



European
Commission



SOCIALLY INCLUSIVE EDUCATION: BETTER CONNECTING RESEARCH TO POLICY AND PRACTICE

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WHO IS WHO

NETWORKS

EDUCATION

SOCIAL

ECONOMY



Education
and Culture



DRAGANA AVRAMOV

Dr Dragana Avramov is Senior Scientific Fellow, Population and Social Policy Consultants (PSPC). Her research focuses on the impact of science and education in society, and the policy and social impact of education and training. She is currently working on the EU funded project, which aims to develop an enduring system of selection, monitoring and evaluation of the impact of Social Sciences and Humanities research. She has worked as an independent expert on a number of projects, including Erasmus Mundus (EACEA), FP7 ex-post evaluation People Specific Programme (2007-2013), Rationale, and Tempus IV.

GIORGIO BRUNELLO

Giorgio Brunello studied economics in Venice, London (LSE) and Osaka. He is currently professor of economics at the University of Padova, Italy, and Research Fellow at IZA (Bonn), Cesifo (Munich) and ROA (Maastricht).

He is a country expert for the European Network of Experts on the Economics of Education (EENEE), The European Commission, and co-editor of *The Economics of Education Review*. His research interests are in labour economics, economics of education and applied health economics. His recent research has been published by *The Economic Journal*, *The Journal of Labor Economics* e *The Journal of Public Economics*.



CARMEL CEFAI

Professor Carmel Cefai is Director of the Centre for Resilience and Socio-Emotional Health, and Head of Department of Psychology, University of Malta. He is Joint Honorary Chair of the European Network for Social and Emotional Competence and joint founding editor of the *International Journal of Emotional Education*. His research interests are resilience in education, social and emotional learning, mental health in schools, and mental health and wellbeing in children and adolescents. Professor Carmel Cefai has led various research projects on subjects including mental health in schools, risk and resilience in children and young people, children's wellbeing, and the development of a resilience curriculum for early years and primary schools in Europe.

CHRISTIAN CHRISTUP KJELDSSEN

Christian Christrup Kjeldsen is an Associate Professor at the Aarhus University and vice centre director of the National Centre for School Research (NCS) in Denmark. For the last years, he has chaired the study board at the Danish School of Education, Aarhus University. Before his academic carrier he had nearly 10 years of professional experience as a teacher within special needs education. In academia, he is conducting research on welfare education, teaching philosophy and educational sociology. Christian holds a Doctor of Philosophy degree, gained at Bielefeld University for the doctoral thesis 'Capabilities and Special Needs: An Educational Foundation'. His main fields of interest include young people's integration into society, capabilities and special needs, education and transitions into the labour market. Christian have taken part in several large scale projects in EU (SociEtY, WorkAble, VERSO).





ALAIN DYSON

Alan Dyson is a freelance researcher. From 2003-2016 he was Professor of Education in the University of Manchester, UK, where he co-directed the Centre for Equity in Education. His research interests are in the relationship between educational and social disadvantage, particularly in urban contexts. He has led the development in the UK of a number of holistic area-based approaches to improving children's outcomes, along the lines of the Harlem Children's Zone and Promise Neighborhoods in the USA. He has been a member of government working groups, was a task group chair in the WHO review of health inequalities in Europe and led the production of the *Open File on Inclusive Education* for UNESCO. Alan Dyson worked in universities from 1988 onwards. Prior to that, he spent 13 years as a teacher.

SERGE EBERSOLD

Prof Serge Ebersold is a sociologist and professor at the Conservatoire des arts et métiers (CNAM) where he holds the chair on accessibility. As a project adviser at the European agency for special needs and inclusive education, his role there covers inclusive education policy analysis, policy reviews and, more recently, a research on financing of inclusive education. Prof Serge Ebersold was analyst at the directorate for Education in the Organisation for Economic co-operation and Development (OECD) between 2006 and 2009, where he coordinated a project, analyzing pathways to tertiary education and employment followed by students with disabilities, he implemented country policy reviews on inclusive and special needs education policies. Prof Serge Ebersold taught disability sociology at the University of Strasbourg for 15 years. His research focuses on education and employment opportunities for people with disabilities and their families as well as the forms of citizenship experienced.



SOPHIA ERIKSSON WATERSCHOOT

Sophia Eriksson Waterschoot is currently Acting Director for the Modernisation of Education in the Directorate General for Education and Culture. She is in charge of policy cooperation, country analysis, evidence building and coordination of the Erasmus+ programme. Prior to her current position, she held several assignments related to education and employment policy and programmes, including on higher education, the European employment strategy and the European Social Fund. Sophia studied economics, political science and EU affairs. She did her Erasmus exchange in France.

TORBERG FALCH

Torberg Falch is professor in Economics at Department of Economics, Norwegian University of Science and Technology. He is currently serving as vice-dean at the Faculty of Social Sciences and Technology Management and is co-editor of the journal *Education Economics*. He has published his research in a wide range of international journals, including the leading field journals in labor economics and economics of education. His research is on aspects of the teacher labour market, school spending determination, skill formation, student dropout, and imperfections in the labour market. He has been project leader on several projects on educational issues financed by different governmental sources, ranging from highly research oriented projects to very applied projects.





BARBARA HERZOG-PUNZENBERGER

Dr Barbara Herzog-Punzenberger is Head of Migration and Education, Institute for Education and Psychology, Johannes Kepler University, Linz, Austria. Her primary research interest is equity in societies of immigration, particularly concerning education. She has extensive professional experience of research, teaching, lecturing and advisory activities in the field of migration research. She chaired the research program on multilinguality, interculturality and mobility at Federal Institute for Research in Education, Austria, and led the Austrian component of the 2nd generation TIES at the Austrian Academy of Sciences. She was a member of the EU network of excellence in migration research IMISCOE and is currently a member of the core-group of the Network of Experts on Social Aspects of Education and Training (NESET II) for the European Commission.

JANA HUTTOVA

Dr Jana Huttova is Scientific Coordinator of the Network of Experts on Social Aspects of Education and Training (NESET II). Her fields of expertise are education and educational policy development. From 2002 to 2006, she was Director of Education Support Programme of the Open Society Institute in Budapest, and has since worked as a consultant, researcher, evaluator and reviewer for several international organisations. She has participated in numerous policy analyses and research studies on issues related to equity and inclusion, particularly on education of migrant and Roma children from early years throughout their compulsory schooling.

Dr Huttova has been active in several European and international networks (Soros Foundations Network, Euroclio, Sirius, NESET II) and has served on boards of several European and international organizations (Euroclio, IARTEM, SIRIUS).



ARTHUR LIMBACH-REICH

Arthur Limbach-Reich is Associate Professor in Social and Educational Sciences at Luxembourg University, Disability Officer, and national expert at the Academic Network of European Disability Experts (ANED). Committed in disability work he initiated different surveys about accessibility and barriers at the University of Luxembourg and analysed processes of exclusion and inclusion at the national educational system. His recent work has studied the implementation of the Convention on the Rights of Persons with Disabilities (CRPD) in Luxembourg and the Greater-Region and Evaluation of Higher Education in Social Work.

Arthur Limbach-Reich is member of the DGfE (German Educational Research Association). He is a member in the Higher Education Accessibility Guide group (HEAG), a subgroup of the European Agency for Development in Special Needs Education (EADSNE).

DANIEL MÜNICH

Daniel Münich is a Professor of Professional Practice at CERGE-EI in Prague, a joint academic workplace of the Charles University and of the Czech Academy of Sciences. On top of his university teaching and rich empirical research agendas in the area of labour economics, economics of education, and evaluation of R&D he serves as a senior advisor to the European Network of Economists of Education (EENEE) and contributed to several of its EENEE reports. As an expert he has also provided policy related advising to the Czech governments and international organizations such as the European Commission, OECD, the World Bank, the International Monetary Fund. As an expert he participated in numerous teams preparing national and international policy strategies in the area of education, skills, schooling, labour market and social insurance policies.



MAJA NENADOVIĆ

Dr Maja Nenadović is a debate and public speaking coach, political consultant, researcher, human rights & advocacy trainer. As a global trainer and consultant with 16 years of experience, she has taught in 40+ countries worldwide. Her recent work involves dealing with the rise of radicalization and extremism among youth. She is one of the initiators of the Model International Criminal Court Western Balkans, the project that brings together high school students and teachers from Bosnia-Herzegovina, Croatia and Serbia to simulate war crime trials, learn about human rights and their violations, throughout history as well as in the 1990s breakup of Yugoslavia. She is also the Anne Frank House coordinator of the common Western Balkans history project 'Historija, Istorija, Povijest – Lessons for Today' project. She holds a PhD in Political Science from the University of Amsterdam on the topic of post-conflict democratization processes.



JENS NYMAND CHRISTENSEN

Jens Nymand Christensen is Danish and holds a Master degree in Business Economics and International Economics. Jens Nymand Christensen has been employed in the European Institutions since 1979 and has among other things been a Member of the cabinet of Vice-President Henning Christophersen, Head of Unit of an office dealing with International Food, Veterinary and Phytosanitary questions and Advisor at the Danish Permanent EU Representation dealing with the Convention and the preparations of the Inter-governmental Conference drafting a Constitutional Treaty for the European Union. In 2003-2014, Jens Nymand Christensen worked as a Director in the Secretariat-General: 2003-2006 with responsibility for Directorate B, Relations with the civil society; 2006-2011 for Directorate E, Better regulation and Institutional Issues; 2011-2013 for Directorate G, Relations with the European Parliament, the Committees and General Institutional Issues and 2013-2014 for Directorate E, Policy Co-ordination II. From 16 September 2014 he was appointed Deputy Director-General in the Directorate General for Education and Culture.

JAN PAKULSKI

Jan Pakulski joined the European Commission in September 2009. Prior to taking his current assignment he worked for 16 years for the World Bank in Washington DC where he held numerous positions in the Bank's operational complex as well as the external affairs and operational services vice-presidencies. He has an extensive track record of project management, primarily in social sectors, held management as well as advisory positions related to Bank-funded operations in the Europe and Central Asia region. Prior to joining the World Bank, he worked as expert in the area of social development for the Netherlands Government, the European Commission Phare program, the Council of Europe and other agencies. Following his university graduation, he worked as Executive Director of a Netherlands-based international NGO network, working in the area of development education and social justice, traveling extensively through the developing world. Mr. Pakulski holds a M.A. degree in economics from the Warsaw School of Economics and a doctorandus degree in development economics from the Erasmus University Rotterdam.





JAN PEETERS

Dr Jan Peeters is Director of the Centre for Innovation in the Early Years – an ECEC research centre for Belgium’s Flemish Community at Ghent University. He has over 20 years of experience in research with the focus on professionalism of teachers, diversity and parental participation. He is specialised in European policy oriented research for the European Commission, Eurofound and UNICEF. Dr Jan Peeters regularly disseminates his research findings as an invited speaker, and is a provider of ECEC training. He is an elected board member of the international Step by Step Association, an Eastern European and Central Asian ECEC Network and a member of the core team of the Network of Experts on Social Aspects of Education and Training (NESET). Dr Jan Peeters is co-editor of the recently published book on Pathways to Professionalism (2016), on professionalism in Europe.

JOHN P. PORTELLI

John P. Portelli Ph.D., originally from Malta, is a full professor in the Department of Social Justice Education, Co-director of the Centre for Leadership and Diversity, OISE, University of Toronto, a member of the Board National Commission for Further and Higher Education of Malta (2006 -), Senior Policy Advisor to the Minister for Education and Employment, Malta (2013 -), and Chair of the Quality Assurance Committee for Further and Higher Education in Malta (2014 -).

He has published 10 books. His most recent book is *Key Questions for Educational Leaders* (2015). He has led research studies in Canada and Malta. His areas of research include: student engagement and students ‘at risk’; equity, diversity, social justice, and educational policy and leadership.

He has delivered keynote addresses and conducted consulting work in Canada, USA, Ireland, UK, Austria, Italy, Turkey, Morocco, Malta, Bahrain, and Saudi Arabia.



BARRY VAN DRIEL

Professor Barry van Driel is International Director for teacher training and curriculum development at Anne Frank House, Amsterdam. He is Editor in Chief of Intercultural Education since 2000, and is Vice President of the International Association for Intercultural Education (IAIE). Professor Barry van Driel has served as senior education consultant to the Office for Democratic Institutions and Human Rights (ODIHR) in Warsaw, and consulted UNESCO and the FRA (Fundamental Rights Agency) on implementation and policy issues. He chairs the jury of the UNAOC/BMW Intercultural Innovation Award, and is a member of the Network of Experts on Social Aspects of Education and Training (NESET II). He has published more than 20 books, articles and book chapters focusing on intercultural education, teaching about controversial issues, human rights issues and Holocaust Education.



MICHEL VANDENBROECK

Professor Michel Vandebroek is Head of the Department of Social Work and Social Pedagogy, Ghent University, Belgium. He teaches and consults on policy and practice in early childhood care and education; his research focuses on the processes of inclusion and exclusion in child care, preschool and parent support in contexts of increasing diversity. Professor Vandebroek is a member of the advisory committee of Kind en Gezin, Belgium's Flemish community's governmental agency for early years, and he has served on several other governmental advisory committees. He is on the editorial board of *European Early Childhood Education Research Journal* and has extensive experience of collaboration in international networks (e.g. DECET, EECERA, the CoRe research for DG EAC-European Commission).

HARALD WEBER

Harald Weber is a project manager at the European Agency for Special Needs and Inclusive Education in Odense, Denmark, for 15 years. He is currently involved in projects on raising the achievement of all learners in inclusive education, and on Early School Leaving (ESL) and learners with disabilities and / or special educational needs (SEN). In the past he was involved in projects on inclusive vocational education and training (VET) and on developing indicators of inclusive education. He works also as a senior researcher in the field of human factors / ergonomics and vocational participation of people with disabilities, in Kaiserslautern, Germany.



LUDGER WOESSMANN

Ludger Woessmann is Professor of Economics at the University of Munich and Director of the Ifo Center for the Economics of Education at the Ifo Institute. His research mainly focusses on the importance of education for economic prosperity and the importance of institutions of the school systems for efficiency and equity, often applying microeconomic methods to international student achievement tests. He spent several extended research visits at Stanford and Harvard University. His work was rewarded, among others, with the Gossen Prize of the German Economic Association and the Young Economist Award of the European Economic Association. He is member of the International Academy of Education and of the German Academy of Sciences Leopoldina and coordinates the European Expert Network on the Economics of Education (EENEE).

