



integration and inclusive education for early years

international seminar

5.12.2018
Gorizia, Italy



INEDU: inclusive education model for children with migrant background in pre-schools.

The project supports teachers in pre-schools to address the increasing social and cultural diversity in their classrooms.

INEDU includes research activities as well as exchange of experience and transfer of innovation.

Partners

Foundation for the Development of Democracy (Lodz) – Poland
Istituto di Sociologia Internazionale di Gorizia I.S.I.G. – Italy
Windmill I.P.S. Pre-Primary School – United Kingdom
Association Center for Intercultural Dialogue (Kumanovo) – Macedonia
Eesti People to People – Estonia
Gradinita program prelungit perlutere marii – Romania
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Folkuniversitetet, Stiftelsen vid Lunds universitetet (Lund) – Sweden
Predzskole Miejskie nr 152 (Lodz) – Poland



As such, inclusive education encompasses the fight against segregation patterns that affect certain children in particular, but it also goes far beyond that. It is an approach that considers separation as a negative phenomenon for the right of all children to education. It rejects the notion of "separate but equal" and aims to make societies open to sharing and learning from their diversity.



Creating conducive learning and teaching environments for all children in regular schools, regardless of differences in socio-economic background, (dis)ability, race, colour, sexual orientation, religion and ethnicity, among others.

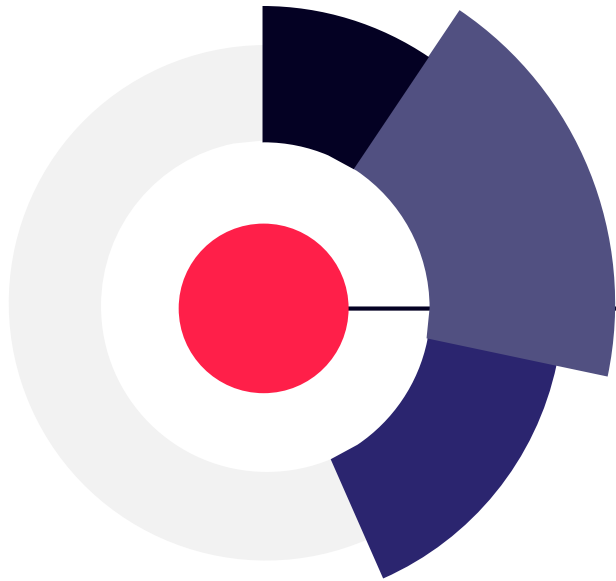


European Pillar of Social Rights - "everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and successfully manage transitions in the labour market".



A process of addressing and responding to the diversity of needs of all learners through Increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.

Inclusive Education



TOWARDS A SHARED PARADIGM

1. THE RESEARCH – METHODOLOGY & MAIN RESULTS
2. OPERATIONAL STEPS FOR SUSTAINABLE POLICY-MAKING
3. KITE PARADIGM – CHALLENGES AND SUCCESS FACTORS

1

Two-phase research aiming to analyse the process of adaptation/evolution of education systems across the partner countries.

2

Check-list for drafting and implementing sustainable policies on integration and inclusive education

3

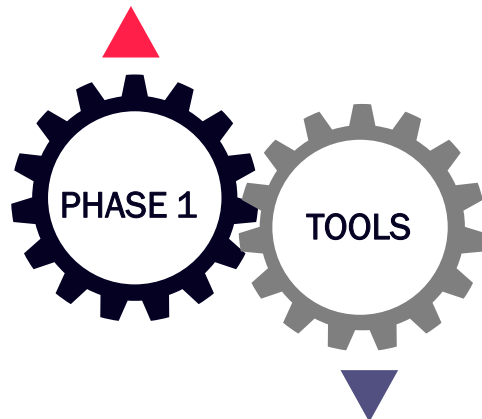
Key thematic areas to address when dealing with inclusive education – lessons learned from EU experiences



RESEARCH METHODOLOGY

1

PHASE 1 – data collection/case-study collection from 3 “adapted” systems (UK, SE, IT)



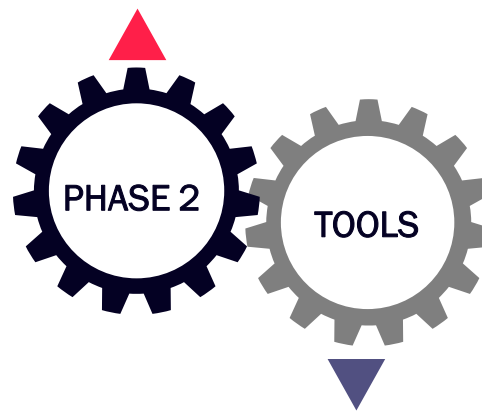
1

DESK RESEARCH FOCUS GROUP/IDIs

- characteristics of the process that led to the current system’s adaptation/version;
- identified success factors of the process, main obstacles to the process.

2

PHASE 2 - Status Quo of “adaptive education systems/elements” in the areas under focus (PL, MK, CZ, EE, RO)



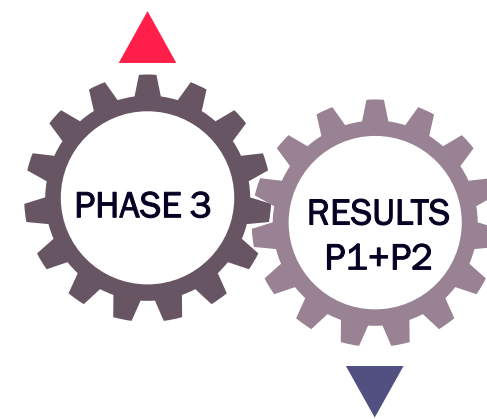
2

DESK RESEARCH FOCUS GROUP

- the framework; targets; the practices;
- main obstacles & possible actions towards a more inclusive/adapted education systems.

3

PHASE 3 – Recommendations Drafting



3

OPERATIONAL STEPS

- What steps should policy-makers consider?

KITE PARADIGM

- What thematic areas should policy-makers consider?

RESEARCH RESULTS

OPERATIONAL STEPS


**IMPLEMENT PARTICIPATION
STRATEGIES**
*e.g. in drafting/implementing
policies/initiatives*


MONITOR & EVALUATE


MAP STAKEHOLDERS
*e.g. Analyse stakeholders
– willingness vs capacities
to support policy/initiative
drafting and
implementation*


IDENTIFY TARGET GROUPS
e.g. Need Assessment


ANALYSE THE CONTEXT
e.g. SWOT analysis

THE KITE PARADIGM

K

KNOW

- YOUR CONTEXT
- YOUR TARGET GROUPS
- YOUR STAKEHOLDERS

T

TRANSCEND

I

INITIATE

- LANGUAGE SUPPORT
- HOSTING LANGUAGE
- MOTHER TONGUE

E

ENGAGE



Know

Initiate

Transcend

Engage

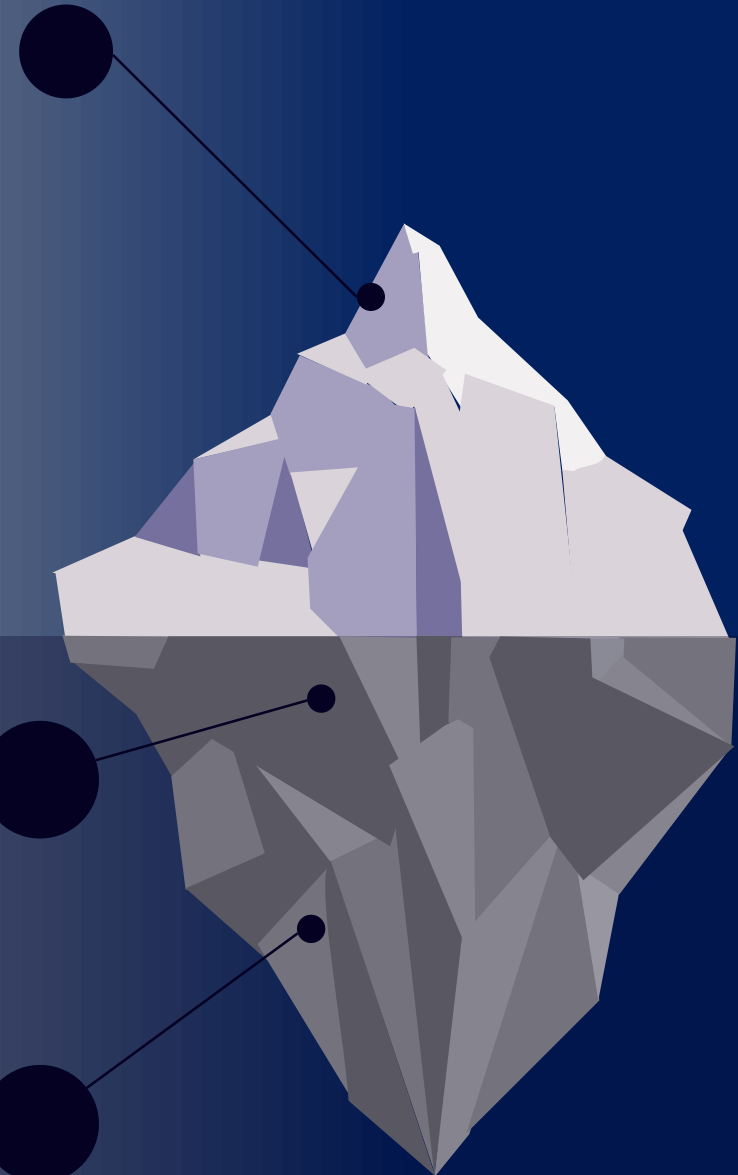
Key Challenges



The resources
to implement language
programmes

The right balance
between
language/culture of the
hosting country and
mother tongue

Where & when
we organize these
activities

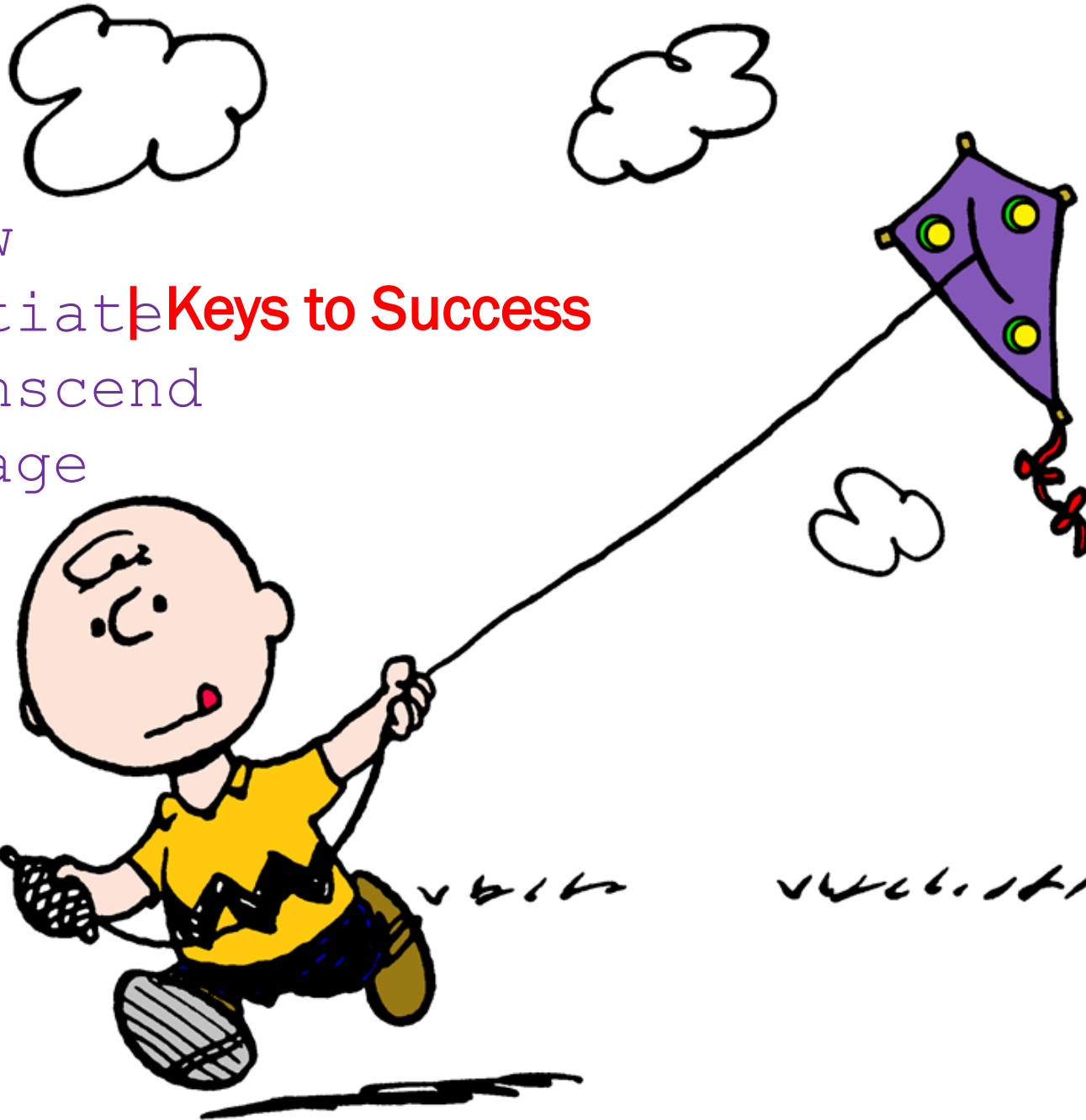


Know

Initiate **Keys to Success**

Transcend

Engage



Promoting

the communities'
skills

Improving

the overall level of
education

Perfecting

methodologies and learning
materials

THE KITE PARADIGM



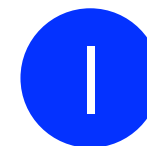
KNOW

- YOUR CONTEXT
- YOUR TARGET GROUPS
- YOUR STAKEHOLDERS



TRANSCEND

- SPATIAL BOUNDARIES
- CULTURAL BARRIERS
- DIVERSITY CHALLENGES
- GENDER DIVISIONS



INITIATE

- LANGUAGE SUPPORT
- HOSTING LANGUAGE
- MOTHER TONGUE



ENGAGE



Know
Initiate
Transcend | **Key Challenges**
Engage



Traditional gender roles
in the family

Obstacles
accessing pre-school

**School and spatial
segregation**
In nowadays societies



Know

Initiate

Transcend | **Keys to Success**

Engage



Creating

moments of multicultural
encounter

Implementing

“open” classes and schools

Promoting

Context-based policies

THE KITE PARADIGM



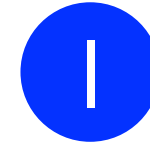
KNOW

- YOUR CONTEXT
- YOUR TARGET GROUPS
- YOUR STAKEHOLDERS



TRANSCEND

- SPATIAL BOUNDARIES
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- DIVERSITY CHALLENGES
- GENDER DIVISIONS



INITIATE

- LANGUAGE SUPPORT
- HOSTING LANGUAGE
- MOTHER TONGUE



ENGAGE

- FAMILIES - CENTRAL ROLE IN EDUCATION PROCESSES
- CSOS – ESSENTIAL FOR SUPPORTING SUSTAINABLE INITIATIVES



Know
Initiate
Transcend
Engage | **Key Challenges**

**A proactive and
communication**
between schools and families

**A legislative
framework**
allowing for effective
synergies

**Stakeholders'
involvement**
in the development of
policies and initiatives



Know

Initiate

Transcend

Engage | **Keys to Success**



Creating

An integrated
educational process

Promoting

the interactions between
families and society

Benefitting

from NGOs expertise



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