

NETWORK OF EDUCATION POLICY CENTERS



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ANNUAL REPORT
2019

Contents

- 1. OVERVIEW 2019 3
- 2. PROJECTS 5
- 3. LEARNING EVENTS 13
- 4. PUBLICATIONS 16
- 5. ADVOCACY AND NETWORKING 17
- 6. NETWORK 19
- 7. FUNDRAISING 22
- 8. SUMMARY FINANCIAL REPORT 24

1. OVERVIEW 2019

Overall, 2019 was an especially good year at NEPC, for several reasons all the traditional activities of the network were successfully implemented, there were no major changes in membership or secretariat staff, new projects and initiatives were started while fundraising was very successful.

2019 was an important year in terms of creating connections among NEPC thematic areas. Through dissemination and connections between projects we managed to create more harmony between the thematic areas of NEPC activities, as well as to ensure further support to already completed projects. For example, the topic of mitigating effects of poverty in education deeply analysed in the BRAVEdu initiative will be continued in the ARISE initiative led by Kosovo Education Centre.

We have used the advocacy activities to persist in the dissemination of publications and projects outputs far beyond the project life cycle. The *explore-participate-change* approach enhances the analysis of practices and the policy experimentation to provide members with relevant tools to advocate for data driven policy making.

Developing the three years plan helped NEPC in identifying the priorities in terms of topics to work on and to further explore and provided useful indications for the fundraising activities. While the cooperation with other networks (SIRIUS, ESHA, EEPN) and international institutions such as Council of Europe and UNESCO strengthened the organization position in the international arena and revealed its advocacy potential.

Our learning events used also as dissemination and advocacy channels introduced us to new experts and new organizations and the main event of the year - *NEPC Annual Conference Inclusive Education for All: from Ideas to Actions* attracted over 130 participants from all stakeholder groups in education and from over 30 countries.

In view of funding 2019 was an exceptional year at NEPC as our incoming funds increased by 55% compared to 2018 (which was an average year) this is due to successful fundraising. Although not yet reflected in the budget due to projects starting in 2020, the fundraising activities of 2019 guarantee Network's financial stability for 2020 and 2021 and for the large part of 2022. It also enabled NEPC to increase its' reserve fund to approximately 10% of our average annual budget. Two main sources of funding remain the operational grant from Education Support Programme of the Open Society Foundations (28%) and project funds from different programmes of the European Commission (51%). As far as expenditure goes the Administrative costs of the network were decreased below 35%, while network activities and projects share increased to 66 % of the expenditures.

2. PROJECTS

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. Vinko Žganec, 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:	EU; Erasmus+

The overall objective of the project was 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 explored and analysed policies and practices implemented in Estonia that enabled it to severely reduce the effect of low SES on student achievement and drawing lessons from the analysis. The project formally ended on August 31, and the final report was accepted by the Contracting body in November 2019.

Activities in 2019:

- International policy conference. NEPC decided to join forces with the SIRIUS network so the BRAVEdu conference was organized under the title “Inclusive Education for All: From Ideas to Action”, on May 7 in Zagreb, gathering more than 130 people from around 30 countries.
- Handbook for teachers and school staff (Breaking the poverty taboo: Creative ideas for mitigating the effects of poverty: school-based activities) with concrete activities and school based policies for supporting low SES students was printed in Albanian, Croatian, Macedonian, Slovenian and English and distributed to the network of schools the partner organisations cooperate with. Available [HERE](#)
- Forum for Freedom in Education; Foundation for Education and Cultural Initiatives Step by Step, and Education Research Institute Slovenia organized national consultative events in March with the aim of receiving feedback on the Handbook draft from national teaching body and education experts. These events gathered 90 participants.

Furthermore, the project and its results were presented at a few international conferences: CIES 2019; Step by Step B&H 2019 Regional Conference.

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

NEPC Role:	Project Partner
Duration:	33 months; December 2016 -August 2019
Partners:	Risbo B.V., The Netherlands; Rutu Foundation for Intercultural Multilingual Educatio, The Netherlands; Farafina Institute/ replaced efms, Germany; University of Western Macedonia, Greece; Praxis, Estonia; Terremondo cooperativa sociale arl, Italy.
Funded by:	EU; Erasmus+

The project aimed at raising awareness about 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/Farafina Institute (Germany) and Praxis (Estonia) stimulated their large networks of schools to use chosen AVIOR bilingual materials in desired language combinations illustrated and designed by a graphic design studio based in Zagreb, Croatia. They promoted them in schools or via contact persons at schools. NEPC relied on the experience of its member Step by Step Croatia and worked in kindergartens and schools attended by Roma Bayash speakers in the north part of Croatia. Furthermore, an analysis of the actual use of these materials in classrooms and their benefits was produced, describing the limitations of their use in the classroom. A combined analysis report was one of project results. It is available [HERE](#).
- Case studies on parental involvement. Output title: Parental Involvement Case Study Reports. The partners gathered teachers, and parents with migrant background to participate in joint case studies using the recently translated materials. Using ‘action research’ method, parents and teachers were invited to design and conduct their own insight around the main question of how bilingual teaching materials can best be used to improve learning of migrant children. For example, teachers asked how they can involve more migrant parents and tried out several interventions, reflecting on the outcome afterwards. The partners organized feedback meetings and reported the results of the case study. The case study reports are included in the online User Guide and published online. A written report with an analysis of all the case studies and the lessons learned was translated into all six languages and made available to the participants and the wider public. English version available [HERE](#).

- 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 was organized in Zagreb in June. It gathered 25 participants from schools, preschools, NGOs, governmental institutions, universities.

AVIOR website, <https://avior.risbo.org/>, has been uploaded online so the materials are available for downloading and using where needed. They are currently being used by the Council of Europe projects in Kosovo and translated into language combinations needed there.

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

NEPC Role:	Project Partner
Duration:	48 months from 11/2018
Partners:	27 organizations from 19 European countries
Funded by:	EU; Framework specific agreement

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

[Desk research report on good practices on policy advice and implementation](#)

by Rimantas Želvys

The report on current policy practices includes good practices on policy advice and policy implementations that are relevant to the yearly theme. The 2019 theme is careers and professional development (PD) of teachers and school leaders in the EU, i.e. factors that contribute to making their career paths more attractive.

The report takes into account different education systems and is therefore applicable to different educational systems in Europe: “old” EU member states (Finland, Ireland, UK, Netherlands, Austria) representing three dominant educational models: Scandinavian, Continental and Anglo-Saxon; “new” member-states (Lithuania, Estonia, Slovenia) representing the Balkans and the Baltics. The study is one of five desk research studies produced at the same time by different project partners looking at, and not restricted to, 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

The report is available [HERE](#).

[Drafting of EEPN Key Policy Messages document](#)

The Key policy messages are intended to be a basis for communication of EEPN views and as an advocacy tool for its members and the wider educational community. Key policy messages are based on findings related to the following aspects of teachers' and school leaders' profession:

- Status of educational staff & salaries
- Autonomy and responsibilities
- Initial education
- School leadership
- Induction & CPD
- Career development and appraisal

The document was produced by NEPC and Mikael Risku from Department of Education (University of Jyväskylä, Finland).

The document is available [HERE](#).

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

NEPC Role:	Project Partner
Duration:	February 2017 - February 2020
Partners:	Slovenian Ministry of Education, Science and Sport (MESS); Mid Sweden University (MIUN); Institute for Social Research in Zagreb (ISRZ); German Institute for International Educational Research (DIPF); Technical University of Munich (TUM); VIA University College, Denmark (Danish Society for the Promotion of Life Wisdom in Children, Denmark)
Funded by:	EU; Erasmus+

The [HAND in HAND](#) project develops an open access systemic policy tool – EU based universal SEI learning program (a program for students and school staff) based on multiculturalism and diversity awareness that fosters inclusion and develops more tolerant and non-discriminative learning environments for all students (including immigrant and refugee) to prevent discriminative bullying, segregation and ESL.

In 2019, the Hand in Hand project gathered pre and post measurement data and focus group answers from stakeholders participating in the study and proceeded to the elaboration of the findings. The consortium also worked and the outlining of a scientific monograph regarding the overall project.

NEPC is responsible for international dissemination of the main outputs of the project as well as for the support to the leading organization in enhancing external communication and online presence (via web pages and social media). NEPC contributed in managing the Hand in Hand [Facebook page](#) with an average of 2 posts on the topic per month and the [Twitter account](#), with an average of 5 tweets/retweets a month. NEPC is also involved in the exploration of scientific and professional articles and materials for the HiH newsletter.

NEPC contributed with policy inputs in the monograph (a chapter of which is dedicated to policy recommendations) and with an enlargement of the policy mapping of SEL in 4 non-EU countries thanks to the cooperation with NEPC members: Azerbaijan, Bosnia and Herzegovina, Moldova, Russia.

The monograph will be published in January 2020.

NEPC dedicated its 2019 Summer School to the socio-emotional learning topic and to the Hand in Hand project (more details about the Summer School 2019 are available in the Learning Events section).

In the final part of 2019, NEPC focused on the arrangements and support to the organisation of the final project conference «Do we need a relational revolution in schools? Social, emotional and intercultural competences for inclusive societies» that will take place in Zadar, Croatia, on January 28th & 29th 2019, with logistics, promotion and content inputs.

Project: SIRIUS 2.0 – POLICY NETWORK ON MIGRANT EDUCATION

NEPC Role:	Project Partner
Duration:	September 2017 – September 2021
Partners:	5 networks and 23 national partners from 18 EU countries
Funded by:	EU; Erasmus+

Activities in 2019:

Peer Learning Events - created and promoted knowledge transfer by identifying good practice and providing multi-stakeholder international feedback, thus stimulating further innovation both in the host and learning countries. A NEPC representative took part in both study visits organised in 2019. Find out more about the peer learning activities in [Croatia](#) and [Ireland](#) .

International advocacy - As an international network, NEPC mostly conveyed its dissemination actions on-line and in international/translational contexts. NEPC acted as a sounding board for the information and the goals of the project, relying on its branched network of members and partners (a full dissemination template is available upon request). One of the main dissemination/advocacy output of 2019 was the NEPC – SIRIUS Policy Conference. NEPC assured the visibility of SIRIUS network and activities beyond EU through the participation of its network members that cover different geographical areas: Central Europe, South-eastern Europe and Turkey, Caucasus and Central Asia. An event [recap](#) is available on NEPC website and the full conference report is available upon request (see additional detail in the “Learning Events” section).

Lana Jurko, ED of NEPC also serves as a Project Steering Committee member responsible for network engagement, inclusive policy making and monitors the finances of the project.

HEAD: Empowering School Principals for Inclusive School Culture

NEPC Role:	Project Leader
Duration:	1.12.2019 - 30.11.2022
Partners:	Croatia: Forum for freedom in Education; Open Academy Step by Step North Macedonia: Foundation for Education and Cultural Initiatives Step by Step; Macedonian Civic Education Centre Slovenia: Educational Research Institute; National School of Leadership in Education The Netherlands: NSO – CNA Leadership academy <i>Associate partners</i> European School Head Association Association of Croatian Secondary School Principals Association of Croatian Primary School Principals
Funded by:	EU; Erasmus+

The project 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.

Activities in 2019:

- First project meeting was held in Croatia in December 3rd and 4th.
Two representatives from each project partners were present at the meeting that covered the following topics: thematic areas of professional development program for school principals; activities of the first year of the project; cooperation among partners and M&E system.

Integrity of Education System

NEPC Role:	Project coordinator
Duration:	18.4.2019 - 18.12.2020
Partners:	Center for Applied Policy and Integrity, Bulgaria; International Institute for Education Policy, Planning and Management – Georgia; Association Educational Centre PRO DIDACTICA, Moldova; Mongolian Education Alliance, Mongolia; Foundation Education Initiatives Support, Kyrgyzstan
Funded by:	EU; Erasmus+

The aim of the project is to explore integrity selected areas and reform priorities in education in 4 countries from NEPC region: Georgia, Mongolia, Moldova and Kyrgyzstan.

The project is implemented through 3 phases:

Educations: NEPC members from civil society organisations (12 participants), as well as a group of young, freelance researchers from countries will be introduced to key integrity concepts and methods of evidence collection. The training session will combine theory with working group exercises and will last three days. The last day will be reserved for the identification and fine-tuning of themes for the subsequent integrity research in each of the four countries. Second capacity building will be held after evidence collection to discuss the preliminary reports and plan the dissemination of the reports.

Evidence collection: the COs will carry out desk research and organise focus group discussions and interviews with stakeholders in their respective countries/regions in line with the INTES research protocols and evidence collection procedures. Reports will be printed in national languages for national dissemination and advocacy. The findings from all countries will then be processed into a synthesis report, that will be in English and printed will be prepared by the Center for Applied Policy and Integrity in co-operation with NEPC.

Dissemination of the activities: the national and cross-national results will be disseminated at selected national, regional and international conferences, such as the annual NEPC conference, but also CIES and ECER in 2020.

Activities in 2019:

Integrity of education systems (INTES): training for civil society organisations

- The first project training was held in Belgrade from August 25th to August 29th. The expert team was composed by highly recognized experts in education field and INTES methodology: Olja Jovanović, Tinde Kovacs-Cerović and Mihaylo Milovanovitch. 19 participants (representative from projects partners; representatives from academia and CSOs from Serbia, Albania, Russia and Armenia), took part in 4 days training. It provided them with a hands-on guidance on how to carry out integrity assessments and collect primary evidence on the participation of education stakeholders in integrity violations and the systemic conditions in which these violations take

place. This also included guidance on how to analyse this evidence for policy and/or research purposes, as well as the selection of a theme for their national follow-up research.

- Evidence collection From September to December 2019, project partners defined the framework of evidence collection combining the methods proposed at the training. The first drafts of national reports are expected on Dec 16th. (to be detailed reported by the end of Dec). Topics of evidence collection:

Georgia: favouritism in staffing decisions, more specifically, favouritism in the hiring process of school teachers.

Mongolia: parental informal payments (illicit access to education, improper private supplementary services, undue recognition of student achievement, and misappropriation of funds in education)

Moldova: favouritism in staffing decisions concerning teachers

Kyrgyzstan: Misappropriation of parental contributions to public schools in Bishkek and its suburbs.

- Methodological manual compiled by experts team, contains:

Guidance for the preparation of an INTES issues paper ; INTES report template; Guidance on the steps of evidence collection.

3. LEARNING EVENTS

Study visit

The NEPC study visit is a learning event organized yearly by NEPC and its members dedicated to the in depth exploration of a certain project or practice carried out by a member. It aims at enhancing the exchange of knowledge among the network and the professional capacity of the members' organisations.

In 2019, NEPC received two proposals for hosting study visits:

- (1) One Approach to Development of Dual Education Model – Country Case Study of Serbia Organized by Centre for Education Policy – SERBIA; Key words: RESEARCH | POLICY ANALYSIS | SCHOOL BASED ACTIVITIES
- (2) Start the Change: Connecting Active Citizenship and Social Emotional Learning Organized by Forum for Freedom in Education – CROATIA; Key words: TEACHERS PROFESSION | SCHOOL BASED ACTIVITIES

and 3 expressions of interests to participate in study visit (all of them for the Croatian option):

- Educational Research Institute (ERI), Slovenia
- Center for Education in Education (CIE), Azerbaijan
- Centre for Education Policy (CEP), Serbia

All of the organization expressing their interest were supported for the participation in study visits. The visits has been scheduled for December 5th & 6th. Report will be published at the beginning of January.

Summer School 2019

Emotions Matter: Socio-Emotional Learning in Education
23th – 29 June | Trakošćan, Croatia

The 2019 Summer School was inspired by the HAND in HAND project and dedicated to the topic of socio-emotional learning.

The event examined the role of professional development for educational staff and explored questions whether schools are crucial for developing social and emotional skills, and, if socioemotional education is covered by curricula, should it be also covered in pre-service teachers' education. In the perspective of whole school approach, NEPC Summer School connected existing professional development with socio emotional education with accent on managing emotions and relational competences. The program combined contributions from participants, workshops and lectures as well as reflection sessions. The full report is available [here](#).

Trainers and faculty

- Paul Downes, Dublin City University
- Irena Burić, Zadar University
- Ivana Zečević, University of Banja Luka

- Branko Ančić, Institute for Social Research in Zagreb
- Višnja Pavlović & Ana Munivrana, Forum for Freedom in Education
- Lana Jurko, Network of Education Policy Centers
- Ana Kozina, Educational Research Institute (Hand in Hand project manager)
- Helle Jensen, chairperson and co-founder of the Danish Society for the Promotion of Life Wisdom in Children (Hand in Hand contributor)

Evaluation overview (average rate from 1- very poor to 5 – very good)

Venue	4,96
Content	4,64
Experts	4,42



If you need a mindful break combined with a lot of knowledge and wonderful people, you need to visit NEPC Summer School	I liked all the lectures and workshops and highly appreciated combination of theory & practice
	I expected a lot of SEL. Everything exceeded my expectations and raised more questions and ideas
The major strength of the Summer School was connecting people from different backgrounds and sharing experience and ideas, in a relaxed setting. A bonus is a lot of fun while doing it!	Thank and congratulate you on the high level of quality of the event. Thank you for your great commitment to converting it into a memorable learning event!

Policy Conference

NEPC Annual Conference Inclusive Education for All: from Ideas to Actions
7th May | Zagreb, Croatia

The Policy Conference “Inclusive Education for all: from ideas to action”, co-organized by NEPC and SIRIUS network on migrant education, gathered 133 participants. Policy makers, researchers, practitioners and relevant education stakeholders got together to reflect on the capacity of the education systems to meet the needs of all students and jointly embrace a plan for action for further advocacy for both networks. By sharing views and experiences, the conference promoted networking and co-production and transfer of knowledge 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. The full conference report is available upon request.

The conference was also connected to the NEPC led project BRAVEdu and its results were presented and discussed in depth. A conference [recap](#) is available on NEPC website and the full report is available upon request.

Evaluation overview (scale 1 = very bad 6 = very good)

Multi-level panel	4,98
Thematic panel(s)	5,1
Thematic workshop(s)	5

WEBINARS

In 2019, NEPC organized 5 webinars, 3 in cooperation with NEPC project partners/members on project activities/outcomes, and 2 in cooperation with NEPC member independently from projects activities. Overall, they gathered 17 real-time participants.

The webinar covered the following topic: equity in education; socioemotional learning; assessment of quality in education

TITLE	TOPIC	DATE
Policies Ensuring Equity in Education: The Case of Estonia – Lessons From the Erasmus+ BRAVEdu project	Equity in education	28.02.2019
Discrimination in the School Context – Perspectives from Germany – Insights and examples from the HAND in HAND project	Socioemotional learning	15.05.2019
Education Monitoring Report 2017-2018 - Turkey	Assessment of quality in education	29.05.2019
Trends in students' well-being in Europe	Socioemotional learning	14.11.2019
Supporting schools in introducing Civic Education in Croatia	Civic education	27.11.2019

The webinar recordings are available on NEPC website dedicated [section](#).

4. PUBLICATIONS

[Education and Socio-Economic Status - Estonian Case](#); Authors: Ana Mlekuž, Manja Veldin (ERI, Slovenia); Sandra Haugas (PRAXIS, Tallinn, Estonia). Contributions: Lana Jurko, Pietro Santilli, Petra Jurlina (NEPC); Eve Mägi (PRAXIS, Estonia) and project partners: Forum for Freedom in Education – Croatia; Foundation for Educational and Cultural Initiatives “Step by Step” – Macedonia; Primary School Dane Krapčev – Macedonia; Primary School Tišina – Slovenia; Primary School Vinko Žganec – Croatia. Project: BRAVEdu (KA2; Erasmus+). The analytical report looks at the link between education and socio-economic status in Estonia, where almost half of students from a low socio-economic background (48%) achieved very high scores in science, which puts Estonia in 1st place in Europe and 6th among the participating countries. PISA 2015 showed that the home environment in Estonia affects learning results by only 8%. These results could be connected to some of the specificities of the Estonian education system, which is characterised primarily by decentralisation and autonomy. These characteristics are seen at all levels of the system and in all its aspects, as analysed by the report.

[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. Contributors: Branka Djajkowska, Suzana Kirandziska, Majda Joshevska (SbS North Macedonia); Vanja Kožić Komar (FFE, Croatia); Jelena Vranješević (University of Belgrade, Serbia); Classroom activities examples collected by partner schools: Tišina in Slovenia; Dr Vinko Žganec in Croatia and Dane Krapchev, North Macedonia. Project: BRAVEdu (KA2; Erasmus+)

[Desk research report on good practices on policy advice and implementation](#)
by Rimantas Želvys for NEPC. Project: EEPN (EU) (description available in the project session)

5. ADVOCACY AND NETWORKING

ON LINE PRESENCE (web and social media)

NEPC continues to publish all its outputs as well as educational related news and analyses from member countries and beyond on its webpage and its Facebook page which, at the end of 2019, counted 1012 likes (1057 followers) and about 160 published posts. On the Twitter account (@_N_E_P_C), which was reopened in October 2017, about 215 tweets/retweets were posted during until December 31st. Out of this contingent, 84 were original NEPC content, with an average of about 100 impressions per day. Since the re-opening, the social media presence continues to increase. In 2019, 113 more likes were gained on Facebook. Until December 31st, the Twitter page counted 71 followers (+ 32 compared to 2018).

NEPC web page has also been updated with 2 articles about members' activities and 10 articles on NEPC activities and projects (15th November 2019).

CONFERENCES AND EVENTS

INTERNATIONAL PRESENTATIONS

EVENT	NEPC PRESENTATION
Council of Europe, Albania – March 2019 - Fighting Bullying and Extremism in the Education System in Albania	Participatory Policy Making in Education Lana Jurko
Comparative and International Education Society Annual Conference- April 2019 - Education for Sustainability, San Francisco, USA	Networking for sustained education reform: Lessons from the Network of Education Policy Centers Chair - Aleesha Taylor, Herald Advisors PRESENTERS: <ul style="list-style-type: none">- Elmina Kazimzade, Center for Innovations in Education and Ulviyya Mikayilova, ADA University, Baku, Azerbaijan: The school leadership and governance in Azerbaijan from the comparative study perspective- Batuhan Aydagul, Education Reform Initiative: Civil society how to survive and thrive in closing societies- Lana Jurko, Network of Education Policy Centers, Civil society organizations influence on education policy development through direct work with schools and teachers Discussant: Hugh Mclean, Open Society Foundations

Council of Europe, Kosovo - May 2019 - Fostering language learning and a democratic school culture, Pristina, Kosovo [Multi-lingual and language polices in South East Europe AVIOR Multi-lingual materials for teachers and parents](#)
Lana Jurko

CEI Step by Step - August 2019 - 11th Regional Conference of Educators, Bosnia and Herzegovina [This is inclusion as well!](#)
[What teachers and school leaders think about their initial education and continuous professional development – TALIS 2018 results](#)
Lana Jurko

Friedrich Naumann Foundation for Freedom, Turkey Office – September 2019 - Promoting Democratic Citizenship and Democratic Values Through Education, Istanbul, Turkey [Why Education for Democratic Citizenship?](#)
Lana Jurko

INTERNATIONAL PARTICIPATION

- Moscow School of Social and Economic Sciences (MSSES) – February 2019 - Trends of education development: How to measure effectiveness of educational institutions - Moscow, Russian Federation
- Forum for Freedom in Education, Croatia – May 2019 – Volontiranje u školi – vrijednost za sadašnjost i budućnost, Zagreb Croatia
- European Commission – November 2019 - Supporting Key Competences Development: Learning approaches and environments in school education, Brussels
- Croatian Agency for Mobility and EU Programs – November 2019 - In Search of Inclusion, Thematic meeting for the beneficiaries of the Erasmus+ and European Solidarity Corps programs in Croatia – Zagreb, Croatia

6. NETWORK

NEPC Secretariat team

Executive Director (100% working hours) Lana Jurko
Project coordinator/Administrative Officer (100% working hours) Raffaella d'Apolito
Financial Manager (25% working hours) Nikolina Turčinović Dupor
Project coordinator (100% working hours) Petra Jurlina
Communication officer (100% working hours) Pietro Santilli

NEPC Experts in 2019

Summer school:

- Irena Burić, Associate Professor at the Department of Psychology, University of Zadar, Croatia.
 - Ana Kozina, researcher, assistant professor and a head of the Centre for evaluation studies in Educational Research Institute, Slovenia
 - Ivana Zečević, university professor at the Faculty of Philosophy, University of Banja Luka, at the Department of Educational Psychology
 - Helle Jensen, psychologist and family therapist, Denmark
 - Paul Downes, Associate Professor of Education (Psychology) and Director of the Educational Disadvantage Centre, Dublin City University, Ireland
 - Višnja Pavlović, responsible for Volunteering and Active Citizenship Program in Forum for Freedom in Education, Zagreb, Croatia
 - Ana Munivrana, is responsible for the Personal and social competences program in Forum for Freedom in Education, Zagreb, Croatia
 - Branko Ančić, Research Associate at the Institute for Social Research in Zagreb, Croatia
- European Policy Network on Teachers and School Leadership :
- Rimantas Želvys, Professor at Vilnius University, Lithuania

Board Members

Until May /2019

Mario Bajkuša – President (Representative of members-at-large)
Suzana Geržina - Representative of region A
Radmila Rangelov Jusović - Representative of region B
Elmina Kazimzade - Representative of region C
Elena Lenskaya - (Representative of members-at-large)

From May 2019

Mario Bajkuša, President – Representative of members-at-large
Urška Štremfel- Representative of region A
Burcu Meltem Arik Akyuz - Representative of region B
Ulviyya Mikayilova– Representative of region C
Andrey Samoylov - Representative of members-at-large

Network analysis

The network analysis (NA) helps us monitor the health of the network and collects information on the involvement of member sin NEPC activities as well as about activities that raise major interest. The Network analysis enhances to plan activities open to all members and to monitor the balance in terms of opportunities among the 3 NEPC regions.

Results of NA in 2019:

- 20 out of 21 full members participated in NEPC General Assembly.
- Participation rate at summer school is constant in the last two years (50% of members)
- The possibility of hosting or participating in study visits does not achieve high interest (about 10% of members), on the other hand this allows NEPC to support all organizations interested without the need to reject any application.
- The participation rate average in open activities (activities supported by Secretariat opened to all members for participation) is about 45% and only 4 members (2 full and 2 affiliated) did not participate in any of the open activities.
- In fundraising activities, we managed to involve 20 out of 24 full and affiliated members. The cooperation with UNESCO contributed to overcome the challenges of geographically restricted calls involving all NEPC members.
- In the project implementation we involved 12 out of 24 full and affiliated members.
- the participation rate average is balanced among the regions.
- considering all the opportunities given, we have 6 members that participated in 0-3 activities; 14 that participated in 4-7 activities; and 4 that participated in 8-12.

7. FUNDRAISING

Recap of project proposals:

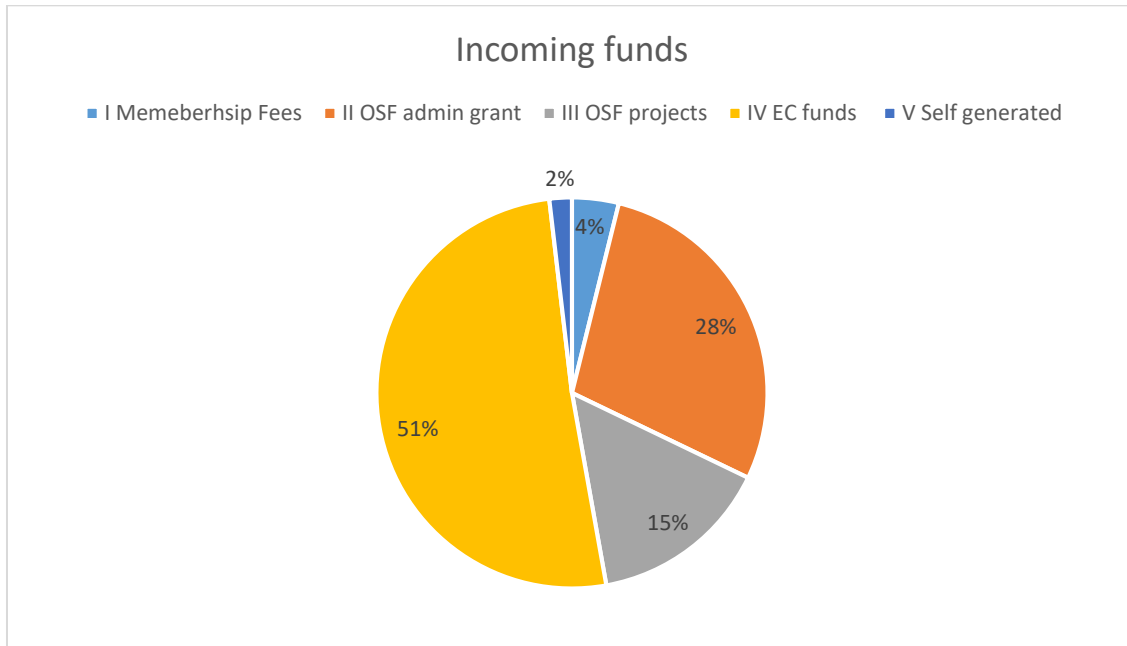
FUNDER	NEPC ROLE	ACRONYM/TITLE	RESULTS
EC – E+	Lead	HEAD - Empowering School Principals for Inclusive School Culture	APPROVED
EC – E+	Lead	GREAT – Gender Equity in Education	REJECTED
EC – E+	Partner	START THE CHANGE - creating a generation of change makers through intercultural education and volunteering (starting in 2020)	APPROVED
EC – E+	Partner	INTRACT - Inclusive Education to allow consistent learning outcomes among children from different backgrounds	REJECTED
UNESCO	Partner	Regional report on inclusion and education in Central and Eastern Europe, Caucasus and Central Asia – GEM UNESCO	APPROVED
EC thematic networks	Co-lead	ARISE – Action for Reducing Inequalities in Education	APPROVED

- **HEAD - Empowering School Principals for Inclusive School Culture:** please refer to the “projects” section.
- **GREAT – Gender Equity in Education:** the objective of the project was to contribute to the improvement of gender equality/equity in education in partner countries, increasing teachers’ awareness of gender differences in students’ academic achievement and educational and career choices, increasing teachers’ competences in addressing the impact of gender stereotypes and traditional gender roles on educational and occupational gender segregation, and raising students’, parents’ and school counsellors’ awareness about negative effects of gender stereotypes on students’ educational and career choices. Application consortium: NEPC (Lead), ERI* SL, PRAXIS*, ISRZ*, Osnovna škola Sesevetska Sopotnica (school), Sbs MK, OU Dane Krapcevc (school), Tallinna Kunstigümnaasium (school), Osnovna sola Mozirje (school)
- **START THE CHANGE - creating a generation of change makers through intercultural education and volunteering:** the project will encompass the whole-school approach for 15 schools in the partner countries combining work with students, volunteers, parents and teachers to enable all beneficiaries to prevent radicalisation and extremism primarily on the classroom level but indirectly in the local community as a whole. The project also aims at developing inclusive social educational policies by promoting participative decision making process and collaboration between grass root level, schools, local and national organisations, local national and EU policy

makers and international stakeholders. Consortium: FFE (Lead), Inova+ - Innovation services, SA – Portugal, MCEC, SIRIUS network, elementary school Ivan Meštrović, Agrupamento de Escolas José Estevão, SOU Nikola Karev – Strumica (school), NEPC.

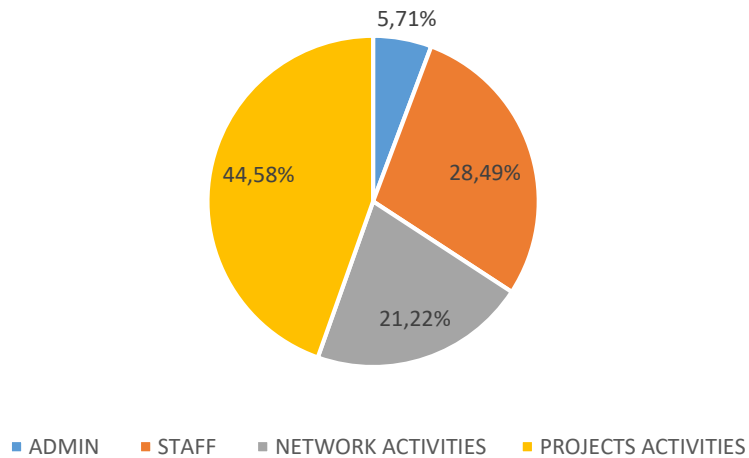
- **INTRACT - Inclusive Education** to allow consistent learning outcomes among children from different backgrounds: The project was design to develop of a curriculum including “20 INTrACT” classroom activities, based on selected social inclusion good practices. The curriculum included a training plan and training tips for trainers and tools for evaluation. Application consortium: University of Crete (Lead), University of Valladolid, European Centre in Training for Employment, NEPC, Schola Empirica, ERI-SL*, Wide Open School, Learning Development Institute
- **GEM (regional report)**: NEPC and its members will contribute to the GEM report with a Eurasia regional report that will examine the role of different elements in supporting inclusive education and measure progresses, providing in-depth analysis of national legal framework and policies in 19 countries of IPA and Central Asia regions. Consortium: Global Education Monitoring Report - UNESCO, EU all members of NEPC network (+Ukraine, etc.), European Agency for Special Needs and Inclusive Education.
- **ARISE – Action for Reducing Inequalities in Education**: the project supports the inclusion of students from low socio-economic status background by building national and regional partnerships of civil society organisations from six IPA beneficiary countries to engage in advocacy and constructive policy dialogue with governments, raise awareness among education stakeholders and pilot interventions targeting SES students at school level. Consortium: KEC, CAF, CEP, Sbs-BH, proMENTE, ERI TR, Sbs-MK, NEPC

8. SUMMARY FINANCIAL REPORT



Incoming Funds	Planned EUR	Received in 2019 EUR	Received in 2019 USD
I Memeberhsip Fees	22.000,00	18.283,31	20.488,13
II OSF admin grant	130.000,00	133.857,86	150.000,00
III Integrity	0,00	71.177,58	79.761,00
IV AVIOR	5.012,00	4.865,87	5.452,65
V Hand in Hand	27.000,00	0,00	0,00
VI Self generated	7.000,00	8.800,00	9.861,21
VII SIRIUS	12.670,00	31.399,69	35.186,23
VIII BRAVEdu	27.800,00	19.543,76	21.900,58
IX EEPN	10.000,00	7.049,63	7.899,76
X HEAD	83.000,00	178.340,52	199.846,90
Balance 1.1.2019.	25.000,00		
TOTAL	349.482,00	473.318,23	530.396,46

Expenditures per activity type



EXPENDITURES	TOTAL SPENT EUR
I. Administration costs	
1.1. Total Staff	115.818,85
1.2. Office costs	20.885,47
1.3. Bank costs	2.334,43
II. Activities	
1. Board	11.423,07
2. General assembly/conference	42.405,91
3. Summer school	15.340,44
4. Learning between Members	5.851,10
5. Visibility & Publication	11.219,93
TOTAL	225.279,21

SPENDING ACCORDING TO PROJECTS	TOTAL EUR
AVIOR	5.457,03
HAND IN HAND	11.200,69
CoE	8.098,57
BRAVEdu	11.717,26
INTEGRITY	40.486,60
EEPEN	7.049,71
HEAD	94.922,75
TOTAL	181.193,57

BALANCE INCOME/SPENT	EUR
Incoming funds 2019	473.318,23
Balance 1.1.2019.	32.192,10
TOTAL AVAILABLE	505.510,32
Total Operational Costs	225.279,21
Total Projects' Costs	181.193,57
TOTAL SPENT 2019	406.472,78
BALANCE INCOME/SPENT	99.037,54

2019 in numbers

7 on-going project implemented in cooperation with
more than **40 partners**

164 attendees at **3 learning events** from more than **30 countries**

5 webinars

3 publications

9 attendances at international conferences

4/6 approved project proposals