WP5 Dissemination and Exploitation

D5.5 Inclusive STEAM Alliance

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Executive Summary

This deliverable presents the Inclusive STEAM Alliance (https://steamalliance.eu/), the main legacy of SpicE project. The SpicE Inclusive STEAM Alliance will be a collaborative, open platform to unite educators, schools, networks, organisations, and other relevant stakeholders in the field of STEAM Education and Inclusive Education under a common goal: to promote Inclusive STEAM Education, across all levels of education.

The Inclusive STEAM Alliance will ensure the sustainability and exploitation of SpicE results. It will be a standalone structure, maintained by the project partners, through which the notable achievements of the project will continue to reach more interested stakeholders, enhancing considerably the project's long-term impact.

The Inclusive STEAM Alliance welcomes memberships by any interested stakeholder (educators, schools, researchers, Universities, etc.), who will play active role in the sustainability of the Alliance; in this sense, the SpicE Alliance represents the cornerstone of the project's approach "from the community, for the community".

1. Introduction

Throughout the three years of implementation of the SpicE project, numerous outputs have been produced by the consortium partners to successfully showcase the benefits of STEAM education for addressing the unique needs of students with mild disabilities, such as, indicatively: STEAM educators competence framework, STEAM educational framework, inclusive STEAM occupational profiles, new curriculum and learning materials (23 study documents in 4 languages, 36 videos with subtitles, forums, padlets, quizzes) for Inclusive STEAM Education, a Virtual Learning Environment (VLE), a Community of Practice which reached over 1500 educators. The last efforts of the project focused on the creation of a structure which will sustain and exploit the produced project's results for the future, while forming also a live, collaborative community of educators, researchers, organisations, policymakers, teacher trainers, and other relevant actors, all united by a shared commitment to advancing Inclusive STEAM education across all levels. We warmly introduce the **SpicE Inclusive STEAM Alliance** (https://steamalliance.eu/)!

The SpicE Inclusive STEAM Alliance is an open platform, which will foster knowledge sharing, collaboration, education and training activities, memberships, networking, exploitation, capacity building, etc., for Inclusive and STEAM Education. The SpicE Alliance will steer from now on the continuous roll out of SpicE activities, the updating and scaling of the curriculum and training programme, the strategy for intensifying the dissemination, communication and exploitation activities, and, most importantly, the expansion of the SpicE community of practice by attracting and engaging in collaboration more Alliance memberships. The SpicE Inclusive STEAM Alliance was inaugurated during the SpicE final International Conference, and the project partners are currently in the process of signing the General Agreement (Annex 1 of this deliverable) which will formally set up the SpicE Alliance.

The ultimate objective of the SpicE Inclusive STEAM Alliance is to highlight and establish STEAM Education as a best practice for addressing inclusion in the classroom.

2.   The Inclusive STEAM Alliance

The Inclusive STEAM Alliance website is found at the link
https://steamalliance.eu/. The Alliance logo can be seen in the following Figure
1, and it celebrates collaboration at three levels: the collaboration between the
project partners to establish and maintain the Alliance, the collaboration between
the project partners and the members of the SpicE Alliance (educators,
researchers, schools, etc.) to render the Alliance a pan-European platform for the
promotion of Inclusive STEAM Education, and the collaboration between
educators and students to make education truly equitable and inclusive through
STEAM.

Figure 1. The Inclusive STEAM Alliance logo

The SpicE Alliance website contains the following tabs: **Home, Resources,
Academic Resources, Events and Educational Activities, Members,
Membership, Board of Directors, Contact**.

2.1.   Home tab

The home tab gives an overview of the Inclusive STEAM Alliance purpose and
functionalities.

2.2.   Resources tab

The Resources tab (https://steamalliance.eu/resources/) (Figure 2) contains
Open Educational Resources, Professional development resources, and
Classroom Resources. The resources tab is currently populated with study

documents, presentations and videos from the SpicE educational programme and the SpicE final conference.

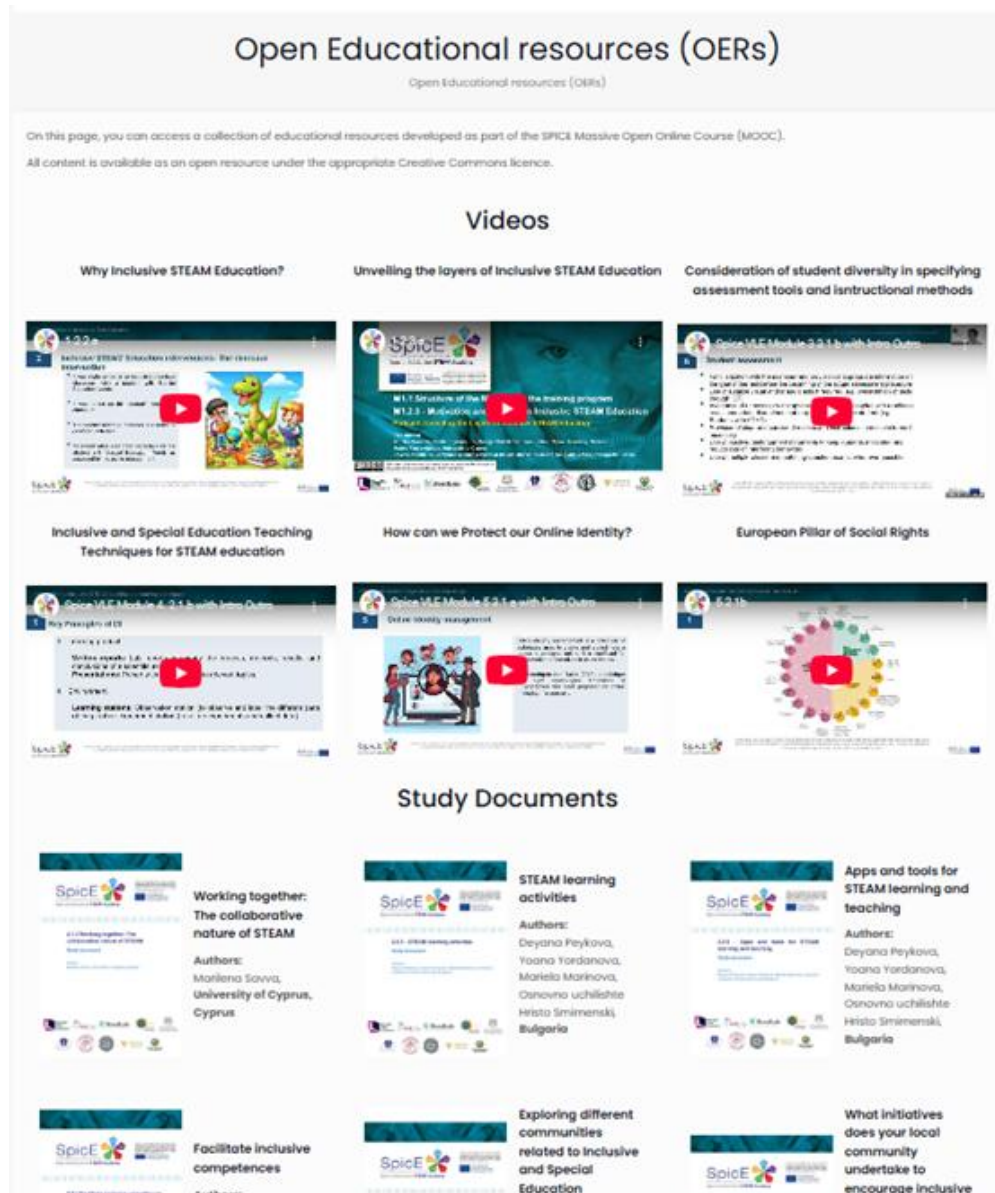

Figure 2. Screenshot from the Resources tab of the Inclusive STEAM Alliance website.

2.3. Academic Resources tab

The Academic Resources tab has been populated with academic journals and articles that address Inclusive and STEAM Education.

2.4. Events & Educational Activities tab

This tab is devoted to actively disseminate information about inclusive STEAM events and activities that are organized not only by the SpicE consortium but, most importantly, by the SpicE Alliance members. Furthermore, the SpicE Alliance Ambassadors will have the opportunity to share their classroom practices and pin them on the Alliance map!

2.5. Members and Membership tabs

These tabs present the possible membership types within the Inclusive STEAM Alliance, through which educators, researchers, public and private organisations and other educational stakeholders can collaborate and network. The Members tab (https://steamalliance.eu/members/) presents an overview of the membership types. The interested participants will have to complete an online form, through the Membership tab (https://steamalliance.eu/membership/), which will be reviewed by the Alliance Board of Directors before being accepted.

Currently, there are 3 different ways for stakeholders to get involved in the Alliance:

- Schools can register to the SpicE Alliance, get the label of Inclusive STEAM Education School and get recognised as a pioneer in inclusive and STEAM education. Among the responsibilities of the **Labeled Schools** is to disseminate and support the Alliance. (https://steamalliance.eu/how-to-get-a-school-label/)
- Individual educators can register to become **Ambassadors** of the SpicE Alliance. Among the responsibilities of the Ambassadors are to disseminate and support the Alliance, and, on a voluntary basis, to share their best educational and training practices and expand the knowledge base of the Alliance. (https://steamalliance.eu/how-to-become-ambassadors/).
- Other organisations (Universities, Ministries of Education, educational networks, etc.) can become an **Ally** of the SpicE Alliance and contribute to the dissemination and support of the Alliance. (https://steamalliance.eu/how-to-become-allies/)

The Inclusive STEAM Alliance was inaugurated during the SpicE final International Conference on 30-31st of May, and until the end of June, when this

deliverable is being submitted, more than 60 educators have expressed their interest in becoming Ambassadors of the Alliance (Figure 3).
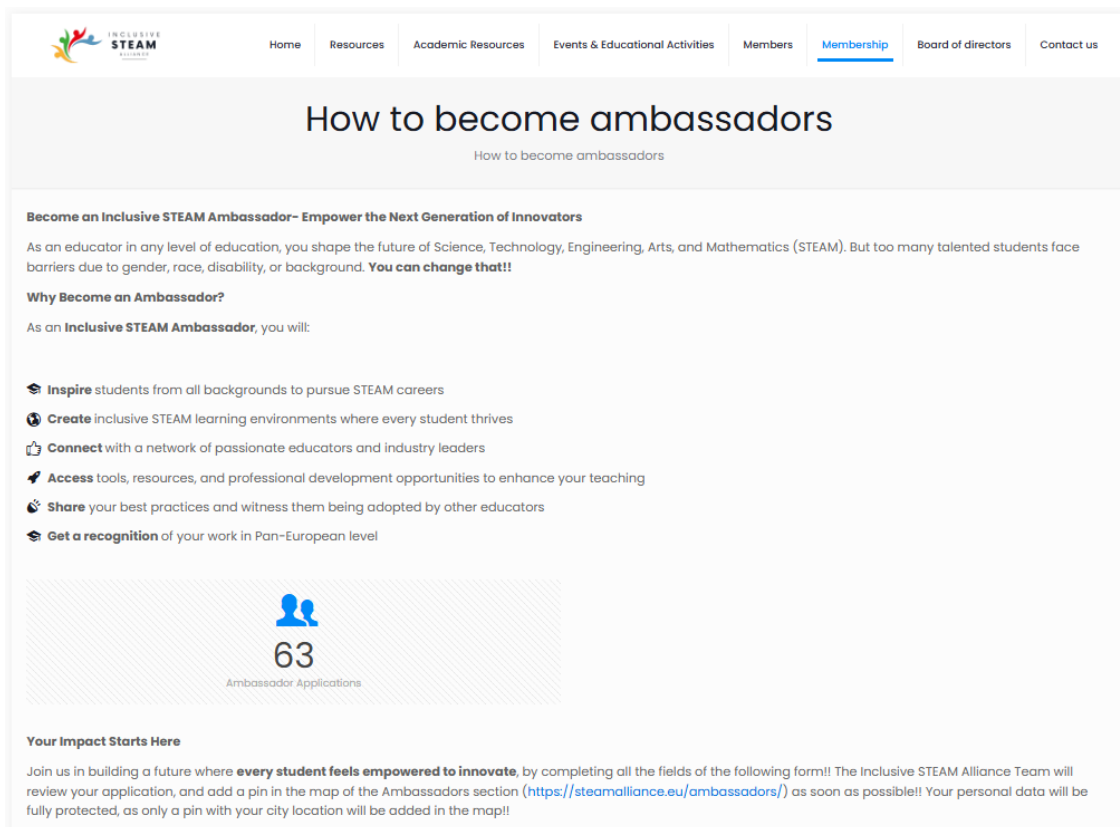
Figure 3. Number of educators that have registered to become Ambassadors

All members will benefit from their participation in the SpicE Alliance by staying updated on inclusive and STEAM education methodologies, having access to educational best practices from all over Europe, sharing their own training practices, accessing open educational resources, promoting their professional growth, etc. To become a member, all interested stakeholders will have to endorse the SpicE Manifesto: This manifesto was produced by the SpicE partners and advocates for an Inclusive approach to STEAM education that recognizes diversity as a strength and ensures equitable access to meaningful learning STEAM experiences for all learners — a call to build a future where inclusion and excellence go hand in hand in STEAM education. The SpicE Manifesto can be found in Annex 2 of this deliverable.

With the active contribution of its members, the Inclusive STEAM Alliance will thrive and promote inclusive education and STEAM education worldwide.

2.6.   Board of Directors tab

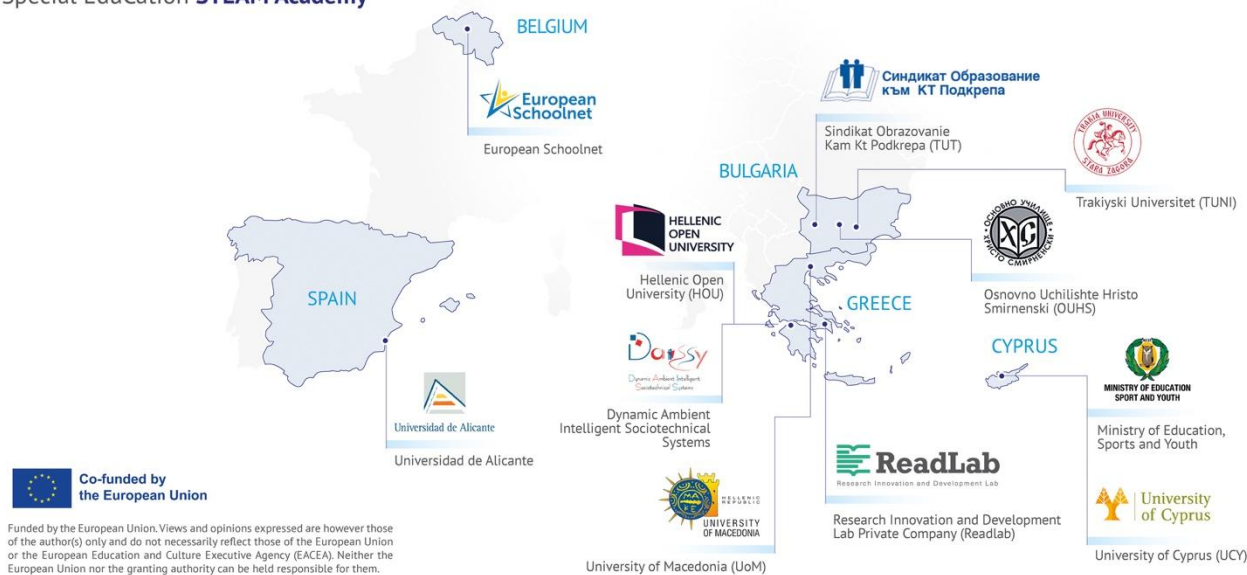This tab presents the governance structure of the Inclusive STEAM Alliance (Table 1). The Board of Directors will be responsible for the managerial, administrative and technical support, and the promotion and expansion of the Alliance. The Executive Board will be responsible for the daily operation of the SpicE Alliance. The members of the Board of Directors are currently in the process of signing the General Agreement (Annex 1 of this deliverable) which will formally set up the SpicE Alliance.

Table 1. Governance bodies of SpicE Inclusive STEAM Alliance

Board of Directors	
Achilles Kameas	Hellenic Open University, Chair of the Board
Rosabel Martínez	University of Alicante, Vice- Chair of the Board
Marios Papaevripidou	University of Cyprus
Tanya Taneva	Trakia University
Deyana Peykova	Osnovno Uchilishte Hristo Smirnenski
Anastasia Savova	Sindikat Obrazovanie Kam Kt Podkrepa
Pantelis Kouvelis	Readlab
Executive Board	
Magda Spella	Hellenic Open University
Copelia Mateo	University of Alicante
Yvoni Pavlou	University of Cyprus
Mariya Zhelyazkova	Trakia University
Deyana Peykova	Osnovno Uchilishte Hristo Smirnenski
Anastasia Savova	Sindikat Obrazovanie Kam Kt Podkrepa
Odysseas Vlachonikolos	Readlab

INSTITUTIONS

BELGIUM

European Schoolnet

European Schoolnet

BULGARIA

Синдикат Образование към КТ Подкрепа

Sindikat Obrazovanie Kam Kt Podkrepa (TUT)

Trakiyski Universitet (TUNI)

HELLENIC OPEN UNIVERSITY

Hellenic Open University (HOU)

Osnovno Uchilishte Hristo Smirnenski (OUHS)

SPAIN

GREECE

CYPRUS

Dassy

Dynamic Ambient Intelligent Sociotechnical Systems

MINISTRY OF EDUCATION SPORT AND YOUTH

Ministry of Education, Sports and Youth

Universidad de Alicante

Universidad de Alicante

ReadLab
Research Innovation and Development Lab

University of Cyprus

Research Innovation and Development Lab Private Company (Readlab)

University of Cyprus (UCY)

UNIVERSITY OF MACEDONIA

University of Macedonia (UoM)

Annex 1. General Agreement of Cooperation for the Inclusive STEAM Alliance

GENERAL AGREEMENT OF COOPERATION BETWEEN THE PARTNERS OF SPICE PROJECT FOR SETTING UP AND SUSTAINING THE "INCLUSIVE STEAM ALLIANCE"

The following parties, who were partners of the project "SpicE – Special Education STEAM Academy", which has been funded by the EC Erasmus+ programme under the contract number 101056159,

1.   Hellenic Open University, represented by Professor Achilles Kameas, project coordinator,

2.   University of Alicante, represented by Professor Rosabel Martinez,

3.   Trakia University, represented by Professor Tanya Taneva,

4.   University of Cyprus, represented by Dr. Marios Papaevripidou,

5.   Osnovno Uchilishte Hristo Smirnenski, represented by Deyanna Peykova,

6.   Sindikat Obrazovanie Kam Kt Podkrepa, represented by Anastasia Savova, and

7.   ReadLab, represented by Pantelis Kouvelis,

Hereby called "the Partners", during the last project meeting that took place on May 30th 2025 in Patras, Greece, have agreed the following:

CLAUSES

FIRST. Establishment of the Inclusive STEAM Alliance

1.   The Partners will establish a scientific and professional network having the name "Inclusive STEAM Alliance", hereby called "the Alliance"

2.   The establishment of the Alliance is a direct consequence of the implementation of the SpicE project, as is mentioned in the SpicE project GA

3.   The Alliance will bear no implicit cost or other obligation on the organizations

represented by the people involved in its establishment

4.   The mission of the Alliance is to support the inclusion of students with disabilities in STEAM education

SECOND. Operation of the Alliance

1.   The Alliance operates on a voluntary basis with contributions from its Members

2.   The operation of the Alliance is governed by the General Assembly of the Members, by its Board of Directors and by its Executive Board

THIRD. Responsibilities of the Board of Directors of the "Inclusive STEAM Alliance"

1.   The Board of Directors is appointed by the General Assembly of the Members with a mandate of 2 years

2.   During the initial period and until the Alliance becomes self-sustainable, the following persons agreed to serve in the Board of Directors:

- **Achilles Kameas**, representing the Hellenic Open University, Chair of the Board

- **Pantelis Kouvelis**, representing Readlab

- **Rosabel Martínez**, representing the University of Alicante, Vice- Chair of the Board

- **Deyana Peykova**, representing Osnovno Uchilishte Hristo Smirnenski

- **Tanya Taneva**, representing Trakia University

- **Marios Papaevripidou**, representing the University of Cyprus

- **Anastasia Savova**, representing Sindikat Obrazovanie Kam Kt Podkrepa

3.   The tasks of the Board of Directors include:

i. The managerial, administrative and technical support of the Alliance

ii. The promotion and expansion of the Alliance, for the creation of networks fostering STEAM and inclusion in education

iii. The appointment of an Executive Board (composed of two (2) persons per partner), in charge of taking care the daily operation of the Alliance

iv. The creation and organisation of coordinated educational and training activities based on the outcomes of the SpicE project but not only

v. The collaboration to attract funding for sustaining the Alliance

vi. The implementation of collaborative projects for the Alliance

vii. The monitoring of the proper implementation of the present Agreement

4.   The Board of Directors convenes regularly every 3 months; extra meetings can be arranged by its Chair of the majority of its members

5.   At least 50% of the Board members must be present in order to achieve quorum

6.   The Board of Directors decides on the basis of a majority vote of the members present

FOURTH. Responsibilities of the Executive Board of the "Inclusive STEAM Alliance"

1.   The Executive Board is appointed by the Board of Directors with a mandate of 2 years

2.   During the initial period and until the Alliance becomes self-sustainable, the following persons agreed to serve in the Executive Board:

- **Magda Spella**, representing the Hellenic Open University

- **Odysseas Vlachonikolos**, representing Readlab

- **Copelia Mateo**, representing the University of Alicante

- **Deyana Peykova**, representing Osnovno Uchilishte Hristo Smirnenski

- **Mariya Zhelyazkova**, representing Trakia University

- **Yvoni Pavlou**, representing the University of Cyprus

- **Anastasia Savova**, representing Sindikat Obrazovanie Kam Kt Podkrepa

3.   The tasks of the Executive Board include:

i. The communication with the Members of the Alliance

ii. The provision of support to the Members of the Alliance

iii.The organisation of international events (congresses, seminars, conferences, etc.)

iv.The enrichment of the Alliance's open educational resources

v.The dissemination and promotion of the Alliance

FIFTH. Membership in the "Inclusive STEAM Alliance"

1.   The Alliance is a membership organization dedicated to promoting the interests of its Members.

2.   The Alliance accepts the following types of Members:

•   Schools (of any educational level, general or special education) to get the label of Inclusive STEAM Education. The schools will be recognised as pioneers in inclusive and STEAM education, and disseminate and support the Alliance.

•   Ambassadors. These are individuals (educators, researchers, academics, etc.) who will share their classroom practices, and disseminate and support the Alliance

•   Allies. These are other types of organisations (Universities, Ministries of Education, Educational networks, etc.) who will disseminate and support the Alliance.

SIXTH. The implementation of all the activities mentioned above will be subject to budget availability and the assignment of specific funds in the involved institutions and/or to the obtaining external financing to make their implementation possible.

SEVENTH. Duration

1.   The initial duration of the Alliance is set to 18 months

2.   This General Agreement of Cooperation will have binding effects from the moment of its signature by all Partners

3.   The duration of the Alliance can be extended by vote of the Board of Directors

EIGHTH. In accordance with the provisions of the regulations in force on Personal Data Protection and the General Data Protection Regulation (EU) 2016/679 (General Data

Protection Regulation, GDPR), all parties assume their obligations and undertake to maintain the utmost secrecy with regard to the personal data that they provide/manage/use in the framework of the activities of the "Inclusive STEAM Alliance". In particular, they undertake not to apply or use the personal data processed for purposes other than those set out in this agreement, nor to transfer them, even for storage purposes, to third parties. The parties shall be liable to each other for any damages that may result from a breach of this obligation.

Furthermore, all parties undertake to adopt technical and organisational security measures that ensure the security of personal data and prevent their accidental or unlawful destruction, loss or alteration, or unauthorised disclosure or access, taking into account the state of the art, the costs of implementation, and the nature, scope, context and purposes of the processing, as well as risks of varying likelihood and severity to the rights and freedoms of natural persons.

The rights of access, rectification, deletion, limitation of processing, portability of data or opposition to processing may be exercised.

NINTH. Withdrawal

1.   All parties reserve their right to put an end to the present Agreement and withdraw from the Alliance by advising the Board of Directors in writing, six months in advance

2.   The remaining members reserve the right to continue running the Alliance

3.   In any case, projects already initiated at the time of the conclusion of the present Agreement, not prorogued, will be maintained until completion.

In witness whereof, all parties have signed this General Agreement, for a single purpose, on the date of the last signature.

For Hellenic Open University	For READLAB

Professor Achilles Kameas	**Pantelis Kouvelis**
For University of Alicante	**For University of Cyprus**
Professor Rosabel Martínez	**Marios Papaevripidou**
For Trakia University	**For Osnovno Uchilishte Hristo Smirnenski**
Tanya Taneva	**Deyana Peykova**
For Sindikat Obrazovanie Kam Kt Podkrepa	
Anastasiya Savova	

Annex 2. The SpicE Manifesto for Inclusive STEAM Education

A MANIFESTO FOR INCLUSIVE STEAM EDUCATION

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PREFACE

"In an increasingly complex and interconnected world, STEAM (Science, Technology, Engineering, Arts, and Mathematics) Education plays a pivotal role in equipping learners with necessary competences in order to become impactful future citizens, innovators and entrepreneurs. However, ALL learners, regardless of their abilities, disabilities and cultural or socioeconomic backgrounds should have access to the benefits that STEAM Education offers. This manifesto advocates for an Inclusive approach to STEAM education that recognizes diversity as a strength and ensures equitable access to meaningful learning STEAM experiences for all learners. The current manifesto, although having as starting point the students with Mild Disabilities, nevertheless, it is not limited to such population, providing a framework of principles for the support of Inclusive STEAM Education for ALL.

The Inclusive STEAM education manifesto calls upon EU or national institutions and policy makers, networks, Ministries of Education, schools, principals, special or general educators, families and every other professional in Special, Inclusive and STEAM education to take coordinated action in creating environments where every learner has the opportunity to thrive.

Let this manifesto be a shared commitment—a call to build a future where inclusion and excellence go hand in hand in STEAM education!"

Prof. Achilles Kameas,
Coordinator of the Project SpicE

INCLUSIVE STEAM EDUCATION

Inclusive STEAM Education is an interdisciplinary approach to teaching and learning that combines the knowledge and instructional frameworks of both Inclusive and STEAM Education. Guided by all learners' talents, interests and needs, it aims, through the boundaryless integration of almost all STEAM disciplines, to foster the development of all learners' inquiry, problem solving, creativity, critical thinking, collaboration, communication and diversity and disability awareness. In Inclusive STEAM Education, "A" represents all the other disciplines apart from STEM, whereas the Inclusive component refers to ALL learners, engaging all the forms of diversity.

STUDENTS WITH MILD DISABILITIES

The starting point of the development of our Manifesto is the students with Mild Disabilities (MD). The reason behind such selection was the fact that this population runs a significant risk of marginalization in mainstream classrooms, due to their performance deficiencies in specific areas and their normal functioning in others. This diversity in performances led the mainstream educational systems not to adequately recognize and address the educational needs of MD students, leading to widening their achievement gaps. Consequently, MD students, such as students with Mild Intellectual Disability, Learning Disabilities, Attention Deficit-Hyperactivity Disorder and/ or Mild Emotional and Behavioural disorders, remained without adequate support for a significant number of past decades.

THE CURRENT CONTEXT

During the last decades, significant steps have been made by the educational systems worldwide in the aspects of systematic support to MD students, as well as students with other disabilities/ special educational needs. In four examined countries (Bulgaria, Cyprus, Greece, Spain), such steps have been made in the direction of early identification and support. Nevertheless, not all countries are on the same page in the direction of the establishment of STEAM Education, especially for MD and all other students

THE SPICE PROJECT

The Erasmus+ project SpicE (Special Education STEAM Academy) has taken a step further, providing the context for the appropriate implementation of Inclusive STEAM Education and support of primary educators in successfully including MD students in their mainstream STEAM classrooms.

THE MANIFESTO

The Manifesto calls for:
- Fostering educators' professional development in Inclusive STEAM.
- Supporting inclusion of MD (and all other) students in STEAM classrooms.

It, also, offers clear guidance for all stakeholders.

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THE MANIFESTO FOR INCLUSIVE STEAM EDUCATION

The manifesto consists of 2 pillars, 7 principles and a set for recommendations for all stakeholders. Each manifesto principle represents a commitment for ALL in order that STEAM Education becomes more Inclusive.

PILLAR 1. FOSTER THE PROFESSIONAL DEVELOPMENT OF EDUCATORS IN INCLUSIVE STEAM EDUCATION

PRINCIPLE 1. MAKE EDUCATORS' INITIAL TRAINING AND CONTINUOUS PROFESSIONAL DEVELOPMENT IN INCLUSIVE STEAM EDUCATION A RIGHT, NOT A PRIVILEDGE

The first principle refers to the commitment that every educator can access high quality initial training and continuous professional development (CPD) in the intersection of Inclusivity, STEAM Education and cognitive and learning characteristics of MD (and all other) students throughout their careers. Without initial training and CPD in Inclusive STEAM Education of MD (and all other) students, educators will lack the competences and tools to include ALL students in their STEAM classrooms.

To achieve the first commitment, we call for action:

1. Policy makers to mandate and fund the initial training and CPD of all educators in the Inclusive STEAM Education of MD (and all other) students, launching, in parallel, national level training programs.
2. Education providers to provide competence-based initial training and (online and onsite) CPD programs for ALL educators in the Inclusive STEAM Education of MD (and all other) students.
3. Educators to actively participate in CPD programs in Inclusive STEAM Education of MD (and all other) students.

PRINCIPLE 2. ENSURE THAT EDUCATORS' INITIAL TRAINING AND CONTINUOUS PROFESSIONAL DEVELOPMENT IN INCLUSIVE STEAM EDUCATION IS PRACTICAL, HANDS-ON AND RESEARCH-BASED

The second principle refers to the commitment that educators' initial training and CPD in Inclusive STEAM Education of MD (and all other) students is grounded on research-based evidence and combines practical examples, classroom application and active educators' involvement. Theory is the foundation of knowledge, but it cannot equip educators with experience in successfully including diverse students in STEAM classrooms. Educators should test theory in authentic environments to build confidence and self-efficacy.

To achieve the second commitment, we call for action:

1. Policy makers to organize CPD programs with EU organizations, HEI's, NGO's regional education offices, specialized agencies and local counsellors of education to reassure scientific validity and school practice.
2. Education providers to produce and provide research-based resources in Inclusive STEAM Education, involve experienced educators in resource design, provide case study examples, and conduct school visits/ practice.
3. Educators to practice knowledge from CPD in classrooms and assess its impact on ALL students.

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PRINCIPLE 3. BUILD PEER SUPPORT AND MENTORING INTO EVERY TRAINING EXPERIENCE IN INCLUSIVE STEAM EDUCATION

The third principle refers to the commitment that every learning experience (either referring to initial training or CPD) in Inclusive STEAM Education of MD (and all other) students should build, support and embed an ecosystem of peer- learning, mentoring and collaboration among different stakeholders. Inclusive STEAM Education is a newly formulated approach and practical evidence is needed in order that its necessity will be highlighted worldwide. Collaborative networks could not only highlight such necessity but also reduce educators' burnout, boost their innovation, and accelerate the implementation of inclusive practices for ALL students in STEAM classrooms.

To achieve the third commitment, we call for action:

1. Policy makers to invest in national, regional, and school-level mentoring networks as well as digital platforms dedicated to the Inclusion of MD (and all other) students in STEAM classrooms.
2. Education providers to facilitate structured peer-learning and knowledge sharing in the Inclusion of MD (and all other) students through communities of practice/ collaborative learning communities and networks.
3. Educators to join and contribute to collaborative learning communities and networks, share best practices and co-develop Inclusive STEAM resources for ALL students.

PRINCIPLE 4. MONITOR, REFLECT AND CONTINUOUSLY IMPROVE TRAINING

The forth principle refers to the commitment of continuous evaluation of the results and effectiveness of every training program (either referring to initial education or CPD) in Inclusive STEAM Education and further improve it. Educational approaches and practices continuously change and educators training needs change accordingly. For this reason, a continuous evaluation and improvement of all training programs is needed in order to be continuously aligned with current educational reality.

To achieve the fourth commitment, we call for action:

1. Policy makers to design and implement national monitoring and evaluation mechanisms to track and improve the quality and outcomes of initial training or CPD programs addressing the Inclusion of MD (and all other) students in STEAM Education.
2. Education providers to use monitoring and evaluation mechanisms to evaluate the effectiveness of training programs and publish reports with the results.
3. Educators to use Competence Frameworks/ rubrics/ diagnostic tools to self-assess attitudes, knowledge, skills and readiness in Inclusive Education, Educational inclusion of MD (and all other) students, STEAM Education and Inclusive STEAM Education.

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PILLAR 2. SUPPORT THE IMPLEMENTATION OF INCLUSIVE STEAM EDUCATION

PRINCIPLE 5. PROVIDE CURRICULA, RESOURCES AND INFRASTRUCTURE TO MAKE INCLUSIVE STEAM A REALITY

The fifth principle refers to the commitment that adequate, flexible and adaptable curricula, resources and infrastructure exists in order that the design, implementation and assessment of Inclusive opportunities for MD (and all other) students in STEAM classrooms will be facilitated. The lack of appropriate guidance, instructions, resources and equipment and the existence of economic discrepancies among different schools (public, private, rural and others) can deepens educational inequalities and exclude MD (and all other) students from STEAM learning and further professional development.

To achieve the fifth commitment, we call to action:

1. Policy makers to reform existing national curricula of all disciplines, develop a flexible and adaptable Inclusive STEAM curriculum for MD (and all other) students, and develop and provide adequate resources, tools, and infrastructure to ALL schools.
2. Education providers should leverage grants and partnerships to ensure adequate resources and infrastructure, implementing, also, low-cost learning tools and virtual labs.
3. Educators to design (or adapt existing) Inclusive STEAM curricula and design, adapt and use resources, instructions and teaching methods catering for the cognitive and learning characteristics of MD (and all other) students and for addressing biases and stereotypes.

PRINCIPLE 6. SUPPORT WHOLE-SCHOOL, COMMUNITY, NATIONAL AND INTERNATIONAL COLLABORATION FOR INCLUSION IN STEAM

The sixth principle refers to the commitment of leveraging/ supporting and enhancing collaborative networks and communication channels between all stakeholders involved in Inclusive STEAM Education. Both Inclusive and STEAM Education require a whole-community support. Collaboration widens knowledge, increases awareness and ensures the targeted support of ALL.

To achieve the sixth commitment, we call for action:

1. Policy makers to support and foster a culture of collaboration among different stakeholders (educators, schools, HEIs, research centers, businesses, NGOs, local communities), supporting educators' participation in international educators' communities.
2. Education providers to create and foster a school culture of equity, inclusion and collaboration, organizing joint initiatives between students, schools, families and local communities.
3. Educators to involve students, families, general and special educators/ staff and special education specialists in the design and implementation of Inclusive STEAM opportunities for MD (and all other) students, promoting, also, peer-learning and tutoring between them.

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The seventh principle refers to the commitment of continuously assessing and monitoring the effectiveness of any teaching and learning mechanism, used in the Inclusive STEAM Educational procedure of MD (and all other) students, making appropriate improvements, based on results. The development of educational curricula, resources as well as their implementation is not a once in a lifetime process as students' and educators' needs as well as education prerequisites and practices continuously change.

To achieve the seventh commitment, we call for action:

1. Policy makers to create monitoring and evaluation mechanisms to assess the impact of Inclusive STEAM policies, curricula and resources, based on quality benchmarks and educators' and students' feedback, making appropriate and continuous improvements.
2. Education providers to collect data from curricula implementation and publish impact evaluation and reports.
3. Educators to continuously assess, monitor and evaluate the Inclusive STEAM Educational procedure along with MD (and all other) students' learning profiles (learning pace, needs, cognitive and learning characteristics, interests) and knowledge and skills development, combining them, in order to provide evidence of the effectiveness of any Inclusive STEAM Educational intervention to ALL students, through reports.

If you share the same vision with us, we invite you to endorse the current manifesto!

Email:

Phone:

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