K3 – Stakeholders Together Adapting Ideas to Readjust Local Systems to Promote Inclusive Education [STAIRS]

Ana Paula Silva

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STAIRS

O principal objetivo do projeto STAIRS é promover a inclusão social através de boas práticas educativas. Com esse fim em vista, um conjunto de parceiros de vários países vai colaborar intensamente, partilhando práticas e aprendendo juntos. Todos eles terão benefícios e propósitos complexos: os países participantes irão compilar materiais relativos às suas boas práticas e os países em formação criarão planos nacionais de adaptação.

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Com base no conhecimento adquirido e nas recomendações decorrentes dos planos nacionais de adaptação, será produzido um Relatório Síntese Final para uso da Comissão Europeia e dos decisores políticos.

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A produção de recomendações de políticas europeias é um objectivo fundamental deste projecto, pois considera-se que os resultados também serão úteis para outros países europeus, devido aos elementos contextuais e pelo facto de o conhecimento central estar bem documentado.

Os resultados do projeto serão examinados e resumidos através de vários processos de exploração e instrumentos de disseminação.

Parceiros:

Membros Participantes: Hungria, Eslovénia, República Checa, Croácia, Dinamarca, Irlanda

Membros Associados: Portugal e Áustria

Rationale

EC (2012). Thematic Working Groups 'A whole school approach'

"Inclusive education is a base for reaching one of the headline targets of Europe2020, reducing the rate of early school leavers under 10%."

"EU studies highlight the need for both horizontal and vertical cross-sectoral solutions for supporting social inclusion or preventing early school leaving."

"There is space for improving cross-sectoral cooperation in most European countries."

"A 'whole school approach' is an ecological way of viewing a school. The school is seen as a multidimensional and interactive system that can learn and change; an open learning hub which provides support to its neighbourhood and receives support from the community."

- improving social inclusion can be facilitated by building a learning community around schools and developing the cooperation of different actors (educational institutions and learning providers, public authorities, stakeholder and civil society organisations, businesses, etc.)

- …all members of the **school community** (**inside schools**: school leaders, middle management, teaching and non-teaching staff, learners, parents and families; **outside schools**: educational administrators, law enforcement agencies, service providers, social services, youth services, outreach care workers, psychologists, nurses, speech and language therapists, guidance specialists, local authorities, NGOs) feel responsible for and play an active role in tackling social and educational disadvantages.

- Only **cohesive**, **collective** and **collaborative** actions, based on **multidisciplinarity** and differentiation can serve the goals of supporting each learner in the most appropriate way, which means that professional standards and processes need to be developed.

Outcomes and products

On national level:

- The participants – mainly in the learning countries – can improve their competences and professional knowledge.
- Results of the case studies, country reports, processes, experiences of the adaptation programmes are to be shared with the different stakeholders (e.g. pedagogical centres, local education authorities, other services) in each partner country in order to be implemented countrywide at local levels.

Outcomes and products

On European level

- Providing countries lacking processes and best practices in the field of inclusion with a collection of best practices, a set of guidelines, toolkits, and supplementary materials.
- E-learning materials (blended learning, MOOCs)
- Publication of the above products and dissemination on European forum (e.g. ESL portal)
- Developed training materials
- Experiences of adapting pilot programmes
- Adaptation Guidelines
- Change Management Toolkit
- Final Synthetising Report with policy recommendation