



ERASMUS + and STAIRS Dissemination

Governing Board Report 2019#01 – 27 March 2019

4.3 Department of Educational Psychology, Inclusive & Special Education (EPISE)

Department

Members of the department are establishing a significant international footprint through successful completion of Erasmus Plus and other grant opportunities (in New Zealand, South America, Africa and the US). The links forged in these experiences support collaborative international research and writing projects as well as reciprocal visits which serve as critical CPD for us. A recent link is being forged with Loyola Marymount University, Los Angeles, US through Professor Vicki Graf's visit to campus on March 8th.

RGSO Report

Dr Angela Canny has been awarded funding of €100,000 for the Erasmus+ Support for Policy Reform and Online Linguistic Support project STAIRS (*Stakeholders Together Adapting Ideas to Readjust Local Systems to Promote Inclusive Education*). The project is led by Tempus Public Foundation, Budapest, with partners in Hungary, Portugal and Austria. This three-year project commenced in January and will continue until January 2022.

The STAIRS project is a collaborative, cross-national and cross-sectoral project, the purpose of which is to support national, regional and local stakeholders in dealing with diversity – from the so called *learning* countries – in the field of education to improve their competences and make them able to design, disseminate and upscale effective strategies and processes pertinent to their specific needs to foster social inclusion in education and training through a process of *learning* and *adapting* good practices shared with them by institutions and organisations from high-achieving countries – from the so called *sharing* countries.

The overarching objective of the proposal is to examine professional processes in the field of inclusive education and youth guidance, observe existing good practices in high-achieving countries (IE, DK) and develop national adaptation plans in different national (HU, CZ, SI, HR) and contextual circumstances. Additionally, by connecting professionals – bringing actors and



stakeholders together and engaging them in a cohesive, collective and collaborative action at local and national levels –, it is also the intention of the proposal to develop and disseminate adaptation guidelines at European level.

Members of the partnership have identified the necessity of improving communication and collaboration among professionals from diverse disciplinary areas and the real demands of practitioners (education field workers) concerning cooperation with peers from other institutions. Based on the partners' field experiences during their core activities as well as primary and secondary research in the field, they decided to propose a project plan, hereby presented, which focuses on the collaborative aspects of professional cooperation, and on disseminating and scaling up good practices of adaptation processes in inclusive education.

The Erasmus + Project - **The Enquiring Classroom** has come to end. This Erasmus+ project is a collaboration between four institutions across three countries lead by **Dr Patricia Kieran** and Prof. Aislinn O'Donnell (Maynooth University) focusing on bringing philosophical enquiry tools into the classroom. An output from this project is a training manual which contains lots of creative and critical pedagogies from philosophical enquiry to living values to arts-based methodologies. This will be useful not only in educational spaces and settings, but across a range of sectors including youth work and community facilitation. It focuses on questions of democracy, education, values and beliefs. Some exercises are quite experimental, others rather more challenging. All are designed so that the facilitators and teachers can modify it to their own contexts and for most age groups.

Governing Board Report 2019#03 – 18 September 2019

Faculty of Education

4.4 Report from Department of Educational Psychology, Inclusive and Special Education

Dr Stella Long secured Erasmus + KA107 funding to travel to The Ukraine in June. Stella represented the Department and was invited to speak with Faculty on two occasions about inclusive education in Ireland.

4.5 Department of Reflective Pedagogy and Early Childhood Studies

Dr Kathleen Horgan participated in an Erasmus+ mobility exchange to the Divine Word University, Papua New Guinea from June 12- 24, 2019 where she engaged in collaborative research and provided seminars to faculty and teachers. Dr Horgan has been invited to become an editor of the university's educational research journal.



Children in the Holy Spirit pre-school Madang

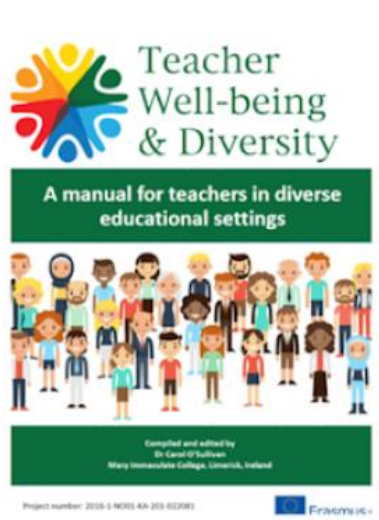


Madang Elementary School



Dr Kathleen Horgan working with Teachers and the Faculty of Education Management Team, Divine Word University, Papua New Guinea

Teacher Wellbeing and Diversity



The Erasmus+ project, *Teacher Well-being and Diversity* has recently reached completion. This 3- year project focused on Teacher well-being in contexts of cultural and language diversity. The website contains a manual for teachers along with other relevant material. The manual focuses on Early Childhood, Primary and Post-Primary Education. The LS&RE



Department partnered with four countries and five colleges including University of Limerick, OsloMet University, University College Copenhagen and the University of the Western Cape, Cape Town on this project. Special thanks goes to Carol O'Sullivan, Sandra Ryan and Lisha O'Sullivan.

<https://sites.google.com/view/teacherwellbeingdiversity/home>



LSRE Team taking part in a wellness workshop

4.6 Department of Learning, Society, Religious Education



The **STAIRS** (*Stakeholders Together Adapting Ideas to Readjust Local Systems to Promote Inclusive Education*) project was launched on 31 January 2019 and lasts for 3 years. The project focuses on the adaptation of good practices in the field of social inclusion across Europe and



on the adaptation process itself. The consortium consists of 7 partners, including MIC. We had our first kick-off meeting in Budapest on 7 & 8 March. Our second meeting will take place on 26 & 27 September in Varaždin County, Croatia. For further details on the project please refer to project website <https://stairs.tpf.hu/e>



Governing Board Report 2020#05 25.11.2020

RGSO Report

The Research & Graduate School provided support and advice to a number of research applications and current projects under the Erasmus+ Programme in the October - November 2020 period:

- o Dr Déirdre Ni Chróinín (Head of Department, AEPE), was successful in the application for Erasmus+ research funding for the project “Meaningfulness in Youth Sport”. The aim of this project is to promote equal opportunities in children’s and youth sport experiences through increased participation, and introducing “Meaningfulness” as a key concept in preventing dropout. MIC will coordinate this international project in with partners from four universities: Norwegian School of Sport Sciences, Goce Delcev University, University of Edinburgh and Brock University. It also involves four sport associations: Oola Ladies Gaelic Football club, Access Parkour, Bandy Sports Group, and Volleyball Club Stip UGD. The total funding awarded to the project is € 52,780.00, for an implementation period of 24 months.
- o As part of the implementation plan of the Erasmus+ STAIRS project, Dr Angela Canny (LSRE), with the assistance of the Research & Graduate School, hosted an international online Study Visit in MIC from the 2nd to the 5th of November 2020. The aim of this event was to disseminate and reflect on the best practices in the field of Social Inclusion Education in Ireland, including the Special Education Initiative; Limerick Primary Schools’ Literacy Initiative; Delivering Equality of Opportunity in Schools (DEIS); Transforming Education Through Dialogue (TED) Project; and Youthreach Programme. Over the course of the 4 days 40 participants from Ireland, Portugal, Croatia, Hungary, Czech Republic and Slovenia engaged in this shared learning experience. Further information is available [here](#).

Governing Body Report 2021#05 – 24.11.2021

Faculty of Education Report

ErasmusPlus STAIRS Project



Dr Angela Canny, Department of LSRE participated in a two-day hybrid meeting in Ljubljana in September for the ErasmusPlus STAIRS project. There was a fruitful discussion on the challenges and process of adapting and upscaling local, regional & national social inclusion initiatives to the European Policy level.