



# esha magazine

DECEMBER 2019

School Leadership and  
educational projects: time  
for some reflection



European School  
Heads Association

ESHA magazine is the official magazine of the European School Heads Association, the Association for school leaders in Europe. ESHA magazine will be published four times per school year. You are welcome to use articles from the magazine, but we would appreciate it if you contacted the editor first.

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The ESHA e-magazine is free of charge.

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## ABOUT ESHA

ESHA is an Association that consists of 37 Associations of School Heads and Educational employers in 24 countries in (pre-)primary, secondary and vocational education.

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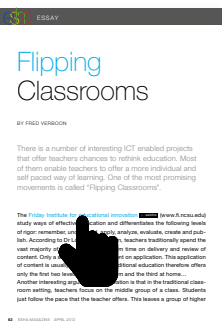
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Some articles in this issue contain direct links to websites. **Simply click on the coloured text and you'll be automatically linked to a specific website or videopresentation.**

Try it yourself and enjoy.



# May education cultivate all minds and mind all values, also in the year to come



BY BARBARA NOVINEC

As we look at the last page(s) of this year's calendar, we cannot help but to do the mental inventory of everything that has marked this ending year. Even more so, it is in human nature, based on this evaluation and appraisal, to plan, as well as to set goals, for the year to come. It comes as no surprise that education is the field, which particularly emphasizes the values of the lessons learned and experience gained. After all, as quality educators we must always remain inquisitive students.

I am positive this past year has equipped you with new experiences and knowledge and I would like to believe ESHA, being the community of educational leaders, has also contributed to our professional development. It is the leaders, after all, who build the community and who need to invest the time to cultivate, encourage, and nurture relationships, which are very important in the working

environment. That is why being part of our Association is an investment in itself as well as in yourself, also in the year to come.

Namely: the empowerment of school leaders, teachers and other educational personnel in order for all these stakeholders to transmit shared values and to deal with intercultural dialogue and diversity outside and inside the classroom remains one of the main priorities of The EU CONVINCe Project. This project, which is a direct answer to the current challenges and opportunities of multiculturalism, diversity and social inclusion, can serve as a reminder of all the pressing issues the field of education has been facing, as well as what we should focus on also in the following year.

One of the key factors, which we must take into account, also in the future, is that schools and learning institutions are an integral part of local communities. Cooperation with the wider local community provides opportunities for community-based learning, which enables students to practise various skills in their natural environment. What is more, also schools themselves must strive to create a more democratic learning environment with both culturally sensitive learning content and respect for diversity.

Leaders in education serve as role models for students and teachers, in creating an effective and positive learning environment, which is also one of the most important factors that determine general performance of students and their educational achievements. A variety of Mobility programmes provides sufficient opportunities to develop knowledge, skills, and competences of school leaders. All these programmes and projects are united in their mission to educate also the educators, helping them to experience different articulations of EU values in other learning environments and in other EU Member States.

Another development school leaders of today are facing is that they are becoming multicultural leaders. In the era of migrations and multiculturalism, school leadership must contribute to enabling a school environment that will also facilitate the academic performance and achievements of linguistic minority students.

The latter must be the kind of school climate, which will ensure the migrant students and overall the learners from different cultural backgrounds to feel welcome and respected in this now blended learning environments. This multicultural leadership must ensure the encouragement of inclusive teaching and learning, whilst at the same time rising up to the challenge of the specific school needs and of serving diverse student groups. Various projects, including The EU CONVINCENCE Project, help teachers recognise and develop competences that they need in order to work in culturally and socially diverse classrooms, whilst simultaneously identifying and accommodating their own professional needs.

To sum up, the educators of today are tasked with navigating challenges at all levels. In addition, school leaders in particular must be able to lead their organizations through change. Therefore, it comes as no surprise that the last month of the calendar year tends to bring many burdens for all us who are actively involved in the educational field.

‘Education is painful, continual and difficult work to be done in kindness, by watching, by warning, by praise, but above all, by example’

Instead of doubting ourselves as to whether we will be able to rise up to the challenges, we should take to heart the following piece of wisdom, as stated by John Ruskin: *“Education is painful, continual and difficult work to be done in kindness, by watching, by warning, by praise, but above all, by example.”*

Let us be the shining example of all our qualities in the year to come. And may the entire coming year 2020 excel in many successes, brave dreams, wise decisions, satisfaction, peace, and prosperity. Wishing all of you Happy Holidays ■

Barbara Novinec  
ESHA president

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# In memoriam Jukka Kuittinen

On Sunday December 1<sup>th</sup> we got the sad news that one of our loved ESHA members has passed away. Jukka was a former board member and treasurer of ESHA and was loved by many of our members. We will miss Jukka with all of our heart and we will remember him as one of the kindest persons we have ever met.

We want to wish everyone who knew him lots of love and strength with this loss. ■

# Agenda 2020

## JANUARY

16-21 [4<sup>th</sup> Baltic Sea Conference on Literacy: "Searching for a Common Language"](#) Talinn (Estonia)

## FEBRUARY

14-15 ESHA General Assembly meeting Lisbon (Portugal)  
28 [Deadline submitting articles ESHA Magazine March Issue](#)

## MAY

29 [Deadline submitting articles ESHA Magazine June Issue](#)

## JULY

5-10 [The Open Schools for Open Societies Summer School 2020](#) Attica (Greece)  
*Also see the advertorial in this magazine.*  
28 [Deadline submitting articles ESHA Magazine September Issue](#)

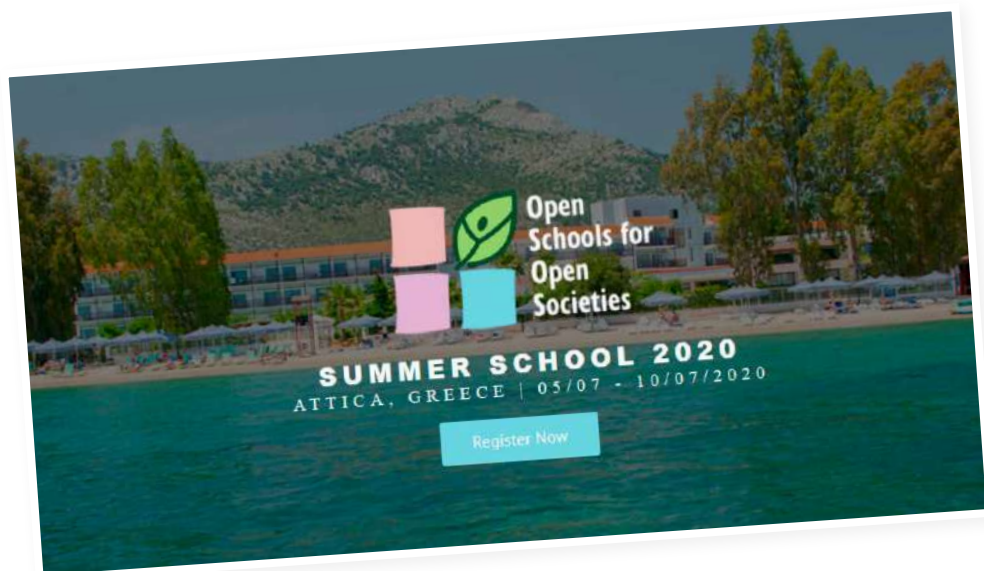
## OCTOBER

21-24 [ESHA 2020](#) Limasol (Cyprus)  
21 ESHA General Assembly meeting Limasol (Cyprus)  
27 [Deadline submitting articles ESHA Magazine December Issue](#)

The Open Schools  
for Open Societies

# Summer School 2020

Are you a school head, a teacher, a policy maker and/or a researcher in education seeking to bring innovation to schools? Do you want to see schools opening-up to local communities and becoming inspiring knowledge hubs?



The OSOS Summer School aims to offer a high-impact and transformative experience, both in personal and organizational levels, through a series of inimitable workshops, best practices and challenges. The OSOS Summer School will take place in **Greece** between the **5<sup>th</sup> and the 10<sup>th</sup> of July 2020**.

This event has been designed to promote the use of self-reflection tools as a vehicle to support responsible innovation and systemic change in schools. It proposes an innovation support framework and a roadmap to schools seeking to introduce a change culture that ensures the meaningful uptake of sustainable innovation, with an emphasis on achieving improved learning outcomes as set by the Europe 2020 strategy. *Participants will explore how schools may move from self-reflection to developing a comprehensive plan of action, but, crucially, in combination with fundamental principles and mechanisms of European educational policy for schools.* The latter is rather significant in the sense that improvement in key areas within an evaluation scheme for schools is not an isolated process, but has to be aligned with key priorities at both national level and European levels. Participants will be introduced to the effective use of two established self-evaluation methodologies: SELFIE ([Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies](#)) and [The Open Schools for Open Societies Self-Reflection Tool](#).

Aside from a wealth of seminars, lectures, workshops, the event is an ideal opportunity for meeting and exchanging experiences with fellow teachers from across the continent and beyond.. It is also lots of fun, as the venue is located by the sea and the program includes a set of social events and visits to landmarks!

Your participation to the Summer School can be fully funded by the Erasmus+ KA1 program. More details [here](#). ■



[Find out more](#) about this exciting summer teacher event!

# OSOS

## Schooling Day 2019:

### a review

Over 170 teachers from home and abroad attended the **OSOS Open Schooling Day** event in Ellinogermaniki Agogi Greece on the 12<sup>th</sup> of October 2019, highlighting the pivotal role of Citizen Science and Responsible Research and Innovation in addressing the issue of school openness in



an a fast-changing world. A wealth of ideas, hands-on activities, educational scenarios and hackathons pervaded a full-day of seminars, workshops and lectures. The event was co-organised by the **Institute of Education Policy (Greece)**, **Ellinogermaniki Agogi (Greece)** and the **Computer Technology Institute and Press (Greece)**, in the context of the [Open Schools for Open Societies](#) pan-European initiative.

The Open Schooling Day was set to explore the idea of “Open School” as an attractive knowledge hub that effectively introduces novel methodologies, tools and co-created content by re-designing learning, to accommodate and include difference and by bringing together families, community groups, local



businesses, experts, universities into an innovation ecosystem.

From hackathons to teachers and students working in projects that address local challenges such as earthquakes, climate change or even the spread of anti-science beliefs; from research in digital education that addresses parental engagement of migrant students to synergies that focus on the science skills and knowledge of new-comers; from STEAM and arts-and-drama-based methodologies to activities introducing

Nobel Prize Physics in Secondary Education and initiatives that send primary teachers to the world's largest research centres such as CERN, the event attracted the attention of schools and stakeholders with a taste for responsible innovation and excellence in classroom.

Finally, the Open Schools for Open Societies initiative offered a stage to numerous schools from across the country to showcase smart practices and projects in biodiversity, climate change studies, nutrition, school gardening, inclusion, democratic participation and build even stronger networks of teachers, offering a pathway towards mainstreaming innovation. ■

*The content of this publication represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.*

# Report from ESHA 5<sup>th</sup> South East Europe regional Conference in the Balkan

BY GORICA ILIJOSKA

The fifth ESHA regional conference of school leaders from South East Europe was held in Skopje, the capital of R. N. Macedonia, from 28<sup>th</sup>-30<sup>th</sup> October 2019. Conferences in this region are organized every second year (2011 Bosnia and Herzegovina – Sarajevo; 2013 Montenegro – Budva; 2015 Serbia – Belgrade; 2017 Slovenia – Ljubljana). This regional conference was attended by 217 representatives from Bosnia and Herzegovina, Croatia, Montenegro, Serbia, Slovenia, Bulgaria, N. Macedonia, as well as guests from Kosovo.



The conference was opened with a welcome speech by Gorica Ilijoska, president of the Association of School Leaders and the Association of Principals of High Schools, Primary Schools, Boarding Schools, Schools for Special Needs and Kindergartens. The guests were then greeted by Elizabeta Naumovska, the Deputy Minister of Education and Sciences, followed by Barbara Novinec, the president of ESHA, who pointed to the importance of networking and cooperating among school leaders in the region. The moderator for the event was Nikola Ristanovski, a renowned actor.

The first plenary lecture titled **The Challenges of Leadership and the Path towards Good Quality School** was held by Deputy Minister of Education and Sciences Elizabeta Naumovska and professor Konstantin Petkovski, PhD from the University of Ss. *Cyril and Methodius*, Skopje. Ms. Naumovska, as the first plenary speaker, accentuated the new

efforts of N. Macedonia in the advancement of education. She stated that the Ministry of Education and Sciences, together with the rest of the educational institutions, support and promote the achievement and development of quality of education and will continue to do so. She discussed the objectives of designing a national framework in terms of how to preserve the quality, where this is achieved and promotes the achievement and development of quality, and where this is too low. Her speech was also opened for questions by the audience.

The plenary lecture by Ms. Naumovska was followed by professor Petkovski as the second plenary speaker. Professor Petkovski held a detailed presentation on the challenges of leadership and the path towards achieving high standards of quality in the school. His inspiring speech was oriented on the school leader's awareness of how the school operates in relation to children, co-workers and parents, who



together with the leaders and according to the social conditions, must adapt to the culture of living but also take into account the value system, the quality of teaching and guidance, emotion, and empathy. Starting from the quote 'It is easy to become, yet difficult to be a school leader,' professor Petkovski addressed the perspective of leadership as a process as opposed to leadership as a position, with the characteristics of communication and motivation in its basis. Here, he stressed the importance of leadership skills and competences. In his presentation, he also focused on the characteristics of the contemporary school and the necessary steps that need to be taken by the school leader.

In the evening, a reception was hosted in the museum atrium, which was then followed by a walk around the city centre.

The second day consisted of workshops in the morning and visits to a high school, vocational high school, elementary school and a kindergarten in the afternoon. The workshops (five in total) were related to the following topics: *The Risks of School Management*, *Licensing Principals*, *Mentoring New Principals*, *The Principal: A Role or a Profession*, and *Digitalization of Education*.

The first workshop, titled **The Risks of School Management**, held by professor Veljko Botica from Montenegro, focused on determining and understanding the capabilities, expectations, competences and abilities, and the understanding of opportunities in relation to the risks related to school management. Botica pointed to the need for determining the circumstances and the possibility of risk as a means to creating an opportunity from those risks. He listed the image and reputation, finances, the operations and the human resources as strategic risk areas that need to be accounted for and proposed a risk assessment system through which the magnitude of risk can be calculated.

The second workshop, titled **Licensing Principals**, held by Jasmina Đelić, Miloš Blagojević, and Miloš Bljelanović from Serbia, focused on understanding the standards and competence regulations for principals of educational institutions in Serbia. The speakers looked at the legal regulations for current and future principals, as well as the regulations for training, examination, and licencing of principals. They also noted the importance of managing a portfolio, reviewing the elements that the portfolio consists, as well as the choice of an appropriate topic of research for the process of obtaining a license for a principal. Based on these considerations, they referred to a pilot programme for training successful school and pre-school principals. The pilot programme resulted in an average success score of 3.89 out of 4, allowing for further implementation and establishment of the regulations and examinations for licensing.

The third workshop, titled **Mentoring New Principals**, held by Nives Počkar and Tomaž Župančič from Slovenia, focused on the importance of knowledge transfer of retired experienced principals to new inexperienced principals through mentoring. The programme referred to was a project which had taken place in Slovenia with the aim of effective and systematic transfer of knowledge from experienced to new principals. Through the actualization of the pilot programme, the project aimed at: management practice exchange and sharing; the creation of new networks of principals; the introduction and establishment of a good quality education; the exchange of experience and practice in regards to contemporary ways of school management; the actualization of information and decisions based on good practices; the preparation of appropriate documentation; the presentation of good practices to the public. The outcome of the project was positive both for the mentors and the mentored principals, and it is expected that a framework for a program which would be useful to principals from Europe be developed based on the experience.

The fourth workshop, titled **The Principal: A Role or a Profession**, was held by Suzana Hitrec from Croatia. This workshop focused on the issues related to the principal's duties and responsibilities opposed to the benefits they receive for the same. Hitrec explained that the situation for principals in Croatia in relation to the stability of the occupation and the financial benefits are unreliable and unsatisfactory, especially when considering the qualifications that need to be met and the duties that come with the job. She noted that the principals were met with little assistance and were underpaid when compared to the rest of the educational professions, such as that of the teacher, with many of the benefits available for these professions being unavailable for the principals. The main concern that was raised in this workshop was the distinction between the terms 'role' and 'profession' in relation to the principal's job, allowing the participants to consider it and discuss it.

The fifth workshop, titled **Digitalization of Education**, was held by Gorica Ilijoska from N. Macedonia. In this workshop, Ilijoska presented the example from her school which is currently a pilot project named **Moodle Project**, which represents complete digitalisation of the educational curriculum in the school. This project aims to establish and improve communication between the teachers and the students as well as peer communication between the students. An expansion of this project is planned for the following year, with the support of the Ministry of Education and Sciences, which would encompass more schools throughout the country.

After the workshops, school and kindergarten visits were organised. The conference participants visited *Nikola Karev* high school, *Boro Petrushevski* vocational high school, *Kiro Gligorov* primary school, and *Orce Nikolov* kindergarten. After the visits, a panoramic tour to the Millennium cross on Vodno, and a tour to the Canyon Matka were organised.

The third day consisted of a meeting of the organisational committee, where an analysis of the topics of the workshops from the previous day was made. In the concluding part of the conference Gorica Ilijoska and Barbara Novinec presented the insights from the analysis to the participants and talked about the topics that should be discussed in the future to provide greater value for school leaders. The conference closed with a speech regarding the next regional meeting in Croatia which will be held in 2021. The participants were also reminded of the next biannual conference in Cyprus in 2020.

During ESHA regional conferences representatives of national associations join with the goal of networking and further development of cooperation among all educational institutions in Europe through different activities and projects. Bringing education of all European countries on a higher level, creating links between delegates from schools of a similar size and sectors from different countries, as well as providing the exchange of ideas, are certainly benefits of the ESHA membership. ESHA helps throughout the project involvement with international connections, sharing best practices, implementing innovations, and lobbying on EC level. ■

Everyone is invited to participate at the next ESHA assembly meeting in Croatia in October 2021 and the upcoming ESHA biannual conference in Cyprus in October 2020.

# How to make teacher and school leader careers more attractive in Europe?

EEPN Annual Conference  
in Jyväskylä, Finland



The first annual conference of the European Education Policy Network (EEPN) was organised back-to-back with the ESHA GA and hosted by the University of Jyväskylä on 18 November 2019. Nearly 150 participants, researchers, practitioners and policy makers gathered from over 20 European countries and contributed to the final outcomes of EEPN's first year. The work undertaken by EEPN was presented and discussed with the aim of coming up with relevant policy recommendations for various policy levels, rooted in research and linked with inspiring national and local practices, together with the participants. The topic of the attractiveness of teaching professions is a burning issue for most European school systems, so the participants were very active contributing to the final steps in this year's work: the policy recommendations on the topic of the year. We were happy to see that so many ESHA members had the chance to attend and contribute to the conference as well.

The event started with welcoming words by Leena Halttunen, Head of the Department of Education on behalf of the hosting university, and ESHA's president Barbara Novinec. The highlights of the first [EEPN desk research reports](#) were briefly presented setting the background of discussions. As EEPN brings together research, practice and policy, the presentation used findings on education research as a basis to link inspiration from practice and policy implementation for advising future policy measures. They fall under five main categories:

- Social status and salary systems
- Autonomy and responsibility
- Recruitment and initial teacher education
- Professional support at early and later career stages
- Career pathways and appraisal systems

In general, we can state that while adequate salaries are an important factor, it is by far not the only or even the most decisive factor when making career decisions in education. Thus it was very important to discuss

other factors, such as the best possible balance between autonomy and responsibility, making the right provisions for having the best people in the profession, the need to provide adequate professional and personal support, to consider alternative pathways to teaching and school leader positions, and the need to have proper appraisal systems accompanying salary provisions. However, it is also important to mention that there is a clear correlation between better financial provisions for salaries and the educational performance of a country, but this also depends on the country having education as a policy focus.

The main challenges research focused on were teacher and school leader shortage, early leaving of the profession, demotivation, burn-out, low social status, inadequate salaries, professional development needs and supporting daily work, maintaining and increasing quality and inclusion in education. You can read the desk research papers and detailed outcomes reflecting on recent education research findings, inspiring practices in the field of policy practice and implementation, inspiring



practices from teachers', school leaders' and parents' perspectives and the most relevant EU-funded projects.

In reflection to the work of the network, participants were offered a presentation by Thomas Pritzkow, Policy Officer from Directorate General for Education, Culture, Youth and Sport about the European Commission's view on developing education policy in the field of teachers and school leaders. The vision of the Commission for 2025 is "a Europe in which learning, studying and doing research would not be hampered by borders. A continent in which people have a strong sense of Europe's cultural heritage and its diversity." The role of well-trained and committed teachers is of utmost importance for achieving this goal, thus there is a strong thematic focus on teachers and school leaders.

Mikka Parkkari, Special Advisor to the Minister of Education of Finland also reflected on the work of the network by introducing the Finnish EU Presidency's view on developing education policy, and the Finnish answers and challenges related to the topics tackled this year. His main points were: having a lifelong learning approach, high quality training, inclusiveness and attractive working conditions. On behalf of the Finnish Presidency he emphasised the relevance of the network's approach and findings.

After the plenary session the participants were divided into five working groups, and discussed the draft policy recommendations as main headings, analysed and gave feedback on them and discussed the possibilities of implementing them in various EU member states on national, local and school level. The main policy areas for the recommendations are:

- analysing obstacles and increasing motivating measures;
- high quality initial and continuous professional development and support;

- equal access and equal opportunities in the profession;
- a democratic whole school approach with collaborative leadership;
- professional autonomy.
- encouraging inter-institutional partnership and collaboration.



The outcomes of the workshops were presented with the help of artificial intelligence in the following panel discussion session, where various stakeholders were represented: Thomas Pritzkow (European Commission), Mika Parkkali (Finnish Presidency), Daniel Visniewski (Education Employers, EFEE), Petra van Haren (School Leaders, ESHA), Agnes Roman (Trade Unions, ETUCE) and Mika Risku (Research, JYU).

In the closing session ESHA presented the goals and process for EEPN's second year on digital challenges for teachers and school leaders. ■

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. This network is building on existing activities developed at European level, especially initiatives and projects supported through European Union programmes in the field of education. The coordinator of the 4-year project that started in January 2019 is the European School Heads Association and the network includes 29 partners from 18 countries as of the beginning of 2020. Please [contact us](#) if you are interested for your organisation to join the network or you want to learn more about our work.



# Behavioural Measures: Inclusion and a New Time-out Strategy

A follow up to: Suggesting  
a New Time-out Strategy for  
improving attention and behaviour  
in the classroom

BY MARIA ROSARIA ALFONZO  
SCHOOL PRINCIPAL, ISTITUTO COMPRENSIVO  
VIA EMILIO MACRO AND ESHA AMBASSADOR.





*“The quest for alternatives to violence ought to be given the first place on mankind’s crowded current agenda”.*

— Arnold Toynbee

Since the publication of part one of this article, in the September edition of the ESHA magazine, there have been a few changes, or rather opportunities.

First, since September 2019, I am the new principal of a school in Rome, IC Emilio Macro, which has a tradition of good practices, but at the same time its own complexities. Known for its inclusive policies, the comprehensive school with a consistent increasing population of about 1200 students is also marked by its peculiarities for being in Rome’s east territory. Set in a working-class neighbourhood with a Southern Italian migrant provenience, established since the 60’s, nowadays Torre

Spaccata also welcomes a considerable number of migrants of world-wide origin (China, Bangladesh, Romania, Roma population, Northern Africa, Croatia, USA).

Secondly, the Child Guarantee workshop that I attended as ESHA ambassador in Rome on October 22<sup>nd</sup> – 23<sup>rd</sup> 2019 with its focus on children living in precarious family situations, also included a visit to the Spotlight Center provided with unique social services and facilities. It is placed in Torre Maura, a location which is comprised within the large municipality (Rome's largest), that we have in common with Torre Spaccata (Municipio VI).

In coherence with the previous position held, I would like to confirm that the traditional time-out practices can improve neither attention in the classroom nor behaviour. The children in our school belong to ages 3-14. Oftentimes, the families are “precarious” on a financial basis, but also owing to a series of reasons pertaining to the post-modern era: family separations, migration, drop-outs, parental alienation, poverty, and last but not least, uncountable pathologies which require medical expertise, special education teachers, subsidies and all kinds of support. Cases of attention deficit syndrome, opposing provocative behaviour, and the so-called non –specific disturbances are frequently discussed at teachers’ meetings in the perspective to solve the cases. If “intelligent” correctional measures are not taken, from a more technical point of view the formative offer and the teaching- learning process may be at risk. Of course, what we register locally is a distinctive feature also collected from many other schools. We all live in a notable “liquid society”, where there is still much to be done in order to set/ reset a series of values. School management often sees the need to focus on a position of RESILIENCE towards the media and all the false myths of our time ( U. Galimberti): e.g. the social media as THE way towards effective communication, computer addiction, hate philosophy, material

wealth, body perfection, eternal youth, individualism against collectivism, supremacy ( e.g. the Great Replacement), nature as being other than man, etcetera. In this article I would like to present some steps already taken in my school, in the intention to pave the way towards a new time –out strategy.

A team of psychologists makes up an équipe of experts. They may be consulted upon the request of the teachers through the class coordinator and must comply with the Parent- Teacher Agreement. It is understood that when ill behaviour occurs, the teachers can report to the school principal and the family of the student concerned must undersign consensus for consultation. We believe that attentive observation is the main task of the teachers, who spend a considerable amount of time with the students. The social services are just a further step.



In other words, before any clinical approach may be undertaken either at school or outside of the school, in the preview of a Functional Diagnosis, the teachers are called upon. So far, the School Psychologists (Psychopedagogical équipe) have screened a number of problem-cases that the Child Psychiatric Unit may still be examining. In this case we must admit that, unfortunately, the Social Services have a long waiting list nowadays and that waiting lists can be even too long or endless. This makes the school feel even more responsible, while some kind of urgent intervention must take place in any case before the situation may even get worse. By this I mean that the situation in class can become intolerable for both the teachers and the rest of the students, but mainly, if educational measures are not taken, the child/ student concerned could deteriorate.

I would also like to include here some reflections about design thinking and the new learning designer. Design Thinking is a holistic concept H.A. Simon, based on three basic principles:

- the human-centred approach
- multidisciplinary and collaboration
- creativity and wild ideas

Since the late Sixties of the previous century design thinking still remains an experimental idea defying the imagination itself. It is connected to innovation management and its objective is to improve thinking abilities and in this case learning design. Since the Eighties, design thinking also means Reflective Practices (D.A. Schon) and Problem-Solution Spaces (K. Dorst, N. Cross). In this case, if it is allowed to extend the design thinking concept to Management Design, I could suggest that nowadays even school principals could innovate spaces, including learning spaces and behavioural recovery spaces. In other words, a new school architecture could appropriately be conceived. As stated elsewhere, I first heard about school architecture through Prof Leonardo Cascitelli, an

innovative architect and professor at the Politecnico University in Milan. At the time we were discussing a new school project on the subject, in the attempt to ameliorate wellness at school (IC via Giacosa), while conjugating open spaces (the school park and its facilities) and the traditional indoor spaces.



Coming back to the current possible or feasible solutions, our studies about a New Time –out Strategy at IC Emilio Macro -Rome are now concerned with a new time-out space, that the student(s) may recur to for re-creation, a kind of necessary pause in order to re- create the mind. The idea is to make use of corners or islands within the same room. Special treatment of the problem cases can make use of suggestopedic formulae in order to join pull-out and push-in moments, in the attempt to eliminate barriers for mainstreaming. So far, here are some the suggestions made by the school psychologists, who are also on the teaching

staff (the Special Ed Room was chosen for Time-out):

- Blue walls (blue is a relaxing colour)
- Moveable corners with separèes according to specific needs
- Elimination of chairs and desks
- A Happy Digital island (tablets, stereo, projector)
- Reading Corner
- Elimination of curtains
- Window panelling
- Comfortable rugs/ soft cushions
- Music and Sound Island
- Panelling applying to the senses
- Natural Materials

The next step would be to find a specialist to work on School Architecture. Budgeting is always a big deal, a real task force. This is why we are thinking that this kind of innovation should be cost-effective, if not costless. One idea is to encourage the parents to share school practices, by involving the Parents' Committee and requesting all kinds of free services. We have already handed out a questionnaire and have recently received consistent feedback according to profession, know how's, and availability. Among the "extra forces", there is a parent architect who has already declared the will to collaborate. However, the problem here is that any presence in school is within the responsibility of the principal: if anyone gets hurt, lawsuits may ensue. This too may have a remedy by organizing "Security Day's". On this occasion there are no restrictions for volunteers and the principal is exceptionally freed from direct responsibility. For this we have already consulted the security prevention expert (RSPP). We are planning on Security Day in the preview of our upcoming Open Day, which will occur on December 14<sup>th</sup>, 2019. Before any further developments on our research, we must already consider that Time-out strategies should not underestimate the psychology and life hood of adolescents and pre-adolescents. Bi-polar symptoms, lack

of self-esteem, depression, cutting and self-harming often connected to drug abuse and pathological behaviour (gambling, drugs, sexual abuse, sexting). Family conflicts, child abuse, domestic violence, bullying and cyberbullying are among what we may register today in the difficult stages of growing up. In the meantime, there is a constant need for improving Parenting and Role-Modelling, which some scholars ascribe to the Sixties. Francesco Stoppa calls the phenomenon “payback.”

Our agenda also includes networking. We believe that school principals, teachers, parents, social services and municipalities could all work together on Child Guarantee. Soft skills and soft measures may be suggested. Teacher training on Child Psychology and on Special Educational Needs is also advisable.



I would like to conclude this article with special thanks to the School Psychologists and the FSCE (Feasibility Study on Child Guarantee), in the hope that we may improve our research on new time-out strategies, for implementing inclusive policies. Our aims include a more effective / successful teaching-learning process and general wellness at school.

Finally, I cannot leave out a reflection on World Peace, a UN target in a risk society, where there is a quest for peaceful and intelligent solutions everywhere. The school is the child's second home: good examples and good practices must also be set here. ■

In the next edition I would like to include further steps taken in the New Time-out Strategy:

- consultation with the special Ed. Teachers and the Middle Management for Inclusion;
- consultation with the local universities about our research;
- consultation with specialists on School Architecture and Design Thinking;
- solutions on how to manage new Time-out spaces (teachers, personnel, specialists) with special attention to security measures.

For any remarks or contributions you may contact us at:

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# Drop-out: from EU figures to university benches

“Since I am a child, I understand that the school system isn’t good for me”. Edgar Vandenbogaerde, a 21 year-old young man from Brussels, has never been able to fit into the education’s system. During his secondary school (between 11 and 18 years old), he changed program four times. He primarily believed that it is due to a wrong orientation, and from marketing he chooses to go to the cinema’s studies. If the subject interests him, he realizes that this school is not for him. “I can’t concentrate when I’m sitting in front of a teacher who talks to me 8 hours a day.”

BY: PERRINE BASSET

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### **INSPIRE THE EU’S MEMBERS**

Edgar is far from being the only student in this situation. According to the European Commission, in 2016, there were four million young people (between 18 and 24 years old) dropping out of school in the EU. To remedy this situation, the institution wanted to reform various areas related to education. In its “Europe 2020” strategy, the objective was to reduce the school drop-out rate less than 10% in all Member States. In a thematic paper of the European Commission, the reasons are stated: “Young people who leave education and training early are doomed to suffer from a lack of skills and qualifications. They are more likely to experience unemployment, social exclusion and poverty.”

Fred Verboon is the director of the European School Heads Association (ESHA), a professional organization who reunites all the primary and secondary school principals around the EU. Between 2016 and 2018, they participate to the ESLplus project, created by the Erasmus Program. For two years, the project tried to reduce the early school leaving in all the member states. To achieve this, they contacted many professionals and organizations related to education. Because, indeed, not all countries face the same drop-out problems. According to the table “Europe 2020 targets”, some countries are well above the 10% rate. Among them are Italy and Spain. According to Fred Verboon, several explanations are possible: “There may be a bad economic outlook and the opportunity to work at a young age, or the possibility (a legal option) to leave school at a young age.” In 2017, Belgium had 9.5% of drop-out rate among young people between 18 and 24 years of age.

The first goal of the ESLplus project was to create an online portal with knowledge, advices and stories about drop-outs. It would allow teachers, parents and students to better understand the causes of drop-out and to be able to contact professionals. It completed in 2018, but it is still difficult to see the results: “The success cannot be managed easily because we usually do not get feedback. However, we do have inspired a lot of our members to look seriously at the topic.” Fred explains.

### **STUDENTS DISAPPEAR FROM THE SYSTEM**

The European Union makes speeches and laws. However, it is the professionals who meet these students every day. Anne Verriest, who has been working for six years at the Université Libre de Bruxelles, is one of them. In her office, she receives young people free of charge to help them find the best program. In the waiting room, many papers about schools cover the wall... This is not about orientation tests, but about taking time to discuss with each student.



Anne Verriest is accompanied by her intern Dina Sharkawi, a young student. Here, both try to understand all the reasons that lead to dropping out. “From the school’s point of view, drop-out is when you stop school before the end of the year” Anne explains. However, a distinction must be made between students leaving the school system and those who are reorienting themselves. And at university, it’s impossible to get precise numbers. “It’s difficult to have a database, because the students who leave university, we don’t see them anymore.” Dina, who has read many articles on this subject, warns: “We have to be careful with the figures, there are no precise databases for the whole of Belgium”.

### **“I WANTED TO DO PSYCHOLOGY, SHE TOLD ME: DO MATH INSTEAD.”**

The reasons that drive young people to drop-out are many and varied. “Every profile is different,” says Anne. For some it is due to a lack of

interest in school, bad adaptation to the university environment, family reasons or to economic problems. However, Anne and Dina also want to deconstruct the clichés around the drop-out: “Not all students experience it badly. I have already met a student who had enrolled in university, but there was no intention of going there. He preferred to have a year to celebrate and experiment, to continue their studies afterward.”

For Anne, teachers or parents sometimes bring ideas that prevent young people from thinking about what they want to do later. “The general message is to study to find work”. The young woman knows this subject well, because she herself has suffered the consequences. “When I told one of my teachers I wanted to do psychology, she told me: do math instead.” The parents are mostly worried about their child’s future. “They think you have to go to school for a long time to get a good job. There is always a concern about not making money.” Although the guidance counsellor admits that statistics show that having a diploma makes it easier to find a job, some students go to school when they don’t want to. “It’s a question that rarely comes up: do you really want to go to university?”

## **BEING THERE AT THE RIGHT TIME**

“What is needed is an unconditional welcome. The young people know that my door is always open for them.” Like Anne, Véronique Thibault works with young people on all the relational issues that bind them to school and their families. Being a school mediator in a secondary school in Brussels, she takes care of pupils between 12 and 18 years old. Because, sometimes, the first steps of drop-out can happen long before the entry in the university.

According to Anne, there are two different types of drop-out students. The first will realize at the beginning of the year that something is not right, and with help they will be able to reorient themselves. But the

second, who latter realize that they are not in the right place, will most of the time lose a study year. To avoid that, Anne and Véronique try, on their own, to be as present as possible for the students. The first step is to go in front of the class and do a presentation of the school system. However, not all these initiatives reach all students. “For the information to be memorized, it must answer a question. The moment we talk in front of the class, the student may not feel concerned.”

The challenge of these steps is also that the students themselves have to decide to discuss their thoughts with the guidance counsellors. “Some parents have already made appointments for their children, but the students told me: I don’t care about the question.” For Anne, this means that this is not the right time to talk. And of course, these interviews are not mandatory. “If they don’t want to come and see us, that is their right,” Véronique insists.

### **“I WAS LUCKY TO SAY I STOP STUDYING”**

Society reflects a false image of the school system. As is the case with Egdar, many young people persevere in higher education and not in professional studies, sometimes at the risk of drop-out. “If you go to a professional school, it’s like you missed out on something.” This sentence, Anne often hears it. In the mouths of the students, but also of the parents and the teachers. For her, society does not leave space for reflection on the meaning that young people give to their studies. “It takes courage to stop school,” she insists.

Fred also wants to deconstruct these stereotypes. “I must emphasize that we do need skilled persons. Not necessarily highly educated persons.” He explains that some personal competences, as perseverance or entrepreneurship are important in a company.

For Edgar, one of the solutions to this problem would be to open orientation courses, to get to know each other better. An idea that is not new: it already exists in the USA. In Brussels, Anne and her colleague wanted to instore this principle, but with only two professionals it's impossible to do something. Unlike Edgar, many people are unable to assert themselves and say that they do not like research. Now, he experiments in his internship in an audio-visual company. However, he knows that not everyone has had the same opportunity as he got. He would like to prove that the school system is not for everyone, but that despite everything, it is possible to get by without major studies. ■

# Reflecting for Change:

An exciting educational initiative  
supporting school openness  
and innovation



A new European initiative in the framework of Erasmus+ KA3 was launched in the beginning of November 2019, focusing on change through the use of reflection tools in school education.

For the next 2 years, the project consortium of **Reflecting for Change (R4C)** will be working on the introduction of a type of holistic change that ensures a meaningful uptake of sustainable innovation, with an emphasis on achieving improved learning outcomes as set by the Europe 2020 strategy. In this context, innovation is understood in terms of a school's pathway to digital maturity and openness demonstrated in its relationship with external stakeholders, in parental engagement, in fostering the well-being of its community as a whole, in its ability to combine the delivering of the curriculum with a study of local challenges, in its willingness and capacity to share its achievements with other schools and in its engagement with contemporary Responsible Research Innovation (RRI) challenges.

R4C will explore how schools may move from self-reflection to developing a comprehensive plan of action that utilises the results of a self-evaluation exercise. The project will rely on two established methodologies: SELFIE, Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies, which is a tool designed to help schools embed digital technologies into teaching, learning and student assessment and the Open Schools for Open Societies Self-Reflection Tool that monitors school progress towards openness and responsibility. R4C will focus on how schools may use these tools to understand their current position and build on significant findings, by providing a step by step support mechanism for school heads and teachers.

**The project aims at engaging 300 primary and secondary school, 1,500 teachers and 15,000 students** and will propose a set of guidelines and recommendations for the development of a school innovation support service, the School Innovation Academy that facilitates the process for envisioning, managing and monitoring change in the school. Towards this objective, R4C will develop the School Innovation Roadmap for schools to reflect, plan and undertake changes. The consortium will organize and coordinate large scale pilots with schools to evaluate the effects of, and systematically validate the proposed approach by implementing numerous activities and exploiting at the same time the opportunities offered by major ongoing initiatives and reforms, in Greece, Portugal and Italy.

The project is headed by Ellinogermaniki Agogi in Greece, a pioneer in innovative approaches to school education. The consortium also includes the European School Heads Association, Europe's strongest network of school leaders; the European Distance and E-learning Network, one of the biggest European professional communities; Science View, which promotes science communication and science education activities; the University of Bayreuth with a solid record in science education in the context of numerous EU-funded projects; the Institute of Educational Policy Greece, which is the official educational policy organisation in the country; Italy's prestigious Fondazione Idis-Città della Scienza, one of Europe's most exciting science centers; Núcleo Interativo de Astronomia from Portugal which is promoting the inclusion of active research as a tool for science learning in schools for the past 20 years. R4C also has the full backing of the Directorate General of the Joint Research Centre of the European Commission, which will contribute significantly to the project's Advisory Board.

## **THE ASSUMED DELIVERABLES OF R4C ARE:**

### **School Innovation Model**

- It will define the specific elements of innovation in schools (based on SELFIE and OSOS-SRT indicators).

### **School Profile and Analytics Framework**

- In order to populate school innovation profiles, the fields of Teaching, Learning and/or Academic Analytics will be utilized in order to propose an overarching School Analytics framework towards providing holistic decision support to school leaders across all school layers.

### **School Innovation Profiling Tool and the School Innovation Planning Recommender System**

- The school innovation profiling tool that will be used to profile the innovation status of the school involved in the R4C pilot activities and for visualizing the different elements of the individual schools innovation profile for the school heads, and the school innovation planning recommender system will be used for providing recommendations (and tracking the implemented innovation pathway) to school heads and teachers for strategic school innovation based the school innovation profile.

### **School Innovation Support Mechanism**

- The consortium will design and set in action a community support mechanism that will empower teachers and learners and facilitate innovation in the participating school settings. The core activity in this framework will be to build a group of change leaders who will share leading innovative practices.

### **School Innovation Strategies**

- This document will describe the necessary strategies that will help every single school to improve, reinvent, supplement and transform according to its profile and identified needs.

### **School Innovation Roadmap**

- The roadmap will be a set of guidelines that will be informed from the implementation findings. It will aim to support the schools to be engaged in the innovation process setting up their innovation pathways based on a self-reflection process that will help schools to identify their weaknesses and needs.

### **School Innovation Academy**

- The School Innovation Academy will propose a school innovation support service, which will facilitate the process for envisioning, managing and monitoring change in school settings by providing a localised and flexible structure to follow.

Schools heads, teachers and policy makers with a taste for sustainable change, school openness, self-reflection tools, etc. have the opportunity to get a good glimpse of the R4C approach at this years' Open Schools for Open Societies Summer School 2020 in Greece that is promising to be a high-impact and transformative experience, both in personal and organizational levels, through a series of workshops, best practices and challenges. To find out more this event, visit the [website](#).

**ESHA** (represented by [Luca Laszlo](#) and [Edwin Katerberg](#)) participated in the LifeLong Learning Week that is held in Brussels from December 2<sup>nd</sup> – 6<sup>th</sup>. Please find the program for the entire event [here](#). We are particularly content that as a partner in LLL we have been given the opportunity to highlight the OSOS and R4C programme on the LLL Platform session on December 6<sup>th</sup>: Inclusion in Schools: from policy

to practice. During this event we will be in a position to share insightful ideas on making EU policies, programmes and actions more proactive in stirring inclusion while discovering inspiring practices, such as a strategy for school openness in developing inclusive education.

To find out more about the next steps in Reflecting for Change, contact Ms. Laszlo or Mr. Katerberg. For local initiatives in Greece, Italy or Portugal, ESHA will put you in touch with the correct person from Ellinogermaniki Agogi, Idis-Città della Scienza or Núcleo Interativo de Astronomia respectively.

All OSOS and R4C project materials that are generated are delivered free of cost and are for general use to the benefit of school leaders, educators, parents and pupils. Please keep an eye out on [www.openschools.eu](http://www.openschools.eu) and [www.reflecting4change.eu](http://www.reflecting4change.eu) (currently under construction) for national and international events, articles, information about national initiatives and projects, classroom and school resources and self-reflection and openness tools. ■

We hope that you will participate actively and share your opinions on the OSOS and R4C social media accounts on Facebook and Twitter at <https://www.facebook.com/OpenSchoolsEU/> and @OpenSchoolsEU or <https://www.facebook.com/Reflecting4Change> and Twitter @R4C\_EU

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# Education inspiring Peace:

Systemic *UP*scaling of *P*ease  
*E*ducation p*R*actices: Another  
year of work

Our focus is contributing to bringing peace, intercultural dialogue and civic participation to the core of education policy and school practice by scaling up the results of existing good practices in view of producing significant improvements in learning outcomes of life competencies for youngsters living in Europe.

We now have a first version for all deliverables and started the piloting in October. The following deliverables are available on [the project website](#):

- Good practices report and analytical framework;
- Teachers' competence framework (including identification of critical competences for educators in peace education) and development of self-assessment tools for schools, concept validation of proposed qualification in a Qualification Framework;
- Education for Peace Handbook (selection of learning resources and elaboration of trainings);
- Policy recommendation, collaborative benchmarking system and long for the elaboration and implementation of school diversity policies and action plans;
- Online benchmarking system;
- Establishing in Sanremo (Italy) the Education Inspiring Peace Laboratory on transferability of good practices.

We are happy to receive your feedback on the tools, and the opportunity to share your practices is also available, please follow the instructions on our [website](#).

We had our project meeting on 14 and 15 October 2019, hosted by our Maltese consortium partner: the Ministry for Education and Employment. After the partner meeting we had the opportunity to visit one of the schools where there are induction classes being held. This was Maria

Regina Naxxar Induction Hub which encompasses three units – a group of mainstream classes, five induction classes for primary aged students as well as an induction hub for secondary aged students. Children who are enrolled for schooling but who do not as yet communicate in both English and Maltese (the official languages of instruction in Malta) follow a one-year induction course focused on learning both languages. After the one-year induction course, the students pursue their studies with mainstream curriculum within the schools of the college they reside in.

In the case of secondary school aged learners – a new induction hub has been set up. The secondary school aged students are called in for an assessment to determine their competence level of English and Maltese. The hub caters for all the newcomer students coming from the different colleges in Malta. The Migrant Learners' Unit (MLU) is also tasked with the enrollment of non-EU (third country nationals) children registering for schooling in Maltese state schools. Currently there are more than 100 different ethnicities represented in schools. There is a close contact with the parents through the community liaisons employed by the MLU to help overcome the cultural differences and language barriers.

The children's mother tongue and home culture are also embraced. The school is offering books in many different languages, there are opportunities to use their native language in class, and the school offers a wide range of programmes where the families can meet and get to know each other better. Parents also have the opportunity to learn Maltese in afternoon classes. It was great to meet the enthusiastic teachers, community liaisons and school head of the hub, ever committed to create a welcoming, fun and educationally enticing space for children.

During the Maltese UPPER meeting and the following multiplier event, participants were introduced to the “systemic *UP*scaling of *Peace Education*

pRactices – UPPER” project through a detailed description of UPPER’s different outcomes. On the same occasion, they were also introduced to the work of the **Education Inspiring Peace Laboratory** by way of a “guided tour” on the [website](#). Initially developed by the



UPPER team to provide the future stakeholders of the project with information about UPPER, its outcome, and the educational professionals’ enhancement tools produced by the partnership, the Laboratory will inherit a central role once the UPPER lifecycle ends.



As such, the Lab aims at carrying out, in the forthcoming future, research, teacher training and training of educators, analysis and support in formulating edu-

cation and cultural policies at different institutional levels. It will also engage in conveying the values, principles and results of its research work, in making available methodological instruments and guidance for schools and cultural institutions, as well as linking up with other similar initiatives worldwide. To date, among its core instruments, the Lab offers a database of good practices, a self-evaluation questionnaire in the field of peace education for educators (thus approaching the assessment from both an individual and a “systemic” perspective), and an international benchmarking system related to peace education standards.

As from 2020, the Lab is expected to develop training activities in Sanremo for professionals, directed primarily to teacher trainers, as well

as workshops and conferences to foster the exchange of experiences among the different stakeholders from the educational environment.

On 22<sup>nd</sup> October, the [Education Inspiring Peace Laboratory](#) (EIP Lab) was officially launched in Italy at Forte di Santa Tecla in Sanremo. The presentation of the Laboratory was part of a wider initiative named “Ottobre di pace” (“October of Peace”), a one-month



event review focusing on subjects related to the promotion of a peace culture and intercultural dialogue. The presentation was led by the International Institute of Humanitarian Law (IIHL) with the contribution of the Sanremo Municipality, represented by two councilors.

On the occasion of the launch of the Education Inspiring Peace Laboratory (EIP Lab), on 18 November 2019, the 3<sup>rd</sup> FREREF Day was organised by the UPPER coordinator (the [Fondation des Régions Européennes pour la Recherche, l'Éducation et la Formation \(FREREF\)](#)), in collaboration with the [International Institute of Humanitarian Law \(IIHL\)](#), in Sanremo (Italy). The event focused on “An Active European Citizenship to Build Peace”, offering the opportunity to education professionals and stakeholders to discuss the role of “citizenship” as one of the main positive drivers of peacebuilding.

All UPPER project materials that are generated are delivered free of cost and are for general use to the benefit of school leaders and educators. Please keep an eye out on the [EIP Laboratory website](#) for good

practices, teacher competences in peace education and an elaborate organisational readiness tool for peace education.

In case you are interested in lending your support to the UPPER in the form of a pilot in your organisation, we invite all school leaders, educators, parents and pupils to go the site [here](#) and to contact UPPER partners directly.

**ESHA** will also participate in the LifeLong Learning Week which is held in Brussels from December 2<sup>nd</sup> – 6<sup>th</sup>. Please find the program for the entire event [here](#). We are particularly content that as a partner in LLL we have been given the opportunity to highlight the UPPER programme in a presentation and panel discussion on the LLL Platform on December 6<sup>th</sup>. The session is called: *Inclusion in Schools: from policy to practice*.

For further suggestions and/or queries please [contact Edwin Katerberg](#): the UPPER coordinator for ESHA and The Netherlands.

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# Inspiring inclusion for all: MultInclude analysis published

The MultInclude project is aiming at inspiring schools to improve their inclusion strategies and providing inclusive education for all in order to ensure students successfully finish their secondary education and continue on tertiary level thus becoming real lifelong learners. The project consortium has gathered over 70 inspiring and successful, grassroots initiative practices in the past year and a half. By now an elaborate scientific analysis of inspiring cases have been published. The goal of the analysis was to highlight the good of good practices in the field of creating a sense of belonging at school, and by that also in community and society.

BY ESZTER SALAMON

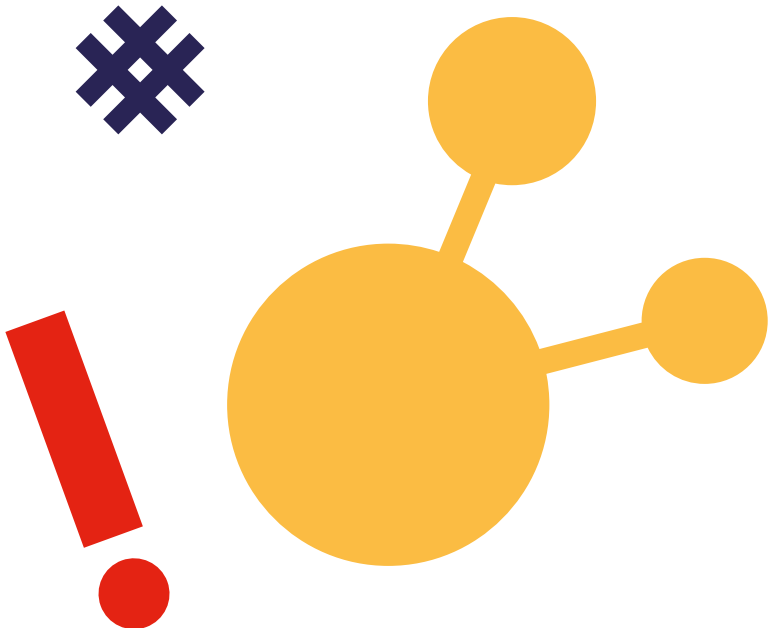


The analysis builds on multiple contextual dimensions related to inclusion in education in the EU. First it is put in the context of existing EU policies in the field of inclusive education, also in the broader global context of the UN's Sustainable Development Goals. Both global and European policies demand education systems to provide inclusive, quality education for all. Within this context another dimension is early school leaving prevention, meaning not only that students remain in school until a certain age, but also that they obtain skills and qualifications as well as a lifelong learning mindset for future success. In providing the dimensions for analysis two more considerations are to define our understanding of what we mean by evidence-based practices and what do we consider success and effective practices in inclusion – with regards to individual student success, sustainability, adaptability and other factors.

In the report, the methodology chosen is described in detail for the reader to understand the analysis better. It describes how the consortium spent months discussing and developing the questionnaire to do a first description of inclusion practices collected by the partners, mostly from Europe, but also from other parts of the world (12 of the cases collected and analysed with the support of ESHA members). These cases can already be used for inspiration by the reader following this link. ECHO, the Dutch Centre for Diversity Policy chose a total of 7 cases for more in-depth analysis to find commonalities, synergies and peculiarities that can then support developing better inclusion practices on local level.

The in-depth analysis identifies a problem or challenge the practice addresses, describes the key audience of the case, introduces the entry point to address the audience, describes the necessary steps to implement the practice, elaborates on the measurable effects of the case, the wider benefits of it and the long-term change it initiates. The challenges addressed in the in-depth analyses are the following:

- Drop-out risk of children with behavioural problems (No Bad Kid – Hungary)
- Racism and radicalisation trends – (CafeLatte – Italy)
- Struggles of newly arrived migrant students to continue in education that is in a different cultural context and language – (UniClub – Austria)
- Non-native students not learning and experiencing their own language and culture in regular school context – (State Europe School Berlin – Germany)
- High drop-out rates among university students and an existing divide between students and faculty (The Big Read – Sweden)
- Challenges for higher education teachers in working with international and intercultural classes – (Realising the inclusive, international, intercultural classroom – the Netherlands)
- Need to enhance academic writing skills of students who have difficulties with writing in standard English – (Social Blogging – Jamaica)





The report then gives a cross-cutting analysis of these practices focusing on three types of changes to enhance inclusion in schools, namely, strategic administrative actions, curricular change and pedagogical change. It also emphasises that successful cases, while having clear, measurable outcomes along their original aims, usually also has an unintended impact element on better inclusion.

Probably the largest challenge in analysing the cases identified by the partnership was that they take place in a wide variety of physical and learning environments and are implemented by very different actors. For this reason, ECHO decided to use the framework of Prof. Frank Tuitt's work and focus on conditions that have proven to be beneficial to enhance inclusive education regardless the differences in the place of learning.

All 70+ cases are first assessed according to learning environments, including aspects as social environment, conditions for learning, physical and pedagogical environments. The report also highlights some

important beneficial considerations for learning and inclusion that are defined and linked to the different cases. These considerations are:

- bridging gaps,
- learning and social skills,
- language and learning and
- learning through a holistic approach.

The analysis of so many and so different cases also led to a typology that the research team summarises in the report. A few characteristics of the case studies in the #MultInclude database:

- 60 of the 72 of the case studies are grassroots initiatives;
- 64 of the 72 case studies take place in Europe;
- 26 of the 72 case studies are based in superdiverse, majority-minority cities (Crul 2013);
- 64 of the 72 case studies mentioned that they monitor the progress of their programme;
- 49 of the 72 case studies are based on existing theoretical frameworks;
- 47 of the 72 case studies are initiated because of policy measures or driven by lack of policy;
- 64 of the 72 cases receive some form of financial support. A third of the programmes receive funding from a government (national, provincial or local), a third from education institutions and a third from private foundations or sponsors.

The analysis highlights the great diversity of target groups, the growing commitment to inclusive education underlined by the fact that there has been a growing number of initiatives in recent years. Cases can also be divided into groups by their primary target being prevention, intervention and/or compensation.

The fact that nearly 1/3 of cases were initiated or solely carried out by

non-formal education providers, with the ultimate goal of better school inclusion, highlights the importance for schools to implement an open school approach, to collaborate with their own internal stakeholders as well as external stakeholders around the school to achieve the goal of inclusive, quality education. We hope practitioners, especially school leaders will be inspired by the work done in MultInclude. You can read the full analysis report following [this link](#) after the middle of December.

If you are interested in improving your own inclusion practices on personal professional or institutional level or if you have further inspiring inclusion practices to share, join our Learning Community here: <https://multinclude.eu/learning-community/>. You can also watch previous webinars, inspirational videos mostly related to analysed cases and read more about the project on the website.

*The content of this publication represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.*





# Gender Equality Matters Tackling Gender- Based Violence

## Gender equality is a right for everybody

We have now entered the second year of the GEM-programme. In this article we present to you the latest news about the milestones we have achieved in the Gender Equality Matters – Tackling Gender-Based Violence project. The objectives of GEM are to raise awareness, change attitudes and promote behaviour changes in relation to gender-based violence in general, with specific reference to violence perpetrated against the lesbian, gay, bisexual, transgender and intersex (LGBTI) community in and around schools. Please refer to our website [www.genderequalitymatters.eu](http://www.genderequalitymatters.eu) for the project description, partner information and tools.

The Gender Equality Matters (GEM) news from **Ireland** is exciting. **Dublin City University** (Seline Keating, [seline.keating@dcu.ie](mailto:seline.keating@dcu.ie)) has been busy training teachers and parents in October and November. So far this term we have held three training events for teachers involving over 30 teachers who will pilot





the GEM classroom materials with the children at 5th and 6th class levels (800 children, approximately 11-12 years of age) in Irish primary schools. Over 1000 children will be involved by the end of the year. This adds to the numbers from May/June, where 19 teachers received training and piloted materials with approximately 500 children. The profile of schools who are piloting is a mix of large urban and small rural schools, predominantly denominational (Catholic), which is in keeping with the national profile of Irish primary schools.

Working through the National Parents' Council (primary) in Ireland, we advertised parent sessions on the theme of gender equality. Uptake has unfortunately been slow but steady.

Preparatory planning for the GEM conference in Dublin in June 2020 is ongoing. We are excited to have to have Professor James O'Higgins Norman (UNESCO Chair on Tackling Bullying in Schools and Cyberspace) and Peter Dankmeijer (Executive Director of The Global Alliance for LGBT Education (GALE)) as two confirmed keynote speakers. The paper call will begin in December. We look forward to

showcasing all the work that has been done in promoting gender equality and tackling gender-based violence at this capstone event. In the meantime, we will continue to work with parents, teachers and the wider community in Ireland to advance the GEM aims.

In **Italy**, the GEM project is involving 9 secondary schools that are part of the **Fondazione Mondo Digitale** network (represented by Annaleda Mazzucato, [a.mazzucato@mondodigitale.org](mailto:a.mazzucato@mondodigitale.org)). In total 16 classes and 22 teachers are conducting the training modules based on the GEM manual. Teachers report some difficulties introducing at school the discussion around gender equality: "Many professors are still reluctant to confront the issue of gender violence or gender identity with students; they are afraid of the parent's' reaction". In fact, some parents decided their children do not take part in the GEM activities. Despite the initial difficulties in the classes where the GEM activities are undergoing, students responded with great interest: "It is important for students, even the youngest, to talk about gender equality and gender identity, and it is important to highlight what it is possible to do at school to counter gender violence and bullying" said one of the teachers taking part in the GEM training at Fondazione Mondo Digitale. During the upcoming weeks, teachers, students and parents are invited at Fondazione Mondo Digitale to exchange their experience, discuss and explore further the topic.

The training of teachers in **Spain** was already carried out by the **University of Murcia** (Paz Prendes, [pazprend@um.es](mailto:pazprend@um.es)). Currently we have ten primary schools participating in GEM Project and a training session for teachers was held in Murcia for the teachers and the principals of the schools. The session was structured in two main parts:

The first one served to talk and debate with teachers about sexism and gender inequalities. It began with a relationship activity between



teachers from different schools to introduce themselves and get to know each other through the game ("Find your partner!") in which each teacher received a letter with information about an important character for gender equality. In this part of the session the analysis of heteronormative stereotypes was addressed and it was tried to understand the impact they have on the life of the students with success. We presented the structure of contents of GEM and the toolkit for teachers with all the information to work with their students.

The second part of the training session consisted of explaining to the teachers the proper application of the questionnaires in detail. They have also been offered strategies and various possibilities to integrate the activities manual and how to develop a final group activity aimed at generating a wide debate and obtaining information as a focus group.

We can say that the satisfaction of teachers with this training session has been high and they let us know that the debate on the proposed topics was too short and they were left wanting more. The real educational

work has now begun with students, the more important part of the project. We hope that the work with students will be as successful as it turned out to be with educators!

**ESHA** (Edwin Katerberg, [edwin.katerberg@esha.org](mailto:edwin.katerberg@esha.org)) has reviewed, translated and adjusted the lesson materials for primary and secondary schools to reflect Dutch standards and is eagerly waiting for the final results of the pilots and training sessions that have been performed in Ireland, Italy and Spain.

ESHA will also participate in the LifeLong Learning Week that is held in Brussels from December 2nd – 6th. Please find the program for the entire event here: <https://lllplatform.eu/events/lll-week/>. We are particularly content that as a partner in LLL we have been given the opportunity to highlight the GEM programme on the LLL Platform on December 6th: Inclusion in Schools: from policy to practice.

All GEM project materials that are generated are delivered free of cost and are for general use to the benefit of school leaders, educators, parents and pupils. Please keep an eye out on [our website](#) for national and international events, articles, information about national initiatives and projects, classroom and school resources and tools, training modules and manuals, and training workshops.

In case you are interested in lending your support to the GEM cause, we invite all school leaders, educators, parents and pupils to consult <http://www.esha.org/esha-projects/> and [www.genderequalitymatters.eu](http://www.genderequalitymatters.eu) and to contact local GEM partners directly. Please consult <https://www.genderequalitymatters.eu/partners/> for partner details.



We hope that you will participate actively and share your opinions on the GEM social media accounts on [Twitter](#), [Facebook](#), [LinkedIn](#), [Pinterest](#) and [Instagram](#).

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During the GA meeting in Jyväskylä Costas Michael (coordinator ESHA2020) told us more about ESHA2020. We already knew it will be held from

21-24 October 2020, but now the location is definitely set to Limassol, Cyprus. The conference will be held at the Parklane resort and the study visits will be in multiple places around Limassol.

The conference hall at Parklane resort

At the moment the organisation is busy with finalizing the program and the different accommodations. There are more than 60 hotels & hotel apartments in the area: in the 15km coastline it varies from 3-4-5\* beach hotels to some BB in the city center. There are various options in walking distance from the venue hotel and many hotels in about 15 min. driving distance (or by bus). The organisation has a long list of possible accommodations and prices, but it needs to be finalized before we can share all the information with you.

The program contains:

Day 1: 21 October 2020: ESHA General Assembly Meeting

Day 2: 22 October 2020: Study Visits

Day 3 & 4: 23 and 24 October 2020: Conference days at the Parklane Resort, Limassol

At the moment the program still has some room for excellent speakers. So if you know someone who's story has to be heard, a theme you need to discuss or someone you like to listen to? Please contact Costas or email to [the ESHA office](#). Save the date, look for flights !

ESHA is hiring:

# Office manager position

ESHA, the European School Heads Association, is a professional organization for European School Heads. Members of ESHA are national organisations for school heads and deputy school heads within (pre-) primary, secondary and vocational education. Nearly all European countries are represented within ESHA by one or more organisations. ESHA connects school leaders, researchers and policy makers with the collective aim to learn from each other and improve education. More information about ESHA is published on [www.esha.org](http://www.esha.org).

ESHA is currently looking for an office manager that will be responsible for the best cooperation between the ESHA consultants and the communication with the ESHA member associations.

The office manager job responsibilities are:

- Maintaining office services by organizing office operations and procedures, preparing payroll, and controlling correspondence.
- Reviewing and improving communications with the ESHA member organisations.
- Organizing events (For example the conferences and General Assembly meetings).

- Maintaining office staff by recruiting, selecting, orienting, and training employees.
- Achieving financial objectives by preparing financial project reports, scheduling expenditures, analysing variances, and initiating corrective actions.

ESHA is proud to be an extremely flexible employer. All employees plan their own activities and work during hours that match their personal preferences. The above mentioned tasks require an availability of 16 to 24 hours per week. The office manager can work out of his or her own home and at the ESHA offices in Utrecht. Candidates preferably have a background in accounting or communications. Experience in the education sector is highly recommended. The ideal candidate is a committed and entrepreneurial person.

The office manager skills are:

- Informing others
- Tracking budget expenses
- Delegating
- Staffing
- Managing processes
- Promoting communication improvement
- Communicating with members
- Reporting skills
- Proficient with Microsoft Office software

Qualified persons are encouraged to send their application to the director of ESHA: Frederik Verboon at [Fred.verboon@esha.org](mailto:Fred.verboon@esha.org). Fred can also be reached at +31.6-51480395.

# ESHA is hiring: An education consultant

ESHA, the European School Heads Association, is a professional organization for European School Heads. Members of ESHA are national organisations for school heads and deputy school heads within (pre-) primary, secondary and vocational education. Nearly all European countries are represented within ESHA by one or more organisations. ESHA connects school leaders, researchers and policy makers with the collective aim to learn from each other and improve education. More information about ESHA is published on [www.esha.org](http://www.esha.org).

ESHA is currently looking for a consultant who will be responsible for one or more European education projects.

The ESHA consultant job responsibilities are:

- Contributing to European education projects by researching relevant findings, reviewing educational improvements plans, looking for inspiring practices and presenting project outcomes to relevant stakeholders.
- Implementing project outcomes in schools in The Netherlands.
- Achieving financial objectives by preparing financial project reports, scheduling expenditures, analysing variances, and initiating corrective actions.

ESHA is proud to be an extremely flexible employer. All employees plan their own activities and work during hours that match their personal preferences. The tasks require an availability of 20 to 32 hours per week. The education consultant can work at his or her own home and at the ESHA offices in Utrecht. Candidates preferably have a university degree in Educational Management or at least 5 years relevant working experience. The ideal candidate is a committed and entrepreneurial person.

The Education Consultant skills are:

- Informing others
- Able to work with different partners from all over Europe
- Tracking budget expenses
- Researching
- Reviewing
- Training/presenting
- Managing projects
- Promoting communication improvement
- Reporting skills
- Proficient with Microsoft Office software

Qualified persons are encouraged to send their application to the director of ESHA: Frederik Verboon at [Fred.verboon@esha.org](mailto:Fred.verboon@esha.org). Fred can also be reached at +31.6-51480395.

# Next issue

## OF THE ESHA MAGAZINE

WILL BE OUT IN MARCH 2020

The deadline for submitting an article for the next issue is Friday 28 February 2020.

**Do you have interesting success stories?**

A perfect programme?

Good experiences with the job shadowing project?

Liked a seminar you attended?

Have found a great solution everyone should know off?

**Did you do research and found something great?**

Found knowledge you have to share?

Found out something great?

An answer to all our questions?

**Do you have an upcoming event you want everyone to know?**

Something that shouldn't be missed?

A thing you have to go to?

A date which no one should forget?

**Or do you want to read something about a certain theme?**

Children's diversity

Coaching and mentoring school leaders

Hybrid integration

Inclusion

Social innovation

....

[Please contact us](#) so we can make great next issues of the ESHA magazine for you!



European School  
Heads Association