

Quality labels and structural indicators for social inclusion in schools and higher education institutions

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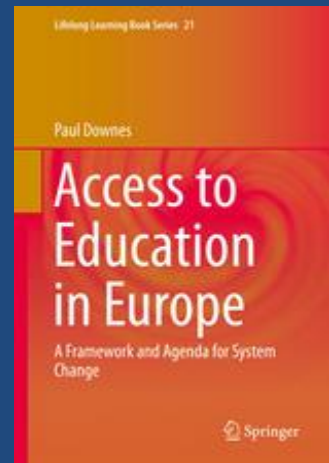
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Why ?

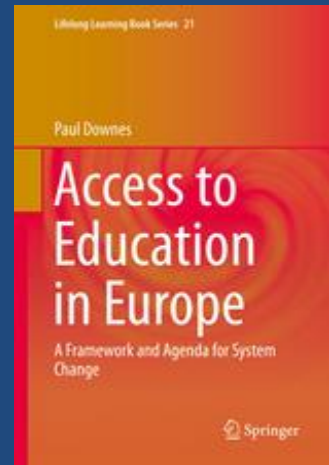
- Promote system change for social inclusion
- Address system barriers to change ('system blockage' Downes 2014)
- Transparency of strategy
- Accountability for implementation



A Systemic Approach to Evaluation and Transparency: Structural Indicators

STRUCTURAL INDICATORS OF A SYSTEM FOR TRANSPARENCY: YES/NO ANSWERS BY ANALOGY WITH UN RIGHT TO HEALTH (DOWNES 2014)

- **Structural indicators (SIs):** Generally framed as potentially verifiable yes/no answers, they address whether or not key structures, mechanisms or principles are in place in a system.
- * As relatively enduring features or key conditions of a system, they are, however, potentially malleable.
- * They offer a scrutiny of State or institutional effort (Downes 2014, see also UN Rapporteur 2005, 2006)



Structural Indicators – Factual, potentially verifiable responses beyond quantitative/qualitative distinction: Inexpensive

Structural Indicators: A future framework for the OECD and EU Commission to consider (Downes 2014)

- Structural indicators (SIs) offer a system focus not simply an individual focus – a policy relevant focus for system review
- SI: yes and no-questions, something that can be changed (laws, spaces, roles and responsibilities, key guiding principles, potentially malleable dimensions to an education, training and/or community system)

* A kind of X-ray of structural features of a system/institution: To find enablers for system change/development

Progressive realisation principle: Verifiable progress over a time period, e.g., 4 years

Illustrative Examples of Structural Indicators (Downes 2014a, 10 European city municipalities, PREVENT project)

Guiding principles as SIs :

- Active involvement of target groups in design YES OR NO
- Active involvement of target groups in delivery YES OR NO

Roles in organizational structures as SIs

- Intervention of sufficient intensity to bring change YES OR NO
- System change focus and not simply individual change focus YES OR NO
- Clear focus on level of prevention – universal, selected and/or indicated YES OR NO
- Distinct age cohort focus YES OR NO
- Clear outreach strategy to reach marginalised groups YES OR NO
- Alternatives to Suspension YES OR NO

Physical spaces as SIs

- Specific space in school building for parents to meet YES OR NO

The idea of a quality label

Quality labels: used to encourage and reward desirable policies, practices and outcomes;

Examples:

Equality charter mark schemes to **improve gender and race equality** in higher education in the UK (managed by The Equality Challenge Unit - ECU);

European certificate for **internationalisation** – being developed by the European Consortium for Accreditation in higher education;

Other examples: Council of Europe's **Quality label for youth centres**; UNICEF's **Child Friendly Cities**.

Croatia: a pilot „quality label” to be awarded to socially inclusive higher education institutions

Propose:

- *Integration* of Structural Indicators for System Change with Quality Label at Education Institution Level
- Steps:
- A. Structural indicators review processes *for* National Level promoted by EU Commission
- B. National level incentives for education institutions to attain quality label
- C. Structural indicators at education institutional level for higher education institutions (Re: Access) as first phase of quality label process to come
- D. Structural indicators plus more detailed Quality Label for schools (Re: ESL)

EU2020 *Headline* Targets for Education

- Propose:
- EU Commission to develop Structural Indicators for **Inclusive Systems** (EU, national, regional, municipality and school levels) for Early School Leaving Prevention and Access to Higher Education for Socio-Economically Excluded Groups – with Quality Labels for Education Institutions

(1) The share of early leavers from education and training should be less than 10 %.

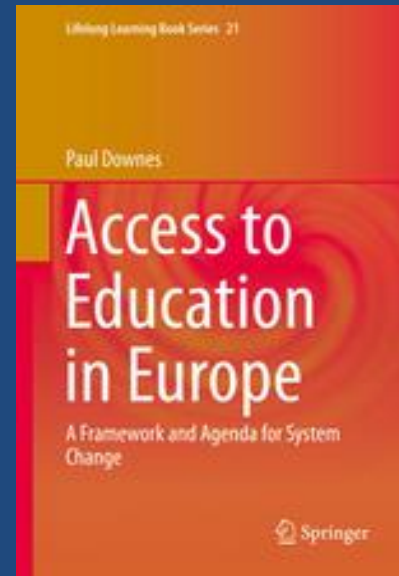
(2) The share of 30–34-year-olds with tertiary educational attainment should be at least 40 % [This implies a focus on access to higher education for socio-economically marginalised groups – this focus needs much more development]

Access to Higher Education for Socio-Economically Excluded Groups

Launched in February 2013, the Commission's U-Multirank proposes to rate universities in five separate areas—reputation for research, quality of teaching and learning, international orientation, success in knowledge transfer and start-up contribution to regional growth.

A major omission here is a focus on access for diversity and community engagement. This is indicative of the need to remedy this strategic gap at European Commission level to access to education issues for marginalised groups.

Downes (2014) Access to Education In Europe: A framework and agenda for system change. Springer: Dordrecht



Across the 12 national reports, 196 interviews took place in total with members of senior management from 83 education institutions, as well as from senior officials in government departments relevant to lifelong learning in each country. Sixty-nine of these interviews were with senior representatives from higher education across 30 institutions.

Austria, Belgium, Bulgaria, England, Estonia, Hungary, Ireland, Lithuania, Norway, Russia, Scotland and Slovenia.

Structural Indicator- Education Institutional Strategies for Access for Groups Experiencing Socio-economic Exclusion

Slovenian University official:

There is also no formal committee to promote and implement an agenda for increased access in the college and they are also not systematically monitoring the number of marginalised students. We would tackle this if the number or pressure were, let's say, bigger (Ivančič et al. 2010).

Structural Indicator- An Access Strategy of Third-Level Institutions Which Engages with Primary and Secondary Students Experiencing Socio-economic Marginalisation

The Scottish national report provides one of the rare examples of a strategic approach to access to education which engages with younger learners, including those at the primary school level:

The college was heavily engaged with local schools with many children from 3rd and 4th. Members of staff had a big involvement with schools: We teach in schools, we run special projects for primary school kids so the kids in school are aware of us from a young age, they are aware of the college and what it does and when it comes time for them to leave school, college is seen as an opportunity for them (Executive Director, College A) (Weedon et al. 2010).

Structural Indicator- Formal Links Between Universities and Non- governmental Organisations Representing Marginalised Groups

The Bulgarian national report observes that 'no interaction is evident between the NGO sector and the formal education system' (Boyadjieva et al. 2010).

However, a Bulgarian institutional interviewee recognises the need for such interaction:

There should be more aggressive policy, targeted towards these groups i.e. they should organise on purpose. To help disadvantaged people to overcome the barrier of integrating with the other students, this is the greatest responsibility of the NGOs. In other words, to reduce the stress these people experience being disadvantaged. The organisation of courses can help overcome this psychological problem. (Boyadjieva et al. 2010).

Structural Indicator- University Outreach Strategy to Communicate with Spokespersons, Opinion Makers and Community Leaders in Socioeconomically Marginalised or Ethnic Minority Communities

The Norwegian national report observes from one educational institution that:

The communities are approached by building on existing networks and associations as well as making use of spokespersons and opinion makers within the communities. Students with a corresponding ethnic background are engaged as role models, communicating in their familiar language at meetings with the target groups (Stensen and Ure 2010).

Structural Indicator: Availability of school and university institutions free of charge during summertime and evenings for community groups from marginalised areas

The Slovenian national report provides an example where an educational institution makes its rooms available free of charge for community groups:

-Institution's building is available for evening and summer events for many associations. Especially in the summer time, they can use it in the evenings for their meetings, lectures etc. *Yes, they also use it. Various societies use lecture rooms, above all as a place for their meetings (Ivančič et al. 2010)*

This availability is particularly during the evening and summertime: *Institution is open regarding availability for evening and summer events for the local community and/or target groups. There is no problem to give other profit or non-profit organisations rooms, when they are free. They do that free of charge, they do not demand any money for that (Ivančič et al. 2010)*

Structural Indicator: Development of outreach institutional strategies that go beyond mere information based models

The European Commission (2006) gives emphasis to an information- based approach to reaching those traditionally alienated from the educational system: 'More information about the advantages of attending higher education is essential, notably for people who do not attempt to enter higher education because they are unaware or unconvinced of the opportunities it affords. (Lee and Miller 2005 ; Studley 2003 ; Botelho et al. 2001)' (p. 26)

*The Council Recommendation (April 2013) on the Youth Guarantee appears to broaden this approach slightly through recognition of the need for 'effective outreach' and 'awareness', when recommending that EU Member States 'develop effective outreach strategies towards young people, including information and awareness campaigns...'.

The Belgian national report highlights the severe limitations to an informational approach : The Sociale School Heverlee Centrum voor Volwassenenonderwijs vzw (SSH-CVO) also uses printed press (programme brochure, local newspaper, flyers, adverts, documents, etc.) and online tools (such as a website) to increase the access to their educational provision. Although this type of advertisement reaches the most people, a recent evaluation research by the SSH-CVO has shown the effects of this strategy are rather minimal (Vermeersch & Vandenbroucke 2010). It emphasises a role for formal institutions cooperating with community leaders.

Norwegian reply:

No, it was too difficult, because it had to be a person from the local environment which could, who knew different places and who was engaged, quite simply (Stensen & Ure 2010). My informant had an immigrant background and her experiences and knowledge was crucial for how they decided to recruit participants to the project. She knew where to reach them and how to move forward (Stensen & Ure 2010).

Structural Indicator: Preparatory Admission Courses

The English national report in relation to summertime preparatory courses for university, across a wide range of subjects:

The University offers Summer University short-courses. These courses are designed and aimed towards individuals who return to study after a break from education. The aim is to boost confidence and develop the necessary skills for future courses at University A. Each of the Summer University courses carries recognised University A credits ... A wide range of courses are available, including Business, Employment and Learning Skills, Mathematics, Languages, English, Art, Computing, Education, History, Media, Performing Arts, Science, Social Sciences, among others (Engel et al., 2010)

These courses are also of interest to non-traditional adult learners, as the courses offer quick short sharp skills that they can pick up and maybe build on to something else, because they carry credits, but they're all free...[many] to go on to part and full - time HE courses (Engel et al. 2010)

National Level: Structural Indicator (SI): A Central Driving Committee at State Level for Access to Higher Education and Lifelong Learning for Marginalised Groups, Including Clear Funding Sources

In the Austrian national report - there is a central committee at national level for lifelong learning but not for access and social inclusion issues in education

An Estonian official interviewee uses finance as a rationale to advocate a *laissez-faire* approach in this area of access, socio-economic disadvantage :

If we wished to create such structural units we should change the present division of work. Greater centralisation means more officials. We cannot afford that at the moment so the answer is no—the creation of such structural units is not on the agenda right now. Educational institutions, in particular institutions of higher education should be able to solve these problems themselves—this is what autonomy means.

Speaking about long term development—maybe one day there will be some structural changes as well (Tamm and Saar 2010).

National Level: Structural Indicator (SI): The Need for a Formal Obligation on Institutions from the State to Improve Access and for Incentives for Third- Level Institutions Such as Differentiated Funding from the State Based on Implementation of Access Goals

An **Austrian** official from the Ministry of Science commented on this issue through emphasising the need for a proactive role from national level to influence performance agreements with universities:

Owing to political basic conditions there are limits to motivating institutions like universities...Anything going beyond the core business of a university or university of applied science will only be addressed once the core business has been secured...A classical incentive would be the performance agreements between the Ministry of Science and the universities, provided that the necessary funds can be made available (Rammel and Gottwald 2010).

Structural Indicator: State-Led Incentives to Different Faculties and Departments Within Third-Level Institutions to Increase Access:

A Faculty and Departmental Level Focus to Increase Access

*There is little evidence in the national reports of a distinctive faculty or departmental level of strategic focus on access to education for socio-economically excluded groups. It is an area ripe for further policy development.

According to a **Hungarian** Ministry of Education and Culture senior official:

Research shows that within higher education institutions teacher training faculties are at a low level. Margins are rather narrow to stimulate the underprivileged ones to emerge in teacher training. However, they could better deal with disadvantaged students.

Long term programmes for Roma children to become a teacher, do not exist. This would be good to have similar programmes, but stronger, clearer and more opened intentions would be necessary from the government side (Balogh et al. 2010).

National Level: Structural Indicator (SI): State-Led Incentives to Different Faculties and Departments Within Third-Level Institutions to Increase Access: A Faculty and Departmental Level Focus to Increase Access

Downes 2014: Quality **requires** access

*Diversity of social classes and ethnicities offers the potential for an improved learning and discursive experience of students in areas of the humanities and social sciences in particular, where cultural dimensions are major aspects of knowledge development.

*domains such as law, psychology, history, geography, social work, sociology, politics, education, literature and business can significantly benefit from interrogation through a learning involvement with diverse voices rather than through participation from a largely homogenous, dominant culture of students.

*This is a clear consequence of a Vygotskian framework for intellectual development which prioritises socio-cultural interaction as pivotal to learning

The EU Commission is an obvious starting point for providing funding to incentivise progress in this departmental and faculty level for access to education in higher education.

The Commission Communication (2005) extracts a focus on differentiation in quality and excellence, stating:

‘This requires some concentration of funding, not just on centres and networks that are already excellent (in a particular type/area of research, teaching/training or community service)— but also on those who have the potential to become excellent and to challenge established leaders’ (p. 5).

Implicit in this vision, especially regarding community engagement and potential, is that aspects within a third-level institution may excel in the area of good practice in fostering access to education for traditionally underrepresented groups; it need not necessarily be at the level of the whole institution.

National Level: Structural Indicator– Clear Country-Specific Criteria to Ascertain Socio-economic Exclusion

in Hungary, the interviewed Education and Culture Ministry official recognises that there is not a transparent set of criteria for establishing socioeconomic exclusion but rather this identification is somewhat ‘vague’ apart from identification by ethnicity:

The underprivileged situation is a rather vague concept because underprivileged statuses can change in different periods. Currently such people are the ones who need special education, the underprivileged ones, the young Roma, the persons without any qualification, so the ones who fell from the educational system (Balogh et al. 2010).

Koucky et al. (2010) highlight that the most important family background factor in terms of access of young people to tertiary education currently is, in Austria, the occupation of their fathers, whereas in Belgium it is mother's education, in contrast with Denmark, where the most important family background factor is father's education.

A focus on socio-economic exclusion needs to be based not solely on low income:

- low income plus education level
- education level of parents
- accommodation type
- long-term unemployment
- and possibly area of residence and ethnicity

would make this target group one that is less dynamically changing.

Recommend:

1. DG EAC establish an expert working group on access to higher education, possibly in conjunction with NESET:

-To focus on developing structural indicators at *national* levels for access to higher education for socio-economically excluded groups

-To focus on developing structural indicators at *university institution* levels for access to higher education for socio-economically excluded groups

-To develop a Quality Label for University Outreach and Community Engagement for Access

-To establish a *review process* with Member States for these structural indicators and quality label

Promote an access to higher education for socio-economically excluded groups through a review process/quality mark driven by the Commission based on implementing the EU2020 headline target

Features of Review Process

- a) Establish a working group in DG EAC of senior civil servants across EU member states plus NESET & civil society representatives on access to higher education for socio-economically excluded groups
- b) Seek country-specific reports that respond to proposed agenda of structural indicators for access to higher education for socio-economically marginalised groups.

Features of EU2020 Headline Target Review Process

c) As part of this country-specific level review process reporting to the Commission DG EAC in light of the EU2020 headline target on third level education, third level institutions would be invited/required to respond to the proposed institutional structural indicators for access to higher education for socio-economically marginalised groups

d) Build from these structural indicators to a Quality Label for access termed: *University outreach and community engagement for access*

First step is *national strategic* response to an issue, e.g., Access to higher ed, ESL

*With this background in place, then a quality mark at institutional level can be effective

*Without this national strategic commitment (supported by structural indicators), education institutions can simply claim lack of financial support for attaining quality label

*Key role of Commission in stimulating national strategic commitment through structural indicators and review processes for implementing these EU2020 headline target areas – quality label for schools and universities plays a role within this wider system of strategic commitments and review processes

Benefits of Structural Indicators

- The indicators, as a cluster, provide a systemic level focus for change rather than reducing change to one simplistic magic bullet cause.
- As potentially verifiable factual accounts but not quantitative statistical data, they are much less expensive to observe than outcome and process indicators, and thus, there can be more of them employed to scrutinise change in a system.
- The indicators provide recognition of diverse starting points of some countries relative to others. They can include dimensions of progress for comparison within and between education institutions concerned with increasing access for marginalised groups.
- They are action-guiding and policy and practice relevant
- The indicators can distinguish State and university effort in improving access from actual outcomes; they can offer an incentive for governments to invest in the area of access to higher education

A quality label for social inclusion: rationale

- Creates **synergies** between quality and equity policies (e.g. quality assurance and the social dimension in Bologna process documents);
- **Encourages** institutions, faculties and programmes to further engage with and respond to the needs of students from non-traditional/disadvantaged/marginalised groups;
- **Recognises** institutions who have made progress with regards to making the student experience and outcomes better for students from equity groups;
- **Promotes** sharing good practice across institutions and beyond – promoting attitude and conceptual change, promoting and not simply preventing

Steps in awarding a quality label

- A specific **unit of assessment** is identified, such as an academic department or faculty, a service provider or institutional function, or the entire institution;
- **Internal review** of current practices is conducted
- Eurydice (2015) 'The only countries where schools are not compelled or recommended to carry out internal evaluation are Bulgaria and France, the latter limited to primary schools'.
- **External review**, either of the materials submitted by the unit of assessment, or more directly, e.g. via a site visit;
- **Judgement of outcome** e.g. whether the quality mark is awarded, or not, or whether further developments are required or suggested;
- **Action plan developed**, either as part of the internal review process, or following the external review to address limitations and shortfalls identified.

Quality Tool for review: Some key areas

- **Management** of higher education institution: management coordinates activities to enhance social inclusion, human resource management strengthens institutional and personal responsibility for social inclusion;
 - **Policies and procedures:** the importance of socially inclusive institutional practices is emphasised in key institutional documents, there are specific measures for supporting disadvantaged groups of students;
- *Staff involvement:** there are institutional awards for staff or departments who promote socially inclusive practices, staff undergo training on how to promote social inclusion through their work;

Levels of assessment

General assessment	Points	Description
Fully implemented (A)	8	Yes, fully achieved; the evaluation of effects has been externally reviewed and recognised.
	7	Yes, fully achieved; the evaluation of effects is in progress.
	6	Yes, but the evaluation of effects still needs to be carried out.
Partially implemented (B)	5	Relevant processes are underway and a large number of staff, students and programmes are involved.
	4	Relevant processes are underway but only a small number of staff, students and programmes are involved.
Beginning phase (C)	3	No, but a plan has been fully developed.
	2	No, but an initial plan is being developed.
	1	No, but there is awareness about the need to change.
Not started (D)	0	Not being considered.
	N/A	Not relevant.

Considerations when developing a quality label

- Coordinating and awarding body;
- Voluntary or compulsory;
- Unit of assessment;
- Levels of award;
- Self-evaluation or external review;
- One off or renewal and development (duration);
- Focus areas.
- Eurydice (2015) 'In a handful of education systems (France (ISCED 1), Lithuania, Poland, and the United Kingdom (England, Wales, and Northern Ireland)), external evaluations are not only meant to find flaws in the performance of schools, but also to raise the visibility of the ones that are performing well and achieving good results'

A quality label for social inclusion: pilot case Croatia (Doolan 2015) (based on discussions with key stakeholders)

- Coordinating and awarding body:
 - National quality agency (Agency for Science and Higher Education).
 - Implemented through a partnership approach with key stakeholders (included in a Steering Committee): students, domestic and international experts etc.
 - Agency convenes the Steering Committee which ensures the standards of the quality label and the consistency of the awards.
- Voluntary or compulsory:
 - Voluntary (like the Equality Challenge Unit).
- Unit of assessment:
 - Flexible – higher education institution decides whether it should be the whole institution, faculty, department, study programme.
- Levels of award: to be further discussed (e.g. advanced, intermediate, beginner – gold, silver, bronze).

Challenges with a quality label for social inclusion in education

- **Time consuming:** may be particularly problematic for smaller units of assessment;
- **Costs:** depend on the nature of the quality label process, but include both direct and indirect costs;
- **Long-term commitment** required: from the unit of assessment and co-ordinating body.
- Danger of **displacement of focus** from national strategic issues onto education institution level
- Need to sustain a cross-sectoral focus for social inclusion in education (Edwards & Downes 2013) and not simply a school or university based one

Early School Leaving

- Commission TWG Report (2013) Checklist on comprehensive policies for ESL:
- Here a key basis is already in place for structural indicators at national level and path towards quality labels and structural indicators at municipality and school levels – Focus on tightening wording for system accountability
- ‘There is a growing focus on involving pupils in decision making at school level. Schools are encouraged to develop measures and policies to better involve pupils in 30 decision making at school level’
- ‘Schools have outreach programmes to encourage the engagement of vulnerable families in particular in school education.’
- ‘Teachers and other professionals working with young people are aware of ESL. Preventing ESL is part of both initial education and continuous professional development’.
- ‘Multi-professional teams work inside schools or in cooperation with several schools. Schools cooperate with social and youth services, health services, local community and/or other education and training providers.’

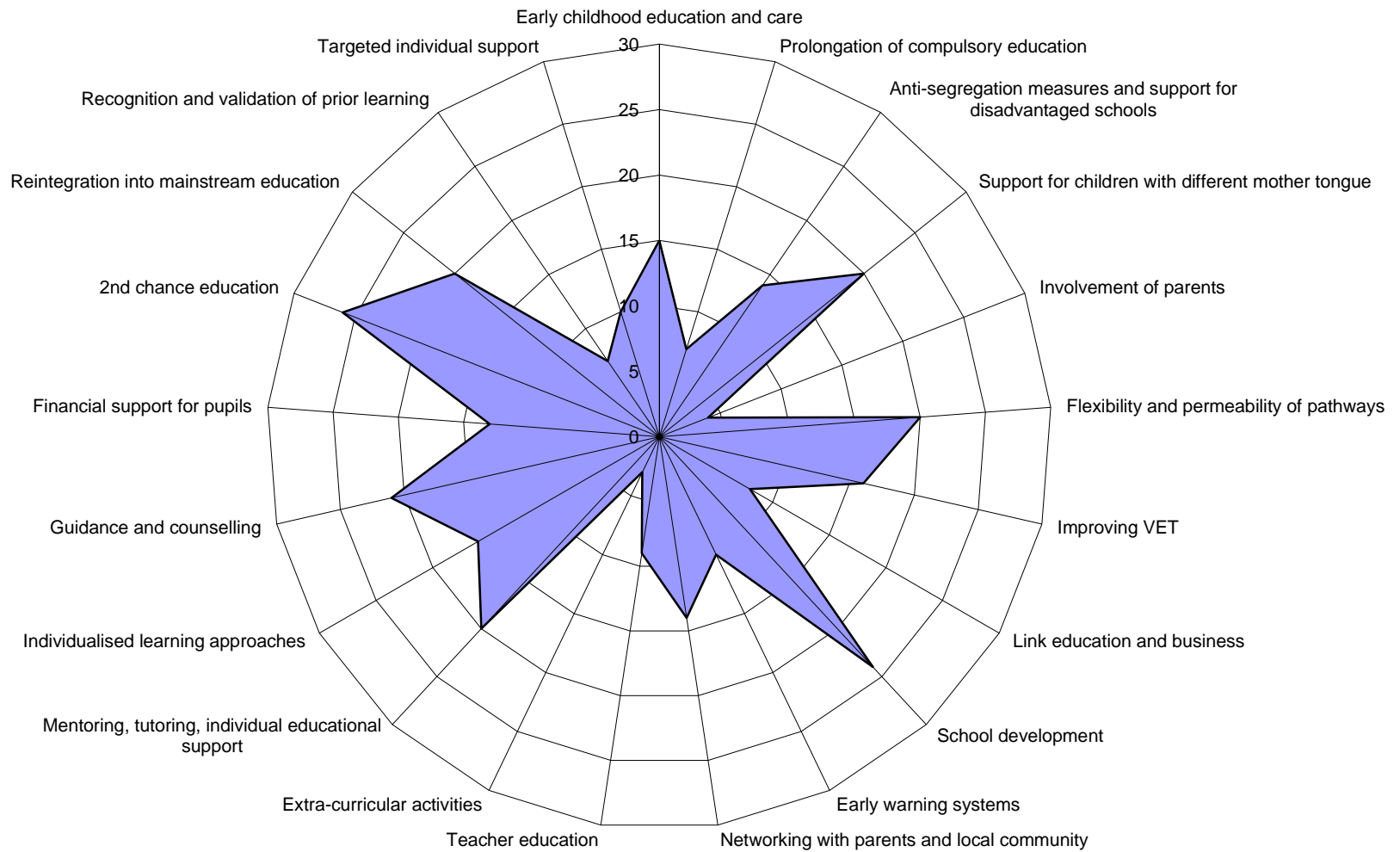
- Ecory's Second Chance Ed lessons for ESL Report (2013) for the Commission: Key indicators from review of 10 EU States
- Social and emotional wellbeing
- A cluster of good practices / key indicators relating to learners' self-esteem and mental health. These include:
 - 3.1 widened access to personal coaching or key worker arrangements, with greater personalisation and choice in relation to pastoral support
 - 3.2 continuity in support provided within and outside of school, so that learners' wider social and emotional needs are taken into account
 - 3.3 inclusive policies towards bullying, including open discussion between learners and staff, and strategies for learners to deal with bullying issues where they arise
 - 3.4 rebalancing academic and pastoral aspects of the curriculum, with greater prominence for citizenship, personal and social education
 - 3.5 public celebrations of success; awards ceremonies and events

EU Countries have developed school inspection systems so structural indicators and quality labels could be built into these existing quality processes

- Potential key role of municipalities/local authorities both as recipients and implementers of quality labels for schools for social inclusion
- * Develop Local Action Plans for Early School Leaving guided by structural indicators and establish Local Support Groups for these, including schools and NGOs (See Downes 2014a, 2015 and PREVENT project across 10 municipalities)
- Quality label for these local action plans and for individual schools in a municipality

- While a quality label could clearly be applied to a municipality's local action plan for early school leaving prevention – a more positive quality label is needed for schools on issues related to early school leaving:
 - *Inclusive systems
 - *Relational systems
 - *Democratic systems
- Just as University quality label is a positive approach focusing on Outreach and Community Engagement for Access

Commission Staff Working Document (2011) Frequency of measures against Early School Leaving mentioned in National Reports across Europe



School Outreach Structural Indicators (Downes 2014a)

Outreach strategy to individual families in home for child-centred support at high levels of need (indicated prevention, high nonattendance at school) YES/NO

Clear bridges between schools and multidisciplinary community 'one stop shop' centres for family support YES/NO

Specific key workers in school for parental involvement YES/NO

Specific key workers in school for parental involvement are part of a wider multidisciplinary team YES/NO

**Family literacy initiatives in place across targeted areas of municipality
YES/NO**

Overcoming System Blockage for Inclusive Systems: Structural Indicators for Implementation Process Issues (Downes 2014a)

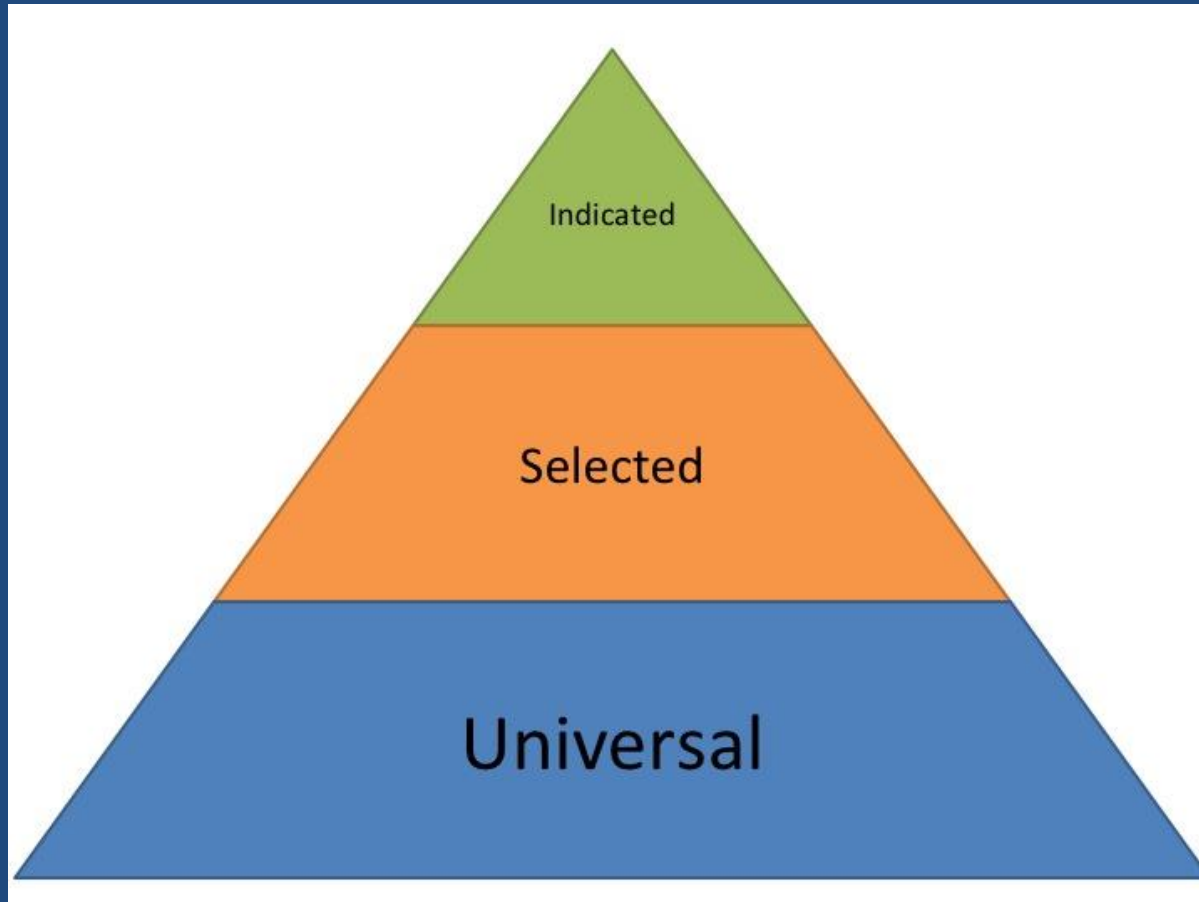
Clarity of roles in school on levels of responsibility for parental involvement YES/NO

Parental involvement embedded in whole school planning YES/NO

External inspection of schools includes a focus on parental involvement for marginalised groups YES/NO

Parental involvement in new teachers' contracts as a core part of role YES/NO

Figure 1. Differentiated Levels of Need for Prevention see Downes (2014a) on this for ESL



Indicated prevention level, i.e., chronic need, addressed by structural indicators and must not get lost in a quality label approach

Step1: Early School Leaving

Propose EU Commission to develop Structural Indicators for Inclusive Systems (EU, national, regional, municipality and school levels) for Early School Leaving Prevention:

To build on TWG report (2013) and also include:

Alternatives to suspension/expulsion in place (Yes/No)

Teacher Professional Development available for conflict resolution skills (Yes/No)

Teacher Professional Development mandatory for conflict resolution skills (Yes/No)

Teacher Preservice modules on conflict resolution skills compulsory (Yes/No)

Qualified emotional counselling support services available to students (Yes/No)

National and School level bullying prevention strategy (Yes/No)

Step 2: Build from these structural indicators for early school leaving at national and school levels to develop quality label for inclusive (relational, democratic) school systems at both municipality and school levels:

- this quality label can add layers of detail, such as gold, silver, bronze quality labels for inclusive systems

The institutional level quality label needs to be integrated with the national strategic approach

It needs a funding commitment from EU Commission

Structural indicators for parental involvement for ESL prevention:
EU Commission Quality Mark for Children and Young People's
Voices and Democratic Communication to be heard in school
together with a similar Quality Mark for Parental Involvement
(Downes 2014a, PREVENT project)

Open-ended surveys of students of different ages on the
experiences of school take place on a regular basis organised
through an agency independent of the school (Yes/No)

Opportunities for parents to respond individually and in groups to
the findings of the student surveys as part of input to school policy
(Yes/No)

Clear role of municipality or other local agency to mediate dialogue
between school and parents on policy issues (Yes/No)

Multidisciplinary teams linked with schools to engage with students
with complex needs at high risk of early school leaving, including
with their families (Yes/No)

Parental Involvement (Downes 2014a): Structural Indicator - Availability of School Site After School Hours for Lifelong Learning Classes

Country	On a scale of 1-3 where 3 means at least 80% of schools in your municipality open their doors after school hours for lifelong learning classes and 2 means at least 30% of schools do so and 1 means less than 30% of schools do so – which number best describes the situation in your municipality?
The Hague	3
Gijon	3
Tallinn	2
Stockholm	2
Antwerp	1
Usti	1
Munich	1
Nantes	1
Sofia	1

Recommend 2. DG EAC build on established working groups for Early School Leaving Prevention such as the School Policy Group and the TWG report, possibly in conjunction with NESET :

- To focus on developing structural indicators at *national* levels for early school leaving prevention

- To focus on developing structural indicators at *primary and postprimary school* levels for early school leaving prevention

- To develop structural indicators and a Quality Label for *municipalities'* local action plans for early school leaving

- To develop a Quality Label for Inclusive (Relational, Democratic) Systems at a) school level and b) teacher preservice level

- To establish a review process with Member States for these structural indicators and quality labels

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