

[Type here]



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



Teacher Education Policy in Europe Conference

April 11-13 April 2022
University of Graz, Austria

Abstract Submitted 14 January

This paper will provide an outline of the key outcomes from an EU funded project (STAIRS) involving 6 countries seeking to identify practices that mitigate inequality of opportunity, provision and attainment within education (primary to VET level). The project specifically targets policy makers, teacher education and education practitioners and explores the process of adapting initiatives and also the change management process. The STAIRS (Stakeholders Together Adapting Ideas to Readjust Local Systems to Promote Inclusive Education) project aims to support national, regional and local stakeholders to work together to promote inclusive education and training through a process of learning and adapting multi-agency initiatives based in other European countries. The STAIRS project was initiated in February 2019. It is co-funded by the Erasmus+ Programme of the European Union (Social Inclusion and Common Values: the contribution in the field of education, training and youth). It is a collaborative, cross-national and cross-sectoral project, which aims to support national, regional and local stakeholders in Hungary, Slovenia, Croatia and Czechia dealing with diversity and inclusion in education and training through a process of learning and adapting good practices shared by Irish and Portuguese partners. The main purpose of STAIRS is to promote social inclusion through educational good practices which are particularly based upon multi-agency collaboration. It is widely accepted that education policies alone cannot break inter-generational cycles of deprivation and tackle educational disadvantage. The task of the partners in Croatia, Hungary, Czechia and Slovenia were to ascertain ways in which the selected initiatives could be adapted for their own region or national system. These partners worked with policy makers, educational practitioners, schools and teacher educators to explore potential adaptation. The National Adaptation Plans identified conditions needed for collaborative approaches among stakeholders that help reduce social exclusion and compensate educational disadvantages of students, mainly at local and school levels. Each country was encouraged to prepare a Matrix which helps to refine and operationalize learning needs in order to better understand their own local/national focus in STAIRS. Furthermore, it enables partners to establish which good practice examples are most relevant to their individual learning needs and help foster the adaptation.