



NATIONAL ADAPTATION PLANS Concept Paper

How can National Adaptation Plans support the adaptation procedure?

The National Adaptation Plans Concept Paper (NAP Concept Paper) provides a structure for developing national adaptation plans in different national and contextual circumstances of learning countries in STAIRS (Hungary, Czechia, Slovenia, Croatia). It is intended to facilitate the adaptation process in learning countries based on the observation of good practices on the topic of social inclusion in sharing countries (Ireland and Portugal). Although the concept paper and corresponding template are primarily intended to be used by the learning countries, as intended in WP5, they can also be a useful resource for sharing countries to gather their thoughts, ideas and lessons learned during the sharing and discussion of good practices.

The National Adaptation Plans Concept Paper provides a clear overview and understanding of the sections to be included in the adaptation process and creating the adaptation plans. The concept paper is intended to be used together with the National Adaptation Plans Template (NAP Template) in order for each participating learning country to form their National Adaptation Plans. The NAP Template provides headings/subheadings for the sections presented and discussed in the NAP Concept Paper.

As the forming of a national adaptation plan is the result of an on-going learning process in the STAIRS project, this view is therefore reflected in the concept paper presented below. Thus, the paper does not only cover the formulation of the adaptation plans, but also includes the tasks facilitating the learning and adaptation process (e.g. a summary of learning needs which are already published in the individual Country Reports; a short summary of the good practice examples best fitting the national learning needs).

In the STAIRS consortium we have used two main tools during the online study visits: the *Learning Diary* and *Self-Reflection Questionnaire*. It is recommended to frequently consult these two documents when preparing the national adaptation plans. Moreover, the following documents created within the STAIRS project will provide support as well: *Country Report*, *Methodology for Preparing the Study Visits and the Adaptation*, *STAIRS GRID* and *National Summary of STAIRS Study Visits*.

The National Adaptation Plans Concept Paper is structured around 4 main points and these four points represent the individual chapters of the national adaptation plan. The chapters to be included are the following:

1. Summary of the country local focus as evident in the Country Report
2. Study visits summary
3. National Adaptation Plan
4. National Adaptation Plan as an introduction to developing the European Guidelines

In addition, an Appendix section is to be added at the end as a means of sharing and upscaling the main resources from the STAIRS project within the national adaptation plans.

Therefore, the 5 sections (4 individual chapters + Appendix) and their subsections are shortly described below. Based on this concept paper (which was updated with the comments provided by all partners at the Ireland online study visit) a common template (NAP Template) was designed. All the sections included in the NAP Template are to be filled out by partners in national teams.



Please note that both the concept paper and template are written in the English language. However, as we agreed in the partnership the actual national adaptation plan (the 4 chapters mentioned + appendix) are intended to be written in our own languages. As the national adaptation plans are intended to be used in the learning countries.

A short description of each section of the NAP Template follows.

1. Summary of the country local focus as evident in the Country Report

Each participating learning country (HU, CZ, SI, HR) in the STAIRS project has a local/national focus. This focus is established based on the particular country's learning needs as evident in the Country Report. As an introduction to the formulation of national adaptation plans and for the convenience of the future readers of this document, it is necessary to provide a short summary of the country local focus in the STAIRS project, and the learning needs.

Thus, for this section we recommend writing a brief summary of your country's local focus based on the work done already in your country report.

2. Study visits summary

This section includes two subsections:

- 2.1. A summary of the key points of good practices presented at the study visits identified as most relevant to the country's local focus
- 2.2. Study visits summary of the national team

In WP3 the partners in the STAIRS project prepared the document: ***Methodology for preparing the study visits and the adaptation*** in order to help study visit participants prepare for the study visits. An important part of this document is included in Annex 1: ***Matrix of Challenges, Mutual Learning, and Evidence-based Local Values in National Context According to the Country Report***.

Each country was encouraged to prepare a Matrix which helped to refine and operationalize their learning needs in order to better understand their local/national focus in STAIRS. Furthermore, it enables partners to establish which good practice examples are most relevant to their individual learning needs. In order to provide a continuous structure to the formulation of the National Adaptation Plans, we suggest to the writers of each individual National Adaptation Plan, to provide a short summary of the good practice examples that are most relevant to their country context and defined learning needs **in this first subsection (2.1.)**. Specifically, this means **to summarize which individual points** of the good practices presented are most relevant to a specific country. A brief note of the individual points of good practices will shed light on how that particular example is viewed by the authors of a specific national adaptation plan and how it might be relevant to the country's learning needs. This will help foster the adaptation.

A few guiding questions that can lead this first subsection are as follows:

- Which of the individual good practice examples from Ireland and Portugal were most useful to you at a first glance? How did you find them useful? What elements of the good practices could be adapted?
- Which individual points/key facts have you identified as most relevant? What models/interventions/values impressed you the most?



In the second subsection (2.2.) the study visits participants forming the national teams sum up their learning experiences and provide an overview of the lessons learned at the study visits.

Discussion guiding questions to facilitate the writing of this summary:

- What was the individual focus of each participant attending the study visits? What were the main benefits they hoped to receive from the study visits?
- What are the lessons learned by each individual participant based on the national/individual focus during the study visits?
- What are the lessons learnt that we can agree on as a national team? Which of these lessons can be adapted to our own individual and specific national context?

To sum up, the first subsection is intended to focus on the individual good practices (e.g. DEIS, A school for everyone), while the second subsection aims to summarize the lessons learned in national teams, which might extend beyond the individual good practices presented (e.g. the lessons learned can be based on similar “themes” that are shared across some of the good practices presented – *parental engagement, continuous professional development of teachers*).

However, please note that the discussion questions above are merely examples of thinking about and summarizing the study visits experience. Thus, the authors do not need to directly answer these questions when writing the present section.

3. National Adaptation Plans

The main purpose of this section is to think about what to adapt and to provide recommendations for our specific country contexts based on the lessons learned during the study visits. More specifically, partners provide recommendations and elaborate on them in order to adapt the lessons learnt to their respective national contexts. It is strongly encouraged that the recommendations include steps/ideas on how they can be implemented in the national context. The recommendations can be supported by means of developing an action plan (if needed, based on your specific country focus, learning needs and lessons learned).

The actual national adaptation plans are divided into three subsections:

- 3.1. Reflecting on national needs based on the lessons learned and examining starting points of good practices
- 3.2. Recommendations for different stakeholders
- 3.3. Emphasizing the role of your institution in the adaptation

The mentioned three subsections are explained in more detail in the following paragraphs – to provide you with the basic idea of what to include in them.

3.1. Reflection on national needs based on the lessons learned and examining starting points of good practices

In section 2 (study visits summary) we focus on what are the main takeaways and key messages from the study visits. In the present section (3.1.) it is essential to think about the lessons learned and reflect on how they relate to our national needs. The aim is to provide ideas/steps on how we can adapt aspects of the good practices in our country context. The following questions guide the present section:

- How are the lessons learned related to our country’s needs?
- What are the desirable outcomes of adapting the lessons learned at the national level? What do we wish to achieve?



- What are the main obstacles that we are facing when trying to adapt the lessons learned in our countries? Reflect on this and try to elaborate on potential solutions to obstacles.

In addition, think about the starting points of the good practices and how they can be adapted in the national context. Maybe you can adapt a specific good practice to your national context as it was presented, maybe it needs changing to fit your needs or maybe it can be added as part of an initiative already present in your country context. Elaborate how this can be done (include steps or ideas). Questions that can help shape this subsection are:

- What are the similarities in the interventional areas of the good practices observed and the country context?
- What can work as it was presented?
- What elements of specific good practices need changing to suit our national context?

Note: if it is needed and relevant to your country's needs and focus, an action plan can support this section.

3.2. Recommendations for different stakeholders

Based on all of the takeaways from your working in the STAIRS project please develop recommendations for different stakeholders in your country context and explain how they can work. These recommendations should be personalized for different stakeholders and aim to summarize the main ideas of your adaptation. However, the general ideas behind recommendations for different stakeholders can overlap. Try to conceptualize and explain how your recommendations (based on all that you have learned from the good practices) can be relevant for different stakeholders in your country. It is recommended to include recommendations for the following stakeholders (please add more depending on your country context and learning needs):

- Government / municipalities (policy level)
- School leaders / teachers and other practitioners
- Educational experts / academics / researchers
- Parents
- University students (e.g. teachers in training) / student university groups

3.3. Emphasizing the role of your institution

Different institutions are involved in the STAIRS project. Think, reflect and elaborate on your role in the adaptation process. In other words, what role could your organization have in spreading and upscaling the lessons learned from the project on a local/national scale.

Some additional questions that can help shape and lead this section and subsections (note: some questions may overlap with others already presented):

- What are our main objectives and approach concerning adaptation?
- What do we want to achieve and how?
- What kind of indicators, measures should be taken?
- How can we adapt the lessons learnt to an existing national policy/recommendation?
- What are the desired results and outcomes?
- How can we measure the desired results and outcomes?
- What are the resources needed to facilitate the adaptation in our national context?
- What support and from whom/where do we need to facilitate successful adaptation?
- Who are the main stakeholders?



- What are the possible obstacles and risks to successful adaptation? How can they be managed before they happen?
- 4. National Adaptation Plans as an introduction to the European Guidelines (Recommendations for the European Guidelines)**

This section will include individual country recommendations for the European Adaptation Guidelines (EAG) based on the lessons learned during the formulation of the National Adaptation Plans. By including this section in the National Adaptation Plans the partners in the STAIRS project will already have collected a few elemental ideas for the European Adaptation Guidelines and these ideas can serve as the basis when the actual European Guidelines will be written. Please note that this section intends to collect first ideas for the European Adaptation Guidelines (EAG). The EAG will be outlined and handled in a separate concept paper.

The main questions leading this section are:

- Which aspects of the National Adaptation Plan can we upscale on the European level and how?
- What support from whom/where do we require for adaptation to the European level?
- What are possible obstacles and risks for successful adaptation to the European level?
- Which model should we use for creating the EAG? (e.g.: PDCA)

5. Appendix

As the purpose of the National Adaptations Plans are to upscale the lessons learned during the study visits and the STAIRS project as a whole we recommend that each National Adaptation Plan includes an appendix that contains additional materials (project websites; ESLplus portal linking good practices, Country reports).

We recommend the appendix to have two sections:

- 5.1. A commons section that is the same for all partners (this can include the STAIRS project website, ESLplus portal, MOOC...) – *Note:* contents of this joint section can be specified and agreed upon later.
- 5.2. A specialized section unique to each National Adaptation Plan (materials based on each project partner's choice).