18 EU countries including three NEPC members Forum for Freedom in Education, Croatia; Praxis, Estonia; Educational Research Institute, Slovenia. Funded by: EC – Erasmus+

Funded by: EC

SIRIUS 2.0 feeds the best evidence and practice into the major education policy debates by mobilising mainstream migration and education activities and building the capacity of migrant and grassroots education initiatives.

Activities in 2019:

- Participation in Peer learning activity in Croatia: 9th – 10th May
The delegation (among which a NEPC representative) will visit two schools that were part of the Start the Change project implemented by Forum for Freedom in Education. The overall objective of the project is preventing violent radicalization and promoting democratic values, fundamental rights, intercultural understanding and active citizenship. Host: Forum for Freedom of Education (FFE).
- Participation in Peer learning activity in Ireland: 6th- 7th June
The visiting participants (among which a NEPC representative) will focus on the presentations of two programmes delivered by

Ireland's Department of Education and Skills. These are the DEIS programme and the Home School Community Liaison Scheme. They will also get knowledge of the Separated Children's Service, a service provided by the Department of Education and Skills and the Department of Children and Youth Affairs. Host: New Community Partnership (NCP).

- Contribute to SIRIUS watch research in 2019 - Assessment of prior learning of newly arrived migrant pupils in Europe

Open Source Multilingual Teaching Materials Forum for Migrant Pupils in Europe – AVIOR

NEPC Role: Project Partner

Duration: 36 months
November 2016- October 2019

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)

Funded by: EC – Erasmus+

The 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.

Activities in 2019:

- Implementation of the bilingual materials in local schools NEPC, Efms (Germany) and Praxis (Estonia) will actively stimulate their large networks of schools to use chosen AVIOR bilingual materials. They will promote them in schools or via contact persons at schools. Furthermore they will make an analysis of the actual use of these materials in classrooms and the benefits as well as of the limitations of their use in the classroom. A combined analysis report will be one of the products of AVIOR (Intellectual Output # 6). It will be translated and made available online.

- Case studies on parental involvement:

Output title: Parental Involvement Case study Reports

The partners will bring together teachers and parents with a migrant background to participate in joint case studies using the recently translated materials. Using the 'action research' method, parents and teachers will be invited to design and conduct their own (small) research around the main question of how bilingual teaching materials can best be used to improve learning of

migrant children. For example, teachers may ask how they can involve more migrant fathers and try out one or two interventions, reflecting on the outcome afterwards. The partners will organize feedback meetings and report the results of the case study. Through these activities, teachers and parents form informal collaborative networks, which will hopefully lead to breaking down of perceived barriers and improved parental involvement. The case study reports will be included in the online User Guide and published online. A written report with an analysis of all the case studies and the lessons learned will be translated into all six languages and made available to the participants and the wider public (Intellectual Output # 7).

- Multiplier event: Roundtable discussion on AVIOR materials and how can the education system in Croatia promote native language learning for pupils and students whose 1st language is different to Croatian.

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

NEPC Role: Project partner for dissemination and visibility

Duration: 36 months March 2017- February 2020

Partners: Educational Research Institute (ERI), Slovenia – leading partner; Ministry of Education, Science and Sport (MESS), Slovenia; Mittuniversitetet - Mid Sweden University (MIUN), Sweden; Institute for Social Research in Zagreb (ISRZ), Croatia; German Institute for International Educational Research (DIPF) & Technical University of Munich (TUM), Germany; Via University College (with collaboration of The Danish Society for the Promotion of Life Wisdom in Children), Denmark.

The HAND in HAND project creates and applies an innovative HAND in HAND program for SEI skills development (while building on partners' proven experiences) for students and school staff. The project therefore tests 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.

Activities in 2019:

- Coverage via social networks of topic/project related news and turning points
- Coordination international consortium dissemination framework 2019 (the full framework is available upon request)
- First webinar on Hand in Hand project, co-organised with

Funded by: EC – Erasmus+ KA3

- Technical University of Munich (Mid May)
- NEPC Summer School dedicated to socio-emotional learning topic and Hand in Hand project (22nd – 29th June)
 - EU policy meeting (first contact with potentially interested EU MP in June)
 - Participation in the fifth project meeting in Sundsvall, Sweden (22nd – 25th September)
 - Second webinar on Hand in Hand project, co-organised with Mid Sweden University (autumn)
 - Realization of RSA animation video regarding the Hand in Hand project (autumn)
 - Preliminary preparation steps of Hand in Hand final conference (from autumn onward)

European Education Policy Network on Teachers and School Leaders (EEPN)

NEPC Role: Project partners

Duration: 48 months from 11/2018

Partners: 27 organizations for 19 European countries

Funded by: EC

NEPC is in charge of the following activity in 2019 (the activity will repeat every year during the implementation of the project, on different themes, chosen annually by the consortium):

- Report on current policy practices

The report on current policy practices will include the good practices on policy advice and policy implementations that are relevant to the yearly theme. The 2019 theme is factors that contribute to making the career paths of teachers and school leaders in the EU more attractive.

The report will take the different education systems into account and will therefore be applicable to the different educational systems in Europe. The study should incorporate the following factors:

- motivation to become a teacher/ school leader;
- reasons for the stated shortage of teachers;
- support in daily work of practitioners,
- define efficient career paths and which good practices they are supported by;
- motivation for the profession;
- methods of dealing with teacher burn-out and consequent leaving of the profession;
- the link between social status and salary;
- current policy practices in at least 5, and at most 10 EU countries, related to the central theme.

6. FINANCIAL PLAN

NEPC Operational Budget Jan 2019 - Dec 2019 EUR

Incoming Funds	Total Planned	Avilable for operational costs
I Memeberhsip Fees	22.200,00	22.200,00
II OSF admin grant	130.000,00	130.000,00
III AVIOR	5.012,00	2.000,00
IV BRAVEdu	27.800,00	5.000,00
V SIRIUS	12.670,00	5.000,00
VI Hand in Hand	27.000,00	3.000,00
VII EEPN	10.000,00	8.000,00
VIII Self generated	7.000,00	7.000,00
IX Fundrasing Erasmus + KA2/ KA3	83.000,00	17.000,00
Balanace 2018	25.000,00	5.000,00
TOTAL	349.682,00	204.200,00

Expenditure

	Unit	Cost of Unit	No of Units	Total
I. Secretariat				
1.1. Staff				
Executive Director	per month	3700	12	44.400,00
Program Adviser	per day	550	6	3.300,00
Admin Officer	per month	2000	12	24.000,00
Financial Officer 30 % time	per month	400	12	4.800,00
Project Coordinator	per month	1400	12	16.800,00
Communication officer	per month	1400	12	16.800,00
Staff extras (public transport/ travel insurance /development)	per month	250	12	3.000,00
Total Staff				113.100,00
1.2. Office				
Accounting service	per month	350	12	4.200,00
Office rent & utilities	per month	600	12	7.200,00
Office supplies	per month	100	12	1.200,00
Communication costs	per month	300	12	3.600,00
Office equipment & maintenance	lump sum	1000	1	1.000,00

Miscelenious office costs	per month	100	12	1.200,00
TOTAL Office				18.400,00
1.3. Bank costs				
3% of office costs (lump sum)	lump sum			3.000,00
TOTAL Secretariat				134.500,00
II. Network activities				
1. Board meetings				
Travel	per person	300	8	2.400,00
Accomodation and meals	per night	80	36	2.880,00
Miscelenious board costs	lump sum			500,00
TOTAL Board				5.780,00
2. General assembly/conference				
Travel of GA participants and Conference guests	per person	350	30	10.500,00
Accomodation and meals	per night	100	80	8.000,00
Visa HR	per item	75	10	750,00
Other miscelenious costs	lump sum			1.000,00
TOTAL GA & Conference				20.250,00
3. Summer school				
Development & experts	per day	350	10	3.500,00
Travel of Faculty & staff	per person	350	5	1.750,00
Accommodation of participants	per night	90	180	16.200,00
TOTAL Summer School				21.450,00
5. Learning between Members				
Study Visits host organizations	per organization	500	2	1.000,00
Study Visits (6 mobilities)	per person	500	6	3.000,00
Confernceces (5 mobilities)	per person	500	5	2.500,00
TOTAL Learning between members				6.500,00
6. Visibility & Publication				
International presentation & meetings	per event	1000	10	10.000,00
Publishing (lump sum)	lump sum			2.000,00
TOTAL Visibility & Publication				12.000,00
TOTAL Network Activities				65.980,00
TOTAL Operational Expenditure				200.480,00

Explore | Participate | Change