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European Adaptation Guidelines

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LEARN TO DO MORE FOR INCLUSIVE EDUCATION – INTERNATIONAL
WEBINAR

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Purpose

European Adaptation Guidelines (EAG) summarizes and shares the **key findings** of the learning process in STAIRS.

Includes **steps** for creating your own policy learning process based on the STAIRS methodology.



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European Adaptation Guidelines

Example: Summary of the Country Report template

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 questions and identify learning needs from a national perspective

The 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

Case: Slovenian learning needs

Based on the presented template, the Slovenian national team summarized its focus in STAIRS and accompanying learning needs as follows. Slovenia's first challenge is related to the educational success of students with low socioeconomic status (SES). In terms of educational expectations for completing only secondary school, it is more prominent among low SES students compared to high SES students. High SES students are mostly enrolled in general programs and students with low SES are mostly in vocational programs. The second challenge is related to the increasing number of students with special educational needs in vocational education and training.

Supporting materials:

- Country Report Template
- Country Report of each learning country:
 - [Croatia](#)
 - [Czech Republic](#)
 - [Hungary](#)
 - [Slovenia](#)



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EAG phases

- 1) Research and analyses
- 2) Mutual learning
- 3) Exploitation



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EAG phases explained

Phase	Aim	Step
Research and analyses	Desk research is 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 process also includes the use of a Good Practice Grid, which outlines the key criteria underpinning good practice initiatives, especially initiatives that involve a multiagency response. An analysis of the good practices is made by the learning countries to preliminary determine what good practices could potentially help answer, and best fit the defined learning needs.	<ol style="list-style-type: none">1) Identifying national challenges2) Finding sharing partners3) Searching for good practices

EAG phases explained

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 are at the forefront (at both the learning event and afterward in an online forum format) to gather vital information and key insights for implementing lessons learned in the national context.	4) Preparing for study visits 5) Planning study visits 6) Implementing study visits
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EAG phases explained

Exploitation	National teams develop proposals and/or recommendations for the implementation of the lessons learned in their national context. By following the policy learning process, key insights from all national teams are combined to exploit lessons learned further at the European level.	7) Summarizing lessons learnt 8) Planning the adaptation of good practices 9) Planning and managing the process of change 10) Synthesizing and upscaling lessons to the wider EU community
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KEY CONSIDERATIONS FOR SUPPORTING SOCIAL INCLUSION IN EUROPE

Taking into consideration the project results and existing EU agenda in the field of strengthening social inclusion in education, the STAIRS project has identified the following key topics (messages), which are important to respect in order to follow the EU goals regarding social inclusion in education:

- a) Strengthen sensitivity to social inclusion in education among key actors at the EU and national level (policy decision-makers, experts, practitioners).
- b) Establish an appropriate policy framework at the EU level (Resolutions, Conclusions, Recommendations) and national level (laws, regulations, procedures), which would ensure the equal educational opportunities of diverse learners to be respected.
- c) Update initial and continuous professional development of teachers and define teachers competencies frameworks required to strengthen social inclusiveness of education.
- d) Design problem-based education and lifelong curriculum, which would allow diverse learners to acquire the right competencies to be successfully integrated in society and the labour market.
- e) Build a strong quality assurance system in order to maintain and constantly improve quality and effectiveness of inclusive education.
- f) Enhance the opportunities and abilities of the system to learn, network and exchange good practices.

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Thank you 😊