

## **Short presentation on INTMEAS for the EAC-Cluster 0n Access and Social Inclusion, Brussels, 29-01-2008**

For the Commission and therefore for you I will lead a European study on social inclusion measures for school and teachers in order to foster social inclusion. For that the Commission had launched a call in 2007, and by the end of 2007 it concluded a contract with DOCA. The study will consist of reviews of ongoing research and reports as available in ten EU-countries, as well as site visits and assessments of inclusion practices, with the aim to find the good ones. Special attention should be on publicly funded practices in general and those that were supported by the European Commission, directly or indirectly.

The ten countries are: France, Germany, Hungary, Italy, the Netherlands, Poland, Slovenia, Spain, Sweden and the United Kingdom. All countries will respond to eleven topical questions and issues as raised by the Commission. These regard: drop-out rates and profiles of early school leavers, indicators of exclusion and deprivation related to class, gender, ethnicity, migration, teacher support, harassment and bullying, handicapped and institutionalised children, special facilities for school with high numbers of immigrant children, innovative and successful measures.

Besides, each country will pay attention to its national priorities, such as the new policies with regard to youth at risk and decentralisation in France, immigrants and education in Germany, Italy, the Netherlands, Spain and Sweden, Roma and other indigenous minority integration in Hungary, Slovenia, Spain and the UK, risks concerning the achievements of pupils in Poland, pupils in care institutions in the UK, and harassment and bullying in the UK.

The ten national teams are led by an outstanding expert in the fields of education and social integration. They are:

- *Danielle Zay* (professor emeritus in education) for France,
- *Ingrid Gogolin* (director of the institute FABER and professor of education at the University of Hamburg, president of the European Educational Research Association) for Germany,
- *Pal Tamas* (director of the Institute of Sociology of the Hungarian Academy of Science) for Hungary,
- *Francesca Gobbo* (professor of intercultural education) for Italy,
- *Michal Federowicz* (head of the department of educational research at the Polish Academy of Sciences and leader of the Polish PISA-team) for Poland,
- *Albina Necak Lük* (dean, professor of applied linguistics, University of Ljubljana) and *Sonja Novak Lukanovic* (senior research fellow in ethnic relations) for Slovenia,
- *Mariano Enguita* (professor of sociology, University of Salamanca) for Spain,
- *Elena Dingu Kyrkland* (senior research fellow in ethnic relations) for Sweden,
- *Jill Bourne* (dean, professor of education, Strathclyde University) for the UK.

These experts are the reference group of the project, together with me as the international project leader and leader of the Dutch team, and two independent outstanding scholars, namely *Jaap Dronkers*, professor of the sociology of education at the European University Institute in Florence, and *Ramon Flecha*, who is the leader of the European INCLUD-ED project, Barcelona University.

The national teams will produce two national reports each, namely an interim report by mid-June 2008 and a final national report by mid-December 2008. Then I will prepare in January-April 2009 a comparative synthesis, responding to the Commission questions. If appropriate these reports and interim-reports can be made available for the members of your cluster. We will then ask correspondent from the DOCA-network in other EU countries to comment upon the draft comparative report, taking into consideration their national context.

In May 2009 we will draw draft conclusions and come to draft recommendations. These will be discussed here in Brussels at an invitational conference of the Commission, our reference group,

your cluster and other experts as appropriate, at the end of May 2009. That should leads to our final report, conclusions and recommendations on ‘inclusion measures for European education’.