



Network of Education Policy Centers

ANNUAL PLAN 2020

Revision April 2020



The emergency requires prompt action yet careful consideration

NEPC as all its members is forced to drastically change the plan of activities for 2020. While project activities will be revised in future months in cooperation with donors and project partners trying to avoid extension without budget, the operational activities of the Network will be re-directed **to support members and create opportunities to imagine the future of education** after the emergencies bearing in mind the reflections, the vulnerabilities, the solidarity of these pandemic times.

Inclusive education and sustainability are today relevant more than ever as this emergency increased existing inequities and showed the consequences of the unsustainable living. NEPC has been concentrating on these issues for the last 15 years and will strive to use its method of EXPLORE, PARTICIPATE, CHANGE to rethink policy and support education actors.

The 2020 will reshape the role of the Network and civil society organizations whose contribution is necessary but at high risk due to hostile governments and redirection of funds.

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1. NETWORK GOVERNANCE

1a. General Assembly

May 2020 – online*

Topics:

- Report from 2019 and Plan for 2020
- Presentation of new members
- Presentation of mapping study
- Future endeavours

Participants: NEPC full and affiliated members; Secretariat Staff;

1b. Board Meetings

Organization of 3 board meetings (April, June, December)

Main tasks of the board in 2020:

- Revision of the plan 2020
- Planning of Strategy process in 2021
- Planning of learning events

*part of the funds for GA will be not reallocated as a Network event might be organized in Autumn 2020.

1c. Fundraising proposals

E+; KA2; 23/04/2020	Gender Equity in Education	NEPC – Applicant PRAXIS-EE; IDIZ-HR; SbS-MK; COP – Serbia; ERI – SI.
E+; KA2 23/04/2020	SEL-T: Social-emotional Learning for Teachers	NEPC – partner FFE-HE – Applicant

2. LEARNING ACTIVITIES

2a. Study Visits, 6 mobilities, 4 organizations involved

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

NEPC will cover the costs of 6 individual mobilities involving at least 2 members.

A call for hosting the Study visits will be issued in June 2020. 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.

2b. Webinars I video lessons, 5

In cooperation with members 5 webinars will be organized tackling the following topics:

- Socio emotional learning at policy level
- School leadership
- Integrity in education

- Education and behavioural sciences
(webinars are planned from September 2020)

2c. Virtual NEPC Summer School 6-10.7.2020 – online lectures and discussion –

TOPIC: How societies and education respond to emergencies?

The virtual event aims to reflect on current world situation and inspire the imagination of new societal paradigm based on inclusion and sustainability.

NEPC virtual summer school will be designed around three main topics

- **Democracy:** the emergency may cause the decline of democracy in countries where the democratic values were in crisis even before the coronavirus pandemic outbreak. We have assisted at new forms of curtailing human rights while citizens are distracted and worried by the emergency. Opening this issue will help us in understanding and recognising new authoritarian leaders and exploring new ways of participation and opposition.
- **Degrowth:** the philosophy of degrowth is now new-comer in NEPC events. *Degrowth* as critique of growth, indicates new directions in which the reduction of use of natural resources and a different structure of societies will be based on sharing, simplicity, conviviality, care. The post COVID 19 societies might find answers for the new normal in the DEGROWTH movement. How this philosophy is connected to education and what degrowth might represent for education system are some of the questions the virtual participants will be invited to discuss.
- **Digitalisation-** Digital technologies and different forms of online teaching and learning are an inseparable part of today's learning process. The Covid19 crises clearly showed all the limits and advantages of on-line teaching and learning and the availability and knowledge about advanced digital technologies in schools in different countries. Whether the future of education is in digitalisation and whether concentrating educational reforms on digitalisation is a threat or an opportunity to quality education are the main questions that will be discussed.

3. ADVOCACY/VISIBILITY

3a. Presentation and participation in international events

The presentations of NEPC activities are still under revision. The plan will be finalized by the end of May according to the developments of the current situation.

3b. On line presence

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 Twitter 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 its Twitter account (@_N_E_P_C).

We estimate that, at the end of 2020, that page will count 1050 likes and about 180 published posts (including project related posts).

On the Twitter account (@_N_E_P_C), in 2020, we foresee to produce 220 tweets/retweets, including project related dissemination messages. We expect that the Twitter account followers will increase to 90. NEPC web page will be updated with at least three articles about members' activities and ten articles on NEPC activities and projects.

3c. Newsletter

We also plan to send at least four project/activities related communications to NEPC mailing list (323 recipients), via mail chimp platform. (The first issue of 2020 was published in April and it was dedicated to COVID19 implications on education and it featured contributions from some of NEPC experts).

Please refer to the tentative schedule in the table below:

Issue 1 (3) 3/2020*	Issue 2 (4) 6/ 2020	Issue 3 (5) 9/ 2020	Issue 4 (6) 12/ 2020
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*Due to COVID19 emergency, the first issue was published on April 8th

4. PUBLICATIONS

4a. Mapping study

Comparative Analysis of Social Emotional Learning in 6 Countries (Azerbaijan, Bosnia and Herzegovina, Croatia, Moldova, Russia and Slovenia)

- The mapping study will present a comparative review of:
- a) national and regional policies regarding social, emotional and intercultural learning;
 - b) policy-research literature on policy initiatives regarding social, emotional and intercultural learning their impact; and
 - c) evidence-based evaluations and their implementations in the field of school education.

Mapping study: Social Inequality in Public School Admission in 5 countries- **postponed to 2021**

Mapping study: education for sustainability policies and practices – **cancelled**

Possible mapping study on responses of Educational systems to COVID-19 crises in NEPC region

4b.PROJECT OUTPUTs

GEM Regional report on Inclusion

The regional report accompanying edition of the main report will be focusing on inclusion and education in Central and Eastern Europe, Caucasus and Central Asia and provide answers to the following questions:

- What are common obstacles to the implementation of inclusive education policies, notably as countries continue their efforts to transition away from a medical approach to identifying and meeting learning needs?
- What key policy solutions are being implemented and what are the drivers of policy change?
- What arrangements are needed to coordinate among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion?
- How do education systems monitor inclusion and exclusion in education (at individual and system level)?
- What channels of financing are used for inclusive education policies?

PD program for school principals

The program outline has been designed by National School of Leadership Education (Slovenia) and NSO-CNA Leadership Academy (The Netherlands) around three main topics:

- A. Concepts of School leadership and inclusive school cultures
- B. Challenges of School Leadership and school development
- C. The individual School leader's context, role and interventions for inclusive education

The topics will be presented to school principals through 5 thematic areas:

TA1: Building inclusive learning environment

TA2: School leadership

TA3: Inclusive school culture

TA4: School leadership challenges and skills for developing inclusive cultures - Proactive intervention

TA5: Evaluation and Sustainability

5. PROJECTS activities

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

The European Education Policy Network on Teachers and School Leaders is a Europe-wide network of relevant organisations (policymakers, practitioners, researchers and stakeholders) to promote co-operation, policy development and implementation at different governance levels, and to support the European Commission's policy work on teachers and school leaders. The 4-

year project co-funded by the European Union started in January 2019 and it is coordinated by the European School Heads Association and currently includes 27 partners from 17 countries.

The project aim at creating a sustainable network of key actors representing school leaders, teachers, parents, education employers, policy makers, education policy centres and educational researchers. All major organisations representing the above mentioned stakeholders have joined forces in their efforts to show the best of the worlds of practice, policy making, and research, with the collective goal of facilitating the dialogue and promote and support evidence-informed policy making in order to positively drive change in education across Europe.

In the second year of the project (2020) NEPC will take over the role in dissemination and advocacy of the outputs this includes:

- Develop the dissemination plan and share it with Consortium partners,
- Implement the dissemination plan through the website and social media page, as well as through other identified channels,
- Participate and develop advocacy events in particular in the Annual conference of the project

Project: SIRIUS 2.0 – POLICY NETWORK ON MIGRANT EDUCATION

SIRIUS 2.0 capitalises the work SIRIUS has been carrying on migrant education since 2012 when the 3-year Life Long Learning funded project SIRIUS was kicked-off. The project takes the work of SIRIUS to the next level of sustainability. Building on the practical learning and tools designed from 2012-2016, the SIRIUS 2.0 uses these and other EU tools to concretely impact policy reform agendas at national, local/regional and, wherever possible, at European level.

The project promotes co-operation between different stakeholders, supports inclusive policy development and implementation at different governance levels and facilitates the integration of children and young people with migration background in education. SIRIUS 2.0 performs a knowledge brokerage function by providing evidence from research and practice for policy-making and by informing research about the unmet needs of policymakers and practitioners.

The overall objective of the project is to feed 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.

In the third year NEPC continues the work on dissemination and policy advice to the proejct.

The ED of NEPC will continue to be the member of the Steering committee of the project.

Due to the Covid 19 crises affecting the inclusion of and qulaity of service provided ot migrant and refugees studnets across Europe the National round tabels will concnetare on that issue.

The SIRIUS watch will also be adpated to capture the policy repsonses on the topic of Covid 19 crises and the effect of these repsonses on education of migrnat and refugee studnets across Europe.

HEAD: Empowering School Principals for Inclusive School Culture

The EU funded project “HEAD: Empowering School Principals for Inclusive School Culture”, that started on December 1st 2019, aims to address the professionalisation of school principals in Croatia and North Macedonia. It will focus on inclusive education, exploiting best practices from Slovenia and the Netherlands and piloting five modules of professional development in 60 schools, building their capacities in establishing inclusive school culture creating inclusive school policies and practices through participatory decision-making.

Through the programs (one tailored for primary, the other for high school leaders), school leaders involved will strengthen their capacity to support democratic school governance, cooperation with stakeholders and inclusiveness in general. By streamlining the professionalization of school leaders, the project will provide professional development for school leaders to create an inclusive school culture in their schools, resulting in better management, in both the academic and non-academic aspects, leading towards a more inclusive community and society.

The impact of the project will be measured by an impact study that will show the effectiveness of the intervention and a policy roadmap defining the major steps and milestones for mainstreaming the professional development programs in the piloting countries will be outlined.

NEPC, coordinating partner, is implementing the project in cooperation with seven partners from four different countries, and three associate partners:

Croatia, Forum for freedom in Education and Open Academy Step by Step

North Macedonia, Foundation for Education and Cultural Initiatives Step by Step and Macedonian Civic Education Centre

Slovenia, Educational Research Institute and National School of Leadership in Education

The Netherlands, NSO – CNA Leadership academy

Associate partners: European School Head Association, Association of Croatian Secondary School Principals and Association of Croatian Primary School Principals

Activities in 2020:

- Survey about principals needs in Croatia and North Macedonia
- Professional development program for school principals
- Implementation of program (5 modules) starting in Nov 2020.
- Presentation of the program to Policy coliation in Croatia and North Macedonia.

INTEGRITY OF EDUCATION SYSTEMS: ASSESSMENTS TO INVESTIGATE RISKS OF CORRUPTION AND SOLUTIONS

Network of Education Policy Centers (NEPC) and Center for Applied Policy and Integrity (CAPI) joint efforts to investigate corruption risks in education in these geographies and to create the

conditions for replicating expertise and locally-led integrity assessments in the region. The assessment is based on the INTES methodology and evidence collection tools developed by CAPI within the framework of the OECD Anti-Corruption Network for Eastern Europe and Central Asia. It helps in discerning how to tackle the corruption challenge by empowering education participants and stakeholders to understand and address their integrity challenges “from within” their education institutions and professional environments.

The project is implemented in 4 countries: Kyrgyzstan, Georgia, Moldova and Mongolia in four phases: training; collection of evidence; analysis and reporting; dissemination of results.

Activities in 2020:

- Finalization of national reports (4)
- Synthesis report
- National and international dissemination

Global education monitoring report

NEPC shares the role of producing the regional report on inclusion and education in Central and Eastern Europe, Caucasus and Central Asia with the European Agency for Special Needs and Inclusive Education. The report will present the topic in 6 sections:

1. Laws and policies
2. Governance and finance
3. Data on inclusion and inclusive education
4. Curricula, textbooks and assessment
5. Teachers and support personnel
6. Schools
7. Communities, parents and students

NEPC role:

- Data collection in 17 countries using the unified framework based on the Agency's methodology will collect quantitative and qualitative information from all countries.
- Writing 2 analytical chapters *curricula, learning materials and assessment; and teachers and support personnel*.
- Participate in the editorial board contributing to:
 - elaborate the structure and timeline of the regional report;
 - assign responsibility for individual chapters;
 - agree on the methodology of the quantitative and qualitative country data to be collected;
 - review drafts of the analytical papers and respective chapters;
 - advise on the selection of the country examples;
 - be the reference group to receive external feedback; and
 - decide on the key messages and clear the text for publication.

Start the Change - creating a generation of change makers through intercultural education and volunteering

The project Start the Change - creating a generation of change makers through intercultural education and volunteering starts in January 2020 and it led by NEPC member Forum for Freedom in Education. It aims to empower teachers, students and parents in understanding and recognition of the complexity and challenges of the contemporary society by strengthening their personal, social and civic competencies through a whole-school approach.

As leader of the dissemination and policy work-package, in 2020 NEPC will:

- provide general inputs regarding the dissemination
- outline its dissemination plan
- coordinate the outlining of national dissemination plan
- outlining the final dissemination plan
- start with on-line dissemination (of teacher training learning outcomes, of national and comparative reports on students needs, example of workshop activities) and monitoring of partners dissemination
- a background desk analysis on the importance of students' agency (voice of students) for inclusion

ARISE – Action for Reducing Inequality in Education

The project ARISE – Action for Reducing Inequalities in Education started in March 2020 it is led by NEPC member Kosova Education Center (KEC). The overall project objective is to strengthen the capacities of CSOs for policy development and advocacy in the area of educational equity through regional cooperation and building national coalitions.

As a leader of the policy outreach and advocacy work-package in 2020 NEPC will:

- Outline the dissemination plan and share it with Consortium partners,
- Prepare ToR for the website development and maintenance,
- Develop the project website,
- Develop the social media page,
- Finalise the dissemination plan,
- Implement the dissemination plan through the website and social media page, as well as through other identified channels,
- Maintenance of the project web-site,
- Develop draft guidelines for the CfP for grassroots organisations and solicit input from partners,
- Finalise the guidelines and forms for the Call.

HAND in HAND - Social and Emotional Skills for Tolerant and Non-Discriminative Societies: A Whole-School Approach

The project HAND in HAND - Social and Emotional Skills for Tolerant and Non Discriminative Societies: A Whole-School Approach ends on February 2020.

Regarding NEPC, the final stage of the project foresees:

- Organisation and hosting of the final conference (logistic and part of the program)
- Media outreach
- Dissemination via social media
- Conference and project follow-up

6. NEW INITIATIVE – EMERGENCY FUND

Due to global pandemic NEPC had to cancel several of our traditional learning activities and revised its plan and budget.

NEPC, inspired by the prompt and creative responses of our members, issues a call for proposal with the aim **to contribute to the support that NEPC members provide to national education system and in particular to teachers and school staff in managing this crisis and/or any other innovative educational response to the current situation.**

NEPC received 8 proposals and by Board decision the budget was increased to 40.000, 00 EURO.

Organization

Project title

Budget required

Evaluation

Children are the future, <i>Albania</i>	Strengthening our Support and Solidarity Action to Albanian Schools and Education	6.150,00	APPROVED
Association of citizens Center for Educational Initiatives Step by Step, <i>Bosnia and Herzegovina</i>	Community of Teachers in Action	3.000,00	APPROVED
Forum for Freedom in Education, <i>Croatia</i>	FORUM ONLINE – Building creative online learning community of teachers, students and school management	9.900,00	APPROVED
Open Academy Step by Step, <i>Croatia</i>	Bridge the gap	3.000,00	APPROVED
Praxis Centre for Policy Studies, <i>Estonia</i>	Saved by the Bell: Early Warning Systems and Support for Parents during Distance-Learning	9.400,00	NOT APPROVED
International Institute for Education Policy, Planning and Management, <i>Georgia</i>	Supporting Transition of National Education in Responce of Changing Reality	9.500,00	NOT APPROVED
Foundation for Education and Cultural Initiatives Step by Step, North Macedonia	Sharing is caring	7.000,00	APPROVED
Association Educational Centre PRO DIDACTICA, Moldova	Debates Club for school teachers PAIDEIA - new challenges in on-line learning space	10.000,00	APPROVED



**Travel through
(an unfamiliar area)
in order to learn about It**

In the education system, NEPC explores with the eyes of curious traveller, learning with the aim of creating adequate recommendations and proposing evidence-based solutions.

Explore



**Be involved;
take part.**

NEPC strives towards involvement in international debates about education and advocates for participative policymaking. NEPC believes that enabling active participation is the milestone of democracy.

Participate



**Make or become
different**

NEPC explores, participates and proposes effective and sustainable changes in education systems.

Change