

iDecide



Final conference of iDecide, 25th October 2018

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**Key messages: Implementation of the iDecide toolkit
in the partner countries of the consortium**



This project has been funded with support from the European Commission.
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[Project number: 562184-EPP-1-2015-1-CY-EPPKA3-PI-FORWARD]

iDecide Implementation process

- ❑ Essentially, the iDecide Project is based on an **innovative idea** implemented in a European context to strengthen existing EU policies about **social inclusion**, promoting **inclusive policies and decisions** and **reducing disparities** in educational achievement.
- ❑ The implementation **PROCESS** of the iDecide project was carried out throughout one school year (2017-2018) in **5 schools** from the partner countries
- ❑ **PURPOSE**: to test the validity and the usefulness of the project outputs
- ❑ **PREPARATORY STAGE**: Piloting of the iDecide toolkit; piloting of the iDecide induction course.



IMPLEMENTATION IN FIGURES

The toolkit was implemented in 5 schools:

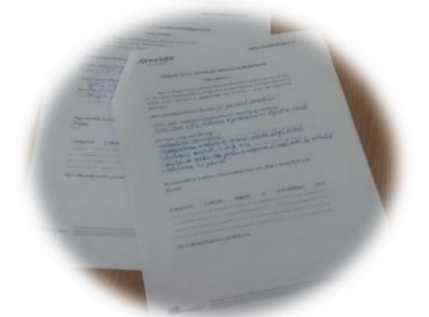
- ❑ Ayios Antonios Primary School, Cyprus
- ❑ Mircea cel Batran School, Romania
- ❑ 24th Elementary school, Peristeri, Greece
- ❑ Youthreach Drogheda, Ireland
- ❑ São José de Bairros College, Portugal



Acquired Data / Impact

The implementation phase mainly consisted of **qualitative and quantitative data collection**, achieved, in its turn, through a comprehensive set of activities:

- ✓ **Questionnaires** applied at the beginning of the 2017-2018 school year to the teachers that took part in the implementation process
- ✓ A record of the **learning outcomes** by taking evidence of the students' results in initial tests and final tests (beginning and end of the school year)
- ✓ **Diary** with observations, kept **monthly** by the members of the implementation team and by the school leader
- ✓ **Focus groups with target group representatives**, i.e. teachers, parents, school leader);
- ✓ **Focus group with learners**
- ✓ **Interviews with target group members** (school leader, teachers)
- ✓ **Case studies** with decisions made specifically for certain students.



Key findings: **teacher**-related

- ✓ The iDecide toolkit is a solid and trustworthy source of theoretical information on the categories of vulnerable students it deals with.
- ✓ Relevant recommendations at both classroom and school-level that can be applied in practice in order to foster inclusiveness.
- ✓ A good reminder for teachers to verify or double check on various topics prior to making a decision about their student's education.
- ✓ Provides a clear trajectory to follow in order to make an inclusive decision.
- ✓ Helps to develop personalised education, making school even more inclusive.
- ✓ Promotes awareness and encourages reflection.
- ✓ Teachers find useful information and feel more confident to deal with situations that may have been unmanageable before.
- ✓ Teachers are more optimistic about the potential results of the actions they take based on the iDecide toolkit.
- ✓ There is a solid connection between the practical tips information and each country's context. The policy guidelines and circulars provided is important for school staff to have immediate access.

Key findings: **learner**-related

- ✓ The application of the toolkit has in majority had a positive impact on pupils' formal assessment.
- ✓ Students have a platform via which they can be heard and feel their opinion can be taken into account.
- ✓ Measures are elaborated for each student individually, which allows to improve their situation, optimising their capacities.
- ✓ Contributes to greater socialisation and motivation of all involved, particularly of the learners.
- ✓ Empowers students and gives them a voice.
- ✓ Improves students' confidence.
- ✓ Improves students' relations with the colleagues and the didactic staff.

Key findings: **parent**-related

- ✓ Parents are content that measures are taken to encourage their children's integration into the school community.
- ✓ Parents are pleased with the fact that their school is taking part in such an initiative and consider that iDecide further strengthens the inclusion culture already harboured by the school.
- ✓ The toolkit offers parents the chance to get involved in the decisions that concern their children at school.
- ✓ Increases the contact between parents and the school.
- ✓ Facilitates learners' inclusion in the school (and not only) community.

Challenges faced

- ✓ Lack of time to fill in the various templates - in many instances, the teaching staff was forced to only use the toolkit in a focused way, to find out specific information, and lacked the time to record that specific case on the spot.
- ✓ Lack of technological resources made it challenging for teaching staff to access the material while in class.
- ✓ Restrictions posed by the legal framework made it impossible to apply all items of advice included in the toolkit or to exploit all features of the toolkit.
- ✓ Maintain the direct and active intervention of parents throughout the process.
- ✓ Regular updating of information is needed in order to ensure longevity.
- ✓ Encouraging and facilitating educators' sustained use of the toolkit.

Conclusions

Throughout the one-year implementation, the **iDecide toolkit** has demonstrated **its efficiency** in relation to **all the parties** involved in the educational process:

- ❑ **Teachers and school leaders** have at their disposal a useful, trustworthy and comprehensive resource which favours inclusiveness, diversity and aims at reducing marginalization;
- ❑ **Learners** feel more understood, show a greater self-confidence, self-esteem and self-control and are more willing to get involved in the educational process;
- ❑ **Parents** benefit from a greater intervention, both in the school activities and through extracurricular activities.

 All this can contribute significantly to the objective of **developing inclusive decision making policies.**

Key findings in quotes:

"It is obvious that it [iDecide toolkit] promotes inclusive education. The practical tips are tailored to this direction"
(Teacher, CY)

"Information communicated through the toolkit can flag issues within a class and change how you deliver your course work."

(Teacher, IRL)

"...If the school has a question or a query, it is an easy way to get an answer and feel involved in the decision making. It gives students confidence that their parents are involved in the school as well. (Parent, IRL)

"...In regard to autism, a problem that is always very difficult to work with, the toolkit has been an essential aid.. (Parent, PT)

"...This project and the use of the toolkit effectively promote a culture of inclusion in the school, respect for diversity." (School leader, PT)

"...Your opinion counts, like you are being given added value. (Student, GR)

"...Our school takes efficient decisions in what concerns us..." (Student, RO)

"...We want to help pupils reach their potential by creating an atmosphere of safety, creativity and joy for every pupil. iDecide has contributed towards this effort (...). (School leader, GR)

"...it can become a policy to our schools..."
(School administrator, CY)

iDECIDE IMPLEMENTATION IN PHOTOS



iDecide



Thank you!



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