



Erasmus+



# STEPS HANDBOOK

ERASMUS+ - 2022-1-PT01-KA220-SCH-000088350



Cruz Vermelha  
Portuguesa | Gondomar - Valongo

Arca  
COOPERATIVA SOCIALE



## INDEX

STEPS TRAINING HUNGARY

3

STEPS TRAINING ITALY

11

STEPS TRAINING PORTUGAL

20

CONCLUSION

29

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**THE ERASMUS+ STEPS PROJECT (2022-1-PT01-KA220-SCH-000088350) AIMS TO STRENGTHEN THE INCLUSION AND EDUCATIONAL SUCCESS OF CHILDREN FROM DIVERSE CULTURAL AND SOCIO-ECONOMIC BACKGROUNDS THROUGH INTERNATIONAL COLLABORATION AND KNOWLEDGE SHARING.**

**DURING THE SHORT-TERM JOINT STAFF TRAINING EVENTS IN HUNGARY, ITALY AND PORTUGAL, PARTNER ORGANISATIONS EXPLORED INNOVATIVE APPROACHES THAT INTEGRATE EDUCATION, SOCIAL SUPPORT AND INTERCULTURAL MEDIATION, ENSURING EQUAL ACCESS TO LEARNING AND FOSTERING WELL-BEING AMONG STUDENTS.**

**THIS HANDBOOK PRESENTS A STRUCTURED OVERVIEW OF THE ACTIVITIES CARRIED OUT, HIGHLIGHTING THE PRACTICES AND METHODOLOGIES OBSERVED THROUGHOUT THE MOBILITIES, AND CONTRIBUTING TO THE CONTINUOUS IMPROVEMENT OF INCLUSIVE EDUCATION WITHIN THE EUROPEAN CONTEXT.**

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**STEPS TRAINING IN HUNGARY - 09/12 DECEMBER 2024**

THE TRAINING ACTIVITIES IN HUNGARY FOCUSED ON PRIMARY AND EARLY CHILDHOOD EDUCATION, WITH AN EMPHASIS ON INCLUSIVE AND INTERCULTURAL PRACTICES. PARTICIPANTS VISITED SCHOOLS, NURSERIES, AND EDUCATIONAL CENTRES IN BUDAPEST TO OBSERVE TEACHING, EXPLORE INNOVATIVE METHODS SUCH AS STEAM EDUCATION, AND LEARN ABOUT SUPPORTING VULNERABLE CHILDREN AND FAMILIES, INCLUDING THE ROMA COMMUNITY. THE MAIN OBJECTIVES WERE TO SHARE KNOWLEDGE, UNDERSTAND THE HUNGARIAN EDUCATION SYSTEM, AND REFLECT ON STRATEGIES FOR INCLUSION, SOCIAL INTEGRATION, AND ACTIVE LEARNING.

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## STEPS TRAINING IN HUNGARY - DAY 1

THE TRAINING BEGAN AT CSIK FERENC ÁLTALÁNOS ISKOLA ÉS GIMNÁZIUM IN BUDAPEST, FOCUSING ON GENERAL PRIMARY EDUCATION. PARTICIPANTS RECEIVED AN OVERVIEW OF THE HUNGARIAN SCHOOL SYSTEM, COVERING THE STAGES FROM NURSERY AND KINDERGARTEN TO COMPULSORY SCHOOLING (AGES 6-16) AND PATHWAYS TO SECONDARY AND HIGHER EDUCATION. THE DELEGATION OBSERVED TEACHING THROUGH JOB SHADOWING, PARTICIPATED IN FEEDBACK SESSIONS, AND LEARNED ABOUT THE SCHOOL'S FACILITIES, STUDENT POPULATION, AND SOCIO-ECONOMIC CONTEXT.

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STEPS TRAINING IN HUNGARY - DAY 1

OBSERVATION OF A  
TEACHING LESSON.



TESTIMONIES FROM  
MIGRANT PARENTS AND  
TEACHERS.

## STEPS TRAINING IN HUNGARY - DAY 2

THE MORNING WAS DEDICATED TO A VISIT TO BIZTOS KEZDET GYERMEKHÁZ, FOCUSING ON SUPPORTING VULNERABLE CHILDREN AND FAMILIES, PARTICULARLY FROM THE ROMA COMMUNITY.

PARTICIPANTS LEARNED ABOUT LOCAL SOCIAL CONTEXT, CHALLENGES, AND THE CENTRE'S EDUCATIONAL ACTIVITIES. IN THE AFTERNOON, VISITS WERE MADE TO MINI-MANÓ NURSERY AND GYERMEKKERT NURSERY, INCLUDING THE EDULAB 0-6 STEAM LABORATORY. DELEGATES EXPLORED INCLUSIVE AND INTERCULTURAL TEACHING PRACTICES, TESTED ACTIVITIES AND EQUIPMENT, AND PARTICIPATED IN ROLE-PLAY EXERCISES SIMULATING CHILD CARE ROUTINES. THE DAY CONCLUDED WITH A VISIT TO THE HUNGARIAN KINDERGARTEN MUSEUM, SHOWCASING THE HISTORY OF EARLY CHILDHOOD EDUCATION IN HUNGARY, AND A VIDEO PRESENTATION OF PARENTS' PERSPECTIVES ON INCLUSION PRACTICES.

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**STEPS TRAINING IN HUNGARY - DAY 2**

**VISIT TO THE ORGANISATION,  
PRESENTATION OF PROGRAM AND  
ACTIVITIES TO PROVIDE EDUCATION AND  
EARLY DEVELOPMENT SUPPORT FOR  
CHILDREN AND FAMILIES BELONGING TO  
VULNERABLE GROUPS, IN PARTICULAR  
THE ROMA COMMUNITY.**



**PRESENTATION OF “EDULAB”,  
LABORATORY FOR THE STEAM  
EDUCATION TO CHILDREN 0-6 Y.O.,  
AND ITS PHILOSOPHY.**

**STEPS TRAINING IN HUNGARY - DAY 2****WORKSHOP “THE EDUCATOR SEEN  
FROM THE POINT OF VIEW OF THE  
YOUNG CHILD” - FEEDING SMALL  
CHILDREN.**

## STEPS TRAINING IN HUNGARY - DAY 3

THE FOCUS WAS ON INTERCULTURAL NURSERY EDUCATION AT GYERMEKKERT NURSERY. PARTICIPANTS RECEIVED A DETAILED PRESENTATION ON THE HUNGARIAN NURSERY AND KINDERGARTEN SYSTEM, ITS LEGAL AND FINANCIAL FRAMEWORKS, INCLUSIVITY, MULTICULTURAL APPROACHES, AND TEACHER TRAINING. AN ONLINE SEMINAR LED BY DR. GABRIEL LEMKOW-TOVIAS PRESENTED THE HORIZON2020 “C4S - COMMUNITIES FOR SCIENCES” PROJECT, EXPLORING STEAM EDUCATION AS A TOOL FOR SOCIAL INCLUSION, REDUCING GENDER INEQUALITIES, AND PROMOTING EQUAL OPPORTUNITIES FOR CHILDREN. THE DAY CONCLUDED WITH A Q&A SESSION, FEEDBACK COLLECTION, AND EVALUATION OF THE LEARNING OUTCOMES FROM THE MOBILITY.

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**STEPS TRAINING IN HUNGARY - DAY 3**

**ONLINE SEMINAR ABOUT MULTICULTURALITY, HELD BY  
GABRIEL LEMKOW TOVIAS, RESEARCH COORDINATOR,  
LECTOR PROFESSOR, MEMBER OF THE TEACHING TEAM OF  
THE DEGREE OF TEACHER IN EARLY CHILDHOOD EDUCATION,  
MEMBER OF LABO\_6 AT UNIVERSITAT DE VIC-UNIVERSITAT  
CENTRAL DE CATALUNYA - UVIC-UCC (BARCELONA).**



**STEPS TRAINING IN ITALY - 11/15 MARCH 2025**

THE TEAM THAT ORGANIZED THE TRAINING IN FLORENCE CONSISTS OF PROFESSIONALS WORKING IN SERVICES THAT DAILY PROMOTE THE INCLUSION OF FOREIGN CHILDREN IN SCHOOLS AND OTHER EDUCATIONAL AND SUPPORT CONTEXTS. THESE SERVICES ARE CHARACTERIZED BY A CONTINUOUS EFFORT TO ADAPT AND RENEW THEIR OPERATIONAL APPROACHES, AIMING NOT ONLY AT INCLUSION BUT ALSO AT ENRICHING THE EXPERIENCES OF CHILDREN AND ADOLESCENTS, CONTRIBUTING TO THE DEVELOPMENT OF THEIR SENSE OF BELONGING, IDENTITY, AND WELL-BEING.

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## STEPS TRAINING IN ITALY - DAY 1

THE FIRST DAY AT MEYER UNIVERSITY HOSPITAL IN FLORENCE INCLUDED A GUIDED TOUR AND PRESENTATIONS ON THE HOSPITAL'S MEDICAL, SCIENTIFIC, SOCIAL, AND EDUCATIONAL ORGANISATION, HIGHLIGHTING STRONG INTERPROFESSIONAL COLLABORATION AND CONNECTION WITH THE REGIONAL NETWORK. PARTICIPANTS DISCOVERED THE LUDOBIBLIO, A SPACE COMBINING READING AND PLAY FOR HOSPITALIZED CHILDREN, AND THE "PICCOLA BABELE" PROJECT, A MULTICULTURAL BOOK COLLECTION PROMOTING LINGUISTIC AND CULTURAL INCLUSION. THE FUNCTIONING OF THE SCHOOL IN HOSPITAL WAS ALSO EXPLORED, SHOWING HOW IT ENSURES CONTINUOUS AND PERSONALIZED EDUCATION FOR ALL PUPILS. FINALLY, THE ESSENTIAL ROLE OF THE LINGUISTIC-CULTURAL MEDIATION SERVICE WAS PRESENTED, SUPPORTING COMMUNICATION AND ACCESS TO HEALTHCARE FOR FOREIGN FAMILIES. OVERALL, THE DAY EMPHASISED AN INTEGRATED MODEL THAT COMBINES CARE, EDUCATION, AND INCLUSION, PLACING THE CHILD AT THE CENTRE.

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## STEPS TRAINING IN ITALY - DAY 1

**ROLE-PLAY MOMENT WITH THE TEACHERS OF THE SCUOLA IN OSPEDALE.**



**WORKSHOP INSPIRED BY THE ARTIST HERVÉ TULLET.**

**STEPS TRAINING IN ITALY - DAY 1****VISIT TO THE FAMILY CENTER.**

## STEPS TRAINING IN ITALY - DAY 2

THE SECOND DAY BEGAN AT THE ULYSSE LITERACY CENTRE, PART OF FLORENCE'S NETWORK SUPPORTING NON-ITALIAN-SPEAKING STUDENTS THROUGH ITALIAN L2 COURSES, INTERCULTURAL ACTIVITIES, TUTORING AND ORIENTATION FOR FAMILIES. THE CENTRES VALUE MULTILINGUALISM, PROVIDE PERSONALISED LANGUAGE SUPPORT AND RELY ON LINGUISTIC-CULTURAL MEDIATORS TO CONNECT PUPILS, FAMILIES AND SCHOOLS. PARTICIPANTS OBSERVED REAL LESSONS AND TEACHING TOOLS IN USE.

IN THE AFTERNOON, THE GROUP VISITED THE "NUOVA CASA SASSUOLO" YOUTH RESIDENTIAL COMMUNITY, WHICH PROVIDES A FAMILY-LIKE ENVIRONMENT FOR MINORS, INCLUDING UNACCOMPANIED FOREIGN MINORS. THE COMMUNITY FOCUSES ON PERSONALISED SUPPORT, INCLUSION, PROTECTION AND COLLABORATION WITH LOCAL SERVICES. THE VISIT SHOWED HOW DAILY PRACTICES PROMOTE WELL-BEING, AUTONOMY AND INTEGRATION.

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STEPS TRAINING IN ITALY - DAY 2



**PARTICIPATION IN LESSONS IN PROGRESS. ONE OF THE ACTIVITIES CARRIED OUT WAS TO PAIR UP AND ANSWER QUESTIONS ABOUT ONESELF, ABOUT FAVOURITE FOOD AND SO ON. AFTERWARDS ONE HAD TO DRAW THEIR PARTNER.**

**PRESENTATION OF COMMUNITY FOR MINORI "CASA SASSUOLO".**



**STEPS TRAINING IN ITALY - DAY 2****REFRESHMENTS ORGANISED BY THE  
YOUNGSTERS OF THE COMMUNITY AT THE CASA  
DEL POPOLO OF OSTERIA NUOVA.**

## STEPS TRAINING IN ITALY - DAY 3

THE FINAL ACTIVITY TOOK PLACE AT COOPERATIVA ARCA, WHICH SUPPORTS ADULT REFUGEES AND FAMILIES. ALTHOUGH THE PLANNED ITALIAN LESSON WITH BENEFICIARIES WAS CANCELLED, THE PRESENTATION HIGHLIGHTED THE CHALLENGES OF TEACHING ITALIAN IN SAI RECEPTION PROJECTS, WHERE HIGHLY DIVERSE ADULT LEARNERS REQUIRE FLEXIBLE, PERSONALISED METHODS COMBINING STRUCTURED EXERCISES, EVERYDAY COMMUNICATION AND MULTIMEDIA TOOLS.

PARTICIPANTS ALSO LEARNED ABOUT THE SAI SYSTEM, WHICH OFFERS INTEGRATED SERVICES - HOUSING, LANGUAGE COURSES, HEALTHCARE, LEGAL SUPPORT, JOB ORIENTATION AND CULTURAL ACTIVITIES - THROUGH SMALL COMMUNITY-BASED ACCOMMODATIONS. THE MODEL PROMOTES AUTONOMY, SOCIAL INCLUSION AND ACCESS TO TRAINING AND EMPLOYMENT OPPORTUNITIES. LANGUAGE TEACHING EMERGED AS A KEY TOOL FOR INTEGRATION.

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## STEPS TRAINING IN ITALY - DAY 3

### PRESENTATION OF THE SAI PROJECT AND THE METHODS OF TEACHING THE ITALIAN LANGUAGE.



### PRESENTATION OF THE SAI PROJECT AND THE METHODS OF TEACHING THE ITALIAN LANGUAGE.

**STEPS TRAINING IN PORTUGAL - 05/09 MAY 2025**

THE SHORT-TERM JOINT STAFF MEETING IN PORTO, PORTUGAL, WAS THE FINAL LTA OF THE PROJECT, HELD FROM MAY 5 TO 9, 2025, ACROSS MULTIPLE FACILITIES. THE PROGRAMME WAS CAREFULLY PREPARED BY CENTRO SOCIAL DE SOUTELO, CRUZ VERMELHA PORTUGUESA GONDOMAR/VALONGO, AND TEACHERS FROM ESCOLA SECUNDÁRIA DE RIO TINTO. IT AIMED TO SHARE KNOWLEDGE, EXCHANGE BEST PRACTICES, AND FOSTER COLLABORATION AMONG STAFF, WHILE MAXIMISING THE ACTIVE PARTICIPATION OF ALL ATTENDEES. THE ACTIVITIES PROVIDED OPPORTUNITIES FOR REFLECTION, DISCUSSION, AND OBSERVATION OF INNOVATIVE EDUCATIONAL AND SOCIAL INCLUSION PRACTICES IN DIFFERENT COMMUNITY AND SCHOOL CONTEXTS.

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## STEPS TRAINING IN PORTUGAL - DAY 1

ON THE FIRST DAY, ACTIVITIES TOOK PLACE AT PORTUGUESE RED CROSS GONDOMAR/VALONGO, BEGINNING WITH AN INTRODUCTION TO THE ORGANISATION, ITS HISTORY AND ITS NATIONAL AND INTERNATIONAL WORK. PROJECTS RELATED TO MIGRANTS WERE PRESENTED, FOLLOWED BY THE COOPERATIVE GAME “REFUGIA LIADOS”, WHERE PARTICIPANTS HAD TO MAKE COLLECTIVE DECISIONS ABOUT REFUGEE JOURNEYS. THE MORNING ALSO INCLUDED A REAL-LIFE TESTIMONY FROM A MIGRANT PERSECUTED FOR RELIGIOUS REASONS.

IN THE AFTERNOON, THE “VI(R)AGEM-E9G” ESCOLHAS PROJECT WAS PRESENTED, AIMED AT CHILDREN AND YOUNG PEOPLE EXPERIENCING SCHOOL FAILURE, ABSENTEEISM, UNEMPLOYMENT OR PRECARIOUS WORK. PARTICIPANTS TOOK PART IN “ECORITMO”, A MUSIC WORKSHOP USING RECYCLED PERCUSSION INSTRUMENTS, ALONGSIDE THE YOUNG PEOPLE INVOLVED IN THE PROJECT.

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**STEPS TRAINING IN PORTUGAL - DAY 1**

**BRIEF PRESENTATION OF RED CROSS - THE HISTORY OF THE INSTITUTION AND ITS INTERVENTION WORK AT NATIONAL AND INTERNATIONAL LEVEL AND PROJECTS RELATED TO MIGRANTS.**



**“ECORITMO”, A MUSIC WORKSHOP USING RECYCLED PERCUSSION INSTRUMENTS, IN WHICH THE GROUP HAD THE OPPORTUNITY TO PARTICIPATE.**

**STEPS TRAINING IN PORTUGAL - DAY 1**

**DYNAMIC GAME PLAY  
“REFUGIALIADOS”. THIS  
ACTIVITY CONSISTED OF A  
COOPERATION GAME IN  
WHICH CARDS WERE  
DISTRIBUTED WITH  
ELEMENTS NECESSARY FOR  
THE CROSSING OF  
REFUGEE.**

**ACTIVITY WITH ESCOLHAS  
PROJECT “VI(R)AGEM-E9G”.**



## STEPS TRAINING IN PORTUGAL - DAY 2

ON THE SECOND DAY, THE VISIT TOOK PLACE AT RIO TINTO SECONDARY SCHOOL AND FOCUSED ON THE “UBUNTU” CLUB, A NON-FORMAL EDUCATION PROGRAMME USED BY THE SCHOOL’S TEACHERS. THE UBUNTU APPROACH IS BASED ON FIVE KEY PILLARS – SELF-KNOWLEDGE, SELF-CONFIDENCE, RESILIENCE, EMPATHY AND SERVICE – AND AIMS TO SUPPORT STUDENTS’ PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT. THROUGH EXPERIENTIAL AND RELATIONAL ACTIVITIES, THE PROGRAMME ENCOURAGES TEAMWORK, REFLECTION AND SOLIDARITY, HELPING YOUNG PEOPLE BUILD CONFIDENCE, IMPROVE RELATIONSHIPS AND FEEL A STRONGER SENSE OF BELONGING WITHIN THE SCHOOL COMMUNITY.

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STEPS TRAINING IN PORTUGAL - DAY 2



INTERCULTURAL SHOW INSIDE  
THE SCHOOL.

**PRESENTATION OF “UBUNTU”  
CLUB, A NON-FORMAL  
EDUCATION PROGRAM MARKED  
BY AN EXPERIENTIAL AND  
RELATIONAL DIMENSION, BASED  
ON 5 ESSENTIAL PILLARS: SELF-  
KNOWLEDGE; SELF-CONFIDENCE;  
RESILIENCE; EMPATHY; AND  
SERVICE.**



## STEPS TRAINING IN PORTUGAL - DAY 3

THE DAY BEGAN AT THE SOUTELO SOCIAL CENTER, WITH AN INTRODUCTION TO ITS WORK AND COMMUNITY PROJECTS SUPPORTING VULNERABLE PEOPLE, INCLUDING MIGRANTS. PARTICIPANTS VISITED PRE-SCHOOL CLASSROOMS AND OBSERVED DAILY ROUTINES. IN THE AFTERNOON, THEY VISITED THE PRAÇA DA CORUJEIRA EXTENSION, WHERE THE “NA PRAÇA E9G!” AND “A ESCOLHA É TUA E9G!” PROJECTS OPERATE. THESE INITIATIVES PROMOTE SOCIAL INCLUSION, EDUCATION, CIVIC PARTICIPATION AND PERSONAL DEVELOPMENT FOR CHILDREN AND YOUNG PEOPLE, COMBINING COMMUNITY AND SCHOOL-BASED ACTIVITIES ACROSS SEVERAL NEIGHBOURHOODS.

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**STEPS TRAINING IN PORTUGAL - DAY 3**



**BRIEF PRESENTATION ABOUT SOUTELO SOCIAL CENTER AND SOME OF THE COMMUNITY PROJECTS NAMELY THE SOCIAL ASSISTANCE AND ACCOMPANIMENT SERVICE, WHICH IS ONE OF THE CSS'S RESPONSES THAT PROVIDES SUPPORT, GUIDANCE AND ACCOMPANIMENT TO PEOPLE IN VULNERABLE SITUATIONS, INCLUDING MIGRANTS. TO THIS END, A PRACTICAL EXAMPLE WAS DESCRIBED.**

**PRESENTATION OF  
ESCOLHAS PROJECT  
“NA PRAÇA-E9G” AND “  
A ESCOLHA É TUA E-  
9G”.**



**STEPS TRAINING IN PORTUGAL - DAY 3****LAST MOMENT OF STEPS TRAINING.**

THE STEPS PROJECT MOBILITIES IN HUNGARY, ITALY AND PORTUGAL PROVIDED A MEANINGFUL OPPORTUNITY TO SHARE KNOWLEDGE, COMPARE EDUCATIONAL SYSTEMS, AND DEEPEN UNDERSTANDING OF INCLUSION PRACTICES ADDRESSING DIVERSE LEARNER NEEDS. THROUGH JOB-SHADOWING, WORKSHOPS, AND DIRECT INTERACTION WITH SCHOOLS, EARLY CHILDHOOD SERVICES AND COMMUNITY ORGANISATIONS, PARTICIPANTS STRENGTHENED THEIR PROFESSIONAL SKILLS AND EXPANDED THEIR CAPACITY TO SUPPORT CHILDREN AND FAMILIES IN VULNERABLE CONTEXTS.

THE EXPERIENCES DEMONSTRATED THAT COLLABORATION BETWEEN EDUCATION, HEALTH AND SOCIAL SERVICES IS ESSENTIAL TO ENSURE QUALITY LEARNING PATHWAYS, SUPPORT LINGUISTIC AND CULTURAL INCLUSION, AND PROMOTE THE RIGHTS AND WELL-BEING OF EVERY CHILD. THIS HANDBOOK CONSOLIDATES THE INSIGHTS, METHODS AND GOOD PRACTICES EXCHANGED THROUGHOUT THE PROJECT, SERVING AS A REFERENCE FOR FUTURE INITIATIVES. THE PARTNERS REMAIN COMMITTED TO CONTINUING THIS SHARED MISSION: BUILDING INCLUSIVE SCHOOL ENVIRONMENTS IN WHICH ALL CHILDREN ARE VALUED, ACTIVELY SUPPORTED AND GIVEN THE OPPORTUNITY TO THRIVE AS MEMBERS OF AN EQUITABLE EUROPEAN COMMUNITY.

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