

## Application

Programme	Erasmus+
Action Type	KA220-SCH - Cooperation partnerships in school education
Call	2023
Round	Round 1

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## Context

Field	School Education			
Project Title	Widespread School: innovating teaching approaches outside the classroom			
Project Acronym	Widespread School			
Project Start Date (dd/mm/yyyy)	Project total Duration	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01/09/2023	36 months	31/08/2026	IT02 - Agenzia Nazionale Erasmus+ - INDIRE	English
Project lump sum	400 000,00 €			

For further details about the available Erasmus+ National Agencies, please consult the following page: [List of National Agencies](#).

## Project Summary

Please provide a short summary of your project. Please be aware that this section (or parts of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer-term benefits. The summary will be publicly available in case your project is awarded.

In view of further publication on the Erasmus+ Project Results Platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

### Objectives: What do you want to achieve by implementing the project?

Communities are educational resources that can give new inputs to school systems by innovating the approach to education and reinforcing teachers' competences, positively impacting on students: the project aims at enhancing the quality of primary and lower secondary school education by leveraging on the EOC approach and through innovative teaching methods that foster the development of key competences, such as critical thinking, creativity, active citizenship and participation.

### Implementation: What activities are you going to implement?

The project will implement the following activities:

WP1 - project management

WP2 - activities aimed at developing a Literature research and methodological analysis

WP3 - activities aimed at implementing an EOC Toolbox

WP4 - activities aimed at increasing policy awareness about EOC and at drafting policy recommendations

WP5 - activities aimed at evaluating and assess impact of project's and EOC activities as well as disseminate its results

### Results: What project results and other outcomes do you expect your project to have?

A) Toolbox, to support teachers/educators for defining cross-curricular school programmes based on EOC

B) Promote professional development opportunities for teachers, activating co-design processes involving professionals from various community learning environments

C) Foster policy decision processes for the re-design of indoor and outdoor community places into high-quality learning environments

D) Reinforce policy and decision making role in supporting innovative experiences in school systems

## Applicant organisation

OID	Legal name	Country	Region	City	Website
E10187666	COMUNE DI REGGIO EMILIA	Italy		REGGIO EMILIA	<a href="http://www.municipio.re.it">www.municipio.re.it</a>

## Partner organisations

OID	Legal name	Country	Region	City	Website
E10111681	Fondazione Reggio Children - Centro Loris Malaguzzi	Italy	Emilia-Romagna	Reggio Emilia	<a href="http://www.reggiochildrenfoundation.org">http://www.reggiochildrenfoundation.org</a>
E10208626	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA	Italy	Emilia-Romagna	MODENA	<a href="http://www.unimore.it">www.unimore.it</a>
E10139988	GRAD ZADAR	Croatia		ZADAR	<a href="http://www.grad-zadar.hr">www.grad-zadar.hr</a>
E10234639	Saunalahden koulu	Finland	Helsinki-Uusimaa	Espoo	<a href="http://espo.fi/saunalahdenkoulu">espo.fi/saunalahdenkoulu</a>
E10126597	Escola Carme Auguet	Spain	Cataluña	Girona	<a href="https://agora.xtec.cat/escolacarmeauguet">https://agora.xtec.cat/escolacarmeauguet</a>
E10209101	UNIVERSITAT DE GIRONA	Spain	Cataluña	GIRONA	<a href="http://www.udg.es">www.udg.es</a>

## Workpackages summary table

Please note that it is recommended to split your projects in a maximum of 5 work packages, including the one on project management.

In this section, please do not add the work package project management already included in the previous section.

Work package id	Title	Number of activities	Grant (EUR)
1	Project Management		78 780,00
2	Literature research and methodological analysis	3	51 540,00
3	Development of the toolbox	2	98 480,00
4	Policy awareness	3	50 880,00
5	Evaluation, impact assessment and dissemination	3	120 320,00
<b>Total</b>			<b>400 000,00</b>



## Project budget summary

This section provides a summary of the estimated project budget. The table is automatically completed taking into account the described work packages and their estimated cost.

Budget Items	Allocated amount (EUR)
Work package n°1 'Project Management'	78 780,00
Work package n°2 - Literature research and methodological analysis	51 540,00
Work package n°3 - Development of the toolbox	98 480,00
Work package n°4 - Policy awareness	50 880,00
Work package n°5 - Evaluation, impact assessment and dissemination	120 320,00
<b>Total</b>	<b>400 000,00</b>

### Distribution of the grant amount among participating organisations

WP	Coordinator (EUR)	Partner 1 (EUR)	Partner 2 (EUR)	Partner 3 (EUR)	Partner 4 (EUR)	Partner 5 (EUR)	Partner 6 (EUR)	Total (EUR)
Work package n°1 'Project Management'	37 220,00	9 100,00	11 700,00	4 840,00	4 640,00	3 640,00	7 640,00	78 780,00
Work package n°2 - Literature research and methodological analysis	5 180,00	4 540,00	13 640,00	2 540,00	4 640,00	3 000,00	18 000,00	51 540,00
Work package n°3 - Development of the toolbox	12 560,00	19 020,00	7 320,00	11 500,00	24 360,00	17 260,00	6 460,00	98 480,00
Work package n°4 - Policy awareness	15 500,00	3 200,00	4 760,00	10 200,00	9 020,00	4 100,00	4 100,00	50 880,00
Work package n°5 - Evaluation, impact assessment and dissemination	22 640,00	32 120,00	18 980,00	8 520,00	14 820,00	12 120,00	11 120,00	120 320,00
<b>Total</b>	<b>93 100,00</b>	<b>67 980,00</b>	<b>56 400,00</b>	<b>37 600,00</b>	<b>57 480,00</b>	<b>40 120,00</b>	<b>47 320,00</b>	<b>400 000,00</b>
<b>Project lump sum (EUR)</b>								<b>400 000,00</b>

## Participating Organisations

To complete this section, you will need your organisation's identification number (OID). Since 2019, the Organisation ID has replaced the Participant Identification Code (PIC) as unique identifier for actions managed by the Erasmus+ National Agencies.

**If your organisation has previously participated in Erasmus+ with a PIC number, an OID has been assigned to it automatically. In that case, you must not register your organisation again.** Follow this link to find the OID that has been assigned to your PIC: [Organisation Registration System](#)

You can also visit the same page to register a new organisation that never had a PIC or an OID, or to update existing information about your organisation.

### Applicant - COMUNE DI REGGIO EMILIA (E10187666 - IT)

Organisation ID	Legal name	Country
E10187666	COMUNE DI REGGIO EMILIA	Italy

#### Applicant details

Legal name	COMUNE DI REGGIO EMILIA
Country	Italy
Region	
City	REGGIO EMILIA
Website	<a href="http://www.municipio.re.it">www.municipio.re.it</a>

#### Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Local Public body

## Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Reggio Emilia is a medium-sized city, with more than 172.000 inhabitants and is located in Emilia-Romagna Region, in Northern Italy. The city is top-ranked in Italy offering good quality of life, economic growth and social services. The main economic features consist in small-medium enterprises operating mainly in mechanics and automotive, mechatronic, agriculture and agri-food processing, textile as well as a ceramic district in the South-East area.

Ever since the 60s, Reggio Emilia has promoted an international dimension through the close relations with its twin cities, both European and non-European. Today international relations act as a strategic leverage to support the territory in a process of knowledge, exchange and encounter with foreign countries, in order to strengthen the local system from a cultural, economic and social standpoint. The creation of strong international relations and partnerships generates new trajectories for the development of the social, productive and cultural sphere, making the community more ready to face new territories, and more open to change and innovation.

Reggio Emilia is also known worldwide for the Reggio Emilia Approach, an early childhood education philosophy based on the image of the child, and of human beings, as possessing strong potentials for development and as a subject of rights who learns and grows in the relationships with others, applied in the Municipal Infant-toddler Centres and Preschools and appreciated all over the world.

The Municipality, with its about 1600 employees, plays a central role in the promotion of cooperation projects at local and international level and in the development and sharing of best practices, including those in the education sector.

The Municipality of Reggio Emilia is structured in macro-areas, one of which is the Educational Services Area, that includes the Institution of Preschools and Infant-toddler Centres and the Education Department (Officina Educativa). The Department is in turn divided into two Operative Units: one is responsible for the Territorial Educational Services and Right to Study (age range 6-14) and the other is dedicated to Youth Participation and Welfare (age range 14-35).

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The Municipality of Reggio Emilia (MRE) places the relationship with the city's schools and other public and private, formal and informal educational agencies at the center of its actions. In fulfilling the legal obligations on the right to study, the Municipality fosters the activation of educational and learning contexts in dialogue with each other, through the co-planning between different professionals (educators, teachers, atelierists, pedagogists, experts, etc.). In 2017, the Municipality signed the "Pact for education and knowledge" with the 12 comprehensive schools (primary and lower secondary education) of the city, which promotes educational courses during school hours in collaboration with educators and with the network of afternoon educational services (6-14 years).

The Covid-19 health emergency has led Reggio Emilia's educational services to seek possible solutions for restarting face-to-face teaching and rethinking the choice of educational spaces to maintain the concept of school as a community place. In the 2020/2021 school year, thanks to the possibility of transforming the school spaces and experiencing new learning environments outside the classroom, the city has become school, a widespread school ("Scuola Diffusa"): many different city places (museums and cultural locations, digital labs, libraries, community centres, farmhouses) have welcomed students and have become learning environments, capable of guaranteeing everyone the same rights of access and attendance in safety.

The "Scuola Diffusa" experience, from a solution of emergency, became an educational and pedagogical model that has been identified as a national best practice by INDIRE, with a Memorandum of understanding signed on 2020 to analyze the factors of quality and innovation in primary and lower secondary school teaching, and by the Italian Ministry of Education, Universities and Research (MIUR), that also signed a MoU with the Municipality of Reggio Emilia, recognising "Scuola Diffusa" as a method of national importance for the implementation of "Community educational pacts", demonstrating the added value of a strategic alliance between school institutions and educational resources of the territory.

The Widespread School project will be coordinated and implemented by the Educational Services Area of the Municipality and, in particular, by the staff of the Operative Unit "Territorial Educational Services and Right to Study", with the technical support of E35, the foundation for international projects of the Municipality of Reggio Emilia:

Eugenio Paterlini, responsible for the Operative Unit "Territorial Educational Services and Right to Study", he carries out organizational-managerial and monitoring functions and has a relevant experience in the coordination of projects both at local and international level. He will coordinate the Consortium Executive Board and the Work Package 1 on Project management and will liaise with the National Agency.

Martino Soragni, E35 responsible for Erasmus+ and education projects and coordinator. He has graduated with a Master Degree in International Relations and European Integration. He has over 10 years' experience in the management of EU funded projects, with particular reference to mobility and cooperation projects addressing the education sector. He will coordinate the activities and relations with the consortium partners.

Michele Campanini, graduated in Educational Sciences, he is the pedagogical coordinator of educational projects in the

Reggio Emilia primary and lower secondary schools and pedagogical supervisor of the "Scuola Diffusa" initiative. He will be responsible for the involvement of schools in the project activities.

Sabrina Cavuto, graduated in Law, she is the coordinator of the Administrative and financial office of the Education Department. She will be the administrative and financial coordinator of the project.

Action Type	Number of project applications	As Applicant	As Partner or Consortium Member	
		Number of granted projects	Number of project applications	Number of granted projects
Cooperation partnerships in vocational education and training	0	0	1	1
Newcomer organisation		No		
Less experienced organisation		Yes		
First time applicant		Yes		

Would you like to make any comments or add any information to the summary of your organisation's past participation?

The Municipality of Reggio Emilia has a consolidated experience in the coordination and management of EU funded projects (Interreg Europe, H2020, LIFE, AMIF, REC, DEAR, Urbact, Single Market Programme...).

As regards to the Erasmus+ Programme, the experience is more limited, but still significant, in particular in the VET sector, where the Municipality obtained the accreditation in 2020 (2020-1-IT01-KA120-VET-009202) and is partner of a KA220 project aiming to develop practical tools on the topics of Diversity, Accessibility, Equity, Inclusion for professionals in the cultural sector.

## Partner Organisations

Organisation ID	Legal name	Country
E10111681	Fondazione Reggio Children - Centro Loris Malaguzzi	Italy
E10208626	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA	Italy
E10139988	GRAD ZADAR	Croatia
E10234639	Saunalahden koulu	Finland
E10126597	Escola Carme Auguet	Spain
E10209101	UNIVERSITAT DE GIRONA	Spain

### Fondazione Reggio Children - Centro Loris Malaguzzi (E10111681 - IT)

#### Partner organisation details

Legal name	Fondazione Reggio Children - Centro Loris Malaguzzi
Country	Italy
Region	Emilia-Romagna
City	Reggio Emilia
Website	<a href="http://www.reggiochildrenfoundation.org">http://www.reggiochildrenfoundation.org</a>

#### Profile

Is the organisation a public body?	No
Is the organisation a non-profit?	Yes
Type of Organisation	Foundation
Main sector of activity	Other (specify)
Please specify the main sector	Education

## Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Fondazione Reggio Children (FRC) is an Italian not-for-profit organization that carries out and leads educational projects at the Italian and international levels. FRC aims to improve the life of communities worldwide by promoting high-quality education.

FRC was established in 2011 in Reggio Emilia, the city that, immediately after the Second World War, gave birth to the Reggio Emilia Approach®, the educational philosophy based on the image of a child with a strong potential for development, a subject with rights from the birth, who learns through the 100 languages and grows in relations with others. The 100 languages are a metaphor for expressive languages, the way children represent, communicate and express their thinking in different media and symbolic systems.

Stemming from this educational philosophy, FRC conducts co-designed and participatory paths with families and citizens, institutions and third-sector associations, and private and public bodies as active participants in the construction of educating communities, putting the relationships among people at the centre as the key strategy to improve the life of communities through quality education. The educational activities of FRC concern different topics:

- Educational settings and digital technologies – projects in this area concern architecture and pedagogy, digital technologies, requalification of school environments.
- Play and learning – projects in this area investigate the relations between play, passion and learning with analogue and digital technologies.
- Sustainability – this area concerns the reuse, recycling, and regeneration of unstructured materials as educational tools.
- Taste and well-being – projects in this area concern food as an element of a healthy lifestyle and a strategy for intercultural dialogue and encounters.
- Academic research – this area concerns pedagogical and educational research. FRC launched the PhD course in 'Reggio Childhood Studies' in collaboration with the University of Modena and Reggio Emilia, Department of Education and Human Sciences. The course aims to build theoretical and practical research that studies and investigates the new challenges of education from an interdisciplinary perspective. FRC hosts on its premises 20 doctoral fellows.

Among other partners, FRC works internationally with the LEGO Foundation, MIT Media Lab, Yesterday, Today, Tomorrow Association (YTT), Exploratorium, and NGO GVC. In addition, FRC collaborates with many institutions and companies at the Italian national level, including RAI, Almaviva, Enel Cuore Onlus, MAXXI, Carioca, Libri, and Italia Camp.

In addition, FRC has an extensive network of research partners and stakeholders all over the world: Harvard, the Government of South Australia, the University of Colorado, Minderoo Foundation, LUISS University, University of South Australia, University Bicocca of Milan, University of Stockholm, Italian National Council Research, Italian Ministry of Foreign Affairs, Italian Ministry of Education.

FRC has 16 employees and 27 doctoral students, and 80 volunteers that contribute to its activities.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

FRC has developed many collaborations in educational projects and pedagogical research, intertwining educational practice and research activity in a recursive relationship that combines theory and practice. FRC develops projects 0-99 that address children, adolescents, and adults and offers educational opportunities where the participants engage in dynamic learning processes through an interdisciplinary approach favouring imagination, creativity, and expressivity. Within the framework of its projects, FRC set up educational contexts where participants are encouraged to develop many forms of inherent intelligence in a participatory approach and cooperative work. An atelierista facilitates the activities by supporting learning through various artistic forms. Digital technologies and tools play a crucial role in experimenting with creative processes: cameras, webcams, projectors, and tablets help constitute a digital learning environment that increases opportunities to explore reality and create new connections of meaning among things and new relations among people.

Main project references:

FRC had been working since 2015 on the FARE SCUOLA project, which promoted an innovative idea of a school environment. The project redesigned the school spaces intended as learning and relational places thanks to the dialogue and active involvement of many professionals (pedagogistas, school heads, teachers, educators and architects). In 7 years, FARE SCUOLA regenerated more than 90 schools and involved 1200 teachers. For more information: <https://www.frchildren.org/it/ricerca/progetti/fare-scuola>

In the years of the pandemic, FRC participated in the project SCUOLA DIFFUSA (widespread school) and actively contributed to the renewal of school environments with three pilot solutions aiming to enhance inclusion, comfort, relationships, and learning. In addition, FRC currently welcomes its premises classes of primary schools for a week of

workshops and ateliers as part of the school's didactic programme. For more information:  
<https://www.frchildren.org/it/ricerca/progetti/scuola-diffusa-nuovi-paesaggi-di-apprendimento>.

**Staff involved:**

Massimiliano Massimelli holds a degree in Political Science (2003, State University of Milan), plus a master's and a specialisation course in international fundraising, obtained at the University of Bologna and the University of Bergamo. From 2004 to 2008, he worked as a media planner and strategist at various communication agencies. Until 2013, he was a member of the Board of Directors and Communication Manager of Fondazione Capta Onlus. Since 2014 he has been working at FRC as Head of Communication and since 2019 as General Coordinator, ensuring the coordination of international projects, managing the communication strategy, and taking care of the organisation's network of relations.

Eloisa Di Rocco holds a University Degree in Human Sciences from the University of Rome La Sapienza. Following a master's degree in graphics and design, she began working as an advertising graphic designer in various agencies in Rome, London, and Chicago. She attended the training course delivered by Reggio Children and, since 2012, she has been working at FRC as an atelierista. She has excellent skills in developing and carrying out educational projects on themes like creativity and digital, favoring co-designed and participatory processes.

Giulia Sberveglieri obtained a three-year degree in Modern Civilization and Foreign Languages in 2016, followed by qualification as Editor of Digital Editorial Products. As Communication Officer at FRC, she has good technical skills in the use of DTP and graphic design tools, communication methods and techniques, text editing, and digital publishing products. She is good at defining differentiated communication strategies according to the target, operating both through traditional and digital tools.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Partnerships for Creativity (KA227)	1	0	2	0
Cooperation partnerships in school education	1	0	1	1
Newcomer organisation	No			
Less experienced organisation	Yes			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

FRC is a partner in the Erasmus+ project EXCIITE. The project aims to build a flexible system for teacher training with a focus on creativity, inclusion, engagement and digital literacy. EXCIITE addresses this objective and proposes the construction of a set of resources suitable for supporting in-service teacher training, maintaining and developing the values of equity, diversity, and inclusion. Therefore, the project aims to enhance teacher training in the areas where teachers perceive their greatest needs, also with a specific focus on creativity, which the project develops in terms of creative curriculum design, combining interdisciplinarity and digital technologies and supporting inclusion processes in schools.

EXCIITE's objectives are:

1. Design a series of training modules that combine into flexible and personalized learning paths based on a self-assessment tool designed to help teachers recognize their own training needs.
2. To build a Hub for teacher training, consisting of a web repository of multilingual learning resources for teachers to help them develop and practice creativity skills, learning innovation, self-regulatory learning, appreciation of diversity and social inclusion.
3. To create an alliance of teacher education institutions capable of collaborating transnationally and supporting the exchange of resources and good practices in the field of in-service teacher education.

The variety of European education systems does not prevent the emergence of similar problems and converging needs. Common problems can only be solved through transnational efforts and merging forces of different approaches in different countries. The projects combines expertise and concrete experiences of different kinds of organisations, first of all teachers' training Departments of HEIs, but also Regional Authorities networks, Primary and Lower Secondary Schools and research-focused bodies like Fondazione Reggio Children, to share their findings and make a substantial step forward towards making recognition, training and exchange opportunities a normal practice throughout Europe, thus giving a contribution to the internationalisation of qualifications in the teaching profession.

EXCIITE's strands of work are in line with the current proposal as aims to improve the competencies of teachers by i) involving a multi-dimension of educational players with the aim to strengthen new alliances for a high-quality school education; ii) invest time and resources in the development of a common methodological framework representative of all the partners' experiences and approached to education; iii) activating a bottom-up approach where teachers are co-participants of the project activities; iv) carry out a participatory and collective work leading to the design of a wide range of training resources for teachers.

**UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA (E10208626 - IT)****Partner organisation details**

Legal name	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA
Country	Italy
Region	Emilia-Romagna
City	MODENA
Website	www.unimore.it

**Profile**

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Higher education institution (tertiary level)

**Accreditation**

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	I MODENA01

## Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The University of Modena and Reggio Emilia (UNIMORE) has a longstanding tradition (it was founded in 1175) and is considered one of the best universities in Italy for teaching and research. It is ranked 2nd among public universities according to Italy's leading financial daily, and among the top 8 medium-sized Italian universities by the Times Higher Education Ranking 2011-2012.

The University is located in the heart of one of Europe's wealthiest and most dynamic regions, which is world-renowned for its production of mechanical parts, engines, sports cars (e.g. Ferrari and Maserati) as well as for its agro-food sector, ceramic tiles and manufacturing industries.

Nowadays UNIMORE is composed of 13 Departments, 1 School of Medicine, 16 interdisciplinary research centres, 26 PhD courses, n. 28.582 students. UNIMORE has 47 bachelor's degree programmes and 43 Master's degree programmes, 6 Single-Cycle Master's Degree programmes and 9 Master's degree Programmes taught in English. It has more than 600 international exchange agreements and 250 Memorandum of Understanding and invests 1 million € per year in mobility programmes.

The Department of Education and Human Sciences at UNIMORE is one of the most respected institutions authorized for the initial and in-service training of qualified teachers for kindergarten and primary school. It also provides qualifying courses for the profession of special aid teachers at all school levels.

The Department of Education and Human Sciences (DESU) host the centre CERIID (Research Centre on Teachers and Didactic Innovation) as well as research groups involved in many interdisciplinary research project on lifelong learning education, children and adult education, ethnic relations in school, learning Italian as a second language, educational attainment and schooling of immigrant children, acculturation and prejudice reduction strategies, policies for unaccompanied minors.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The Department of Education and Human Sciences (DESU) of the University of Modena and Reggio Emilia (UNIMORE) is among the 12 Departments of area 11 selected at national level as Departments of excellence 2023-2027. It currently hosts 45 scholars belonging to 8 CUN areas (1, 5, 6, 9, 10, 11, 12, 14). The educational offer includes 1 bachelor's degree, 3 master's degrees (of which 1 single-cycle) and 2 inter-university master's degrees, 2 PhD including that in Reggio Childhood Studies: from early childhood to lifelong learning, in collaboration with the Reggio Children Foundation.

Since 2015, DESU members have won 101 competitive projects totaling €3,700,000. Among these, they have been PIs or unit managers of 18 international projects (2 H2020, 16 Erasmus+); 6 national (4 PRIN; 1 PON and 1 CLUSTER) and numerous local projects (including 6 interdisciplinary/mission oriented University FARs, 1 Por-FeSR and regional programmes). In summary, the DESU stands out, in the national panorama of educational and humanistic departments, above all for three aspects: planning capacity, internationalization, research results; interdisciplinarity; relations with the territory.

The DESU research activity aims to support the development of education and training programmes, firmly placed in the broader context of the social sciences in fields such as migration, multiculturalism, minorities and special needs, digital education. DESU has systematic collaborations with the Ministry of Education, Regional and Local Administrations working in education, NGOs, educational institutions. The DESU provides expertise, competencies and abilities within sociological, linguistic, psychological and pedagogical research. The persons involved in this project work internationally on several EU-funded projects.

Annamaria Contini is a full professor at the University of Modena and Reggio Emilia and Director of the Department of Education and Humanities. Since 2016, she is Deputy Director of the Department of Education and Human Sciences and is President of the master's degree program in Pedagogical Sciences. Since 2016, she is Director of the departmental Research Centre "Metaphor and Narrative in Science", which aims to innovate the teaching/learning of science from kindergarten and elementary school, exploiting the pedagogical potential of metaphors and narratives, in an interdisciplinary perspective. Since 2019 she is member of the Narrative Science Network" of the "Narrative Science Project", funded by the ERC Union's Horizon 2020 research and innovation programme.

Chiara Bertolini is Professor in the Department of Education and Human Sciences at the University of Modena and Reggio Emilia. She has acquired expertise in teaching methodologies and special education, and she teaches undergraduate, graduate and PhD courses on these topics. Professor Bertolini has research interests in teacher education, reading comprehension, media literacy, social interaction and classroom discussion. She also conducts research using the research training approach (a research method with schools, recently developed in Italy, similar to participatory action research) or using the Lesson Study as a model for improving teaching and promoting student learning. She has participated in numerous national and European research projects, also in the role of Manager and Principal Investigator.

Rita Bertozzi is Senior Research Fellow and Assistant Professor of Sociology of Education and Educational Policies at the Department of Education and Human Sciences of the University of Modena and Reggio Emilia, where she teaches undergraduate and graduate courses. She is responsible for UNIMORE of the Manifesto dell'Università Inclusiva (Unhcr) and member of the Erasmus Committee of the Dept. She is a member of the National Observatory for the Integration of Foreign Students and Interculturalism (Italian Ministry of Education).

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	3	1	18	5
Partnerships for Digital Education Readiness (KA226)	0	0	2	0
Partnerships for Creativity (KA227)	1	0	1	1
Cooperation partnerships in school education	1	1	3	2
Cooperation partnerships in adult education	0	0	1	0
Cooperation partnerships in higher education	1	1	10	5
Cooperation partnerships in youth	0	0	1	0
Newcomer organisation		No		
Less experienced organisation		No		

Would you like to make any comments or add any information to the summary of your organisation's past participation?

Currently, UNIMORE is running: in the frame of Erasmus+ 2014-2020 n. 6 KA2 Strategic Partnerships (n. 3 KA203 - Higher education; n. 1 KA204 - Adult Education; n. 1 KA204 - Adult Education; n. 1 KA227 - Partnerships for Creativity; n. 1 SCP - Support for Collaborative Partnerships in the field of Sport); in the frame of Erasmus+ 2021-2027 n. 1 European Universities project, n. 1 Jean Monnet Academic Module, n. 8 projects KA2 Cooperation partnerships in higher education, n. 1 project Cooperation partnerships in school education, n. 6 projects in SPORT - Cooperation partnerships. UNIMORE portfolio also comprises n. 101 projects under H2020 Programme (n. 14 projects are coordinated by UNIMORE, n. 87 UNIMORE is a partner), n. 17 projects under Horizon EUROPE (n. 7 projects are coordinated by UNIMORE, n. 9 UNIMORE is a partner, n. 1 in quality of Affiliated Entity) and n. 49 other projects supported by different international funds.

DESU currently has 16 active Erasmus+ projects dealing with: teacher training for inclusion; inclusive museum education; education for peace and cooperation; development of media literacy starting from early childhood; international transfer of teaching methodologies. Just to name a few: EXCIITE, INCLUSIVE MEMORY, PEACE GAMES, ePRIL4ALL, RACE4LIFE and E4.

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**GRAD ZADAR (E10139988 - HR)****Partner organisation details**

Legal name	GRAD ZADAR
Country	Croatia
Region	
City	ZADAR
Website	<a href="http://www.grad-zadar.hr">www.grad-zadar.hr</a>

**Profile**

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Local Public body

## Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

City of Zadar is a local self-government unit, determined by the Local self-government and Administration Act and Territories of Counties, Cities and Municipalities in the Republic of Croatia Act. It has 200 employees and 13 administrative departments and offices. The administrative area of the City of Zadar includes the town of Zadar, four nearby settlements and seven islands. Fields of competence which are under the jurisdiction of the City of Zadar are, as follows: arrangement of city districts and housing, spatial and urban planning, municipal economy, child care, social welfare, primary health care, education and primary education, culture, physical culture and sport, consumer protection, protection and improvement of natural environment, fire and civil protection, traffic in its area, maintenance of public roads, construction, energy efficiency, issuance of physical planning and construction documents and other works in accordance with special laws. The City of Zadar is active participant in the field of transnational and cross-border cooperation with a long tradition of cooperation with numerous foreign local governments and international organizations. The mission of City of Zadar is a responsible and efficient management of public affairs as well as transparent work of the city government in accordance with interests and needs of its citizens. Furthermore, City of Zadar focuses on ensuring conditions for continuous economic and social growth of the city by promoting good management, entrepreneurship, competitiveness and innovations.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

In accordance with the legal provisions, the City of Zadar determines broader public needs in the activities of preschool and primary education every year in its Program of public needs in preschool and primary education, which include:

- School Extended Day Program
- Teaching assistants for development possibilities of all students (A School Full of Opportunities)
- Early foreign languages learning program starting from the first grade
- Centers of excellence: mathematics, physics and informatics
- Support to the professional team of kindergartens of other founders
- Co-financing of the purchase of school textbooks
- Support program for professional services of City of Zadar primary schools
- School nutrition program

As a result, this project is completely complementary to all the above mentioned initiatives already carried out by the City of Zadar at a local level.

City of Zadar employees are performing various activities in the areas relevant for this application, some of which include preparation and application of new projects, implementing granted projects, creating the budget for the Department, administration activities within the Department, analysis and creating reports on offers regarding participation in various projects, active participation in gathering all the necessary information and documentation for project preparation, creating project database (potential projects, unrealized projects etc.), doing analysis and reports on project implementation, tracking regulations and participation in drafting acts from my work scope, dealing with administrative and financial management of the projects, doing quarterly and periodic reports for the contracting authority about the course and dynamics of the projects, leading and administrating project procurements, communication and coordination with project partners, specialization through various educations and seminars and such.

Part of City of Zadar as an institution is a very active International Cooperation office which prepares youth exchanges together with the City Departments, especially Departments for Education, Culture and Sport, and EU funds. These exchanges are especially frequent between twin-cities like Reggio nell'Emilia, Padova, Romans, Fürstenfeldbruck, and Szekesfehervar. City of Zadar in general participates in projects of national and local interest, which stimulates formal and non-formal education and employment of youngsters with an aim to improve conditions and quality of life in local community. Skilled staff working for the Department gained experience through a number of activities and projects that are carried out throughout last several years.

Regarding this project proposal, Mrs. Anita Gržan Martinović, the International Cooperation officer with more than 10 years of experience, will be the main coordinator of Zadar project activities. This involves contacting relevant elementary school(s), presenting the project goals and activities to school director(s) who should then appoint one or more teachers to be involved in and conduct project activities. Apart from this, and as mentioned earlier, Zadar coordinator will perform various other activities such as administration, financial management, periodic reports and general cooperation with all the relevant actors in project implementation.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Cooperation partnerships in vocational education and training	0	0	2	1
Cooperation partnerships in youth	1	0	0	0
Newcomer organisation		No		
Less experienced organisation		Yes		

Would you like to make any comments or add any information to the summary of your organisation's past participation?

City of Zadar participated in more than 100 local, national and international projects acting both as lead and project partner. Down below are several projects relevant for this project proposal:

1. Program: IPA Instrument for pre-accession assistance  
Project: Foster Children Rights  
Implementation: 2015-2017  
Lead partner: NGO Naša djeca, Zadar

2. Program: ESF  
Project: A School Full of Opportunities – Teaching assistants for development possibilities of all students  
Implementation: 2014-2022  
Lead partner: City of Zadar

3. Program: ESF  
Project: Modernization of school curriculums in vocational schools in line with Croatian Qualifications Framework and needs of labour market - phase II  
Implementation: 2015-2016  
Lead partner: Agricultural, food technology and veterinary high school "Stanko Ožanić"

4. Program: ESF  
Project: Support For the Development of Early Intervention in the city of Zadar and Zadar county  
Implementation: 2020-2022  
Lead partner: City of Zadar

5. Program: ESF  
Project: VR Laboratory for Young People  
Implementation: 2018-2019  
Lead partner: City of Zadar

6. Program: Erasmus+  
Project: enGAGING

Implementation: 2015-2017

Lead partner: Zadar County Development agency ZADRA NOVA, Zadar

7. Program: Interreg IPA CBC HR-BA-ME 2014-2020

Project: Inclusive Play

Implementation: 2021-2023

Lead partner: City of Zadar

8. Program: ERDF – ITI mechanism

Project: Youth Centre

Implementation: 2018-2020

Lead partner: City of Zadar

9. Program: ERDF – ITI mechanism

Project: Youth Centre – Phase II

Implementation: 2021-2023

Lead partner: City of Zadar

**Saunalahden koulu (E10234639 - FI)****Partner organisation details**

Legal name	Saunalahden koulu
Country	Finland
Region	Helsinki-Uusimaa
City	Espoo
Website	<a href="https://espoo.fi/saunalahdenkoulu">espoo.fi/saunalahdenkoulu</a>

**Profile**

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	School/Institute/Educational centre – General education (primary level)

## Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Saunalahti joint comprehensive school opened on August 1st 2012. The school has grown steadily, one grade at the time, into a joint comprehensive school of circa 830 pupils from pre-primary education to the 9th grade and the age of pupils varies from 6 to 16. The school staff has 108 employees.

Saunalahti is part of the city of Espoo. We have both sea and forest next to us. Although our school is very near to the capital city Helsinki (app. 20 km).

Thanks to its presence at the top of the PISA rankings since itSaunalahti "the best school in the world" thanks to its presence at the top of the PISA 'rankings' since it opened its doors in August 2012. Located in Espoo, the second largest city The largest in Finland behind Helsinki, the Saunalahti School has changed the way of doing things, not only in the relationship between the teacher and the student, but also in the configuration of the spaces in which the classes are taught. Our pedagogical approach in Saunalahti is positive psychology and empowering every child's strengths and virtues. We pay great attention to each child by planning a unique learning path to every child based on the curricula. Our school building supports our philosophy by being a modern and ecological building which has won many architectural prizes. Taking care of the environment and building a sustainable future is one of our key goals. We are a part of a "Green Flag"-program. Green Flag is admitted to schools where environmental issues are taking care of on certain certified level. This program also includes great number of participation of the children to develop their school environment.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Saunalahti school is a school which has focused on environmental topics and sustainable development as a community. We have committed to a certain standard in the way of thinking, talking and acting as a school community.

In addition to comprehensive school classes from 1 to 9, the building provides spaces for day care centre, preschool and a youth house. The school also houses a public library service point and in the evenings and weekends the workshop classrooms, gymnastics spaces and school yards are used by the locals and several hobby clubs. Offering a wide variety of services, the building functions as the meeting point for the families living in the new neighbourhood. The school's position as the active social centre-point improves the quality of the area, especially during the cold and dark winter season of Finland.

Our pedagogy based on positive psychology is also one specialty we have. Our learning environment also outside of the classroom can be used multiple ways when doing project-based learning with the students. In our school building stakeholders like youth facilities and library take an active role as educators.

The school is designed to promote a pedagogic system that focuses on informal learning, in which there is no clear difference between classes and breaks; every interior and exterior space is a potential place for learning. The school is filled with spaces where people can sit, work, study and, why not, have fun.

We also have a great nature, forest and sea, around us. We are also part of the capital region of Finland which allows us to visit various museums and cultural sights. In our city there is a culture and sport path (service providers outside of the school) for every school year to take with every class.

We have many different possibilities to build and develop outside of classroom depending on what is needed. Our speciality is outside-learning in the nature: For that we have specialized teachers.

We have one experience from the Erasmus+ -program as a school. We want to promote our specialties and we want to offer our students unique ways to experience internationality.

Suvi Puronsuu is master of social sciences and experienced pedagogy with several years of work experience at school. Suvi has attended many Erasmus-projects during last 10 years. In the latest Project she has been the Coordinator in a Project of 5 countries. Suvi's specialities are outdoor learning, global education and physical education.

Katja Lappi is master of german philology and Nordic languages. She has attended an Erasmus -project as a team member. Katja's specialities are participating learning methods and holistic well-being.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
School Exchange Partnerships (KA229)	1	1	0	0
Newcomer organisation	No			
Less experienced organisation	Yes			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

"Be The Solution to Pollution" (2020-1-FI01-KA229-066456\_1) is a two-year-long project consisting of 5 partner schools: Finnish(overall coordinator), Turkish, Spanish Portuguese and a Hungarian institution. Project ends 30.11.2023.

Altogether there are about 500 students (a lot of children with special needs as well) aged 11-16 and 25 teachers willing to work for the project from different cultures but one common aim: to protect our environment. Because The World is alarmed by the skyrocketing amount of waste; each year we create more than 400 million tons of solid wastes - about 4,5 pounds per person each day! And the amount of waste we create is constantly increasing. This was our starting point to this project. And we know that if we want to create a better world for our future generations we know we should start doing something because schools play a major role in the education of tomorrow's consumers and decision makers.

The funding is of primary importance because most students cannot afford to travel abroad and the project is for them the only opportunity to meet foreign friends. The money will also enable us to provide funds for activities such as: workshops, visiting places of interest, and transport services.

Our aim is to enrich the knowledge & awareness of preventing the polluting factors that affect our environment, because we want to bequeath a livable environment to our future generations. Also acquiring different practical recycling techniques, developing language and cultural understanding, improving ICT skills and improving English skills are some of our objectives too.

Our project consists of five different types of pollution. Each partner country has selected a form of pollution which is crucial in their local environment. It's important to the students in order to embed their spirit for non-polluted Europe to see all the places, do the research and have an experience of the nature and the effects of the human actions to the environment. When the students are doing their observations in the real environment their perception will be more comprehensive and empowering.

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**Escola Carme Auguet (E10126597 - ES)****Partner organisation details**

Legal name	Escola Carme Auguet
Country	Spain
Region	Cataluña
City	Girona
Website	<a href="https://agora.xtec.cat/escolacarmeauguet">https://agora.xtec.cat/escolacarmeauguet</a>

**Profile**

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	School/Institute/Educational centre – General education (primary level)

## Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Carne August school is a public center (3-12 years) located in Girona with more than 40 years of history. It is a public center of the Department of Education whose main activity is the school education of students (110 learners) based on the competence curriculum defined by the educational regulations. The teaching team (17 teachers) plans, develops and evaluates didactic proposals suitable for each level within the framework of the center's educational project.

Its mission focuses on turning the school into an innovative center in the development of skills related to robotics, guaranteeing the achievement of basic skills and competences by encouraging the motivation to learn and respecting the individual process, training boys and girls competent in digital and scientific level, open and participatory so that they become active, creative and critical citizens, and foster social cohesion and the participation of families in the educational process to obtain the advantages of joint work.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The school is a place well considered and designed for children to learn through experimentation and play, where innovation, creativity and teamwork are promoted.

We start from a competence-based curricular project that has guided interdisciplinary work based on three complementary educational proposals.

### Work plans

The work of the instrumental areas is done in small groups based on meaningful systematic proposals that help to develop basic communication and mathematical reasoning skills to facilitate access to knowledge and discovery.

### Projects

It is a methodology of work and learning in which the children of a class group consider, implement and evaluate a significant situation or problem that can be investigated in an interdisciplinary way, according to their skills and interests. The main goal is increasing the interest and motivations of the students, helping them to have a critical analysis of information using different sources and to promote self responsibility in their own learning process.

### Environments in early childhood education

The work by environments is a methodological proposal that consists of the creation of motivating spaces with specific intentions. Basically, they refer to a different way of organizing students, space, and materials so that learning emerges spontaneously. Children are the builders of their own learning: they research, create, test, rehearse, dialogue, share, build, modify, explain...

### Primary Workshops

The organization of Workshops in primary education has been considered as an interlevel workspace with content linked to one of the multiple intelligences, in order to encourage the development of talents, concerns, interests ... of each child. Therefore the students choose one of the workshops of the proposal made by the teaching team according to their interest.

Our organization focuses its activity on project work to modernize the methodological proposal to improve the didactic management of teachers and at the same time the participation and learning of students. This year, we are working on an art project linked to a city museum with the support of Girona City Council to expand the spaces and educational experiences of our students.

Our most important skills to work on this project are teamwork, knowledge of innovative methodologies and community work.

Laura Serrats Gironella is a primary school teacher specializing in music and she has a doctorate in Pedagogy. She has worked at the school since 2006 and she has been the principal of school since 2016. She teaches music and language to students aged 10 to 12 and she coordinates the school's pedagogical method. She also offers training courses about evaluation, projects method and leadership to other teachers in her area.

Maria Nieves Jiménez Moreno is a kindergarten teacher specializing in STEAM and she has a university degree in psychopedagogy. She has worked at school since 2014 and normally she teaches language, maths and STEAM to students aged 3-6. She has strong knowledge about robotics, oral language and community work. She participates in training courses about active methodologies.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	0	0	1	0

Newcomer organisation	Yes
Less experienced organisation	Yes

Would you like to make any comments or add any information to the summary of your organisation's past participation?

Currently we participate in 2022-1-ES01-KA121-SCH-000063763 organized for Centre de Recursos Pedagògics del Gironès, to explore pedagogical methods of other countries.

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**UNIVERSITAT DE GIRONA (E10209101 - ES)****Partner organisation details**

Legal name	UNIVERSITAT DE GIRONA
Country	Spain
Region	Cataluña
City	GIRONA
Website	www.udg.es

**Profile**

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Higher education institution (tertiary level)

**Accreditation**

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	E GIRONA02

## Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The University of Girona (UdG) is a public higher education institution devoted to academic excellence that strives to contribute to the progress of society through the creation, transmission, dissemination and review of knowledge related to sciences, technology, humanities and arts.

In order to anticipate the events that will govern the academic future – mainly the endeavour to put people first in an environment defined by new smart machines –, the UdG has decided to focus on the combination of intelligences, including natural intelligence, collective intelligence and artificial intelligence. With the synergy of these intelligences, the UdG intends to develop opportunities for its community, for the region it is rooted in to and especially for the students who will have to adapt to knowledge and professions that do not yet exist.

The UdG enrolls over 15.000 students each study year.

Research at the UdG is carried out in over a hundred research groups and 12 research institutes, all structured around 5 main pillars: technology, humanities, health, society and experimental research.

Moreover, the UdG currently leads a strategic aggregation that includes 5 associated foundations, 3 participating research institutes, a Science and Technology Park and 8 technology-based ventures. This combination of platforms strengthens the hybrid character of research and fosters the transversal links between different knowledge areas.

The UdG scores high in the rankings at European level and reached position 172 on the 2022 Young Universities Ranking. As of late it also holds the HRS4R award.

Staff is made up of over 1300 researchers/teachers and over 600 administrative staff.

During the last 15 years, the UdG has gained ample experience with European projects, as it has participated in many programmes, such as Edulink, Tempus, LLL and H2020. While the research strategy are set out by the Vicerectorate for Research and Technology Transfer, day-to-day management of research activity is ensured by the Research and Technology Transfer Office, a service designed to ensure an optimal development of all R&D&I projects.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Researchers have expertise and experience in the design, development and analysis of socioeducational ecosystems.

Alfredo Jornet comes from University of Oslo and is currently Ramon y Cajal Researcher at the University of Girona. He focuses on cultural, technological, and affective aspects of learning across formal and informal settings, with an emphasis on creativity and pedagogical innovation. Mostly using design-based and participatory ethnography methods, he has conducted research in such diverse contexts as arts-based education, science learning in and outside classrooms, or professional design (<https://www.uv.uio.no/ils/english/people/aca/alfredog/index.html>).

Moisés Esteban-Guitart is professor of educational psychology. His research is focused on connecting learning experiences in and out of school (Funds of identity. Connecting learning experiences in and out of school. Cambridge University Press, 2016) and by linking social, educational, and community agents (socio-educational ecologies). He's working on a project entitled "Community Funds of Knowledge and Identity. Articulating Education and Social Agents across Settings and Time" (Comm4learning), aiming at designing and implementing educational projects-actions based on the creation of local educational alliances (community educational ecosystems that incorporate different social, cultural and educational agents of the territory).

Edgar Iglesias is lecturer at the department of pedagogy and expert on socio-educational ecosystems. He joins the project (Alfredo Jornet as well) mentioned above "Comm4learning". Furthermore, he is very active with Moises Esteban Guitart in the 360 Education Alliance ([www.educacio360.cat](http://www.educacio360.cat)), that currently involves more than 200 entities (city councils, networks and services of educational centres of teachers and professionals, third sector associations, sports, communication, artistic and cultural entities, different research groups from different Catalan universities, and foundations and associations). The main objective of this alliance is to promote equitable educational actions (that favour access to educational opportunities) through the creation of municipal-local educational alliances.

Therefore, the activities and experience of the organization is on participatory-action research projects, currently based on the community funds of knowledge and identity approach, by the creation of a socio-educational alliance (community educational ecosystem) to jointly design and implement educational projects grounded in a shared patrimony or legacy considered as a learning opportunity to contextualize teaching and learning, as well as promoting the creation of shared affiliations/identifications (sense of community). This fits with the area relevant of the project: Case studies research and methodological framework.

Some papers on these topics can be found through Google Scholar:

Moises Esteban-Guitart <https://scholar.google.es/citations?user=cpA9UZEAAAAJ&hl=en>  
Alfredo Jornet <https://scholar.google.com/citations?user=rXS9Bj0AAAAJ&hl=fr>  
Edgar Iglesias [https://scholar.google.es/citations?user=\\_6\\_hi14AAAAJ&hl=ca](https://scholar.google.es/citations?user=_6_hi14AAAAJ&hl=ca)

Action Type	Number of project applications	As Applicant		As Partner or Consortium Member	
		Number of granted projects	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	0	0		1	0
Strategic Partnerships for school education (KA201)	6	3		17	5
Partnerships for Digital Education Readiness (KA226)	2	1		1	0
Partnerships for Creativity (KA227)	0	0		2	1
Cooperation partnerships in school education	1	0		4	0
Cooperation partnerships in vocational education and training	0	0		1	1
Cooperation partnerships in higher education	2	2		6	1
Cooperation partnerships in youth	0	0		1	0
Newcomer organisation			No		
Less experienced organisation			No		

## Relevance of the project

### Priorities and Topics

All project proposals under the Erasmus+ Programme should contribute to one or more of the programme's policy priorities.

Please select the most relevant priority according to the objectives of your project.

SCHOOL EDUCATION: Development of key competences

If relevant, please select up to two additional priorities according to the objectives of your project.

HORIZONTAL: Common values, civic engagement and participation

SCHOOL EDUCATION : Supporting teachers, school leaders and other teaching professions

How does the project address the selected priorities ?

Key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion and active citizenship. The Reference Framework on Key Competences for Lifelong Learning in the European Schools (2018) sets out eight key competences. Thanks to the gathering of good practices and initiatives of Education Outside the Classroom within WP2 activities and to the toolbox definition and testing (WP3), partners will aim at defining a toolbox with guidelines and materials for teachers to implement initiatives based on the EOC approach that will directly address one or more of the key competences. The project focuses on cross-curricular and multi-disciplinary collaborations and cooperation among different actors and from different "community places", such as museums, FabLabs, sport facilities, libraries, etc. that will co-create educational initiatives and test them within schools (WP3): this cross-sectoral collaboration will ensure that different educational areas are covered by the project giving students (6-14) the opportunities to develop specific competences based on the EOC approach.

Within the Widespread School project, EOC approach can also be applied by "opening the school walls", connecting schools to their communities and favouring ever-changing forms of learning, civic engagement and participation (OECD, 2020). Moreover, EOC approach can be an opportunity to rethink and transform teaching: the territory educates because it relaunches stories and knowledge, makes them usable and intelligible in everyday life, in contexts capable of communicating civic references and values to students and to the whole community. In this sense, the project fosters active citizenship and the participation of students into a lifelong learning process made of school and of the whole community.

A specific objective of the Widespread School project is to (B) Promote professional development opportunities for teachers and educators by activating co-design processes involving professionals from various community learning environments. In this sense, supporting teachers and educators in their professional development thanks to innovative teaching methods (EOC approach) will not only increase their competences but will also work towards making the career more attractive and more respondent to new learning needs, and it will give teachers and educators opportunities for international professional exchange and training.

Please select up to three topics addressed by your project

New learning and teaching methods and approaches

Pedagogy and didactics

Community development

## Project description

Please describe the motivation for your project and explain why it should be funded.

The project idea stems from the "Scuola Diffusa" experience, born in Reggio Emilia during Covid-19 pandemic as a solution of emergency, that became an educational and pedagogical model identified as a national best practice by INDIRE, with a MoU signed on 2020 to analyze the factors of quality and innovation in primary and lower secondary school teaching, and by the Italian Ministry of Education (MIUR), that recognised "Scuola Diffusa" as a method of national importance for the implementation of "Community educational pacts", demonstrating the added value of a strategic alliance between schools and educational resources of the territory.

The elements emerging from the research developed at national level have found confirmation in studies of European scope, which have outlined possible scenarios on the future of schooling, including the idea of schools as learning hubs, connected with community and other local services (OECD, 2020).

From these premises, the Widespread School project aims at strengthening the alliance between school and territory and experiment an approach to education based on the idea of EOC which implies the integration of curriculum-based teaching activities in classroom with teachers, educators and professionals from places outside school's buildings, providing a framework for learning activities that use communities and surroundings - as museums, forests, or farms. EOC has proved to add much value to classroom learning: it offers a deeper understanding of the concepts that span traditional subject boundaries and allows subjects to become more vivid, engaging and interdisciplinary. In addition, EOC shows that learning activities are often led by students, who use their bodies and senses in collaborative work in "real-world" contexts to obtain concrete and personal experiences (Bentsen et al., 2009; Waite, 2011). However, studies investigating the association between EOC and school motivation are limited, having investigated sporadic programs (Dettweiler et al., 2015; Sproule et al., 2013), having a questionable link to the core school curriculum (Liu et al., 2009) or a short-term implementation with only a small number of participants (Fägerstam & Samuelsson, 2014).

The project intends therefore to:

- implement EOC on medium long-term and with a systemic approach
- co-design the activities with a multidimensional team of professionals, including teachers, educators, non-teaching professionals from various fields (e.g. culture, sports, STEAM)
- have a strong link with the school and the national school curricula and areas of the cities
- engage policy and decision makers in the analysis and discussion of obstacles and opportunities of EOC approach

It is pivotal to carry out this project across the Member States as it will ensure a dynamic and plural way of making school to the teachers on the one hand and, on the other, give students an insight into the European perspective, thus promoting the European values and principles

What are the objectives you would like to achieve and concrete results you would like to produce? How are these objectives linked to the priorities you have selected ?

The project proposal stems from the idea that cities and communities are precious educational resources that can give new inputs to the school system by innovating the approach to education and reinforcing teachers' competences, thus positively impacting on students. In fact, there is strong evidence that Education Outside the Classroom (EOC) adds much value to classroom learning and effectively enhances the capacity to learn. In such a perspective, schools and territories can implement a virtuous process where the variety of teaching, learning and assessment strategies positively influence, encourage and support the development of key competencies in both teachers and students.

Within this framework, the project, as a general objective, aims at enhancing the quality of primary and lower secondary school education by leveraging on the EOC approach and through innovative teaching methods that foster the development of key competences, such as critical thinking, creativity, active citizenship and participation.

Specific objectives:

- A) Design, develop and disseminate a toolbox to support teachers and educators in the definition of cross-curricular school programmes based on the EOC approach.
- B) Promote professional development opportunities for teachers and educators by activating co-design processes involving professionals from various community learning environments.
- C) Foster policy decision processes supporting the re-design of indoor and outdoor community places into high-quality learning environments inspired by the EOC approach.
- D) Reinforce the policy and decision making role in supporting innovative experiences in the school system, enhancing the collaboration among informal, non-formal and formal education.

These objectives respond to the main priority on key competences' development (A, B) and to the secondary priorities aiming to support civic engagement and participation (A, C, D) and supporting teachers in their professional development (B).

What makes your proposal innovative?

There are many different innovative aspects that characterise this project:

- it starts from the "Scuola Diffusa" experience, developed in the Reggio Emilia during the pandemic emergency and converted by the local authorities into a stable proposal, being recognised as a good practice at local and national level (INDIRE, ICOM). The project intends to study similar experiences on a European scale in order to build tools and opportunities to disseminate this innovative approach of hybridisation of school and extra-school didactics;
- it intends to promote the professional development of educators and teachers towards didactic innovation, an innovation that does not translate into "change for the sake of change" but rather in accompanying formal and non-formal educational contexts to make changes in certain aspects of their professionalism and practice that are functional to needs identified or supportive of the promotion of desired improvements (Cardarello 2017); through research-training paths (Asquini et al. 2018) that will shape opportunities for joint co-designs between teachers and educators;
- it aims to promote and consolidate student-centred teaching approaches in school contexts (ESU, 2010). The project intends, in fact, supporting the development of active didactics, centred on appropriate learning environments (as envisaged by the 2012 National Indications, the 2018 Scenarios and recently taken up by the NRRP). It is a laboratorial and interdisciplinary didactic that becomes capable of developing in students the key competences envisaged by the European Recommendations (2006 and 2018). An active didactic that makes a prevalent use of cooperative, simulative, explorative and metacognitive approaches (Bonaiuti, 2014), which research shows to be capable of activating and ensuring inclusive processes (Mitchell, 2018). Research shows, on the other hand, that teacher- and subject-centred teaching is not absent in schools but rather prevails (Talis, 2018).

How is this project complementary to other initiatives already carried out by the participating organisations?

The project will work in integration with several experiences:

- the "Scuola Diffusa": partners will work with existing methodologies towards a more structured and integrated approach, supported by monitoring and research and European exchange
- the "FARE SCUOLA" project, that promotes an innovative idea of a school environment by redesigning the school spaces intended as learning and relational places
- the EXCIITE Erasmus+ project, aimed at building a flexible system for teacher training, synergies and integration among teachers will be created with a focus on creativity, inclusion, engagement and digital literacy
- the "Be The Solution to Pollution" Erasmus + project, by creating synergies and integration with other schools and focusing in particular on sustainable development activities
- the "Nexes project", an art project linked to a city museum to expand the spaces and educational experiences of students: this project will work in synergy to improve art pedagogy and to join efforts in community education
- the project "Community Funds of Knowledge and Identity. Articulating Education and Social Agents across Settings and Time" (Comm4learning)", aimed at designing and implementing educational projects-actions based on the creation of local educational alliances (community educational ecosystems that incorporate different social, cultural and educational agents of the territory): synergies in particular will be created for the community alliance/policy awareness activities.

How is your proposal suitable for creating synergies between different fields of education, training, youth and sport or how does it have a strong potential impact on one or more of those fields?

The Widespread School project directly addresses two levels of school education: primary and lower secondary education (ISCED levels 1 and 2).

We foresee strong potential impact on the education sector, as we aim to build connections throughout the educational chain, both with the pre-primary education and with the upper secondary education levels. In fact, the cross-curricular and multi-disciplinary approach of the project could potentially be extended and adapted also to other education levels, where schools and teachers could activate collaborations with different community actors and places.

Some partners of the Consortium offer programs for children even younger than the target group of this application (e.g. Carne Auguet school, from 3 years old), while there are also connections to older age groups (e.g. Saunalahti school offers education until 16 years old). The knowledge institutes in the consortium have their own programs in education and research on innovative pedagogy and didactics, such as the research on community educational ecosystem of UdG.

These other education levels are not explicitly targeted in this project as that would make it too broad, but the products and results achieved by the Widespread School project will potentially facilitate the activation of EOC education initiatives also in other fields of education, such as sport, training and youth (thanks to the cross-cooperation of schools with museums, FabLabs, sport facilities, libraries, etc.). We develop a knowledge framework (WP2) and a toolbox (WP3) which will allow teachers and educators to build programs of increasing complexity and to develop EOC initiatives in different fields. WP4 activities will discuss EOC initiatives with decision and policy makers, and this will have an impact also on other fields involved in the dialogue as community learning centres.

As the EOC approach foresees collaborations among different fields of education and different actors, the consortium will easily create and reinforce synergies with other fields. Finnish educational system gives special importance to arts, sports and manual labour areas. The Saunalahti school itself considers the gym, workshops, public library and youth facilities (which are at its premises) as vital spaces which have privileged locations in the building school that becomes the focal

point in the community and welcome all the citizen to visit and use their facilities, creating opportunities for synergies with sport and youth sectors.

How does the proposal bring added value at European level through results that would not be attained by activities carried out in a single country?

The transnationality of the project enables partners to incorporate EOC approaches from different contexts into final outputs. Each country has unique characteristics regarding EOC: different knowledge and experiences in applying pedagogies for the children that ultimately benefit from this project. The diversity in the partnership strengthens the project and increases the transferability of the project outputs on the European level.

The exchange of perspectives from an educational and pedagogical point of view represents a fundamental opportunity to learn and exchange with partners' schools, universities and local authorities with different approaches. International confrontation can be pivotal for a deeper understanding of educational environments and learning approaches, both for supporting skills development of teachers, and enhancing teacher's role and profession, and for setting a debate at policy level to understand opportunities and obstacles with the final aim of facilitating schools and teachers in adopting innovative EOC approaches.

In Europe, there are several experiences of EOC, in particular in northern European countries with more "structured" and historical experiences (Finland), but also in other European areas with an increase of this tendency (Italy, Spain). The exchange among partners with more structured/recognised initiatives, along with partners and territories with interest but less instruments or supportive contexts, will be fundamental for the contamination: each partner will be able to exchange and integrate existing approaches, test them and formalise these experiences in the toolbox (WP3). Thanks to policy analysis and policy awareness activities (within WP2 and WP4) partners will also be able to reinforce the policy and decision making role in supporting innovative experiences in the school system, enhancing the collaboration between informal, non-formal and formal education.

## Needs analysis

What needs do you want to address by implementing your project?

Europe is facing fast-changing social and political contexts and school education has been confronted to rapid, radical changes. The school system in EU is characterised by a variety of pedagogical approaches, didactic and learning environments, yet many educational systems rely mainly on conventional tools as textbooks, standardised curriculum, traditional exam-based assessments and large classrooms. The individual experience of each student points out how not all teachers are equipped to deal in adopting learning strategies able to build positive, creative and democratic learning opportunities that leave no one behind. According to OECD's work on Innovative Learning Environments there is the assumption that education systems will be more powerful and effective if they ensure non-frontal, learner-centred, collaborative teaching and learning techniques, promoting horizontal activities inside and outside school.

Recent analysis at the European level show that school education should address:

- The need of having highly competent and enthusiastic staff committed to create innovative learning approaches to promote student's life skills
- The need for continuous opportunities for professional development for teachers - thus revalorising their profession and overcoming staff shortages

(Sources: Cavalli, 2010; Communication from the Commission to EU Parliament, Council, EU Economic and Social Committee and the Committee of the Regions on Achieving The EU Education Area By 2025, 2020).

During the need analysis it emerged that schools need to innovate teaching approaches in cooperation with other community learning environments, starting from the understanding that education is a res publica, a shared responsibility that needs the engagement of all actors involved in the educational process.

Therefore, the project focus on the following needs:

Teachers and educators:

- N1. Lack of methodological guidelines to set knowledge-based framework about EOC approach
- N2. Lack of easy-to-use tools for implementing innovative initiatives in their every day work
- N3. Lack of exchange with other professionals from different community learning environments
- N4. Lack of opportunities for relationships with other educational institutions of the territory

School directors, policy and decision makers in the educational field:

- N5. Lack of knowledge about the value of EOC approach
- N6. Lack of structured framework for engaging in dialogue about EOC impact
- N7. Lack of occasions for exchanging with other educational actors to participate in the process of innovating teaching approaches within the school system

Other needs:

- N8. Enhance schools' pedagogy and best practices continuously, with international confrontation
- N9. Enlarge the dialogue at EU level about EOC practices and work towards more structured initiatives
- N10. Foster and enlarge exchanges at EU level to improve educational practice and academic research and contribute to the construction of the EU Education Area

What are the target groups of the project?

Main target groups of the project are:

- Teachers and educators of primary and lower secondary schools;
- School directors and policy makers in the area of education.

While students 6-14 will be indirect beneficiaries of implemented activities.

Teachers and educators will be engaged in all WPs and activities.

They will give input and useful information for the definition of the methodological framework (WP2), which will be disseminated to other teachers that will benefit from those results. WP3 activities will see the most active participation of teachers and educators, thanks to their physical participation in international training in Reggio Emilia, to the local testing phase and to the definition of the toolbox (via feedback's online workshop). They will also participate in policy workshops (WP4, activity 4.1) and they will be engaged in the evaluation phase (WP5). Educators from different community educational environments will closely work with teachers for the definition of the pilot and during the testing phase.

School directors and policy makers will be participating in all project activities, as their presence, together with teachers, will guarantee from the beginning of the project their close cooperation to work towards innovative teaching approaches into the school system. Their inclusion in WP2 activities will guarantee an analysis of EOC practices from a comprehensive point of view (regulatory and legislative as well). In WP3, they will have an active role in facilitating the testing phase and engagement of schools and in WP4 they will support the debate about EOC approach and its impact, supporting the consortium in creating and disseminating awareness about EOC.

Students from primary and lower secondary schools (6-14) will be the final beneficiaries of the Widespread School project, as they will benefit from the participation in the testing phase of teachers and educators, who will experiment with them new

forms of learning, based on the EOC approach.

#### How did you identify the needs of your partnership and those of your target groups?

This project builds on the "Scuola Diffusa" local experience in Reggio Emilia (IT), experience created in response to the need for additional school space during Covid emergency and it now can represent an action to enhance school quality by expanding the opportunities offered to students thanks to innovative teaching EOC experiences.

From a solution of emergency, "Scuola Diffusa" became an educational and pedagogical model that has been identified as a national best practice by INDIRE, with a Memorandum of understanding signed on 2020 to analyze the factors of quality and innovation in primary and lower secondary school teaching, and by the Italian Ministry of Education, Universities and Research (MIUR), that also signed a MoU with the Municipality of Reggio Emilia, recognising "Scuola Diffusa" as a method of national importance for the implementation of "Community educational pacts", demonstrating the added value of a strategic alliance between school institutions and educational resources of the territory.

Starting from this experience and the related research projects, MRE and the Italian partners decided to look for EU partners to exchange EOC approaches and this led to the first step of building the consortium.

Once the consortium was initially formed, a structured needs analysis was performed in a number of online meetings, using online collaboration tools, along with desk-research. Individual organisational needs were identified and synthesis of these needs followed. Thanks to the participation in the consortium of schools, local authorities and research partners, the need analysis could include the needs from all project's target groups, starting from each organisation's experience and context.

#### How will this project address these needs?

For teachers/educators:

N1. Lack of methodological guidelines: the project will implement desk-based research and pedagogical literature review (WP2) and define the toolbox (WP3)

N2. Lack of easy-to-use tools: the project will create a toolbox (WP3) with easy-to-use action sheets

N3. Lack of exchange with other professionals: during the implementation of WP3, teachers will be trained for EOC initiatives and they will engage and connect with other professionals

N4. Lack of opportunities for relationships with other educational institutions and facilities: partners will engage with policy makers and other educational institutions to gather good practices (WP2), test the toolbox (WP3) and define policy recommendations (WP4)

For school directors, policy and decision makers in the educational field:

N5. Lack of knowledge about the value of EOC approach: WP2 together with WP4 will support the creation of a knowledge basis on EOC value

N6. Lack of a structured framework for engaging in dialogue about EOC impact: thanks to WP5, the project will evaluate and assess the impact

N7. Lack of occasions for exchanging with other educational actors: partners will engage with different educational institutions to gather good practices (WP2), test the toolbox (WP3) and define policy recommendations (WP4)

Other needs:

N8. Need to enhance schools' pedagogy and best practices: thanks to meetings and international training, partners will exchange with other institutions

N9. Need for enlarging dialogue at EU level to work towards more structured initiatives: thanks to the definition of the toolbox (WP3) and of the policy recommendations (WP4) partners will set the basis for a structured dialogue at EU level (WP5)

N10. Need to foster exchanges at EU level to improve educational practice and academic research in a European dimension and to contribute to the EU Education Area: thanks to WP2 and WP5 the project will enlarge the academic research and activity in this direction

## Partnership and cooperation arrangements

### Partnership composition

Organisation ID	Legal name	Country	City	Organisation type	Newcomer
E10187666	COMUNE DI REGGIO EMILIA	Italy	REGGIO EMILIA	Local Public body	No
E10111681	Fondazione Reggio Children - Centro Loris Malaguzzi	Italy	Reggio Emilia	Foundation	No
E10208626	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA	Italy	MODENA	Higher education institution (tertiary level)	No
E10139988	GRAD ZADAR	Croatia	ZADAR	Local Public body	No
E10234639	Saunalahden koulu	Finland	Espoo	School/Institute/Educational centre - General education (primary level)	No
E10126597	Escola Carme Auguet	Spain	Girona	School/Institute/Educational centre - General education (primary level)	Yes
E10209101	UNIVERSITAT DE GIRONA	Spain	GIRONA	Higher education institution (tertiary level)	No

## Cooperation arrangements

How did you form your partnership? How does the mix of participating organisations complement each other and what will be the added value of their collaboration in the framework of the project? If applicable, please list and describe the associated partners involved in the project.

The consortium is composed of partners with different nature: schools, universities, educational foundation, local authorities, all of them actively working and highly engaged, at different levels, in the field of school education, with particular concern to primary and lower secondary schools (6-14 years old).

The partnership has been composed thanks to twinning relationships and collaboration on educational projects among territories:

- the Municipality of Reggio Emilia and the Municipality of Girona are twinned since 1982 and they have recently renewed their 40 anniversary sealing an agreement with cooperation priorities, among which the education area; they are also both part of the Eurotowns network;
- the City of Zadar and the Municipality of Reggio Emilia have been twinned since 1972 and have collaborated on several educational activities involving schools (tricolour games, youth activities, school exchanges...);
- the Municipality of Reggio Emilia and the City of Espoo have collaborated on URBACT programme.

The consortium is composed by partners with different skills in the school and educational sector, in particular:

3 knowledge partners: UNIMORE and FRC - IT, UdG - ES

2 schools partners: Saunalahti school - FI, Carme Auguet school - ES

2 policy partners: Municipality of Reggio Emilia - IT, City of Zadar - HR

The complementary of profiles and competences will ensure a comprehensive analysis, discussion and implementation of the activities, making sure that - to reach project's aims - all aspects, stakeholders, target groups and perspectives are included. Working to innovate teaching approaches in a structured way is a necessity of the whole territory and needs the engagement of all actors involved in the educational process: local authorities, policy makers and decision makers for favouring the conditions for implementing these practices, school directors to be promoters of such innovations, teachers and educators to implement and grow their professional role and skills, universities and researchers to monitor and evaluate the impact of the approaches.

Besides the seven partners, the territories will engage also local associates, ensuring that for each territory local authorities and schools are already engaged:

- "Galileo Galilei", "Leonardo Da Vinci", "Albert Einstein", "Don P. Borghi" primary and lower secondary schools, Reggio Emilia
- "Zadarski otoci", "Krune Krstića", "Bartula Kašića" elementary schools, Zadar
- Municipality of Girona, Spain
- City of Espoo, Finland

The uniqueness of the partnership is made by their spirit of cooperation with other territories, that, from bilateral collaborations (twinning agreements, project's collaboration and exchanges) led to the creation of this consortium, in order to work together for common solutions to common needs, investing in innovative education considered as a territorial and community resource and responsibility to be shared.

What is the task allocation and how does it reflect the commitment and active contribution of all participating organisations (including the associated partners, if applicable) ?

Responsibilities for work packages have been divided among the partners, using their strengths (both at institutional and individual levels) to determine who takes the lead in specific parts of the project, building on existing knowledge and strengths. The work packages foresee a WP leader and a co-leader, so that the different partners will cooperate for the activities and so that results are developed in international collaboration. The tasks have been shared among partners keeping into consideration a proper division of roles based on the geographical area, making sure that in each partner's territory there are enough resources and competences to implement necessary activities. This is reflected also in the allocation of budget to most partners in most work packages.

Work package leadership

- WP1 lead: MRE, as coordinator, leads the project management work package. MRE finalises the consortium agreement and financial arrangements, heads the Executive and Full Board, and reports on the progress of the project to the Agency. UNIMORE will have the role of Quality Assurance, by monitoring the implementation of proper project's activities.

- WP2 lead: UdG/Institute of Educational Research, with UNIMORE/Department of Education and Humanities as co-lead.

This partnership has strong experience in the research of socio-educational ecosystems, with focus on cultural, technological, and affective aspects of learning across formal and informal settings, with an emphasis on creativity and pedagogical innovation in diverse contexts, in and outside classrooms.

- WP3 lead: FRC is the lead partner of WP3, with Saunalahti school as co-leader. Both partners own a strong experience in co-design processes with a numerous and heterogenous networks of partners and in working for fostering innovation in learning environments.

- WP4 lead: City of Zadar with Municipality of Reggio Emilia as co-lead. The two municipalities will bring their experience to foster a political debate and define policy recommendations about opportunities and enabling conditions for favouring

innovative approaches in the school system.

• WP5 lead: UNIMORE with Carme Auguet school. UNIMORE/Department of Education, will be the co-lead of this WP, bringing its expertise on research of tools to support teachers' and educators' professional development thanks to structured collaborations among formal and non formal didactic. Carme Auguet school, as co-lead, will bring its experience in projects for innovative didactics at local and international level with a multi-disciplinary approach.

Associated partners will be engaged in relevant project's activities as defined during project's proposal and thanks to their engagement via the local teams (see other section).

In the attached GANTT all WPs and tasks are clearly connected in synergy.

Describe the mechanism for coordination and communication between the participating organisations (including the associated partners, if applicable)

This project is based on positive working relationships that have been established among the partners, who share the intrinsic belief that innovation within school education is crucial to address the grand challenges of our time. They are firmly committed to achieving the goals of this project and to confront each other to share ideas, perspectives, obstacles and good practices. The partners seek to integrate their different visions and experiences and work together towards a common goal in a transformational learning logic.

The cooperation arrangements, responsibilities, and financial arrangements are detailed in the consortium agreement, prepared in draft in the application phase and that will be finalised after the grant is approved and before the project kickoff meeting. The CA contains indications on project's management, quality assurance, financial and reporting indications, as well internal communication tools (as detailed also in WP1).

The project foresees four levels of cooperation:

- Local team (partners and associates from the same country)
- Work package (specific arrangements per WP, with 1 lead and 1 co-lead in each WP)
- Executive Board (monthly meetings of WP leaders / coordinator)
- Full Board (three-monthly meetings of representatives of all partners)

An online platform will be installed to facilitate cooperation. Most meetings will be digital.

To stimulate exchange and facilitate collaboration, we have planned also a number of physical meetings in the project:

- Kick-off meeting in Italy in October 2023, for project's partners
- Progress meeting in Spain in May 2024, for project's partners
- Progress meeting during the international training in October 2024 in Italy, for project's partners and teachers from associates
- Progress Meeting in Croatia in June 2025, for project's partners
- Project meeting in December 2025 in Espoo, Finland, for project's partners
- Final meeting online, before the final dissemination event in Brussels in June 2026, for project's partners, associates and stakeholders.

The physical project meetings always include a Full Board meeting – with digital participation as a possibility if needed.

## Impact

How are you going to assess if the project objectives have been achieved?

The 4 project objectives will be evaluated through experimental mixed-methods designs (Trincherro, Robasto, 2019) that will measure:

- The professional development of teachers and educators,

on the one hand through:

- self-efficacy measures using the OHIO Scale (Tschannen-Moran, 2001), to which a descriptive and inferential statistical analysis will be applied;
- measures concerning the teacher centred/student centred teaching approach through the instrument developed and published by Grigioni-Baur, Houznour (2019), to which a descriptive and inferential statistical analysis will be applied;
- job satisfaction measures, measured with the subscale of Talis, 2018, to which a descriptive and inferential statistical analysis will be applied;

on the other hand, through instruments (logbooks and focus groups) capable of detecting changes in teachers' and educators' opinions and representations regarding teaching and learning processes, to which a content analysis will be applied.

- Students' participation and interest in the Widespread School educational proposals: through the use of questionnaires with both open and closed items capable of detecting students' opinions on cognitive involvement in these activities, to which both a descriptive and inferential statistical analysis and content analysis will be applied
- Involvement of school directors and policy-makers: through quantitative indicators such as the number of memoranda of understanding signed in the areas involved in the project, and qualitative policy-related tools such as focus groups and interviews to which a content analysis will be applied.

Explain how you will ensure the sustainability of the project: How will the participation in this project contribute to the development of the involved organisations in the long-term? Do you plan to continue using the project results or implement some of the activities after the project's end?

Participation in the Widespread School project will contribute to the development of the actions already underway by the schools, knowledge partners and local authorities involved in the consortium, insofar they are consistent with the current interests and lines of development expected by each partner (as shown in the Partner Organisation section, in the project's description and in the cooperation and agreement sections). Thanks to its outcomes, the project will help the partner organisations to further develop themselves in an international context.

Moreover, being the Widespread School project coherent and functional to the current lines of development of each partner, the consortium will continue using and implementing the activities and products obtained. Each country will be able to continue to carry out research, training and research-training activities with educators and teachers, incorporating the actions within initiatives for both initial and in-service training of these professionals, specifically thanks to the development of the toolbox (WP3). Carrying out and monitoring these actions within 5.1 activities (WP5) will make it possible to keep the platform containing the toolbox active and to continue the work of involving school leaders and decision-makers in the educational area towards the progressive construction and improvement of territorial collaboration.

The policy recommendations (WP4) will be created with relevant stakeholders, school directors, policy makers and decision makers in the educational areas of each territory, making sure that their perspectives are included: this will be reflected in the use and dissemination of the recommendations in their work and practices.

To support dissemination and ensure sustained availability, the project results will be posted on the Erasmus+ Project Results Platform; the School Education Gateway and/or the new European School Education Platform. In addition, they remain freely and publicly available on the project online LMS platform; and the partners will continue using them. As coordinator, MRE takes responsibility for the continued hosting of the platform.

Please describe the potential wider impact of your project: Will the impact be equally spread among the involved organisations? What is the potential impact of the project on each participating organisation as a whole? Are there other groups or organisations at local, regional, national or European level that will benefit from your project? Please explain how.

Sharing among partners of responsibilities and actions will guarantee an equitable distribution of the impact on partnership and beneficiaries located in the territories involved (teachers, educators, students, school directors, decision makers).

The impact of Widespread School on the participating organisations will concern:

- construction of networks of relations and collaborations on a local, national, European and international scale on the themes of the project
- increase of knowledge on the themes of the project
- increase of useful tools for actions in the direction of professional development of teachers and educators
- increase of useful tools for strengthening collaborations between schools and non-formal education contexts, aimed at the hybridisation of educational professions towards didactic innovation

- participation in national and international conferences
- publication of contributions in local, national and international journals

The beneficiaries of the planned actions (with equal distribution among the territories) will also be:

- teachers (primary and lower secondary schools): n. 25 in a direct way (participating in WP3 and informing their teachers' boards of their actions), n. 750 teachers in an indirect way (belonging to the teachers' boards of the schools involved in action 3.2)
- educators: n. 25 in a direct way (within local testing phase of WP3) and n. 250 in an indirect way (specifically involved in action 3.2)
- school directors and educational decision-makers directly involved: n. 50 for each territory
- students: n. 500 indirectly involved (during WP3).

Through the effective and capillary communication and dissemination campaign (WP5) we believe that the project is able to reach not only at a European but also at an international level a wide group of beneficiaries, understood not only as teachers, educators, school directors and political decision-makers in the educational field, but also as scholars and researchers in e.g. pedagogical-educational, sociological, anthropological, psychological, political science, as well as institutions and services (such as libraries, museums and toy libraries) and organisations (for instance INDIRE and RUIAP) and policy makers on a European national scale.

These beneficiaries will be involved through the following:

- n. of accesses and users' interactions on the online LMS platform: 1000
- n. of downloads of the toolbox materials: 1000
- n. of people reached online by project news (web and social media): 15000
- n. of participants in local workshops: 50 (each country)
- n. of total participants in national seminars: 1000
- n. of participants in the final dissemination event: 200
- n. of press releases: at least 10
- n. of participations in conferences, seminars: 5
- n. of publications in national or international journals by the end of the project: 5

Please describe your plans for sharing and promoting the project results: How do you intend to make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you intend to share your results with?

The dissemination activities start from the beginning of the project and are aimed at raising awareness of its goals, methodology, and topics. Distinct activities promoting the results of the project will be undertaken by the partnership at local, national, and international levels. All communication products are produced in English and then translated into different partners' languages.

The dissemination plan will ensure to reach beneficiaries and stakeholders through:

- WEB STRATEGY. A multilingual online LMS platform will be designed and include a public area and a "download area" accessible only to registered users.
- EVENT STRATEGY. Meetings and local events will be organised to validate the project results, contribute to the dissemination of project's activities, engage stakeholders and beneficiaries, promote results' exploitation and sustainability.

This strategy will tackle the following target groups:

### 1. TEACHERS AND EDUCATORS.

To develop key competencies (critical thinking, creativity, active citizenship and participation) and positively impact learning opportunities due to the awareness that, without motivated teachers, no innovation, inclusion, and transformational educational experiences for learners can occur.

### 2. SCHOOL DIRECTORS AND POLICY-MAKERS

Education and policy-makers will gain a new strategy to promote quality in education based on transdisciplinary, learner-centred and challenge-based approaches, aiming to build resilient societies.

### 3. (indirect beneficiaries): STUDENTS (6-14 YEARS OLD)

Education is driven by passion and motivation, it is pivotal that the project develop creative ways to learn and teach in school curricula, thus positively affecting students' engagement in school education.

We will actively disseminate the project among entities as useful means of recruiting the aforementioned target groups:

- Statutory organisations for primary and secondary education: e.g. Ministry of Education (IT, ES, FI, HR), regional/local education offices active in school education
- Relevant international networks (e.g. Eurotowns, Eurodesk)
- Local/regional/national networks of schools and teachers
- Specialist education, museums, universities: e.g. LUISS / Italia Camp (IT), Università Bicocca (IT), Pinacoteca di Brera

(IT),

- Fondazione MAST (IT), MAXXI (IT), El Bòlit art centre (ESP), Education Alliance (ESP), Diputació de Barcelona (ESP),
- Fundación Bofill (ESP), Federación de Movimientos de Renovación Pedagógica (ESP)
- National Erasmus Agency of Finland, Spain and Croatia
- Relevant bodies within the Commission structure, DG Education and Culture, DG for Employment, Social Affairs and Inclusion
- European associations of local government actors: e.g. Council of European Municipalities and Regions.

The project's results will also be shared through each partner's portfolio of relationships and through European platforms: eTwinning, School Education Gateway, new European platform for school education.

## Workpackage activities

In addition, subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

### Work package n°1 Project Management

How will the progress, quality and achievement of project activities be monitored? Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

Project management is handled by project leader MRE and the project Executive Board (EB) and Full Board. Quality assurance (QA) is part of the project management work package. A dedicated QA officer is appointed, whose role is taken up by UNIMORE. QA and monitoring form a continuous process, which kicks off by designing the consortium agreement, and continues with the project's activities. Measures used for qualitative monitoring of the project are the quality and monitoring plan indicating the detailed templates and deadlines for monitoring and measuring quality, and the Key Performance Indicators (KPI) to verify project outcomes. Periodic evaluation reports incorporate the progress of tasks, delays, and risks collected using survey and formative evaluations of the project meetings.

#### Coordinator

MRE has final responsibility for the project:

- monitoring the overall progress of the project;
- preparing meetings of Executive and Full Board;
- financial management, allocating resources to tasks;
- reporting to, and correspondence with, the National Agency.

The Project Coordinator at MRE chairs the EB, handling managerial tasks and overseeing content-related tasks.

#### Executive Board (EB)

The EB consists of the work package (WP) leaders and the QA officer. The EB is responsible for daily project progress and it consists of:

1. Eugenio Paterlini, responsible for the Operative Unit "Territorial Educational Services and Right to Study" of MRE, Italy, Lead WP1, chair;
2. Moises Esteban-Guitart, Director of the Institute of Educational Research, UdG, Lead WP2;
3. Massimiliano Massimelli, General Coordinator and Head of Communication, Reggio Children Foundation, Lead WP3;
4. Anita Gržan-Martinović, International cooperation officer, City of Zadar, Lead WP4;
5. Annamaria Contini, Director of Department of Education and Humanities/UNIMORE, Lead WP5, QA.

The EB meets online approximately every four weeks to discuss progress, along with doubts or questions related to project management and budget management. For day-to-day management, an online cooperation platform (e.g. MS Teams) facilitates communication between project partners. All EB minutes, work documents etc. are stored here in a safe environment.

#### Full Board

The Full Board consists of the EB, plus institutional coordinators for all consortium partners not included in the EB. The institutional coordinator is responsible for all internal coordination required within their respective institution and reporting to the project coordinator. The Full Board is responsible for:

- agreements on content, time frame, and division of tasks and resources;
- evaluation and dissemination;
- overall coordination of activities.

The mutual obligations, financial and administrative procedures are detailed in a signed consortium agreement. This agreement ensures that (financial) guidelines are clear to all. The Full Board meets approximately every three months, including 5 physical Project Meetings.

How will you ensure proper budget control and time management in your project?

The Lead Partner will provide all partners from the beginning of the project with all useful information, deadlines and shared tools (templates) so as to be able to keep budget management under control throughout the duration of the project and make sure that the expenses made comply with the rules provided by the co-financing body and in compliance with national and European regulations on transparency. For the same purpose, in addition to the final accounting of expenses, progress reports are foreseen every six months. At the beginning of the project, financial and budget rules and deadlines and indications for reports will be included in the final Consortium Agreement, and they will be further shared during the kick off meeting.

For each partner at least one member of the staff will be in charge of the economic and financial management as well as of

the monitoring and reporting of the expenses incurred by the project.

During the Executive Board (EB) meetings, a space will always be dedicated to monitor the financial and administrative issues, clarifying questions or doubts regarding the use of economic resources which must always be in line with the activities envisaged by the project.

Time management lies with the project coordinator and the EB. In the preparation phase, the partners collaborated on defining the activities, determining the task dependencies, and estimating the activities' duration and the resources required. Progress reports are foreseen every six months, to be discussed at Progress Meetings, and procedures for interventions are in place and can be easily applied if necessary. Both the bookkeeping procedure/ budgeting control and time management form part of the Consortium Agreement.

The main aim of the project management work package is proper implementation of the project. Therefore, the project kick-off meeting is included in this work package. During the kick-off meeting, the partners review all key aspects of the proposal and finalize work plans for all work packages. Drafts for work plans are prepared by the WP lead (and co-lead) beforehand. During the meeting, final discussions follow on: (1) goals and objectives, (2) roles and responsibilities, (3) work plan and timeline. In addition, the general project management plan and quality assurance monitoring plan are discussed. The internal systems and administrative processes are introduced and explained by the lead partner. For all subsequent project meetings (in other WPs), all WP leaders produce brief progress reports.

What are your plans for handling risks for project implementation (e.g. delays, budget, conflicts, etc.)?

Foreseen risks and mitigation measures:

1. Risk: Progress in Work Package insufficient.

The project coordinator, QA officer, and WP leader diagnose the problem insufficient progress threatens project planning, the WP leader is asked to hand in a revised work document, including revised planning, within two weeks. An (extra) online EB meeting to discuss this revision is scheduled within two weeks after the submission date of the proposed revision of planning.

2. Risk: Conflict between partners

The QA officer diagnoses the conflict, consulting Partners involved to collect input for defining possible solutions. If the issue is not solved, a discussion in the EB follows. The EB appoints a mediator with the task to work out a mediating plan, which will be closely followed up. One of the actions could be to transfer responsibilities and financial resources away from the non-compliant partner and redistribute tasks and resources.

3. Risk: Change of Board member / staff

Every Executive and Full Board member must have a 'back up' person within their institution who can step in in case of illness or other situations that prevent the 'first member' from performing their duties. In case staff members change, the institution involved will take care of (temporary) replacement.

4. Risk: Budget estimated too low

Mitigation: The Full Board decides on proper procedures for budget management. In case of unforeseen and unavoidable overspending, all partners agree that additional co-funding will be required from all partners.

5. Risk: Withdrawal of partner

In times of war, pandemic and climate crisis; unforeseen circumstances may force a partner to withdraw. If this is unavoidable, the Full Board will have an extraordinary meeting to decide whether the tasks from the withdrawing partner can be distributed over the remaining partners or to seek a new partner. The Project Coordinator will then draft an Amendment Request.

How will you ensure that the activities are designed in an accessible and inclusive way?

Accessibility and inclusiveness are explicitly addressed both in own project activities and the products that are developed.

In own activities:

- Activities are made accessible for a variety of stakeholders and target groups, to keep close to the reality of innovation within school education. This implies that the consortium directly includes both children and young people, teachers, educational policy makers, researchers and local actors (museums, art centres, etc.) in project activities.
  - A diverse audience of children for testing the materials are targeted
  - A diverse group of people will work on the project, even though every partner has its own responsibility of including people in the project.
  - A close watch is paid on the accessibility of the facilities used in the project for people who experience accessibility issues.
- At the time of writing, no special facilities are needed for the people envisaged to take a role in the project.

In the products:

- A diverse group of examples and role models in educational materials that are developed are used

- There is a focus on a pedagogical approach that, for its nature, is aimed at investigating and supporting the active role of children, young people, families, teachers and the whole territory in the educational experience, with the idea to work together towards a wider and more accessible knowledge
- It is included a variety of areas of education (art, culture, ICT, outdoor, nature, ...) and languages within the studies and outputs of the project, so that all children, even those who have greater fragility, can find the most significant ways of accessing knowledge and finding the most appropriate learning strategy
- There is a shared idea that international networks should not develop as a one-way flow of best practice, but rather as a multi-directional sharing of skills and insights. In doing so, the partnership might also help address wider global misconceptions of people and place, which are at the heart of inequalities pervasive in our world.

How does the project incorporate the use of digital tools and learning methods to complement the physical activities and to improve cooperation between partner organisations?

In our consortium, we seek the right balance in collaborating digitally where possible and practical; and meeting physically where this brings added value. When we choose to meet physically, we combine different goals in one meeting and we prepare these meetings well.

At consortium level, all partners have taken great steps in digital collaboration during the pandemic and have gained experience in using innovative digital approaches both in co-creation and collaborative processes as well as in classroom settings.

#### Digital project management tools

At the beginning of the project, the consortium will agree on a shared platform (e.g. MS teams, trello...) to be used both as a mean of communication for online meetings and as a repository of project materials and processes of collaboration online and via the platform will be set up and implemented, further strengthening skills of partners and involved staff in working with a digital approach.

We also aim at implementing a project website where teachers and school educators will be able to access educational resources, but also images, videos, etc.

#### Project's activities and content

One of the main area of interest of the project and that will be part of attention both within research and literature background (WP2) and within toolbox development and implementation (WP3) is represented by the STEAM and digital competences, as this represents one of the main challenges of teachers in schools and one of the main area of needs of children education. In this sense, an attention to digital tools will be paid not only in the project managing processes, but also within contents for the research and the toolbox, trying to enhance teachers' and children's digital competences.

How does the project incorporate green practices in different project phases?

Keeping to the principles of Green Erasmus, in line with the "European Green Deal", and the spirit of sustainability that is core to the project, a number of practical measures will be considered:

- the number of physical meetings are limited and the cooperation is mainly online. Physical meetings are planned when necessary and in that case for a limited group and/or for a longer period of time;
- Air travel is discouraged and train or ferry travel, or alternatively carpooling, encouraged. Train/ferry travel can be more expensive than air travel and provisions for this are taken in the budget. If it's necessary to use air connections, partners will be encouraged to compensate the flight GHG emission with available climate measures (e.g. carbon offsetting);
- During the meeting, partners will make sure that facilities and catering are up to green standards. This implies that vegetarian choices are the norm rather than the exception. Through this example of a 'flipped standard', partners are encouraged to incorporate green practices within their own institution. In the choice of accommodations, 'green' networks will be used if possible;
- In meetings, public transport or bikes where possible will be preferred;
- Partners aim to limit the size and amount of files stored in online environments, as this saves energy;
- Products of this project will be made available online; printing or creation of physical products is not foreseen and circular alternatives are proposed;
- Methodological tools for students, teachers and policy makers will be published in online formats, both for accessibility and sustainability reasons;
- An area of attention within WP2 and WP3 activities will focus on green, outdoor and nature initiatives, as part of the toolbox and as an area of EOC approach.

In addition, all project's partners are committed to tackling green challenges, including climate change, as the heart of their activities. For example, Saunalahti school is located in an ecological building which won many architectural prizes and it is part of a "Green Flag"-program, admitted to schools where environmental issues are taken care of on a certain certified level.

#### How does the project encourage participation and civic engagement in different project phases?

The project is aimed at investigating, promoting and exchanging perspectives about experiences of school education that are innovative in the sense that include and engage spaces, actors, languages different from the "traditional" formal educational ones, embracing thus a multi-stakeholder and multi-disciplinary approach that envision the whole community engaged in the creation and sharing of knowledge.

The project is based on the principle, shared by the consortium, that knowledge is a primary political, cultural and pedagogical value among the individual and collective rights of man.

Innovative experiences of Education Outside the Classroom can gather the whole community around the school, growing in the imaginations of many as an opportunity for research and transformation of teaching. In this sense, the relationships, exchanges, comparisons between different interlocutors and professionalism, in search of quality educational contexts, can become opportunities for knowledge and participation for children, young people, families, teachers and the whole territory and for rethinking and transforming teaching: the territory educates because it relaunches stories and knowledge, makes them usable and intelligible in everyday life, in contexts capable of communicating civic references and values. In this sense, the project fosters active citizenship and the participation of students into a lifelong learning process made of school and of the whole community.

The partners involved in the consortium will reinforce/activate relations and exchanges with stakeholders from their own territories within the testing phase (WP3), the research (WP2) and the policy awareness phase (WP4), engaging teachers, educators, cultural actors (e.g. museums, innovation hubs, etc.) in the co-creation of innovative teaching initiatives.

#### Grant amount allocated to Project management

78 780,00 €

### Work package

## Work package n°2 - Literature research and methodological analysis

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The objectives of this WP have an internal and an external component: internally, they lay the foundation for the toolbox about EOC that will be developed in WP3 and for policy recommendations (WP4); externally, they provide a baseline to build such programs.

Specific objectives of this WP are to create a knowledge and case analysis basis, investigating peculiar elements of EOC initiatives around Europe and beyond, in order to draft a common methodological framework that will guide the consortium in working towards the toolbox (WP3) and towards policy awareness activities (WP4).

This WP will gather and analyse initiatives and approaches of EOC, by: (2.1) implementing a desk-based research to locate and analyse case studies and by (2.2) implementing a pedagogical literature that focus on innovative EOC, and (2.3) with in-depth interviews and focus groups to policy and decision makers: after 2.1 and 2.2 activities, partners will have gained enough material to make a further deepening into the political and decision making aspects of the experiences (2.3).

Thanks to the provision of examples and theoretical basis, along with interviews and discussion with decision and policy makers, WP2 activities will support the theorization of EOC approaches and its promotion.

This WP will contribute in particular to the project's objectives B, C and D.

What will be the main results of this work package?

The results of this WP will be the finalisation of:

1. A Booklet about EOC initiatives: it will contain initiatives held by schools, educational centres, teachers, etc. at local, regional, national/international level, both within and outside the partners' territories. Each partner will commit to gather at least 3 initiatives/examples/good practices based on shared criteria and templates defined by WP leaders.
2. Literature Review about pedagogical approaches: the review will be based on literature and existing research about EOC experiences, and will be analyzed to draft a shared methodological framework for the project and the next activities. This activity will be done in parallel to 2.1 so to arrive to the end of 2.1 and 2.2. with a comprehensive analysis.
3. Analysis at policy level: the analysis will be the results of the focus groups/interviews, aimed at understanding the roles, point of views and involvement of decision and policy makers in the educational area.

These results will be the basis for the toolkit (WP3) and for policy workshops and activities (WP4).

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

Considering that external use of the components of the objectives of this WP are modest, dissemination efforts will mostly be focused on the results of WP3 and WP4, as WP2 is mainly functional to these WPs. Therefore, the main indicators for this work package monitored will be:

Qualitative:

- Satisfaction level of the participating institutions with the resulting materials (as measured through project-internal quality assurance)
- Positive feedback from teachers and school directors in the testing phases of the project (WP3)
- Positive feedback from policy makers in the policy awareness phases (WP4)

Quantitative indicators:

- Number of downloads of the booklet from project website (aim: minimum 500)
- Number of downloads of the literature review from project website (aim: minimum 500)
- Number of download of the Analysis at policy level from project website (aim: minimum 250)
- Number of participants to focus groups/interviews (aim: minimum 15)

Please describe the tasks and responsibilities of each partner organisation in the work package.

The UdG/Institute of Educational Research will be the lead partner of this WP, and it will capitalise on its expertise and experience in the design, development and analysis of socio-educational ecosystems, particularly focusing on cultural, technological, and affective aspects of learning across formal and informal settings, with an emphasis on creativity and pedagogical innovation in diverse contexts, in and outside classrooms.

UNIMORE/Department of Education, will be the co-lead of this WP, bringing its expertise on research of tools to support teachers' and educators' professional development thanks to structured collaborations among formal and non formal

didactic.

2.1 - UdG will be responsible, with the support of UNIMORE, to create guidelines, tools and templates useful for gathering relevant experiences of EOC to be analysed. All partners will contribute by locating and giving input with local, regional, national relevant experiences for the final booklet.

2.2 - UdG and UNIMORE will define the literature review report, thanks also to the contribution of inputs gathered within 2.1. FRC will also give its contribution and perspectives about the EOC approach.

2.3 - All partners, supported by WP leaders, will implement at local level focus group/interviews at policy and decision making level

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

The total amount dedicated to this WP is: 51.540,00€ detailed as:

- 47.500,00€ for staff costs

- 4.040,00€ for M2 progress meeting in Girona, Spain, in May 2024 for 8 people for a 2-days meeting

This budget has been calculated as follows:

- Working days for providing input for “Case studies research on Education Outside the Classroom approach” (activity 2.1) (5 days for each partner)

- Working days for creating the framework and analysing results for “Case studies research on Education Outside the Classroom approach” (activity 2.1) (20 days - UdG, lead partner, and 10 days UNIMORE co-lead)

- Working days for drafting and defining the “Literature review: pedagogical approaches” (activity 2.2) (30 days UdG, 20 days UNIMORE)

- Working days for “In-depth analysis” (policy level, activity 2.3) (25 days UdG, 15 days UNIMORE, 5 days FRC, 10 days all other partners)

- Working days for preparing and hosting M2 (10 days to UdG)

- Travel and subsistence costs for participating to M2 (2 people from the coordinator, 1 person from all other partners, 2 days meeting)

Working days have been calculated considering territorial/national teams, based on partners' resources and competences in each area, and in order to ensure a proper implementation of activities.

The budget for this WP is relatively low compared to other WPs total costs as it will capitalise on results and available materials of ongoing research from UdG (Comm4learning project).

For grant amounts per working day, we have used the former Erasmus+ tariffs (Teacher-Trainer-Researcher) as baseline, added 20% and rounded this up to the next 10 euros. After discussions in the consortium, it was decided that the Spanish and Croatian tariff estimate was too low in comparison to the others, so this was topped up by another 30 euros. The resulting tariffs ensure a realistic amount which still requires significant co-funding on behalf of the partners.

For travel and subsistence, estimates have been made of travel costs using examples of booking train, ferry or plane tickets (with indications to choose the more sustainable ways of travelling when possible) and hotel rooms around four months ahead. The subsistence rate is calculated for a hotel night including breakfast and a simple dinner. For meetings, the host institution provides co-financing for the meeting by providing the required rooms and facilities, and catering (coffee/tea/lunch) during the work day, at no cost.

For kick off and progress in person meetings, the budget foreseen cover a 2-days meeting.

In total, for this WP, the estimated co-funding from the consortium amounts to: 12.885,00€.

## Activities (2 - Literature research and methodological analysis)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Case studies research on Education Outside the Classroom approach	Spain	01/11/2023	31/05/2024	UNIVERSITAT DE GIRONA (E10209101 - ES)	Applicant - COMUNE DI REGGIO EMILIA (E10187666 - IT) , Escola Carme Auguet (E10126597 - ES) , Fondazione Reggio Children - Centro Loris Malaguzzi (E10111681 - IT) , GRAD ZADAR (E10139988 - HR) , Saunalahden koulu (E10234639 - FI) , UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA (E10208626 - IT)	14 400,00	A Booklet about EOC initiatives, containing experiences held by schools, educational centres, teachers, etc. at local, regional, national/international level, both within and outside the partners' territories
Literature review: pedagogical approaches	Spain	01/11/2023	31/05/2024	UNIVERSITAT DE GIRONA (E10209101 - ES)	Fondazione Reggio Children - Centro Loris Malaguzzi (E10111681 - IT) ,	18 540,00	Literature Review about pedagogical approaches, based on literature and existing research about EOC experiences, and aimed to define a shared methodological framework for the project

UNIVERSITA DEGLI  
 STUDI DI MODENA E  
 REGGIO EMILIA  
 (E10208626 - IT)

Applicant - COMUNE DI  
 REGGIO EMILIA  
 (E10187666 - IT) ,

Escola Carme Auguet  
 (E10126597 - ES) ,

Fondazione Reggio  
 Children - Centro Loris  
 Malaguzzi (E10111681 - IT)

GRAD ZADAR (E10139988  
 - HR) ,

Saunalahden koulu  
 (E10234639 - FI) ,

UNIVERSITA DEGLI  
 STUDI DI MODENA E  
 REGGIO EMILIA  
 (E10208626 - IT)

In-depth analysis  
 (policy level)

Spain 01/06/2024 31/12/2024

UNIVERSITAT DE  
 GIRONA  
 (E10209101 - ES)

18 600,00

Analysis at policy level, aimed at understanding the  
 roles, point of views and involvement of decision and  
 policy makers in the educational area.

**51 540,00**

## Description of the activities

Describe the content of the proposed activities.

The following specific activities will be implemented:

- 2.1 Case studies research on Education Outside the Classroom approach
- 2.2 Literature review: pedagogical approaches
- 2.3 In-depth analysis (policy level)

2.1 and 2.2 will be based on desk and literature review and will focus on collecting existing initiatives and practices with the aim to collect examples to create a booklet and a methodological framework as basis for toolbox definition.

The search of initiatives within 2.1 will focus on experiences that are innovative in the EOC in different countries and they will be observed and described from different perspectives: contents, target groups, school level, juridical/regulatory national/regional/local contexts and laws, economic and human resources, logistics, impact, diffusion, etc.

The pedagogical review within 2.2 will focus instead on pedagogical approaches, deepening existing methodologies and studies on the subject. During 2.3 activities, the attention will be shifted to policy and decision makers, to understand their points of views and roles in EOC practices, with specific interviews/focus groups: between 3 and 5 interviews/focus groups will be held in each territory, focusing on better understanding the context within which EOC initiatives were created and developed, along with understanding the decision-making point of view and their role.

Explain how this activity is going to help reach the WP objectives.

2.1 and 2.2 activities will support the creation of a knowledge and case analysis basis, by researching and investigating peculiar elements of EOC initiatives around Europe and beyond; these activities will define from a case-studies (2.1) and literature (2.2) points of views a common methodological framework that will guide the consortium for the next activities. 2.3 activities will be finalised at having a deeper policy perspective of obstacles and opportunities of EOC approach, supporting the WP4 activities.

2.1 and 2.2 activities will main work to create the knowledge and case analysis basis, by investigating peculiar elements of EOC initiatives around Europe and beyond, in order to draft a common methodological framework that will guide the consortium in working towards the toolbox (WP3). 2.3 activities will mainly work towards the definition of a basis to work for policy awareness activities within WP4.

Describe the expected results of the activities.

2.1 The activities to develop the Booklet about EOC result in:

- A booklet with case-studies and initiatives about EOC divided in different areas (visual art, culture and museums, outdoor education, nature and environment, STEAM and ICT, etc.), with operative indications (detailed target age, resource needed, suggested steps and tips...) published on the project website.

2.2 The activities to develop the Literature review about pedagogical approach will result in:

- A review about existing studies, research and literature about EOC, as the shared methodological basis for the project and the next activities.

Progress meeting PM2 will lead to the following results:

Updated project planning and preparation for upcoming events

Input for refinement towards final publication of the booklet

Input for refinement towards final publication of the literature review

Updated plans on dissemination and impact

A clear and shared view of actions needed in the remainder of the project and particularly in the upcoming period towards PM3.

2.3 The activities to develop the Analysis at policy level will result in:

- Report of desk research and 3 to 5 interviews/focus group of policy and decision makers in educational area about actual and possible roles, obstacles and opportunities innovating school systems.

Progress meeting PM3 will lead to the following results:

- Updated project planning and preparation for upcoming events

- Input towards the Analysis at policy level

- Updated plans on dissemination and impact

Expected number and profile of participants.

2.1 - 2 researchers from WP leaders +1 researcher/person working on gathering information and initiatives from other partners

2.2 - 2 researchers from WP leaders + 1 researcher from FRC for drafting the literature review

2.3 - 2 researchers from WP leaders + 1 person from each partner to implement interviews/focus group + 3 to 5 policy makers/policy decision in educational area from each territory

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

## Work package n°3 - Development of the toolbox

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The objective of WP3 is to support teachers and educators in the definition of cross-curricular school programmes based on the EOC approach, providing training and professional development opportunities relying on the involvement of non teaching professionals.

### Activity 3.1 - Toolbox definition

As a direct results of the research activity conducted in the previous work package, the WP3 activities will focus on the design and preparation of a toolbox including guidelines and materials for teachers, educators and non teaching professionals, with the active contribution of each partner and with a co-design and multi-stakeholder participatory approach.

### Activity 3.2 Schools engagement and training

Before its final issue, the toolbox will be tested by teachers and educators engaged in the project's activities. The direct involvement of the targeted beneficiaries aims to ensure a bottom-up approach and therefore stick to the real needs of the school world with a European perspective. Furthermore, having the draft version of the toolbox tested by teachers and educators during an in-person meeting represents the first professional development opportunity offered to the project's beneficiaries. The meeting will occur in Reggio Emilia in October 2024 and will convene 25 primary and lower secondary schools' teachers.

WP3 tackles all project's objectives as it engages teachers, educators and non teaching professionals in a co-designed and international process aiming to promote new and innovative approaches of education through learning experiences occurring outside the classroom, as well as raising awareness of the school world and policy makers. In this latter regards, participating cities take responsibility through the involvement of the local public administrations, pilot schools and educational institutions in charge of training for both future teachers and in-service teachers.

This WP will contribute in particular to the project's objectives A and B.

What will be the main results of this work package?

Stemming from the partners' awareness of the urgent need to renew and internationalise in-service teachers training, WP3 will lead to the development of a toolbox, an online resource of professional development for in-service teachers that will serve for presenting inclusive and innovative education strategies and approaches, promoting the EU priorities of inclusion, active citizenship, participation, , digital transformation, and sustainability.

The toolbox will follow the following structure:

Part 1 illustrates the methodological guidelines for activities of Education Outside the Classroom across Europe. The guidelines will provide the community of teachers and educators with the methodology for innovating school education with co-designed activities where different professionals (educators, teachers, cultural operators, etc.) work jointly to create multidisciplinary educational paths. The project's partners are well aware that this results cannot simply be achieved by teachers willing to innovate their didactic, instead it relies on a wide variety of factors, among which: the awareness of existing and potential resources of the territory, the alliance among educational players, the support of policy makers, the skills in designing multidisciplinary educational offers, and the collaborative work. Therefore, the toolbox's Part 1 will encompass all of these key factors and provide suggestions for the local communities to engage collectively in this innovation of school education in order to stimulate a more supportive school climate and environment for learning.

Part 2 will integrate complementary Part 1 and focus on thematic action sheets, thus composing a portfolio of concrete experiences that will be grouped by thematic area (such as visual art, culture, museums, outdoor education, nature, environment, STEAM, ICT, arts) connected to one or more key competence.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

As WP3 tackles specifically the project's objectives related to the teachers' professional development and the improvement of quality in education through EOC, the indicators will concern primarily the teachers and educators, and secondly students as indirect beneficiaries of the WP's activities.

A questionnaire (mixed-methods) will be administered to teachers and educators before and after activity 3.1 with the aim to define the state-of-the art in terms of daily educational practice and then investigate how the methodological content and suggestions contained in the toolbox have impacted on their teaching practices.

In addition, purely quantitative indicators will be used to monitor and evaluate the number of teachers and educators that have been reached by the activities and compare it to the expected target.

Moreover, teachers will be asked to assess the degree of participation and interest of their students in the project activities. Once collected the results, it will be up to the partnership to evaluate data with descriptive and inferential statistics.

The following indicators will be taken into account:

- N. of teachers engaged directly
- N. of teachers aware about the project topics
- N. and quality of feedback received
- Teachers' degree of satisfaction
- Students' degree of satisfaction

Please describe the tasks and responsibilities of each partner organisation in the work package.

FRC is the lead partner of WP3, with Saunalahti school in the role of co-leader. FRC will lead this WP bringing its strong experience in co-design processes with a numerous and heterogenous networks of partners.

#### Activity 3.1.

FRC, in collaboration with the partners, will convene an online meeting to collect the first ideas for the toolbox architecture and, upon this basis, propose a first revised draft that will be submitted to the partners and then fed with the data collected in WP2.

Once the draft version is ready, the toolbox will be tested by teachers at the local levels. FRC will take care of elaborating a common tool to gather the various inputs so as to validate the toolbox. FRC, together with Saunalahti school, will conduct the online meeting aiming to collect the last feedback leading to the validation of the toolbox.

#### Activity 3.2.

During this time frame, the project's partners and the 25 teachers will be invited to Reggio Emilia for the professional development opportunity. FRC, in collaboration with the Italian partners, will organise and conduct the training activities and the testing phase of the toolbox first draft, with a collaborative and collective working methodology.

In addition to the participatory process, FRC will ensure that the implementation of the activities is in line with the targeted time schedule, by coordinating the partnership in collaboration with the project leader.

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

The total amount dedicated to this WP is: 98.480,00€ detailed as:

- 76.380,00€ for staff costs
- 2.660,00€ for M3 progress meeting in Reggio Emilia in October 2024 for 8 people (project manager/staff) for a 2-days meeting
- 13.700,00€ for T1/international training in Reggio Emilia in October 2024 for 25 teachers from partners' territories for 4 days international training
- 5.740,00€ for M5, progress meeting in Espoo in December 2025 for 8 people for a 2-days meeting

This budget has been calculated as follows:

- Working days for giving input for "toolbox drafting" (3.1) (10 days for each partner)
- Working days for creating the framework and coordinating works of "toolbox drafting" (3.1) (10 days - FRC, lead partner, and 5 days Saunalahti school, co-lead)
- Working days for "testing toolbox" (3.1) (15 days for Carme Auguet school, Saunalahti school, City of Zadar, 10 days MRE and 5 days to UNIMORE, UdG and FRC for supporting the piloting)
- Working days for "online feedback" (3.1) (10 days to Carme Auguet school, 10 days to Saunalahti school and 10 days to FRC, 5 days to MRE, UNIMORE, city of Zadar and UdG)
- Working days for "finalising toolbox" (3.1) (15 days to FRC as wp leader, 10 days to Saunalahti school and to Carme Auguet school, 5 days to UdG, MRE, UNIMORE and city of Zadar)
- Working days for hosting M5 in Espoo in December 2025 (Saunalahti school, 10 days)
- Working days for schools engagement and international training (12 days to MRE, city of Zadar, Saunalahti school and Carme Auguet school)
- Working days for preparing and hosting M3/T1 in October 2024 in Reggio Emilia (20 days)
- Travel and subsistence costs for participating to M3/T1 in Reggio Emilia from partners' territories (8 people for 2 days + 25 teachers for 4 days training)
- Travel and subsistence costs for participating to M5 in Espoo in December 2025 (8 people, 2-days meeting)

Working days have been calculated considering territorial/national teams, based on partners' resources and competences in each area, and in order to ensure a proper implementation of activities.

For grant amounts per working day, we have used the former Erasmus+ tariffs (Teacher-Trainer-Researcher) as baseline, added 20% and rounded this up to the next 10 euros. After discussions in the consortium, it was decided that the Spanish and Croatian tariff estimate was too low in comparison to the others, so this was topped up by another 30 euros. The resulting tariffs ensure a realistic amount which still requires significant co-funding on behalf of the partners.

For travel and subsistence, estimates have been made of travel costs using examples of booking train, ferry or plane tickets (with indications to choose the more sustainable ways of travelling when possible) and hotel rooms around four months ahead. The subsistence rate is calculated for a hotel night including breakfast and a simple dinner. For meetings, the host institution provides co-financing for the meeting by providing the required rooms and facilities, and catering (coffee/tea/lunch) during the work day, at no cost.

In total, for this WP, the estimated co-funding from the consortium amounts to: 24.620,00€.

For kick off and progress in person meetings, the budget foreseen cover a 2-days meeting.

For M3/T1 it has been considered:

- the participation of partners' project coordinators for 2 days (staff/project's coordinators)
- The participation of teachers to international training, 4 days training

### Activities (3 - Development of the toolbox)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Toolbox definition	Italy	01/05/2024	31/12/2025	Fondazione Reggio Children - Centro Loris Malaguzzi (E10111681 - IT)	Applicant - COMUNE DI REGGIO EMILIA (E10187666 - IT) , Escola Carme Auguet (E10126597 - ES) , GRAD ZADAR (E10139988 - HR) , Saunalahden koulu (E10234639 - FI) , UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA (E10208626 - IT) , UNIVERSITAT DE GIRONA (E10209101 - ES)	83 200,00	Online toolbox that proposes a methodological approach to education outside the classroom leveraging on alliances with local players in each local context, offering good practices from experiences across EU and from the scientific literature.
Schools engagement and training	Italy	01/01/2024	31/10/2024	Fondazione Reggio Children - Centro Loris Malaguzzi (E10111681 - IT)	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA (E10208626 - IT) , UNIVERSITAT DE GIRONA (E10209101 - ES)	15 280,00	Creation of a community of teachers, educators and educational professionals engaged in the topic and actively participating in project's activities and outputs, thus maximising the impact and dissemination.

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Saunalahden koulu  
(E10234639 - FI) ,Applicant - COMUNE DI  
REGGIO EMILIA  
(E10187666 - IT) ,Escuela Carme Auguet  
(E10126597 - ES) ,GRAD ZADAR (E10139988  
- HR)**98 480,00**

## Description of the activities

Describe the content of the proposed activities.

WP3 will foresee two activities: the definition of the toolbox and the engagement of teachers and educators that will benefit from project's results.

### Activity 3.1-Toolbox definition

This activity foresees the following phases:

- toolbox drafting (M9-M13)
- peer-to-peer review (M14)
- testing at local level (M15-M20)
- online feedback (M21)
- toolbox validation (M22-M28)

The toolbox will be first drafted based on WP2 results, so as to describe the methodological approach for an alliance between formal, non-formal and informal education, and some good practices.

At the end of this phase, teachers and educators will meet in Reggio Emilia for the training, which will also serve as a peer review of the toolbox itself.

Once the draft version is achieved, teachers and educators will test initiatives of EOC in local contexts, choosing thematic areas (e.g. outdoor education, culture heritage, arts, STEAM) according to context's needs, interests, and potential. Parallel to this phase, as foreseen within activity 5.1 (WP5), the evaluation of the testing will be implemented.

The experiences conducted at the local level will provide feedback and inputs for the toolbox validation. In this last phase, each territory will organise an online feedback aiming at collecting input from teachers and educational staff that took part in the testing phase. This feedback aims at evaluating the quality of the experience and its replicability, as well as identifying thematic areas that will feed the action sheets (Toolbox Part 2).

### Activity 3.2 Schools engagement and training

This activity is aimed at engaging schools and educational players that will have an active role throughout the project, from the collection of good practices, to the testing phase of project results and the dissemination. In addition, they will be invited to the international training that will take place in Reggio Emilia (M14), that will see the participation of 25 teachers from primary and lower secondary schools.

Explain how this activity is going to help reach the WP objectives.

The WP objectives will be reached thanks to the preparatory work of the previous WP and through the work of analysis, collection and drafting of theoretical knowledge, methodologies and practical examples of Education Outside the Classroom. The bottom-up and participatory approach of teachers and educators in the toolbox drafting is strategic as, on the one hand, it allows to develop a tool able to address the very needs and challenges schools are facing. On the other hand, this participatory approach recognises the role of teachers and educators as key players of the educational project and invites them to take an active role in the project activities, thus tackling the second WP's objective. The participation of teachers will also be ensured through the organisation of the international training session in Italy, where 25 teachers across the partners' countries will be invited for a training on co-designing EOC contents with a multidisciplinary approach, thus addressing the WP's objectives and, therefore, contributing to the project implementation.

Describe the expected results of the activities.

Activity 3.1 will lead to the definition of the toolbox: a resource of guidelines and materials for teachers, educators and other educational professionals specifically oriented toward educational approaches of Education Outside the Classroom. The tool is divided in two parts: Part 1 concerns the methodological approach and enabling strategies, while Part 2 focuses on specific and thematic examples.

Activity 3.2 will engage a community of teachers and educational professionals that actively contribute to the project results, outputs and dissemination activities. Teachers will contribute to the toolbox's validation, and the results' dissemination.

Meeting 3 / Training 1 In October 2024 teachers will be invited in Reggio Emilia for the international training on education outside the classroom, this gathering will also serve as a peer review of the toolbox itself.

Online Feedback in May 2025 (M21): after having used the toolbox at the local level, each territory will organise an online feedback to gather the last suggestion and inputs to finalise the toolbox.

Expected number and profile of participants.

### Activity 3.1:

The expected participants in this activity are the staff of FRC (lead) and Saunalahti school (co-lead), as well as all other partners involved in gathering inputs for the draft version of the toolbox, its testing at local level, feedback and finalisation. A minimum of 25 teachers is expected to take part in the local testing, along with the engagement of school directors, other

professionals in community learning environments, who will also participate in online feedback sessions. Following the final online feedback, we foresee a cascade mechanism according to which the teachers will share the toolbox within their own school to approximately 30 colleagues each, for a total of 750 teachers at the project level. The School Committee is therefore the strategy chosen to maximise the impact of this WP's result.

#### Activity 3.2:

The expected participants in 3.2 are the staff of FRC (lead) and Saunalahti school (co-lead) as well as the other consortium partners. Other participants will be the 25 teachers as project's beneficiaries who will participate in the experimentation of the Toolbox during T1.

The expected participants in M5 are the staff of the Full Board members.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

## Work package n° 4 - Policy awareness

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

This WP will aim to raise awareness of policy and decision makers in the area of education on the added value of EOC approaches to foster the development of innovative teaching methodologies within the primary and lower secondary school system, based on the collaboration between informal, non-formal and formal education.

### 4.1 Local workshops

Partners will organise 3 to 5 local workshops in each country, where policy makers, school directors, teachers, educators, associated partners and other relevant stakeholders will discuss the enabling factors and constraints to the implementation of EOC approaches, in particular at regulatory, legal and policy level. Workshops' participants will include teachers, school directors and educators from local institutions directly involved in the WP3 testing phase, so that the evaluations that will emerge from the implementation of the toolbox are also taken into consideration.

### 4.2 Policy recommendations

From the results of WP2 (in particular, 2.3 Analysis at policy level) and integrating them with the outcomes emerging from the local workshops in the different territories, partners will develop a draft "Policy recommendations" document in order to provide evidence of the added value of EOC initiatives and guiding principles to support their implementation. The document will be then finalised within the consortium and with a set of critical stakeholders, through policy-related networks in which partners participate. Policy recommendations will be translated and made available on the project's online platform.

### 4.3 National seminars

In order to present the Policy recommendations and draw attention to the EOC approach, a dedicated seminar will be organised in each partner's territory, addressing the most relevant regional and national policy makers in the area of education, with the aim of identifying potential paths for the subscription of dedicated Memoranda of Understanding.

This WP will contribute to project's objectives C, D.

What will be the main results of this work package?

The main product of WP4 will be the Policy recommendations: project partners will start from the results of the Analysis at policy level carried out in WP2, then will meet in Zadar in June 2025 (M4) to organise the local workshops in their respective territories, where a draft version of the policy recommendations will be presented, discussed, amended and integrated together with the relevant local stakeholders involved by each partner. Then, during M5, the Policy recommendations will be finalised at consortium level, also relying on a critical analysis that will be ensured by policy-related networks in which partners participate. Policy recommendations will be translated (IT,ES,HR,FI) and published on the project's online platform, but also presented in each partner country during a dedicated seminar aiming at raising the attention and awareness of the national/regional policy and decision makers on the relevance and added value of the EOC approaches.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

Quantitative:

- Number of participants to the local workshops;
- Number of participants to the toolbox testing phase taking part to the local workshops;
- Number of local workshops carried out;
- Number of critical stakeholders involved in the finalisation of the Policy recommendations;
- Number of national seminars organised;
- Number of participants to the national seminars.

Qualitative:

- Positive feedback is received from participants to local workshops;
- Positive feedback is received from critical stakeholders;
- Policy recommendations on added value of EOC approaches are developed;
- Policy recommendations are made available in local languages (Italian, Spanish, Croatian, Finnish);
- Policy recommendations are published on the project's online platform and openly available;
- Positive feedback is received by policy and decision makers;
- Policy recommendations are used by policy and decision makers;
- High satisfaction level of the participating institutions with the Policy recommendations (measured through project-internal quality assurance).

Please describe the tasks and responsibilities of each partner organisation in the work package.

This work package is led by the City of Zadar (Croatia), with the Municipality of Reggio Emilia (Italy) as co-lead.

All partners have a role in this work package.

WP leader City of Zadar has the following responsibilities:

- coordinating the drafting of the Policy recommendations, in collaboration with the Municipality of Reggio Emilia and with contributions from all partners;
- organising and hosting M4 in Zadar in June 2025;
- coordinating and monitoring of the local workshops' calendar, in collaboration with the Municipality of Reggio Emilia and with contributions from P3, P5, P6 and P7;
- coordinating and monitoring the national seminars' calendar, in collaboration with the Municipality of Reggio Emilia and with contributions from all partners;
- coordinating the translation of the Policy recommendations.

All partners have the following responsibilities:

- organising and coordinating from 3 to 5 local workshops per country;
- collecting and providing input for the Policy recommendations;
- taking part in M4;
- involve critical stakeholders in the finalisation of the Policy recommendations;
- organising and coordinating 1 national seminar per country.

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

The total amount dedicated to this WP is: 50.880,00€ detailed as:

- 46.380,00€ for staff costs
- 4.500,00€ for M4, progress meeting in Zadar, Croatia, in June 2025 for 8 people for a 2-days meeting

This budget has been calculated as follows:

- Working days for organising and implementing local workshops (4.1) (15 days for city of Zadar as WP leader, 10 days to MRE and Saunalahti school, 6 days to Carme Auguet school, UdG and UNIMORE)
- Working days for "policy recommendations" (4.2) (40 days - City of Zadar as lead partner, 30 days to MRE, co-lead, 10 days to Saunalahti school and 5 days to other partners)
- Working days for organising and implementing national seminars (4.3) (20 days to City of Zadar, WP lead, 15 days to MRE as co-lead, 12 days to Saunalahti school, 6 days to UdG and Carme Auguet school, 5 days to FRC and UNIMORE)
- Working days for preparing and hosting M4 in Zadar, Croatia, in June 2025 (City of Zadar, 10 days)
- Travel and subsistence costs for participating to M4 in Zadar from partners' territories (8 people for a 2 day-meeting)

Working days have been calculated considering territorial/national teams, based on partners' resources and competences in each area, and in order to ensure a proper implementation of activities.

For grant amounts per working day, we have used the former Erasmus+ tariffs (Teacher-Trainer-Researcher) as baseline, added 20% and rounded this up to the next 10 euros. After discussions in the consortium, it was decided that the Spanish and Croatian tariff estimate was too low in comparison to the others, so this was topped up by another 30 euros. The resulting tariffs ensure a realistic amount which still requires significant co-funding on behalf of the partners.

For travel and subsistence, estimates have been made of travel costs using examples of booking train, ferry or plane tickets (with indications to choose the more sustainable ways of travelling when possible) and hotel rooms around four months ahead. The subsistence rate is calculated for a hotel night including breakfast and a simple dinner. For meetings, the host institution provides co-financing for the meeting by providing the required rooms and facilities, and catering (coffee/tea/lunch) during the work day, at no cost.

In total, for this WP, the estimated co-funding from the consortium amounts to: 12.720,00€.

For kick off and progress in person meetings, the budget foreseen cover a 2-days meeting.

#### Activities (4 - Policy awareness)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Local workshops	Croatia	01/07/2025	30/11/2025	GRAD ZADAR (E10139988 - HR)	Applicant - COMUNE DI REGGIO EMILIA (E10187666 - IT) , Escola Carme Auguet (E10126597 - ES) , Saunalahden koulu (E10234639 - FI) , UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA (E10208626 - IT) , UNIVERSITAT DE GIRONA (E10209101 - ES)	10 960,00	From results of WP2 and the outcomes of the local workshops, consortium partners will develop a “Policy recommendations” document providing evidence of the added value of EOC initiatives and guiding principles to support their implementation.
Policy recommendations	Croatia	01/01/2025	31/12/2025	GRAD ZADAR (E10139988 - HR)	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA (E10208626 - IT) , UNIVERSITAT DE GIRONA (E10209101 - ES) , Saunalahden koulu	25 500,00	From the results of WP2 and the outcomes of the local workshops, consortium partners will develop a “Policy recommendations” document providing evidence of the added value of EOC initiatives and guiding principles to support their implementation.

(E10234639 - FI) ,

Applicant - COMUNE DI  
 REGGIO EMILIA  
 (E10187666 - IT) ,

Escola Carme Auguet  
 (E10126597 - ES) ,

Fondazione Reggio  
 Children - Centro Loris  
 Malaguzzi (E10111681 - IT)

UNIVERSITA DEGLI  
 STUDI DI MODENA E  
 REGGIO EMILIA  
 (E10208626 - IT) ,

UNIVERSITAT DE  
 GIRONA (E10209101 - ES)

,

National Seminars Croatia 01/01/2026 31/05/2026 GRAD ZADAR  
 (E10139988 - HR)

Saunalahden koulu  
 (E10234639 - FI) ,

14 420,00

Escola Carme Auguet  
 (E10126597 - ES) ,

Applicant - COMUNE DI  
 REGGIO EMILIA  
 (E10187666 - IT) ,

Fondazione Reggio  
 Children - Centro Loris  
 Malaguzzi (E10111681 - IT)

A dedicated seminar will be organised in each partner's territory, addressing the most relevant regional and national policy makers in the area of education, to present the Policy recommendations and draw attention to the EOC approach.

**50 880,00**

## Description of the activities

Describe the content of the proposed activities.

### 4.1 Local workshops

No. 3 to 5 local workshops will be carried out in each partner's country between July and November 2025, involving policy makers, school directors, teachers, educators, associated partners and other relevant stakeholders (including participants to the toolbox testing phase). The aim of the workshops will be to discuss and exchange ideas on the enabling factors and constraints to the implementation of EOC approaches. The feedback collected from the local workshops will contribute to the drafting of the Policy recommendations.

### 4.2 Policy recommendations

The drafting of the Policy recommendations document will begin in January 2025, starting from the results of the WP2 Analysis at policy level. During M4 (June 2025) a first draft of the document will be adopted by the consortium and then discussed and amended within the local workshops. The amended version will be finalised in December 2025 (during M5), taking into account the feedback collected by the critical stakeholders of the policy-related networks engaged by the project partners. Once finalised, the Policy recommendations will be translated from English to Italian, Spanish, Croatian and Finnish and published on the project's online platform.

### 4.3 National seminars

A dedicated seminar will be organised in each partner's territory between January and May 2026, addressing the most relevant regional and national policy makers in the area of education. During the seminars, the Policy recommendations will be presented, with the aim of identifying potential paths for the subscription of Memoranda of Understanding to create the preparatory conditions for schools and territories to activate educational initiatives inspired by the EOC approach.

Explain how this activity is going to help reach the WP objectives.

### 4.1 Local workshops

The local workshops will support the drafting of the Policy recommendations, providing relevant feedback and contributions about the enabling factors and constraints to the implementation of EOC approaches, in particular at regulatory, legal and policy level, taking into consideration the point of view of relevant local stakeholders (policy and decision makers, school directors, teachers and educators, associated partners).

### 4.2 Policy recommendations

As a main result of the WP4, the Policy recommendations will play a key role in reaching the WP objective to raise awareness of policy makers on the added value of EOC approaches to foster the development of innovative teaching methodologies within the primary and lower secondary school system.

### 4.3 National seminars

National seminars will support the dissemination of the Policy recommendations in the partners' countries, among regional and national policy and decision makers, as well as relevant stakeholders in the area of education, facilitating the activation of potential paths for the definition of Memoranda of Understanding in support of projects and initiatives inspired by the EOC approach.

Describe the expected results of the activities.

Activity 4.1 will lead to the realisation of 3-5 local workshops with a total of 50 participants for each territory that will provide relevant feedback for the drafting of the Policy recommendations.

Activity 4.2 will result in the definition of a "Policy recommendations" document, available in 5 languages (EN,IT,ES,HR,FI), that will include evidence of the added value of EOC initiatives and guiding principles to support their implementation at regulatory, legal and policy level.

Activity 4.3 will result in 4 national seminars, to present the Policy recommendations to regional and national policy makers in the area of education, as well as to teachers, educators, stakeholders in the area of education and to the general public, for a total of more than 1000 participants in the 4 countries.

Expected number and profile of participants.

#### Activity 4.1:

The expected participants in this activity are staff of the City of Zadar (lead) and Municipality of Reggio Emilia (co-lead), as well as P3, P5, P6 and P7 that will organise and coordinate the workshops in the different territories. A total of 50 participants per territory is expected to take part in the workshops, including policy and decision makers, school directors, teachers and educators, associated partners and other stakeholders.

#### Activity 4.2:

The expected participants in 4.2 are the staff of the City of Zadar (lead) and Municipality of Reggio Emilia (co-lead), as well as the other consortium partners. Other participants will be the critical stakeholders of the policy-related networks engaged by the project partners: approximately 20 people including: academics, pedagogists, representatives of European institutions and networks active in the field of education, national and international decision makers.  
The expected participants in M4 are the staff of the Full Board members.

#### Activity 4.3:

The organisation of the national seminars will be in charge of the staff of the City of Zadar (lead) and Municipality of Reggio Emilia (co-lead), as well as the other consortium partners.

The national seminars will address regional and national policy makers, as well as teachers, educators, stakeholders in the area of education and general public, for a total of more than 1000 participants in the 4 countries.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

## Work package n°5 - Evaluation, impact assessment and dissemination

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The objectives of WP5 relate to two areas:

- on the one hand, they concern the evaluation of the objectives, outcomes and impact achieved in the previous WPs, with respect to the different identified beneficiaries: primary and lower secondary school teachers, educators from various non-formal education contexts, school directors, policy makers and other stakeholders in the educational area. For each beneficiary, WP5 foresees specific tools and methods for the evaluation of the results achieved in terms of impact. It is specified that the impact assessment will not only be of a summative nature, specifically analysing the final outcomes, but will also be carried out during the project as a tool for process improvement (in itinere evaluation is already foreseen in the previous WPs);
- on the other hand, WP5 aims at effectively communicating and widely disseminating the outcomes documented and described in the different products which the project will gradually develop within the previous WPs. This objective will be realised through multiple channels: digital and analog, national and European.

This WP will contribute in particular to the project's objectives A, C and D.

What will be the main results of this work package?

With regards to the objective concerning the evaluation of outcomes and impact assessment, WP5 will produce a Report indicating: the methodologies and tools for the evaluation, the indicators assumed in relation to each objective, the data collected and a discussion of them. This evaluation will cover results' assessment both in progress and at the end of the project.

Concerning the objective related to communication and dissemination, WP5 will produce:

- an online multilingual Learning Management System (LMS) platform with open access, dedicated to the project, where:
  - the aims and actions of the project are presented and described
  - the partners are presented
  - relevant news and updates on project implementation are published
  - the products of the WPs are published in an open repository
  - the toolbox is hosted and accessible
  - dedicated co-working tools and training materials are made available for teachers and educators, integrated with the Google for Education online resources
  - visibility is given to the various public events concerning the project activities and outcomes (final dissemination event in Brussels, national seminars, multiplier events, webinars,...)
  - papers and articles in national and international journals are published by the consortium are made available
  - a final storytelling video (in English) is published, to document the different phases of the project, the various experiences realised by the teachers involved in the testing of the toolbox, the products developed and outcomes achieved by the project
- a Report of the communication and dissemination actions containing the description of the different actions first planned and then implemented (project logo design, project news, web and social media analytics, participation in local, national and European events,...)

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

With regards to the area of the evaluation of outcomes and impact assessment, the following quantitative and qualitative indicators will be assumed:

- professional development of teachers and educators: on the one hand through measures of self-efficacy - OHIO scale (Tschannen-Moran, 2001), concerning the teacher centred/student centred teaching approach (Grigioni-Baur, Houznour, 2019) and related to job satisfaction (Talis, 2018), on the other hand through tools capable of detecting changes in teachers' and educators' opinions and representations concerning teaching and learning processes (logbooks and focus groups);
- students' participation and interest in Widespread School didactic proposals: through the use of tools capable of detecting students' opinions regarding cognitive involvement in these activities (questionnaires);
- involvement of school directors and political decision-makers: through quantitative indicators such as the number of Memoranda of Understanding stipulated in the territories involved in the project, and qualitative policy-related indicators (focus groups and interviews).

As regards the area of communication and dissemination, the following indicators will be taken into account:

- n. of accesses and users' interactions on the online LMS platform
- n. of downloads of the toolbox materials

- n. of people reached online by project news (web and social media)
- n. of participants in local workshops
- n. of participants in national seminars
- n. of participants in the final dissemination event
- n. of press releases
- n. of participations in conferences, seminars
- n. of publications in national or international journals by the end of the project

Please describe the tasks and responsibilities of each partner organisation in the work package.

The actions foreseen in WP5 will be coordinated by UNIMORE (acting as WP leader) with the support of UdG (co-leader) and FRC (technical support role for communication activities and online platform development) and carried out by the entire consortium that will share:

- the definition of the evaluation tools
- the definition of the communication tools
- the identification and/or design of dissemination events
- the collection and analysis of evaluation data
- the development of communication and dissemination content

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

The total amount dedicated to this WP is: 120.320,00€ detailed as:

- 75.700,00€ for staff costs
- 6.240,00€ for M6, final dissemination meeting in Bruxelles, Belgium, in June 2026 for 8 people (partners' project's coordinators) for a 2-days event
- 16.380,00€ for M6, final dissemination meeting in Bruxelles, Belgium, in June 2026 for 21 people (keynote speakers and stakeholders) for a 2-days event
- 8.000€ for creating and hosting the online platform
- 8.000€ for video and communication material
- 6.000€ for organising the final dissemination event in Bruxelles

This budget has been calculated as follows:

- Working days for "evaluation and impact assessment" (activity 5.1) (15 days for UNIMORE as WP leader and 15 days to Carme Auguet school as co-lead, 10 days to UdG and to FRC, 5 days to the other partners)
- Working days for "online platform development" (activity 5.2) (20 days to MRE as project's coordinator and 20 days to FRC for technical support, 10 days to UNIMORE and to Carme Auguet school, 5 days to Saunalahti school, City of Zadar and UdG)
- Working days for documentation and communication activities (activity 5.3) (20 days to UNIMORE, 15 days to Carme Auguet school, Saunalahti school, City of Zadar and FRC, 10 days to UdG and 5 to MRE)
- Working days for translations (online LMS platform, results and materials) (activity 5.3) (10 days to UNIMORE, UdG, City of Zadar, Saunalahti school)
- Working days for preparing final dissemination event in Bruxelles (activity 5.3) (15 days to UNIMORE, 10 days to MRE, City of Zadar and Saunalahti school, 5 days to other partners)
- Travel and subsistence costs for participating to M6 in Bruxelles to final dissemination event from partners' territories (29 people for a 2-day event)

Working days have been calculated considering territorial/national teams, based on partners' resources and competences in each area, and in order to ensure a proper implementation of activities.

For grant amounts per working day, we have used the former Erasmus+ tariffs (Teacher-Trainer-Researcher) as baseline, added 20% and rounded this up to the next 10 euros. After discussions in the consortium, it was decided that the Spanish and Croatian tariff estimate was too low in comparison to the others, so this was topped up by another 30 euros. The resulting tariffs ensure a realistic amount which still requires significant co-funding on behalf of the partners.

For travel and subsistence, estimates have been made of travel costs using examples of booking train, ferry or plane tickets (with indications to choose the more sustainable ways of travelling when possible) and hotel rooms around four months ahead. The subsistence rate is calculated for a hotel night including breakfast and a simple dinner. For meetings, the host institution provides co-financing for the meeting by providing the required rooms and facilities, and catering (coffee/tea/lunch) during the work day, at no cost.

In total, for this WP, the estimated co-funding from the consortium amounts to: 30.080,00€.

For kick off and progress in person meetings, the budget foreseen cover a 2-days meeting.

## Activities (5 - Evaluation, impact assessment and dissemination )

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Evaluation and impact assessment	Italy	01/02/2024	30/06/2026	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA (E10208626 - IT)	Applicant - COMUNE DI REGGIO EMILIA (E10187666 - IT) , Escola Carme Auguet (E10126597 - ES) , Fondazione Reggio Children - Centro Loris Malaguzzi (E10111681 - IT) , GRAD ZADAR (E10139988 - HR) , Saunalahden koulu (E10234639 - FI) , UNIVERSITAT DE GIRONA (E10209101 - ES)	14 700,00	Report on the evaluation of the project outcomes in relation to each project's objective
Online platform development	Italy	01/06/2024	31/08/2026	Fondazione Reggio Children - Centro Loris Malaguzzi (E10111681 - IT)	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA (E10208626 - IT) ,	17 900,00	Online multilingual LMS platform with open access, containing: repository with project's outcomes and materials (toolbox) and dedicated co-working tools for teachers and educators, integrated with the Google for Education online resources

UNIVERSITAT DE  
 GIRONA (E10209101 -  
 ES) ,

Applicant - COMUNE DI  
 REGGIO EMILIA  
 (E10187666 - IT) ,

Escola Carme Auguet  
 (E10126597 - ES) ,

GRAD ZADAR  
 (E10139988 - HR) ,

Saunalahden koulu  
 (E10234639 - FI)

UNIVERSITAT DE  
 GIRONA (E10209101 -  
 ES) ,

Saunalahden koulu  
 (E10234639 - FI) ,

Fondazione Reggio  
 Children - Centro Loris  
 Malaguzzi (E10111681 -  
 IT) ,

Applicant - COMUNE DI  
 REGGIO EMILIA  
 (E10187666 - IT) ,

Escola Carme Auguet  
 (E10126597 - ES) ,

GRAD ZADAR  
 (E10139988 - HR)

Communication  
 and dissemination

Italy

01/02/2024

31/08/2026

UNIVERSITA DEGLI  
 STUDI DI MODENA E  
 REGGIO EMILIA  
 (E10208626 - IT)

87 720,00

- Final video (in English) documenting the project phases  
 and the different experiences realised - Communication  
 and Dissemination Actions Report containing a  
 description of the various actions first planned and then  
 implemented

**120 320,00**

## Description of the activities

Describe the content of the proposed activities.

WP5 is developed through 3 actions:

### 5.1 Evaluation and impact assessment

This activity concerns:

- definition of tools for the collection of evaluation data (questionnaires, focus groups, interviews, logbooks, ...) and criteria for the quantitative and qualitative data analysis
- administration of questionnaires/evaluation tools (in local language) and data collection
- data analysis
- drafting of the Report of Evaluation Actions and Results.

### 5.2 Online platform development

This activity concerns the design and development of a multilingual Learning Management System (LMS) platform where:

- consortium, aims and actions of the project are presented and described
- relevant news and updates on project implementation are published
- products of the WPs are published in an open repository
- toolbox is hosted and accessible
- dedicated co-working tools and training materials are made available for teachers and educators
- visibility is given to the various public events concerning the project activities and outcomes
- papers and articles in national and international journals are published
- a final storytelling video (in English) is published.

In order to simplify its use and increase its potential, the platform will be integrated with the Google for Education online resources for teachers.

The development of the LMS platform will take place in parallel and jointly with the drafting, testing and finalising phases of the toolbox.

### 5.3 Communication and dissemination

This activity concerns:

- the realization of a final video (in English) to document the different phases of the project
- the design and realisation of several dissemination events, including a final dissemination event in Brussels linked with other seminars of European relevance on education and teaching topics
- the writing of articles in national and international journals
- a Communication and Dissemination Actions Report.

Explain how this activity is going to help reach the WP objectives.

The planned actions are consistent with the two macro-objectives of WP5:

- evaluate the project outcomes in relation to the project objectives: in order to achieve this objective, it is planned to collect qualitative and quantitative measures regarding the professional development of teachers and educators, the involvement and interest of students in the experimental teaching proposals (supported by the toolbox and tested by the 25 teachers), the active participation of school directors and decision-makers in the educational area. These actions will be carried out through the construction and use of various experimental designs and data collection tools (questionnaires, focus groups, interviews, logbooks, ...);

- effectively communicate and widely disseminate the project's products: in order to achieve this objective, the construction of an online platform containing the toolbox, the construction of a online LMS platform dedicated to the project, the construction of a video documenting the project, the realisation of local and European dissemination events, and the writing of articles in national and international journals are envisaged.

Describe the expected results of the activities.

With regard to the objective to evaluate the project outcomes in relation to the project objectives, the following results are expected:

- statistically significant increase in self-efficacy (measured with the OHIO Scale - Tschannen-Moran, 2001), statistically significant shift from a teacher centred to a student centred teaching approach (measured with the Grigioni-Baur, Houznour, 2019 instrument), statistically significant increase in job satisfaction (measured with the subscale in Talis, 2018), detection of positive changes in teachers' and educators' opinions and representations of teaching and learning processes (detected with logbooks and focus groups to which content analysis methodologies will be applied)
- detection of positive opinions of the students involved regarding cognitive involvement, interest and participation in the proposed activities supported by the toolbox (measured with questionnaires examined with descriptive and inferential statistical analyses)

- detection of changes in the policies of educational decision-makers in the countries involved, through focus groups (to which content analysis methodologies will be applied). In addition, the no. of new educational pacts/MoU signed between school and territorial authorities for joint educational actions in the partners' home or neighbouring territories will be examined. The project expects at least 1 MoU per country.

With regard to the communication and dissemination objective, the following results are expected:

- n. of accesses and users' interactions on the online LMS platform: 1000
- n. of downloads of the toolbox materials: 1000
- n. of people reached online by project news (web and social media): 15000
- n. of participants in local workshops: 50 per each country
- n. of total participants in national seminars: 1000
- n. of participants in the final dissemination event: 200
- n. of press releases: 10
- n. of participations in conferences, seminars: 5
- n. of publications in national/international journals: 5

#### Expected number and profile of participants.

The actions foreseen in WP5 will be coordinated by the staff of UNIMORE (acting as leader) with the support of the staff of the UdG (co-leader) and conducted by the whole partnership. The technical management of the multilingual online platform will be coordinated by staff from FCR together with UNIMORE.

With regard to action 5.1 Evaluation and impact assessment, the activity will involve:

- teachers (primary and lower secondary schools): n. 25 (directly involved in WP3) and n. 750 teachers (indirectly involved in action 3.2)
- educators: n. 25 (directly involved mainly in WP3 testing phase) and n. 250 (indirectly involved specifically in action 3.2)
- school directors and educational decision-makers involved: n. 50 for each territory
- students: n. 500 indirectly involved (during WP3).

Concerning action 5.2 Online platform development, the activity will involve: n. 1000 users, mainly teachers, educators, but also school directors, policy makers, as well as other stakeholders such as scholars and academic researchers.

Action 5.3 Communication and dissemination plans to reach n. 18,000 users/views through: project online LMS platform, web and social media contents, seminars/webinars and dissemination events, press releases and articles.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

## Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.

## Declaration on Honour

Please download the Declaration on Honour, print it, have it signed by the legal representative and attach.

File Name	File Size (kB)
DOH -Declaration on Honour_signed.pdf	2 264
<b>Total Size (kB)</b>	<b>2 264</b>

## Mandates

Please download the mandates, have them signed by the legal representatives and attach them here. You can add a maximum of 90 documents.

Please ensure that mandates are valid before submitting them to the National Agency. Mandates shall be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
MAN -City of Zadar_Mandate.pdf	439
MAN -Escola Carme Auguet_Mandate.pdf	477
MAN -Fondazione Reggio Children_Mandate.pdf	487
MAN -Saunalahti School_Mandate.pdf	566
MAN -UNIMORE_Mandate.pdf	260
MAN -Universitat de Girona_Mandate.pdf	560
<b>Total Size (kB)</b>	<b>2 791</b>

## Other Documents

If needed, please attach any other relevant documents (a maximum of 9 documents). Please use clear file names.

If you have any additional questions, please contact your National Agency. You can find their contact details here: [List of National Agencies](#).

File Name	File Size (kB)
OTH -Letters of Support.pdf	1 938
OTH -Widespread School_GANTT.pdf	433
OTH -Widespread School_budget.xlsx	86
<b>Total Size (kB)</b>	<b>2 458</b>
<b>Total Size (kB)</b>	<b>7 514</b>

## Checklist

Before submitting your application form to the National Agency, please make sure that:

- It fulfills the eligibility criteria listed in the [Programme Guide](#).
- All relevant fields in the application form have been completed.
- You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: IT02 - Agenzia Nazionale Erasmus+ - INDIRE

### Protection of Personal Data

Please read our privacy statement to understand how we process and protect [your personal data](#)

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted latest before the signature of the grant agreement. If the application is approved for funding, signed mandates will be considered as a condition for signature of the grant agreement.

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: [Organisation Registration System](#)

## Submission History

Version	Submission time (Brussels time)	Submission ID	Submission status
3	24/03/2023 11:12:42	1449521	Submitted
2	22/03/2023 11:37:41	1446077	Submitted
1	22/03/2023 02:57:32	1441114	Submitted