



NEWSLETTER ISSUE#1

JULY 2019

Co-funded by the
Erasmus+ Programme
of the European Union



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STAIRS

2019-

2022

The purpose of our newsletter is to collect and publish project-related events and developments as well as to share new materials for a certain period of time to keep the partnership well-informed and up-to-date. It is important for us that the status of

our common project is transparent for the whole partnership.



TEMPUS PUBLIC FOUNDATION

MANAGEMENT ISSUES

Project titled *Stakeholders Together Adapting Ideas to Readjust Local Systems to Promote Inclusive Education (STAIRS)* was submitted under reference number 604668-EPP-1-2018-1-HU-EPPKA3-IPI-SOC-IN on 23 May 2018. Notification letter about selection was received on 13 September. Grant Agreement was signed on 13 December. Original partnership was modified based on amendment request sent to Commission on 17 December 2018. Modification took effect as of 21 December --- *Youth Guidance Centre UU-Nord* (DK) was replaced by *Universidade Lusófona de Humanidades e Tecnologias COFAC – Cooperativa de Formação e Animação Cultural CRL* (PT). Partner contracts were signed by all parties and pre-financing payments were transferred to all by May 2019.

[Teamwork](#) was launched as internal project workspace by April 2019. At present, all tasks are assigned until end of 2019.

WHAT HAS HAPPENED SO FAR?

Project was launched successfully on 31 January 2019 as proposed and planned beforehand.

Kickoff meeting was held on 7-8 March with 19 participants. As indicated by most partners, it was an excellent forum for sharing ideas and teasing out concerns and issues. Atmosphere was considered to have been facilitative, introduction presentations from all partners and brainstorming around key concepts ensured that partners were leaving with a clear understanding of common project.

Research has started in learning countries with the help of Irish partner. [Associated partner](#) and other contributors ([Cometa Formazione](#)) have been reached out for.

Dissemination strategy was finalised and published on TW in July 2019.

PROJECT WEBSITE NEWS

TPF team launched [project website](#) in July 2019 and asked partners to contribute with ideas.

QA NEWS

CAVDV has collected feedback regarding kickoff.

First 6-month evaluation questionnaire results are being processed as well to be published on TW soon.

External evaluator Mr. [Josef Huber](#) has been recruited. He will be invited to Varazdin meeting.

NEXT STEPS IN THE PROJECT

Preparations are being made for 2nd PM in Varazdin: venue and agenda have been finalised, partners have been informed about plans regarding presentations, CR template and good practice introduction template has been sent. Partners are finalising country reports and case studies by November 2019. They are creating documents to support preparation for study visits and finalising lists of professionals participating in study visits until end of year.

First financial report is due by end of September 2019. All reporting documents have been shared with partners.



Where are we now?

We believe that regular reporting regarding partnership progress creates transparency and supports trust building. We asked each partner to summarise their activities so far.

P1 Tempus Public Foundation (TPF) --- Budapest, HU

For details: see above.

TPF P1 team is coordinating STAIRS project, and comprises of Marianna Szűcs, project coordinator, Bertalan Péter Farkas, unit leader of Knowledge Centre, Emőke Horváth, project coordinator, Adél Csernovitz, project coordinator, Károly Seller and Edit Mike-Nagy, financial officers. TPF is responsible for WPs 1 and 6.

P2 Universidade Lusófona de Humanidades e Tecnologias (CeIED) --- Lisbon, PT

CeIED P2 team comprises of Ana Paula Silva and Filipa Lourenço. They are responsible for WP 4. They are in the process of scheduling meetings with leaders of educational institutions: *Agrupamento de Escolas Pedro Eanes Lobato* (a cluster of schools located in an urban environment), *Agrupamento de Escolas do Poceirão* (a cluster of schools located in a rural area), *Edugep* - a private training enterprise financed by the state, providing courses for young people out of school to finish compulsory schooling and obtain professional qualification; a school in the outskirts of Lisbon with 15 years of experience in providing courses for people in a nearby jail. Besides, meetings take place and criteria to identify inclusive good practices are being applied in order to gather data to create draft of case studies.

Dissemination has also started: kickoff meeting was publicised in CeIED newsletter and STAIRS was presented in CeIED's annual research meeting.

A master student was also recruited to work within the project in order to profit from STAIRS inputs to produce Masters Dissertation.

P3 Mary Immaculate College (MIC) --- Limerick, IE

MIC P3 team comprises of Dr Angela Canny and Dr Joan Hannah Stephenson. They are responsible for WP2: Research, and Analysis of Good Practices selected to foster Collaboration of Stakeholders to promote inclusive education. They are also coordinating and preparing for partners study visit to Ireland (Limerick) in March 2020. Over the last six months, team have devised a common set of criteria to select and analyse good practice projects. They have also begun an extensive review and evaluation of multiagency education projects that have been implemented in Ireland with a view to showcasing 4/5 projects for the study visit. They have also made links with primary and FET sector with a view to organising presentations and workshops for study visit in March.

In terms of dissemination, project has been included in MIC President's quarterly report to the College's Governing Authority and it has also been profiled in a forthcoming booklet profiling educational research at National Institute for Studies in Education (NISE is a research collaboration between academics and researchers in education departments and faculties of education at University of Limerick, Mary Immaculate College and Limerick Institute for Technology). This booklet is to be disseminated to the wider Irish education community.

P4 Varaždinska županija (VC) --- Varazdin, HR

VC P4 project team consists of 4 members (Silvia Ladić Fischer - manager project, Romana Kranjčić - promotional activities, Irena Jović - financial activities and Robert Kelemen - ICT activities). In addition to the team members, two researchers were involved as part of the expert team (Irma Dračić and Verica Kopriva Kozjak). They are responsible for WP3. At this moment, project team of County of Varaždin is working intensively on preparations for 2nd partners meeting to be held in Varaždin, in September 2019.

They are doing research at the moment and creating their country report to be presented at 2nd PM in Varazdin, and working in collaboration with Portuguese partner from CeIED on drafting a set of questions for Learning Diary, which will be presented to partnership at 2nd PM, too.

P5 Centrum aplikovaného výzkumu a dalšího vzdělávání (CAVDV) --- Písek, CZ

CAVDV is responsible for WP7. It is an organisation of flexible project team: three colleagues attended the 1st partnership meeting in Budapest --- Ludmila Pupalova, Glynn Kirkham and Šarka Žlábková. Additional and expert practitioners and thought leaders have been included in the wider team and will be part of visits to Ireland and Portugal, and possibly to the partner meetings (given budgetary capability. They have recruited Josef Huber as external evaluator for STAIRS (former director of Pestalozzi Programme). They have carried out extensive research on the basis of need for clarity and understanding of terms relating to inclusion, its policy and practice in Czechia, and questions posed by Irish and Croatian partners.

They have involved following institutions:

- a) Kindergartens (kindergarten Radotín Prague, kindergarten Strakonice, kindergarten Klatovy, kindergarten Beroun, kindergarten Kamenice nad Lipou);
- b) Children's groups (DS Sedmíráska České Budějovice, DS Brouček Čkyně);
- c) Primary schools (Primary school České Budějovice, elementary school Vlachovo Březí);
- d) Special Elementary Schools (Primary School Strakonice);
- e) Children's homes (DD Volyně and DD Písek);
- f) Secondary schools and colleges (SPgŠ a VOŠ Prachatice, VOŠ a SŠ České Budějovice);
- g) Universities (Miroslav Ondříček Film Academy, University of West Bohemia in Pilsen);

They have also linked to other initiatives in connection with development of inclusion in the Czech Republic.

P6 Center RS za poklicno izobraževanje (CPI) --- Ljubljana, SI

Institute of the Republic of Slovenia for VET (CPI) is Partner 6 in STAIRS project. Team consists of six members under the lead of Head of Research and Development Strategies department Mr Darko Mali. Experts involved in project are Ms Simona Knavs, Ms Teja Žagar, Ms Alenka Turičnik and Ms Barbara Bauman, financial officer is Mr Jure Šuligoj.

Their role is to enrich project with *vocational education and training* aspect on national and EU level. They are working closely with second Slovenian partner, ERI (Partner 7). Together, they are

preparing country report with aim to identify needs in Slovenia in the field of inclusive education. Documents are basis for summarising country report.

They contributed to kick-off meeting with a workshop about project logo and slogan, which we promoted at [CPI Facebook page](#):

They are soon publishing short presentation of project on CPI website, planning dissemination activities, outlining selection process of experts to participate in study visits along with other regular project activities.

P7 Pedagoški inštitut (ERI) --- Ljubljana, SI

Educational Research Institute (ERI) is Partner 7. ERI team consists of two scientific associates, who also play role of experts in education, dr. Maša Vidmar (psychology; project coordinator) and dr. Urška Štremfel (policy science). Important team member is also financial manager and expert for EU financial reporting mag. Suzana Geržina. In the project, they are in charge of WP5 (Implementation) together with other Slovenian partner (P6 CPI). WP 5 deals with process of how good practices from sharing countries can be adapted to national contexts and how European adaptation guidelines can be developed. ERI team have contributed to all tasks in the project so far (project meeting, Teamwork, logo, project handbook, dissemination plan, etc.).

They have promoted project in [newsletter of SLODRE](#) (The Slovenian Educational Research Association). Together with CPI, they have prepared detailed needs and demands analysis as a response to questionnaire in the field of inclusive education prepared by Irish partner, and are creating their country report.

They are soon publicising STAIRS on ERI's website and starting process of expert selection to participate in study visits as well as other relevant project activities.

KICKOFF MEETING 7-8 March 2019





5 August 2019