STAIRS MOOC - Book of Modules

Learn to do more - How to foster policy-related learning to achieve meaningful change towards inclusive education?

MODULE 6

STAIRS – STAKEHOLDERS TOGETHER ADAPTING IDEAS TO READJUST LOCAL SYSTEMS TO PROMOTE INCLUSIVE EDUCATION

Module 6: Adapting Good Practice and Change Management

Introduction

This module will provide opportunities for the learner to explore and investigate how educational initiatives in one country can be adapted (policy and/or practice) in another country and the process of change management that is required for successful implementation of initiatives that address social and educational exclusion and marginalisation. **Watch video:** https://www.youtube.com/watch?v=7wILrTlJdD4

This module will explore a potential structure for developing national adaption plans, taking into consideration the contextual circumstances of an individual country. In particular, the module will document the creation of national adaption plans and policy recommendations supporting the upscaling of these national adaption plans to develop broader European Adaption Plans. The European Adaption Guidelines will support the possible adaption of education initiatives at the European level by any interested country, region, or community. The national adaption plans will identify the key conditions required to develop and sustain collaborative approaches amongst key stakeholders that help reduce social exclusion. The module will also explore the process of managing change, particularly deciding what needs to be changed and why change needs to occur. It will also investigate the challenges underpinning the transformation of beliefs and mindsets and managing expectations, particularly when new initiatives etc. are being implemented at a multi-agency level. The change management toolkit will highlight/profile innovations in inclusive practices that can be successfully introduced in the adapting countries. The module will explore why change is important and the conditions necessary for, and challenges of, change management.

Syllabus

The module will investigate the main objectives and approaches to adaption of good practice, achievable outcomes, and measurement of same. It will also explore the resources required for adaption and the link between successful adaption and multi-agency engagement. It will provide a set of policy recommendations to enable initiatives to be upscaled to European level Adaption Guidelines. The European Adaption Guidelines will document the knowledge acquired and lessons learned throughout the cycle of the project, particularly in relation to adapting good practices based on the needs of countries. The module will explore the obstacles and risks for successful adaption at either national or European level. The second part of this module will interrogate how the development of a change management mindset is critical component of successfully

adapting initiatives. The module will introduce and explain the concept of Change Management at both a theoretical and practice level. It will introduce the learner to theories of change management, particularly the process of mindset change. The module will introduce the STAIRS Change Management Toolkit which is a collection of tools that the STAIRS partners have developed. The aim of the toolkit is to ensure that innovations of inclusive practice can be successfully adapted in adapting countries. The module will document the process of self-reflection and will take the learner through the adaption learning process through to the actual completion of learning diaries.

Learning Outcomes

On successful completion of this module, participants will be able to:

1. **Cognitive: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation**

   - Reflect critically on the rationale and key components of a National Adaption Plan.

   - Assess the impact of national adaption planning to support the effective adaption of good practice initiatives.

   - Understand the process of upscaling national adaption plans to European adaption guidelines.

   - Understand the theory and practice underpinning Change Management.

   - Reflect critically on how change management can contribute to and initiate transformative education for inclusion.

   - Evaluate the effectiveness of a Change Management Toolkit to initiate changing beliefs & values and practices towards social and educational exclusion and marginalisation.

2. **Affective: Attitude and Values**

   - Appreciate the importance of context (national, social and cultural) when adapting good practice initiatives from one country to another.

   - Value the process underpinning the creation of National Adaption Plans.

- Appreciate the need for change management (values, beliefs & practices) when addressing social exclusion and marginalisation.

- Empathise with the process of change & the challenges of implementing change at individual, institutional or multi-agency level.

Module Content and Lessons

There are five lessons in this module, and they will examine a variety of issues related to adapting good practice and change management and impact on the promotion of inclusion in education. To complete this module, you are required to:
- Listen to the introductory video for each lesson. This video will explain the key focus and main points of each lesson.

- Read the lesson explanation below.

- Listen to the selected videos which will be in sequence.

- Read the required readings which are included as links in each lesson.

- Complete the assessment

1   **Lesson One: Introduction to the Issues of Change in Education**

In this introductory module you will explore the concept of change, and the process of change in education.

Watch Introductory Video: https://youtu.be/zr-kzIqZQis

Implementing educational policies and new practices is **a process of change**, the success of which depends on the attention paid to a few, but relevant key factors. Viennet and Pont produced a report for the OECD in 2017, based on an extensive literature review, in which they call our attention to the following:

Education policy implementation is a complex, evolving process that involves many stakeholders and can result in failure if not well targeted. It is therefore crucial to understand it, clarify its determinants and explore ways in which it can be more transparent and effective. (Viennet & Pont, 2017, p.8)

Thus, the authors call our attention to the complexity of the process that mobilizes many people with diverse interests, which can compromise the success of the policy/change, if it is not well directed. Therefore, they emphasize the importance of the people involved understanding what is at stake, clarifying the determining factors, exploring ways that can make the process transparent and the change effective. The literature review they carried out allowed them to state that there is no single model for change in education, firstly because of the very nature of policy reforms, as well as the context in which they are implemented, and the actors involved.

(…) the literature review shows that a one-size-fits-all model of implementation is unfeasible given the political nature of reforms, the context, and the actors. However, this paper suggests that there is space and possibilities to develop more systematic approaches to implementation while allowing flexibility to adapt to local context. (Viennet & Pont, 2017, p.18)

Insofar as change in education is a complex process, under the influence of various factors of the context and the various actors involved, it imposes a multidirectional process of constant negotiations for its effective implementation, whether the change has been imposed from the top down, or the reverse. In either case, as Fullan (2015) had stated, Viennet and Pont (2017) emphasize the importance of the construction of meaning by those who will implement the change, based on the knowledge that these actors have, of their understanding of the change in cause, and what they think the course of action should be. Not least because change happens at various levels and, therefore, in various socio-economic, cultural, and political contexts. Hence, the results sought by the change process do not derive mechanically from the design of the policy.

Education policy implementation is depicted as a multidirectional process of constant negotiations (Datnow, 2002[77]) from the bottom up as well as from the top down. It involves a cognitive process of sense-making for the implementer, based on what she knows, what she understands of the policy, and what she believes the course of action should be (Tummers, 2012[78]). Implementation happens at multiple levels, and thus in multiple socioeconomic, cultural, political contexts. Therefore, implementation outcomes do not flow mechanically from policy design (McLaughlin, 2006[40]). (Viennet & Pont, 2017, p.25)

Based on these assumptions, the authors define "education policy implementation as a **purposeful** and **multidirectional change process** aiming to put a specific policy into practice and which may affect an **education system** on several levels." (Viennet & Pont, 2017, p.26)

The diagram below represents the development framework for this lesson and is intended to convey the idea that a process of change in education requires consideration and integrative articulation of various parts of a system. Thus, the first task has as general objective to lead the learner to think about education issues in a systemic way and to identify the key factors of change in education, from a comprehensive point of view, among which the context and the actors or agents of change stand out.

Tasks two and three focus on the context, that is, on the locus where the change must take place and, in fact, where everything is decided, and the change takes effect. For this purpose, we are based on a literature review on change promoting equity in education, where aspects of context and adaptation (transfer of ideas and practices) are exhaustively identified.

Finally, in task four, the focus is placed on change in education for improvement, which requires innovation and, therefore, the mobilization of knowledge. Thus, we conclude the development of the topic by analyzing the knowledge transfer process and its determinants.
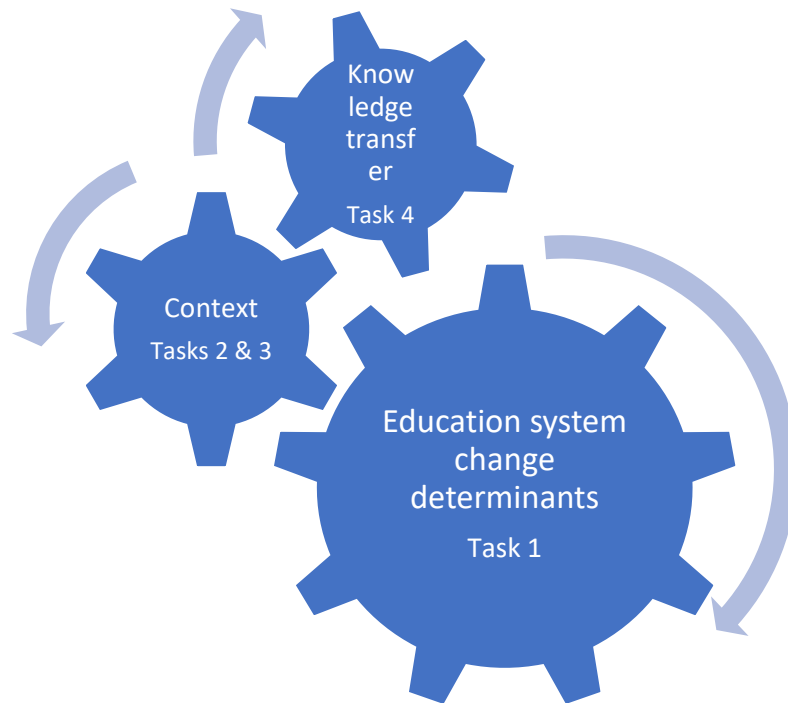
Figure: Structure of Lesson One
Source: the author of module 6

Assessment – Lesson One

Task 1. Education system change determinants – key factors.

With the completion of this task the learner will**:**
- have gained awareness of the difficulties in replicating educational policies in different systems (1.1 and 1.2)
- know the key factors in the implementation of educational policies/change in education (1.3)

- relate the key factors of change in education to the fact that change occurs within a system (1.4)

1.1.   *Read or listen thoroughly* "Why the U.S. can't replicate Finland's educational success." In https://bigthink.com/the-present/finland-education-system/

At the end of your reading, identify the reasons "why the U.S. can't replicate Finland's educational success" and take note of them, because you are going to use your understanding of this text to answer the questions ahead.

1.2.   *In the discussion forum* relate the reasons preventing the replication of Finland's educational success in the USA with Viennet and Pont (2017) model for educational policy implementation/change process in education, stressing the fact of being two different systems at stake.

1.3.   Complementary activity

To complement your understanding and deepen your knowledge on the subject addressed in this task, do read thoroughly Viennet, R. and B. Pont (2017), "Education policy implementation: A literature review and proposed framework", *OECD Education Working Papers*, No. 162, OECD Publishing, Paris, https://doi.org/10.1787/fc467a64-en. In https://www.oecd-ilibrary.org/education/education-policy-implementation_fc467a64-en

Task 2. From global to local – the hardness of the process

With the completion of this task student must
- recall the slowness with which the fairest and most beneficial educational policies are implemented in certain places (2.1 and 2.2)
- recognise the inadequacy of the reach of elementary education in specific locations around the globe (2.1 and 2.2)

2.1 *Read the following text and watch the videos*

The challenges that education policies and practices must respond to nowadays are not just faced by a teacher, a school, or a particular country. On the contrary, these challenges are global, they are being faced by humanity. As stated by António Guterres, United Nations Genal-Secretary in https://www.youtube.com/watch?v=3_EA7KMlro0&t=25s (please do watch the video before continuing).

However, global purposes are materialized locally through individual, collective and collaborative actions in specific contexts and at a particular time, as you can realize by watching this video https://www.youtube.com/watch?v=kCtv2fcGa4s&t=42s (please do watch the video before continuing).

In 2000, the millennium development goals were set by UNESCO, including the goal of having all children of school age in school by 2015. However, when the United Nations assessed the results achieved till that year, an improvement below the expected level was identified. Thus, it was still necessary to re-include the improvement of education, in the goals of sustainable development set in the *2030 Agenda for Sustainable Development*.

Furthermore, the issue is so pressing today that it was not possible to wait until 2030, the deadline for the new agenda, to assess the results. In November 2021, UNESCO published a new report *Reimagining our futures together: A new social contract for education*. There one reads

We face a dual challenge of making good on the unfulfilled promise to ensure the right to quality education for every child, youth and adult and fully realizing the transformational potential of education as a route for sustainable collective futures. To do this, we need a new social contract for education that can repair injustices while transforming the future. This new social contract must be grounded in human rights and based on principles of non-discrimination, social justice, respect for life, human dignity, and cultural diversity. It must encompass an ethic of care, reciprocity, and solidarity. It must strengthen education as a public endeavour and a common good. (UNESCO, 2021, p. iii)

2.2. Complementary activity

To complement your understanding and deepen your knowledge on the subject addressed in this task, do read thoroughly UNESCO (2021), *Reimagining our futures together: A new social contract for education*, Paris. In https://unesdoc.unesco.org/ark:/48223/pf0000379707

Task 3. The process of change in education – adapting to the context

With the completion of this task the student must
- know the contextual factors that influence the process of change in education for the promotion of equity (3.1 and 3.2)
- value the adaptation of ideas and practices to the context in the process of change for the promotion of equity (3.3 and 3.4)

3.1.   Read the following texts and answer the questions below them:

According to Viennet and Pont (2017),
Implementation entails an education policy being at least partially defined before it is carried out, but **the process of implementing** contributes itself to shaping the policy as perceived by the public. Therefore, **understanding the context**, the policy design itself and the human dimension of education policy is so important when designing and carrying out the implementation strategy. (Viennet & Pont, 2017, p.41).

As in Module 1 policy change was already addressed, we are now to focus on **context** mainly, where the change process indeed occurs by means of effective educational practices. Let us consider some extracts of Reimer et al. (2012) article on this regard. Please do read thoroughly the following extracts:

(1) "(…) We [Reimer et al. (2012)] argue that effective innovation to educate all children requires not innovation and creativity unburdened by the careful understanding of the facts [but contextualized transfer of innovative ideas] (…)

Contextualized transfer is the process of adapting practices that have demonstrated effectiveness in one context to another while examining the way in which various policy interventions relate to policy outcomes across national contexts, analyzing the dependency of those relationships on characteristics of the context, and determining how differences among these contexts might limit the transferability of policy effects. At the core of this concept of contextualized transfer is an understanding of **quality education as the product of a system**, rather than the product of a single policy intervention, where context is a core element of this system.

To be useful, transfer of ideas and practices about "what works" need to stimulate educational innovation in the context into which such ideas are "imported"; to do this well, the transfer of ideas about "what works" in one context needs to be not just about which practices have proven to be effective in certain contexts to achieve particular education objectives, but also why they have been effective in that context, as well as what adaptations are necessary in order to be able to obtain similar results, given differences in context. The mere transfer of practices that have worked in one context to another, without the additional analysis just described will, often, lead not to sustainable innovation, but to disappointing results and to implementation failures." (Reimers et al. 2012, p.316-317)

(2) "To close equity gaps in education, we need to know what those gaps are, what causes them, and what could work in closing them. To know this in any given context, we need to take stock of what is known, carry out specific research, and transfer knowledge and best practices from other contexts. There are four broad areas in which further knowledge is essential to inform action in expanding educational opportunity.

First, we need to know how educational institutions relate to other social institutions. This includes understanding how a society and various groups within the society value education, and what the continuities and discontinuities are between how schools conduct their work and the values, expectations, and norms of families and communities. Understanding educational institutions also includes knowing what broad purposes they serve, in addition to the stated purpose of educating children. For example, in some societies, public education systems are used to reward political loyalty and support political parties or groups. In some societies, educational institutions are one of the mechanisms through which various forms of segregation are practiced along socioeconomic, political, ethnic, racial, or religious divides. In some societies, different forms of bribes and gifts are extracted from students and parents for access to the best schools or teachers, or to obtain special attention from teachers. Knowledge about the pervasiveness of these practices and their consequences in sorting different students into different education streams is very important if we are to understand how educational institutions relate to other institutions and cultures. It is essential to know what different groups in the society expect of schools and how satisfied they are with the way in which schools' function at present.

Second, we also need to know how educational institutions function and what is learned in them. Who teaches, in what way, with what technology, with what pedagogy, with what governance, as well as what is taught, to which students, at what cost, and who pays. We also need to know how effective schools are at developing cognitive, social, and emotional competencies; what learning environments are like; and how students are treated by their peers, by teachers, and by others in the school. Other relevant considerations include how children engage with schools and the process of school learning, and how school learning fits with other aspects of students' lives.

Third, attention to quality of education requires a focus on the intended purposes of instruction, as well as on the processes that help teachers achieve those purposes. Thus, the concern with educational opportunity in middle- and low-income countries should go much further than the current emphasis on access and completion of a basic education. It should focus as well on how teachers can help students develop capabilities that expand their options in life. To achieve this, we need knowledge to support instructional improvement, including the instructional core-the dally interactions among students, teachers, curriculum, and instructional resources. Additional dimensions of instructional improvement are time, consistency, and alignment. It takes time to learn and to teach, and in general the more engaged learning time students and teachers have available, the more students will learn. It is also important that consistency be maintained in instructional quality throughout the learning trajectories of students. It is not much help to have a great teacher in one subject only in one year of one's life. Curriculum, instruction, resources, and assessment should be aligned within and across grades, so that students' educational experiences are coherent, cumulative, and synergistic. Fourth, based on a good understanding of the relationship of educational institutions to their social context and of their functioning and effectiveness, we need to know the impact of interventions deliberately designed to improve the effectiveness of schools. The goal of this form of evaluation should be more than establishing programme impact; it should be to contribute to the development of programme theory. To do this, evaluations need to examine the process, the actual mechanism through which certain interventions produce results.

Finally, we need knowledge about the process of change itself, and about the role of leadership and professional development in initiating and sustaining change. The purpose of educational leadership is to support efforts at the school level that bring high-quality teachers to schools; that provide them with excellent preparation at the beginning of and throughout their careers; that guide their work with relevant, authentic, high-quality, and intellectually challenging and engaging purposes and curriculum; and that support extended engaged learning time, with consistency and alignment. We need more knowledge about how to select, prepare, and sustain such leadership, especially in low-income countries." (Reimers et al. 2012, p.319-320)

(3) "Contextualized transfer of knowledge about policies and practices to close equity gaps is a five-step process that involves (1) a clear identification of needs translated into a tractable problem, (2) a thorough analysis of the context in which the problem exists, (3) taking stock of existing research on the determinants of the problem at hand and on the best practices to address it in other contexts, (4) an analysis of the gaps between the extant research and the context, and (5) the design of innovation or transfer of practices to close the gap. This basic five-step framework can extend into an additional step, if resources and time permit it – the evaluation of a pilot of the innovation based on transfer in the importing context." (Reimers et al. 2012, p.322-323)

Now that you have read the extracts above, answer the following questions:
Self-check your understanding of Reimers et al. (2012) model by accomplish the three assignments below. You must try all of them as many times as necessary to achieve at least 60% in each one.

Considering Reimers et al. (2012) model, what's failing in adapting educational measures to locally promote equity? Do illustrate your answer with examples from your own context.
- Why is context so relevant? Provide insights from your own personal e professional experience.
- Deliver your answers in a presentation format (PowerPoint/Prezi presentation or a short video)

3.2. Complementary activity
To complement your understanding and deepen your knowledge on the subject addressed in this task, do read thoroughly Reimers, F.; Cooc, N. and Hashmi, J. (2012). Adapting Innovations Across Borders to Close Equity Gaps in Education. In Jody Heymann and Adele Cassola (eds) *Lessons in Educational Equality. Successful Approaches to Intractable Problems Around the World.* Oxford University Press. Retrieved January 9, 2022, https://www.researchgate.net/publication/287073056

Task 4. Innovation in the process of change to promote equity in education – the knowledge transfer process

With the completion of this task the student must
- know the determinants of knowledge transfer (4.1 and 4.2)
- value the role of different actors involved in the process of knowledge transfer (4.1 and 4.2)

Read the following text

It is assumed that you are now aware that change in education is a complex process, inscribed in a specific context and carried out by people with diverse interests, values, beliefs and knowledge that condition the realisation of change, often understood as innovation. This almost always results from **knowledge transfer**. And it is to this **knowledge transfer process** that we will now turn our attention. In the literature review that Becheikh et al. (2010) carried out on knowledge transfer in education, there were identified three main categories of determinants in the process of knowledge transfer: 1) the determinants related to the transferred knowledge attributes, 2) those related to the characteristics of actors involved in the knowledge transfer process (i.e., researchers, linkage agents and practitioners), and 3) the determinants related to the transfer mechanisms. In the end, the authors conclude that

"Knowledge transfer is critical to improve policies and practices in education. Our findings suggest that linkage agents are central actors in the knowledge transfer process. The knowledge to be transferred in the education field is diversified. It includes pedagogic programmes and reforms as well as factual, interpersonal, and conceptual knowledge. In many cases, the complexity of the knowledge produced by researchers could make it difficult for practitioners to understand and adopt it. Hence, the intervention of linkage agents becomes essential to adapt the knowledge produced by researchers and to make it easier for practitioners to adopt and use it. Along with the major role played by linkage agents, the effectiveness of knowledge transfer in education also depends on other factors. Our findings suggest that, in education, the determinants of knowledge transfer could break down into three major categories, namely: 1) determinants related to transferred-knowledge attributes, 2) those related to the actors involved in the process (i.e., researchers, linkage agents and practitioners), and 3) determinants related to transfer mechanisms. Determinants are intervening variables in the sense that the presence of each one of them could increase the effectiveness and/or the efficiency of the knowledge transfer process. Thus, managers and policymakers could use these determinants as levers to improve their knowledge transfer strategies and practices. The determinants related to the transferred-knowledge attributes suggest that linkage agents should ensure that the knowledge to be transferred to practitioners is intellectually and physically accessible to them. This knowledge must be applicable and easily adaptable to the practitioners' specific context. The actors' related determinants suggest that, when interacting with researchers, linkage agents must choose, as much as possible, those who make every endeavor to adapt, contextualize and disseminate their research results. They should also choose those researchers who maintain sustainable interactions with the practice sphere. In addition, linkage agents have to interact more with researchers coming from research organisations that possess good experience and encourage and promote knowledge

transfer activities. In addition, to improve knowledge transfer in education, linkage agents must allow the necessary time for their transfer activities. They also must regularly attend academic and training programmes to update their competencies and maintain cognitive abilities allowing them to follow, understand and utilize the knowledge coming from research. Another important issue for linkage agents is to maintain regular and repetitive interactions with practitioners, and to create communication and exchange opportunities between researchers and practitioners. On the organisational side, knowledge transfer organisations must be able to identify research results from multiple sources (universities, colleges, research centres, etc.), and promote a culture of information-sharing and exchange inside their organisation, as well as with researchers and practitioners. They also must provide the necessary resources and to set up policies that encourage and promote knowledge transfer activities. To improve the knowledge transfer process, linkage agents also have to use a language that is simple and common to practitioners when adapting research results. Their adaptation efforts should lead to information presented in a synthesized, attractive, and comprehensible way. Moreover, linkage agents should encourage interactions between practitioners. They should also promote a culture of critical thinking, questioning, and debating within the practice sphere. In addition, linkage agents have to explain to practitioners the potential impacts of reforms and changes and create opportunities to test the proposed changes in situ before generalizing them on a larger scale. It's also important to use multiple mechanisms when communicating and transferring knowledge with researchers and practitioners. These mechanisms could be simply informative (e.g., reports, scientific papers, web sites, etc.) or designed to foster interaction between actors (e.g., oral presentations, conferences, workshops, training sessions, seminars, etc.). Finally, it's worth noticing that our results are based on the best available knowledge on knowledge transfer in education. However, it should be recognise that in practice, each agency, each organisation and each establishment is specific and particular. That is why the authors propose to consider our results as avenues to improve knowledge transfer in education and to be conscious that they could and should be enriched according to the specific context of users." (Becheikh et al. 2010, p. 15-16)

Complementary activity
To complement your understanding and deepen your knowledge on the subject addressed in this task, read Becheikh, Nizar & Ziam, Saliha & Idrissi Fakhreddine, Moulay & Castonguay, Yan & Landry, Réjean. (2010). How to improve knowledge transfer strategies and practices in education? Answers from a systematic literature review. *Research in Higher Education Journal*. 7. In https://www.researchgate.net/publication/284489891_How_to_improve_knowledge_transfer_strategies_and_practices_in_education_Answers_from_a_systematic_literature_review

| 2 | **Lesson Two: National Adaptation Plans (NAP): rationale, key components, and reach** |

In this lesson, national adaption plans will be discussed, particularly the rationale, key components, and their reach. Firstly, watch the introductory video: https://youtu.be/UoI8BjWWIBg

National Adaptation Plans are part of the working documents produced along the development of the STAIRS project. This project was implemented in 2019-2022 as part of the Erasmus+ KA3 Support for Policy Reforms framework, can be understood as one of the activities contributing to greater social inclusion in and through education in Europe. It builds on the demanding process of identifying, sharing, and adapting good practices in the field. In cooperation with two so defined sharing countries (Ireland and Portugal) and four learning countries (Croatia, Czech Republic, Hungary, and Slovenia), as well as the leadership of the Tempus Public Foundation in Budapest, the STAIRS consortium has developed a methodology for policy learning aimed at strengthening social inclusion in the field of education in the EU.

The main goal of the STAIRS project is the adaptation of good practices currently in place in the two sharing EU countries in the field of social inclusion in the learning EU countries and the examination of the adaptation process itself. One of the essential aims was to select good practice initiatives that displayed effective multiagency partnerships to address a particular community or need. For that purpose, a set of activities were developed and documents produced to support them, such as good practices case studies by the sharing countries and country reports learning partners, after which the learning activities were developed, standing out the preparation for the study visits to Ireland and Portugal, having been carried out these study visits, it was followed the identification of the new knowledge acquired, as well as that which could eventually be adapted to each national context of the learning partners. It was in that phase of the process that the National Adaptation Plans (NAP) set up. Thus, NAPs represent plans for adaptation policies and practices based on the lessons learned from the learning events.

For the learner to get to know National Adaptation Plans rationale, key components, and reach, three different tasks must be accomplished by them, throughout the development of lesson two as the diagram below shows.
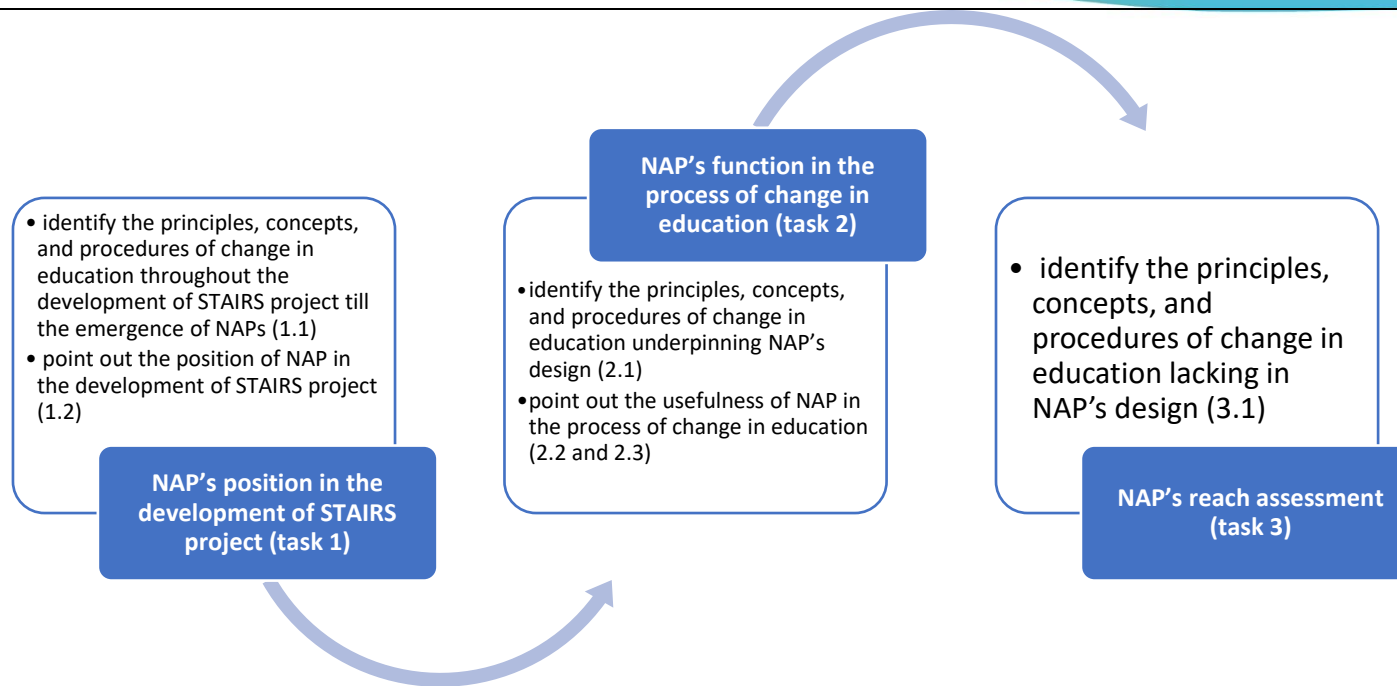
Figure: Structure of Lesson Two
Source: the author of module 6

The boxes contain:

- NAP's function in the process of change in education (task 2)
  - identify the principles, concepts, and procedures of change in education underpinning NAP's design (2.1)
  - point out the usefulness of NAP in the process of change in education (2.2 and 2.3)

- identify the principles, concepts, and procedures of change in education throughout the development of STAIRS project till the emergence of NAPs (1.1)
- point out the position of NAP in the development of STAIRS project (1.2)
  - NAP's position in the development of STAIRS project (task 1)

- identify the principles, concepts, and procedures of change in education lacking in NAP's design (3.1)
  - NAP's reach assessment (task 3)

Assessment - Lesson Two

<u>**Task 1**</u>. NAP's position in the development of STAIRS project

With the completion of this task the student must
- identify the principles, concepts, and procedures of change in education throughout the development of STAIRS project till the emergence of NAPs (1.1)

- point out the position of NAP in the development of STAIRS project (1.2)

The development of the STAIRS project that preceded NAPs is summarized in the text below. Read and identify which principles, concepts, and procedures of change in education provided in Lesson One are underpinning it.

Development of the STAIRS project before NAP

The main goal of the STAIRS project is the adaptation of good practices currently in place in the two sharing EU countries in the field of social inclusion in the learning EU countries and the examination of the adaptation process itself. One of the essential aims was to select good practice initiatives that displayed effective multiagency partnerships to address a particular community or need. To provide context for the methodology of policy learning, we provide a short overview of the project process. STAIRS can be summarized in three phases, which includes eleven steps.

Phase	Aim	Step
Research and analyses	Desk research it was conducted to define learning needs in the national context of learning countries and to establish good practice case studies for the policy learning process. This aspect of the project also included the development of a Good Practice Grid, which outlined the key criteria underpinning good practice initiatives, especially initiatives that involved a multiagency response. An analysis of the good practices was made by the learning countries to preliminary determine what good practices could potentially answer, and best fit the defined learning needs.	1) Identifying national challenges 2) Development of the Good Practice Grid 3) Identifying good practice case studies from sharing partners 4) Identifying good practice initiative based multiagency cooperation
Mutual learning	Learning event(s) (e.g., study visits) are organized to share and learn from the identified good practice initiatives. Exchanges of practical knowledge, discussions, and networking amongst stakeholders is at the forefront (at both the learning event and afterwards in an online forum	5) Preparing for study visits 6) Planning study visits

		format) to gather vital information and key insights for implementing lessons learned in the national context. One of the key aspects was the development and completion of the country learning diaries.	7) Implementing study visits 8) Development of Learning diaries and self-evaluation questionnaires	
	Exploitation	National teams develop proposals and/or recommendations for the implementation of the lessons learned in their national context. In accordance with the policy learning process, key insights from all national teams are combined to exploit lessons learned further at the European level.	9) Summarizing lessons learnt 10) Planning the adaptation of good practices 11) Providing guidelines for other nations, communities, etc.	

There is no sense in looking for good practices and solutions, if there is no identified problem at all. The identification of the challenges and learning needs is therefore the first and crucial step in learning lessons from other countries. Evidence-based approach should be applied, utilizing existing and new original research findings in the field. In the era of measurement, various data at the EU and international level are also available in the field of social inclusion (e.g., EU Education and Training Monitor, UNESCO Global Education Monitoring Report, European Agency for Special Needs, and Inclusive Education data etc.). The international (quantitative) comparative insight in combination with proper (qualitative) contextualization of the national context can signalize the national challenges in the field. This can be further supported by existing national research.

Identifying key actors and indicating their assessment of the current situation is important as well. As dissatisfaction with the current situation can foster the introduction of novelties and changes, while satisfaction with the current situation can present a resistance to them.

The assessment of the current situation in the field and identification of the problems and challenges should be appropriately summarized in terms of learning needs. For such purpose, the Country Report template can be used to identify learning needs of countries and key actors involved.

On identifying national challenges, it is recommended:

- To be based on measurable data and evidence-based practice.
- Those to be prepared by a national team with in-depth knowledge of the national educational system and initiatives.
- That those members of the team be from different institutions and levels within institutions (e.g., systemic level, practitioner level) to provide various perspectives. It is particularly important to obtain insight and advise from personnel working 'on the ground' (practitioners etc.)
- That substantial time be allocated to the preparation of a Country Report as it serves as a base for all subsequent activities. It also provides an important background document that can be used to select and evaluate potential good practice initiatives.

Thus, the STAIRS project consortium developed a template for preparing Country Reports to provide an overview of a country's learning needs. The template consists of six chapters and is to be filled by experts in the field. The basic rules for preparing a Country Report are as follows:
- Introduce key data
- Focus on key issues regarding equity and inclusive education
- Focus on proven good practices on the policy level; briefly introduce recommended interventions and measures of your country
- Raise your own questions and identify learning needs from a national perspective

Main chapters of the country report are:
1. Education in the partner country (Structure of education)
2. National context and current research: key issues regarding social inclusion
3. Terminology: integration, inclusion, social inclusion, special needs, equity vs. equality, etc.
4. Identifying key local stakeholders: institutions and professionals
5. Critical analysis of national indicators regarding social inclusions
6. Recommendations: local focus
7. Appendix – Statistics

(STAIRS, European Adaptation Guidelines)

Task 2. NAP's function in the process of change in education
With the completion of this task the learner must
- identify the principles, concepts, and procedures of change in education underpinning NAP's design (2.1)
- point out the usefulness of NAP in the process of change in education (2.2 and 2.3)

The development of the National Adaptation Plan requires the input of all national team members involved in the study visits. Critical thinking, effective communication among stakeholders and exchanging different perspectives is crucial when formulating the NAP. This is needed because of demanding adaptation of the good practices to the particularities of the respective national context. The NAP template aims to aid this process by structuring the planning and writing of the national adaptation plan. So, now

Check the accuracy of your reply, accomplishing the assignment below.

Task 3. NAP's reach assessment
With the completion of this task, the learner must
- identify the principles, concepts, and procedures of change in education that are lacking in NAP's design (3.1)

Point out the procedures to implement change in education that are lacking in NAP

Task 4. Complementary activity
Go back to lesson one and revise its content by focusing on what you have realised throughout lesson two.

3	## Lesson Three: Change Management Toolkit: Theory and Practice

As an introduction to this topic, watch this video https://www.youtube.com/watch?v=Un26C5MG1y8&t=67s and analyse the diagram below. Note that "la raison d'être" of this topic is following a path from theory to practice that consists mainly in building meaning and not just being acquainted with some tools and their usefulness. |
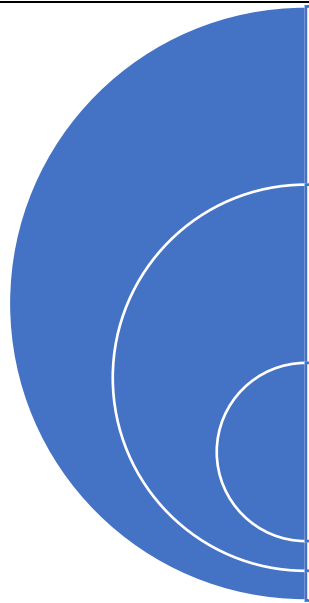
Task 3. Change Management Tools	• get to know the tools of Change Management Toolkit (3.1) • point out the usefulness of each tool (3.2)	
Task 2. Change Management Toolkit conceptualization	• get to know key concepts of STAIRS' CMT (2.1) • recognise that change management in education is carrying for people (2.2)	
Task 1. From theory to practice – policy meaning	• get to know key components of agency in education change (1.1) • identify the meaning of a policy in action and a shared vision in the voices of several actors (1.2)	

Assessment - Lesson Three

Task 1. From theory to practice – policy meaning
- With the completion of this task, the learner must
- get to know key components of agency on education change
- identify the meaning of a policy in action and a shared vision in the voices of several actors

"School change scholars suggest that unless teachers, school leaders and other actors in education understand and share the policy meaning, it is unlikely to get implemented (Fullan, 2015, quoted from Viennet and Pont, 2017, p.12). Watch Michael Fullan interview https://www.youtube.com/watch?v=j5LNxpjpgyI attentively and take notes on what he says about: "coalition", "agency on education change", "top-down and bottom-up" strengths driving change, and the role of "technology" among education change "drivers" as the speaker stress them.

Task 2. Change Management Toolkit (CMT) conceptualization

With the completion of this task the student must
- get to know key concepts of STAIRS CMT
- recognise change management in education is carrying for people

Viennet and Pont (2017) state "Studying education policy implementation is therefore closely linked with understanding what determines education systems' ability and actors' willingness to engage and change. (…) these change processes take place in education systems that are increasingly complex and require more elaborate strategies than the traditional top-down policy making." (Viennet and Pont, 2017, p.12)

Watch the presentation on: Change Management Toolkit conceptualisation https://youtu.be/3Y4SyYvj9fk

Task 3. Change Management Tools
- With the completion of this task the student must
- get to know the tools of Change Management Toolkit
- point out the usefulness of each tool

Watch the presentation of Change Management Tools https://youtu.be/9In7RxGsObE

Read the document "Change Management Tools". "This is a set of tools that are considered useful to carry out the change foreseen in the NAPs. These tools were selected considering who the recommendations in the NAPs are addressed to …"
Now that you are acquainted with the Tools provided in the Change Management Toolkit, choose one of the tools and carry out a SWOT analysis of it, using the diagram below.

	POSITIVES TO BE EXPLOITED	NEGATIVES TO BE MINIMIZED
INTERNAL TO ORG	Strengths 👍	Weaknesses 👎
EXTERNAL TO ORG	Opportunities 💎	Threats 🗡

Adapted from https://getlucidity.com/strategy-resources/ultimate-guide-to-swot-analysis/

Task 4. Complementary activity

Consider the two case studies below
1. Santo Antonio School Cluster case study in http://eslplus.eu/a-school-for-everyone
2. Jose Saramago School Cluster case study in http://eslplus.eu/inclusion-practices-in-a-rural-environment-the-case-of-jose-saramago-cluster-of-schools-an-educational-territory-of-priority-intervention
3. Choose one of them, analyse it in respect to the following dimensions: (i) identification of the objectives of the cases; (ii) identification of the critical aspects of the cases, (iii) characterization of the case studies (descriptive, exploratory or explanatory) and justify; (iv) identification of results.
4. Submit your work.

Lesson Four: Upscaling from National to European – European Adaption Guidelines

How is it possible to upscale from national to European level the process of education policies/good practices adaption? On envisaging adopting good practices from one country to another, we realize that context, meaning and local people's agency at all levels of the educational system are of paramount importance and must be considered. Can those aspects be identified at the European level? Is there a European context, meaning and specific people's agency to be identified, categorized, and addressed? Or does the methodology of the STAIRS project make those conditions evident, and the upscaling process consists precisely in STAIRS' project development methodology? To what extent a benchmarking process, for foreseeing standardization and uniformization, is incompatible with contextualization, attributed meaning, and particular people's agency?

On the other hand, how does it match with Balibar's view that the identity/universality of Europe is "translation"? For instance, Balibar claims that English cannot be the language of Europe because it is both much more and much less than that. Instead, he suggests that this role is to be taken up by translation for which education would be very important. That was the methodology of STAIRS "translate", while producing the "country reports", "learning diaries" and "national adaptation plans", etc. Moreover, Bonaventura de Sousa Santos argues that "the work of translation becomes crucial to define, in each concrete and historical moment or context, which constellations of non-hegemonic practices carry more counter-hegemonic potential" (Dols and Calafat, 2020, p. 93). That is presupposed in STAIRS till this moment. So, in the process of up-scaling, it is relevant to respect the "equivalent" even "different".

Assessment - Lesson Four

Note: before going to tasks watch this presentation https://youtu.be/kFw8hiRfpiw

Task 1: *Critical assessment of the STAIRS policy learning process:* Imagine yourself being a project manager developing a project that consists of learning from good practices from other countries. Carefully read through the European Adaptation Guidelines document and for each chapter of the document write 2-3 sentences explaining, what do you see as the main advantage of each step in the process, what are potential barriers to its successful implementation, and what would you do differently when implementing a similar project.

Task 2: Write around 400 to 600 words. Carefully consider each step. Once finished upload it to the forum, compare and discuss it with other participants of the MOOC.

Task 3: Creating recommendations for the EU based on European Adaptation Guidelines

In the STAIRS National Adaptation Plans learning countries summarized their national lessons learned that can be adapted as considerations to the European level. Find their lessons learned below. Your task is to try and find common themes in these lessons and group them together to try to find commonalities that can be provided as considerations for the EU level. For example, both Slovenia and Hungary stated the importance of having an accepting attitude towards social inclusion.

Compare your result with considerations prepared in the STAIRS consortium (bottom of the page).

Recommendations from Slovenia:
- Strengthen sensitivity to social inclusion in education at the European level and develop guidelines for the education of diverse risk groups.
- Highlight which knowledge, skills, and competencies are helpful to students from high-risk groups to overcome social exclusion.
- Develop a set of core competencies that teachers and other educational professionals need to possess when working with at-risk groups.
- Continue efforts of networking and sharing of good practices of member states on a systemic level and practical level.

Recommendations from Croatia:
- Laws and regulations, politics, and procedures: Systematize, harmonize, systematically set and implement legislation and regulations, recommendations, politics and procedures related to inclusive education which are consistent, coherent, involve all informed stakeholders, it is tracked, and its results are measured for the purpose of enhancement.
- Educational system: Ensure an educational system that is flexible, adapted to the needs of all participants, "user friendly" and self-improving.
- Human resources: Build and support a strong and effective community / network of professionals (and institutions) that enable inclusive education.
- Education of SE professionals: Ensure education which provides more SE professionals equipped with competencies for work on inclusive education and strengthens the position of the profession in the society / public.
- Support: Ensure stable, continuous, and effective support for inclusive education.
- Quality assurance: Build a strong quality assurance system to maintain and constantly improve quality and effectiveness of inclusive education.

Recommendations from Czech Republic:
- with inclusive education in accordance with valid Czech and European legislation,
- the setting up of the education system, including both formal and non-formal education, lifelong learning, the permeability of

the education system, permeability to the labour market,
- ensuring the social integration of children, pupils and adults into society and increasing their employability on the labour market.

Recommendations from Hungary:
- Combining a top-down and bottom-up approach in development.
- Ensuring autonomy and flexibility at local level with a well-designed, monitored and supported common professional framework.
- Ensuring an important role for the meso level (local education administrations, professional networks, and regional development centres) in the implementation process in order to effectively translate the concepts into daily practice.
- Involvement of all stakeholders in the planning and implementation of development programmes, in the feedback of experiences (reflection).

5

Lesson Five: Summary

The module investigated the resources required for adaption and the link between successful adaption and multi-agency engagement. It provided a set of policy recommendations to enable initiatives to be upscaled to European level Adaption Guidelines. The European Adaption Guidelines documented the knowledge acquired and lessons learned throughout the cycle of the project, particularly in relation to adapting good practices based on the needs of countries. The module explored the obstacles and risks for successful adaption at either national or European level. The module also interrogated how the development of a change management mindset is critical component of successfully adapting initiatives.

Assessment of Module

Write an essay reflecting upon the main learnings obtained along with the development of the module.

Module Study Resources

Lesson One

- Becheikh, Nizar & Ziam, Saliha & Idrissi Fakhreddine, Moulay & Castonguay, Yan & Landry, Réjean. (2010). How to improve knowledge transfer strategies and practices in education? Answers from a systematic literature review. *Research in Higher Education Journal*. 7. In https://www.researchgate.net/publication/284489891_How_to_improve_knowledge_transfer_strategies_and_practices_in_education_Answers_from_a_systematic_literature_review
- Viennet, R. and B. Pont (2017), "Education policy implementation: A literature review and proposed framework", *OECD Education Working Papers*, No. 162, OECD Publishing, Paris, https://doi.org/10.1787/fc467a64-en. In https://www.oecd-ilibrary.org/education/education-policy-implementation_fc467a64-en

Lesson Two

- UNESCO (2015). 2030 Agenda for Sustainable Development. In https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E; a short presentation: https://www.youtube.com/watch?v=0XTBYMfZyrM&t=21s
- UNESCO (2021). Reimagining our futures together: A new social contract for education. In https://unesdoc.unesco.org/ark:/48223/pf0000379707
- Reimers, F.; Cooc, N. and Hashmi, J. (2012). Adapting Innovations Across Borders to Close Equity Gaps in Education. In Jody Heymann and Adele Cassola (eds) *Lessons in Educational Equality. Successful Approaches to Intractable Problems Around the World.* Oxford University Press. Retrieved January 9, 2022, https://www.researchgate.net/publication/287073056

Lesson Three

- Bates, P. (2021). *How to build a communications plan for a hybrid workp*lace. In www.poppulo.com

- Berkeley University of California (s/d). Change Management Toolkit. In https://hr.berkeley.edu/sites/default/files/change_management_toolkit.pdf Retrieved on April 12, 2021.

- Bridges, W. (2004). Managing Transitions. Cambridge, MA: Da Capo Press.