

Collaborative research project aiming at the development, use and evaluation of an in-service training programme about inclusion for educational staff in schools starts in February 2018 with the participation of the CPI

A short presentation of the German project: “Schule tatsächlich inklusiv (StieL) [Schools truly inclusive]”

The applied research project "StiEL" responds to the call for better training of educational staff in schools about the inclusion of students with diverse abilities with the overall goal of developing evidence-based modules about inclusion for the in-service training of teachers and other pedagogical staff working at general and vocational German schools. The project is organised as collaborative research with three partnering institutions (University of Potsdam, Bielefeld University, and School of Education PH Freiburg) and coordinated by the PH Freiburg.

The development of the evidence based programme and materials for an in-service training to promote inclusive school practice, a multi-stage approach is envisaged. The **first phase** aims at a scoping review of national and international research literature on the topic, as well as the identification and inventory of existing training programmes about inclusion. The overview is supplemented by interviews with school educational staff members, in order to identify needs as well as resources, knowledge and attitudes. Informed by the findings from the literature review and the interviews, the in-service training modules are designed in the **second project phase**. The contents as well as the didactic and methodological approaches of the modules are concluded from the findings of the first phase. Currently, they are guided by the preliminary defined themes “inclusive didactics and diagnostics”, “multi-professional cooperation”, “school and community development”, “definitions of inclusion and heterogeneity”, “human rights education and social learning” as well as “differentiation of achievement and learning objectives”. The **third phase** of the collaborative project is characterised by the testing and evaluation of the designed training modules. The knowledge and skills of the teachers acquired through the in-service training and their application in the teaching and everyday management of inclusive classrooms are evaluated by use of a longitudinal design and an ethnographic approach. The combination of two different evaluation approaches takes up the complexity of the research topic and aims to assess various dimensions of the effectiveness of the training about the inclusion of students with diverse abilities. The final project phase serves to finalise the training. It is planned to make the modules available in Open Access databases and reference lists of recommended good practice models, as well as to create a best practice manual and initialise a network.

The ZPI is actively involved in all phases of the collaborative project and with two research assistants during the project’s runtime of 36 months. You can find detailed information about us online via: [https://www.uni-bielefeld.de/\(en\)/zpi/](https://www.uni-bielefeld.de/(en)/zpi/). For further information on the project, please contact us via e-mail: hlca@uni-bielefeld.de.



We are looking forward to informing the audiences around the world on science and research.