

Context

Main objective of the project	Innovation
Project Title	Inter Cultural Community Evaluation and Planning
Project Acronym	ICCEP
Project Start Date (yyyy-mm-dd)	2020-09-01
Project Total Duration	36 months
Project End Date (yyyy-mm-dd)	2023-08-31
National Agency of the Applicant Organisation	IE01 (IRELAND)
Language used to fill in the form	English

For further details about the available Erasmus+ National Agencies, please consult the following page:

<https://ec.europa.eu/programmes/erasmus-plus/contact>

Project Summary

Please provide a short summary of your project. Please recall that this section (or part 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.

The context of this project entitled Intercultural Community Evaluation and Planning [ICCEP], is a social, and economic scenario that is increasingly concerned with the integration of migrant students into school communities, where the quality of education is central to economic productivity (Baxter & Hult, 2017) and the emphasis is on decentralising the management of public services away from government to other stakeholders. At the same time, somewhat paradoxically, this greater autonomy to develop practices to ensure the integration of migrant students has also been accompanied by increasing requirements for localised planning and quality assurance of activities (Brown et al. 2020). This project aims to explore and offer strategies and supports on how best to put in place the mechanisms that plan, evaluate and support the integration of migration background students into educational communities. Within Europe, various models of evaluation and planning have developed and transformed within a short period while the quest for the best fit continues (Ehren et al. 2012). The cost and complexity of individual schools working in isolation to put in place mechanisms to enhance the life chances of migration background students and in parallel, the need to empower schools to work together in clusters or groups have produced the concept of group or clusters of schools coming together for both developmental and evaluation purposes.

This project aims to develop a community-based planning and evaluation system, referred to as ICCEP where schools and other stakeholders collaborative in networks for the improvement of migration background students and a member of the network or an external body act as a facilitator and mediator during the ICCEP process. The term ICCEP means involving all stakeholders in the process of evaluation and planning.

In this project, the education governance systems and the underpinning intercultural policies and documents of the participating countries will be reviewed. Teachers', school leaders' and other sectoral support agencies survey responses will lead towards developing a conceptual map of ICCEP. and the development of a framework of quality indicators and the detailed mechanism of ICCEP. Through case studies, the consortium will explore what training needs should be provided to upskill the existing competencies of members of the network. For this reason, this project includes developing a Massive Open Online Course (MOOC) and a toolkit of essential resources to plan for and integrate migrant students in communities. It will also involve training on the mechanisms required for ICCEP.

The participants in the project are academic staff from Dublin City University, Ireland; the Spanish Inspectorate of Extremadura; Johannes Kepler University, Linz (JKU); Pamukkale University, Turkey (PAU); and the University of Oslo, Norway (UiO). Each partner brings interest, knowledge, experience and infrastructure to the project. Each partner country has an established system of quality assurance and educational governance and has a high proportion of migration background students in their education systems and therefore, they are interested in exploring the scope of ICCEP as it specifically applies to all types of migrant students (refugees, asylum seekers and economic migrants) across Europe and developing a framework that offers a complete mechanism for this new model of evaluation along with a comprehensive professional development system for the upstream of stakeholder competencies in ICCEP.

Activities and Impact will include:

- Development of a multilingual Project Website
- Analysis of National and Transnational modes of Network governance as applied to Inter-Cultural Community Evaluation and Planning and first suite of publications
- Survey and a second suite of publications on teachers' perceptions of hindering and facilitating F(A)ctors relating to ICCEP
- Case Studies and a third suite of publications on ICCEP Practices in Partner Countries
- Conceptual Map and fourth open access peer-reviewed paper on ICCEP Conceptual Framework
- A framework of ICCEP Indicators
- Interim Report
- Toolkit (to facilitate ICCEP)
- ICCEP MOOC
- Training Module for higher education and other training provides to train school leaders, Inspectors, and other sectoral support agencies
- Project Evaluation
- Final Report

The potential long-term benefits of the project are invested in the sustained dissemination of the outputs which will provide on-going access and the availability of publications as well as CPD resources that provide insight into the theory and practice of ICCEP along with opportunities for professional development. The envisaged outcome is that this project will provide a complete mechanism for ICCEP that are aligned with EU governance structures.

Applicant Organisation

Organisation ID	Legal name	Country
E10209077	DUBLIN CITY UNIVERSITY	Ireland

Partner Organisations

No	Organisation ID	Legal name	Country
1	E10209080	UNIVERSITAT LINZ	Austria
2	E10209381	UNIVERSITETET I OSLO	Norway
3	E10189609	Pamukkale Universitesi	Turkey
4	E10171961	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA	Spain

Project Budget Summary

Budget Items	Grant
Project Management and Implementation	54.000,00 EUR
Transnational Project Meetings	36.480,00 EUR
Intellectual Outputs	292.606,00 EUR
Multiplier Events	30.000,00 EUR
Total Grant	413.086,00 EUR

Transnational Projects Meetings

ID	Meeting Title	No. of Participants	Grant
1	Kick off Meeting	12	9.120,00 EUR
2	Transnational Project Meeting 2	12	9.120,00 EUR
3	Transnational Project Meeting 3	12	9.120,00 EUR
4	Transnational Project Meeting 4	12	9.120,00 EUR
Total			36.480,00 EUR

Intellectual Outputs

ID	Output Title	Category of Staff	No. of Working Days	Grant
O1	Project Website	Teachers/Trainers/Researchers/Youth workers	73	12.170,00 EUR
O2	Analysis of National and Transnational modes of Network governance as applied to ICCEP	Teachers/Trainers/Researchers/Youth workers	170	32.840,00 EUR
O3	Survey and second suite of publications on teachers' perceptions of hindering and facilitating F(A)ctors relating to Intercultural community-based evaluation and Planning	Teachers/Trainers/Researchers/Youth workers	210	41.125,00 EUR
O5	Conceptual Map and fourth suite of publications on ICCEP Conceptual Framework	Teachers/Trainers/Researchers/Youth workers	90	17.625,00 EUR
O6	Development of framework of ICCEP Indicators	Teachers/Trainers/Researchers/Youth workers	170	32.840,00 EUR
O7	Interim Report	Teachers/Trainers/Researchers/Youth workers	60	11.750,00 EUR
O8	Toolkit (to facilitate ICCEP)	Teachers/Trainers/Researchers/Youth workers	130	22.790,00 EUR
O9	ICCEP MOOC	Teachers/Trainers/Researchers/Youth workers	160	25.940,00 EUR
O10	Training Module for school leaders, Inspectors and other sectoral support agencies	Teachers/Trainers/Researchers/Youth workers	140	25.405,00 EUR
Total			1,607	292.606,00 EUR

ID	Output Title	Category of Staff	No. of Working Days	Grant
O11	Project Evaluation	Teachers/Trainers/Researchers/Youth workers	84	14.496,00 EUR
O12	ICCEP Brochure and final report	Teachers/Trainers/Researchers/Youth workers	90	17.625,00 EUR
O4	Case Studies and third suite of publications on ICCEP Practices in Partner Countries	Teachers/Trainers/Researchers/Youth workers	180	35.250,00 EUR
O1	Project Website	Technicians	50	2.750,00 EUR
Total			1,607	292.606,00 EUR

Multiplier Events

ID	Event Title	Country of Venue	Local Participants	Foreign Participants	Grant
E1	Launch of Interim Report - ICCEP: What should it look like and how do we use it?	Norway	100	25	15.000,00 EUR
E2	Launch of final report: Benefits and supports towards the Implementation of ICCEP	Ireland	100	25	15.000,00 EUR
Total			200	50	30.000,00 EUR

Budget per Participating Organisation

Organisation	Country of Organisation	Grant
DUBLIN CITY UNIVERSITY (E10209077, IE)	Ireland	113.104,00 EUR
UNIVERSITAT LINZ (E10209080, AT)	Austria	91.384,00 EUR
UNIVERSITETET I OSLO (E10209381, NO)	Norway	106.514,00 EUR
Pamukkale Universitesi (E10189609, TR)	Turkey	41.308,00 EUR
CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	Spain	60.776,00 EUR

Budget Details per Participating Organisations (DUBLIN CITY UNIVERSITY (E10209077, IE))

Budget Items	Grant
Project Management and Implementation	18.000,00 EUR
Transnational Project Meetings	6.840,00 EUR
Intellectual Outputs	73.264,00 EUR
Multiplier Events	15.000,00 EUR
Total Grant	113.104,00 EUR

Budget Details per Participating Organisations (UNIVERSITÄT LINZ (E10209080, AT))

Budget Items	Grant
Project Management and Implementation	9.000,00 EUR
Transnational Project Meetings	9.120,00 EUR
Intellectual Outputs	73.264,00 EUR
Total Grant	91.384,00 EUR

Budget Details per Participating Organisations (UNIVERSITETET I OSLO (E10209381, NO))

Budget Items	Grant
Project Management and Implementation	9.000,00 EUR
Transnational Project Meetings	6.840,00 EUR
Intellectual Outputs	75.674,00 EUR
Multiplier Events	15.000,00 EUR
Total Grant	106.514,00 EUR

Budget Details per Participating Organisations (Pamukkale Universitesi (E10189609, TR))

Budget Items	Grant
Project Management and Implementation	9.000,00 EUR
Transnational Project Meetings	6.840,00 EUR
Intellectual Outputs	25.468,00 EUR
Total Grant	41.308,00 EUR

Budget Details per Participating Organisations (CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES))

Budget Items	Grant
Project Management and Implementation	9.000,00 EUR
Transnational Project Meetings	6.840,00 EUR
Intellectual Outputs	44.936,00 EUR
Total Grant	60.776,00 EUR

Timetable

Note that Transnational Project Meetings, Intellectual Outputs, Multiplier Events and Learning, Teaching and Training activities will be listed in this table automatically once you have created them in the dedicated section of the form.

ID	Activity Type	Starting Period	Description
1	Intellectual Output	09-2020	Project Website
2	Intellectual Output	09-2020	Analysis of National and Transnational modes of Network governance as applied to ICCEP
3	Intellectual Output	09-2020	Project Evaluation
4	Transnational Projects Meeting	12-2020	Kick off Meeting
5	Intellectual Output	12-2020	Survey and second suite of publications on teachers' perceptions of hindering and facilitating F(A)ctors relating to Intercultural community-based evaluation and Planning
6	Intellectual Output	04-2021	Case Studies and third suite of publications on ICCEP Practices in Partner Countries
7	Intellectual Output	04-2021	Training Module for school leaders, Inspectors and other sectoral support agencies
8	Intellectual Output	08-2021	Conceptual Map and fourth suite of publications on ICCEP Conceptual Framework
9	Transnational Projects Meeting	09-2021	Transnational Project Meeting 2
10	Intellectual Output	12-2021	Development of framework of ICCEP Indicators
11	Intellectual Output	04-2022	Interim Report
12	Intellectual Output	07-2022	Toolkit (to facilitate ICCEP)
13	Transnational Projects Meeting	09-2022	Transnational Project Meeting 3
14	Multiplier Event	09-2022	Launch of Interim Report - ICCEP: What should it look like and how do we

ID	Activity Type	Starting Period	Description
			use it?
15	Intellectual Output	11-2022	ICCEP MOOC
16	Intellectual Output	04-2023	ICCEP Brochure and final report
17	Transnational Projects Meeting	08-2023	Transnational Project Meeting 4
18	Multiplier Event	08-2023	Launch of final report: Benefits and supports towards the Implementation of ICCEP

Participating Organisations

Please note that the Organisation ID has replaced the PIC as the unique identifier for the organisation to apply for Erasmus+ and European Solidarity Corps actions managed by National Agencies. Organisations that have a PIC and have previously applied for funding in these programmes through the National Agencies have been assigned an Organisation ID automatically. Please use the Erasmus+ and European Solidarity Corps platform to check an Organisation ID, update information linked to it or register a new organisation: <https://webgate.ec.europa.eu/erasmus-esc/organisation-registration>

Applicant Organisation

Organisation ID	E10209077
Legal name	DUBLIN CITY UNIVERSITY
Legal name (national language)	DCU
National ID (if applicable)	UNIVERSITIES ACT1997
Address	Glasnevin
Country	Ireland
Postal Code	9

City	DUBLIN
Website	www.dcu.ie
Email	martin.brown@dcu.ie
Telephone	35317007011, 35317008070
Fax	35317008002

Profile

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

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	IRLDUBLIN04

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (DUBLIN CITY UNIVERSITY)

Gender	Male
First Name	Greg
Family Name	Hughes
Department	Research
Position	Professor
Email	greg.hughes@dcu.ie
Telephone	+35317005390
Preferred Contact	No
If the address is different from the one of the organisation	No

Contact Person (DUBLIN CITY UNIVERSITY)

Title	Dr
Gender	Male
First Name	Martin
Family Name	Brown
Department	Centre for Evaluation, Quality and Inspection
Position	Assistant Professor
Email	martin.brown@dcu.ie
Telephone	+35318842253
Preferred Contact	Yes
If the address is different from the one of the organisation	Yes
Address	St. Patrick's Campus, Drumcondra
Country	Ireland
Postal Code	9

City

Dublin

Background and Experience

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

Dublin City University (DCU; <http://www.dcu.ie>) was founded in 1981 and is consistently ranked among the top young universities globally. DCU is a research-intensive university with modern campuses located in Drumcondra and Glasnevin (20-30 min from Dublin city centre), which provides office spaces, library, laboratories with dedicated equipment and other support services (e.g. restaurants, student accommodation, sporting facilities etc.). The campuses are active and rewarding, full of student life, sports and leisure facilities. With the city just a 10-minute bus drive away, students of DCU have the best of both worlds; the social and cultural benefits of city life, but with the security and vibrancy of a university campus built very much for today. Dublin City University (DCU) has grown rapidly in scale and performance since being established as a university in 1989. In 2016, DCU incorporated with the former St. Patrick's College, Church of Ireland College of Education, Mater Dei Institute of Education and St Patrick's College. The expanded DCU has the first Faculty of Education in Ireland, along with four other faculties: Science and Health, Humanities and Social Sciences, Engineering and Computing, and DCU Business School. DCU now has a student population of more than 17,000 students, including 3,000 students from 122 other countries. DCU prides itself on delivering excellence across all of its activities and is recognised as a centre of academic excellence in education and research. DCU has forged a reputation as Ireland's University of Enterprise, through its strong, active links with academic, research and industry partners both at home and overseas. Unconventional by nature, DCU broke with the traditional mould and introduced new approaches into the Irish education system. As the first university in Ireland to introduce work placements (Intra) as part of its degree programmes, DCU's focus is not solely on academic learning: students get the opportunity to spend time in real-world professional environments as part of their studies, and they also get to work with innovators on their own ideas, setting up enterprises and exploring their own social and commercial ideas.

The Institute of Education comprises the largest critical mass of education expertise in Europe, spanning the full education continuum from Early Childhood through Primary and Second Level to Third and Fourth Level. The Institute has a staff of more than 125 full-time academics and a student body in excess of 4,000. As well as providing a range of undergraduate programmes in education, the Institute offers a rich menu of taught and research-based post-graduate programmes, at doctoral, masters, diploma and certificate levels. As a centre of expertise and excellence in teacher education and education more generally, DCU hosts a range of research centres in key areas of priority and has an ambitious programme of research across education. The Centre for Evaluation, Quality and Inspection (EQI; <https://www.dcu.ie/ceqie/index.shtml>) is one such research centre which has created an unrivalled research, publication and school support reputation over the last two decades.

EQI is a multidisciplinary research group examining the impact of evaluation and inspection in education and related fields. With a focus on quality and school support, EQI has worked with many school leaders for school improvement in varied fields. The project, Distributed Evaluation of Networked Schools (ICEP) is in alignment with DCU's Strategic Plan in terms of bringing quality research to questions that are significant to the quality of educational provision and significant for the educational community.

The Institute of Education in DCU is supported in the application and management phase of research projects by Research and Innovation Support (RIS). This unit has two constituent units which support the research and innovation activities of our academic and research staff and collaborative partners. They are the Research Support Unit and Innovation Support Unit (Invent), which along with Finance and Human Resources, provide support in the management of grants and offer advice on the organization, dissemination, negotiation, evaluation and monitoring of research activities.

The Finance Office provides support on budgets, accounts for the receipts and payments of the University and all its departments and subsidiaries, manages payroll matters, student fee processing, advises on University income and expenditure trends, co-ordinates procurement, manages financial audits.

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 Centre for Evaluation, Quality and Inspection (EQI) in DCU has been involved in a number of research projects and programmes to address and enhance School Evaluation and Planning in education.

The Principal Investigator and project co-ordinator, Dr Martin Brown, School of Policy and Practice and research director of the Centre for Evaluation, Quality and Inspection (EQI) DCU Institute of Education is a specialist in educational evaluation and assessment and has planned and led evaluations in Ireland, Northern Ireland, Europe and the Middle East; working for, among others, the Dept. of Education and Skills, and the United Arab Emirates government. His research interests include Culturally Responsive Evaluation and Assessment, Comparative Education, migration studies, School Evaluation and Policy Influences in Education. He supervises a number of Doctoral students in these areas. He is the inaugural recipient of the John Coolahan SCOTENS award for outstanding research into Teacher Education in Ireland and Northern Ireland. He is currently the Project coordinator and co-principal investigator for the following funded research projects: Erasmus+ Supporting Culturally Responsive School Leaders (CReLEs); Erasmus+ Distributed Evaluation and Planning in Schools (DEAPS); Erasmus+ Supervising schools in the 21st century and SCOTENS (Standing Conference on Teachers Education, North and South) ITE Students' Readiness for Teaching and learning in a digital world.

Joe O'Hara is the President of the European Educational Research Association, Full Professor of Education at DCU Institute of Education, a Director of EQI and a member of the Centre for Culturally Responsive Evaluation and Assessment at the University of Illinois at Urbana Champaign. He represented Ireland on the Council of the European Educational Research Association from 2008 to 2013. Professor O'Hara was Head of the School of Education Studies, DCU from 2010 to 2016. His research interests include School Evaluation, Self-Evaluation, School Inspection, Culturally Responsive Evaluation, Autonomy and Accountability in Education. Professor O'Hara has published widely in books, reports and peer-reviewed journals both nationally and internationally.

Dr Gerry McNamara is full Professor of Educational Evaluation at the School of Policy and Practice, DCU Institute of Education and Co-Director of the Centre for Evaluation, Quality and Inspection (EQI). From 1997-2007 he was Head of the School of Education Studies, DCU. He founded and was course director of the Doctorate in Education, a taught doctoral programme in the field of educational leadership and evaluation. Professor McNamara is a specialist in educational evaluation and has planned and led many major evaluations at home and abroad, working for, among others, the Dept. of Education and Science, the National Centre for Guidance in Education, Leargas, the Equality Authority of Ireland, the European Commission, and the United Nations Development Programme.

Dr Bernadette Ní Áingléis is Associate Professor at DCU Institute of Education and has recently completed her term of appointment as Associate Dean for Placements and Related Partnerships. She has held Directorships of School Placement (2000-2016) for the BEd and the Professional Master of Education, and for the National Induction Programme for Teachers. Her professional career spans a broad range of teaching, research and continuing professional development experiences. Bernadette has published and presented nationally and internationally as well as leading various projects with partners in Ireland and elsewhere. Bernadette leads the teacher education area of professional focus on the Professional Doctorate in Education at DCU. Bernadette has also designed and delivered online courses in child protection, mentoring and professional learning and teacher education. She is the recipient of various awards such as the NUI gold medals in education, and Gaeilge as well as awards of excellence in law.

Syeda Sarah Batool Gardezi is researching distributed evaluation and planning in schools in a project of the Centre for Evaluation, Quality and Inspection. Sarah received her Master in Evaluation Theory and Practice from the University of Melbourne and completed her M.Phil. at Beaconhouse National University. Sarah was Head of the department of School Inspection and Quality Assurance, in the City School Network in Pakistan. Previous to that role, Sarah was Evaluation Associate (Educational Services Private Limited, Pakistan), Associate Inspector (Dubai School Inspection Bureau) and an Internee at Education Review Office, Wellington. Sarah has worked in collaboration with the University College London

and the University of Cambridge to develop context-specific school leaders and teachers' CPD programmes. Sarah has a vast experience of inspecting schools, developing inspection frameworks, school support materials, managing school development endeavours.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2017	2017-1-IE01-KA201-02569	Dublin City University
Erasmus+	2018	2018-1-ES01-049937	Inspectorate of Estramedura
Erasmus+	2019	2019-1-IE01-KA201-051419	Dublin City University
H2020-ICT-2016-1	2017	732667-H2020-ICT-2016-1	UNIVERSITAET ULM
H2020-MSCA-RISE-2016	2017	734211-H2020-MSCA-RISE-2016	Dublin City University
H2020-MSCA-RISE-2016	2017	734560-H2020-MSCA-RISE-2016	UNIVERSITY OF ULSTER
H2020-MSCA-RISE-2016	2017	734824-H2020-MSCA-RISE-2016	UNIVERSITY OF NORTHUMBRIA AT NEWCASTLE
H2020-MSCA-ITN-2016	2017	722446-H2020-MSCA-ITN-2016	DUBLIN CITY UNIVERSITY
H2020-SwafS-2016-1	2017	2017 741572-H2020-SwafS-2016-1	ELLINOGERMANIKI AGOGI SCHOLI PANAGEA SAVVA AE
H2020-SwafS-2016-1	2017	741782-H2020-SwafS-2016-1	STICHTING VUMC
H2020-SC1-2017-CNECT-1	2017	769830-H2020-SC1-	ARISTOTELIO PANEPISTIMIO

		2017-CNECT-1	THESSALONIKIS
H2020-NMBP-PILOTS-2017	2017	760927-H2020-NMBP-PILOTS-2017	FLUIGENT SA
EAC-A03-2016	2017	585841-EAC-A03-2016	ILIA STATE UNIVERSITY
EAC-A03-2016	2017	586403-EAC-A03-2016	AL AZHAR UNIVERSITY GAZA
EACEA-45-2016	2017	583894-EACEA-45-2016	ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA
H2020-MSCA-IF-2016	2018	746837-H2020-MSCA-IF-2016	DUBLIN CITY UNIVERSITY
H2020-MSCA-ITN-2017	2018	765395-H2020-MSCA-ITN-2017	NATIONAL UNIVERSITY OF IRELAND MAYNOOTH
H2020-NMBP-2017-two-stage	2018	760921-H2020-NMBP-2017-two-stage	STEINBEIS 2I GMBH
H2020-MSCA-RISE-2017	2018	778188-H2020-MSCA-RISE-2017	DUBLIN CITY UNIVERSITY
H2020-ICT-2017-1	2018	780073-H2020-ICT-2017-1	AGENCIA ESTATAL CONSEJO SUPERIOR DEINVESTIGACIONES CIENTIFICAS
H2020-MSCA-IF-2016	2018	769252-H2020-SC6-CULT-COOP-2017-two-stage	TECHNOLOGIKO PANEPISTIMIO KYPROU

H2020-SwafS-2017-1	2018	788352-H2020-SwafS-2017-1	FONDATION EUROPEENNE DE LA SCIENCE
H2020-SwafS-2017-1	2018	788503-H2020-SwafS-2017-1	UNIVERSITY COLLEGE CORK - NATIONAL UNIVERSITY OF IRELAND, CORK
EAC-A03-2016	2018	590524-EAC-A03-2016	ATLETIC TERRASSA HOCKEY CLUB
H2020-MSCA-ITN-2017	2018	765140-H2020-MSCA-ITN-2017	DUBLIN CITY UNIVERSITY
H2020-MSCA-IF-2017	2018	796289-H2020-MSCA-IF-2017	DUBLIN CITY UNIVERSITY
H2020-MSCA-IF-2017	2018	798502-H2020-MSCA-IF-2017	DUBLIN CITY UNIVERSITY
H2020-MSCA-IF-2017	2018	799778-H2020-MSCA-IF-2017	DUBLIN CITY UNIVERSITY
H2020-MSCA-COFUND-2017	2018	801522-H2020-MSCA-COFUND-2017	DUBLIN CITY UNIVERSITY
REC-RDAP-GBV-AG-2017	2018	810447-REC-RDAP-GBV-AG-2017	DUBLIN CITY UNIVERSITY
H2020-MSCA-ITN-2018	2018	813920-H2020-MSCA-ITN-2018	LEIBNIZ-INSTITUT FUER PHOTONISCHE TECHNOLOGIEN E.V.
H2020-ICT-2018-2	2018	825227-H2020-ICT-	DUBLIN CITY UNIVERSITY

			2018-2	
EAC-A05-2017	2018		600926-EAC-A05-2017	UNIVERSITAET DUISBURG-ESSEN
H2020-MSCA-ITN-2018	2019		813439-H2020-MSCA-ITN-2018	UNIVERSIDAD DE OVIEDO
H2020-MSCA-RISE-2018	2019		823759-H2020-MSCA-RISE-2018	LIVERPOOL JOHN MOORES UNIVERSITY
JUST-JACC-AG-2017	2019		802102-JUST-JACC-AG-2017	UNIVERSITEIT MAASTRICHT
H2020-SwafS-2018-1	2019		820283-H2020-SwafS-2018-1	UNIVERSITY COLLEGE CORK - NATIONAL UNIVERSITY OF IRELAND, CORK
H2020-SC6-GOVERNANCE-2018	2019		822189-H2020-SC6-GOVERNANCE-2018	EUROPEAN UNIVERSITY INSTITUTE
REC-RDIS-DISC-AG-2017	2019		809732-REC-RDIS-DISC-AG-2017	DUBLIN CITY UNIVERSITY
H2020-MSCA-ITN-2018	2019		813497-H2020-MSCA-ITN-2018	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN
H2020-NMBP-TR-IND-2018	2019		814495-H2020-	FRAUNHOFER

			NMBP-TR-IND-2018	GESELLSCHAFT ZUR FOERDERUNG DER ANGEWANDTEN FORSCHUNG E.V.
H2020-NMBP-TR-IND-2018	2019		814410-H2020- NMBP-TR-IND-2018	POLITECNICO DI TORINO
H2020-LC-SC3-2018-RES-TwoStages	2019		815278-H2020-LC- SC3-2018-RES- TwoStages	FUNDACION TECNALIA RESEARCH & INNOVATION
EACEA-10-2018	2019		604448-EACEA-10- 2018	STICHTING INTERNATIONAL CHILD DEVELOPMENT INITIATIVES
H2020-MSCA-RISE-2018	2019		824027-H2020- MSCA-RISE-2018	DUBLIN CITY UNIVERSITY
EAC-A05-2017	2019		598982-EAC-A05- 2017	HAMEEN AMMATTIKORKEAKOULU OY
H2020-MSCA-IF-2018	2019		843455-H2020- MSCA-IF-2018	DUBLIN CITY UNIVERSITY
H2020-MSCA-IF-2018	2019		844238-H2020- MSCA-IF-2018	DUBLIN CITY UNIVERSITY
EACEA-28-2017	2019		606696-EACEA-28- 2017	DUBLIN CITY UNIVERSITY

Partner Organisations

Organisation ID	E10209080
Legal name	UNIVERSITAT LINZ
Legal name (national language)	JOHANNES KEPLER UNIVERSITAT LINZ
National ID (if applicable)	188/1962
Address	ALTENBERGER STRASSE 69
Country	Austria
P.O. Box	000
Postal Code	4040
City	LINZ
Website	http://www.jku.at
Telephone	+4373224683369
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Profile

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

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	A LINZ01

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (UNIVERSITÄT LINZ)

Title	Professor
Gender	Male
First Name	Herbert
Family Name	Altrichter
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Position	Head of Department
Email	Herbert.Altrichter@jku.at
Telephone	+437322468724
Preferred Contact	No
If the address is different from the one of the organisation	No

Contact Person (UNIVERSITÄT LINZ)

Title	Professor
Gender	Male
First Name	Herbert
Family Name	Altrichter
Department	Department of Educational Research
Position	Head of Department
Email	Herbert.Altrichter@jku.at
Telephone	+4373224687241
Preferred Contact	Yes
If the address is different from the one of the organisation	No

Background and Experience

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

Johannes Kepler University Linz (JKU) currently offers over 60 academic degree programmes. It is also a leader in Austria in the field of distance teaching and e-learning. Since its inception in 1966, JKU has become a research-intensive university in the field of science, social and economic studies, law and medicine. The JKU Linz has been continuously ranked among the world's best young universities (under 50 years).

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? Please explain how the organisation brings an essential added value to the project.

The Linz School of Education, Department of Educational Research in JKU, is research-intensive with internationally recognised academics and a track record of publishing. The department has expertise in quality development, teacher education, research methods and migrant education which will add greatly to the expertise of this research consortium. Two key members of the department will be involved in this research project:

1) Dr. Herbert Altrichter is Full Professor of Education and Educational Psychology and Director of the Master's Programme in School Management. He has an international reputation as a researcher in education and has published widely both in English and in German peer-reviewed journals on the topics of governance of education, quality development, teacher education and research methods.

Herbert is a leader in the formation of educational policy and change including educational assessment. He was the founding president of The Austrian Association for Research and Development in Education (ÖFEB) and serves now as treasurer of the European Educational Research Association (EERA).

2) Dr Barbara Herzog-Punzenberger is the head of the department's Unit for Migration and Education and has extensively published internationally on migration policy and migrant education both in peer-reviewed journals and in policy-oriented formats.

Both researchers have extensive experience in supervising research students in their fields (PhDs, post-doctoral theses: Habilitation) and will act as supervisors in the project.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2019	2019-1-IE01-KA201-051419	Dublin City University

Partner Organisations

Organisation ID	E10209381
Legal name	UNIVERSITETET I OSLO
Legal name (national language)	UNIVERSITY OF OSLO
National ID (if applicable)	971035854
Address	PROBLEMVEIEN 5-7
Country	Norway
P.O. Box	1073

Postal Code	0313
City	OSLO
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Profile

Type of Organisation

Higher education institution (tertiary level)

Is the organisation a public body?

Yes

Is the organisation a non-profit?

Yes

Accreditation

Accreditation Type

Accreditation Reference

Erasmus Charter for Higher Education

N OSLO01

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (UNIVERSITETET I OSLO)

Title	Professor
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Telephone	+4722856303
Preferred Contact	No
If the address is different from the one of the organisation	No

Contact Person (UNIVERSITETET I OSLO)

Title	Associate Professor
Gender	Female
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Family Name	Skedsmo
Department	Department of Teacher Education and School Research
Position	Associate Professor
Email	guri.skedsmo@ils.uio.no
Telephone	+4722854332
Preferred Contact	Yes
If the address is different from the one of the organisation	No

Background and Experience

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

The University of Oslo, Department of Teacher Education and School Research (ILS) has a leading academic environment in the fields of educational leadership, school supervision and evaluation, and school-based research and development, both regarding academic programmes and research.

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? Please explain how the organisation brings an essential added value to the project.

Department of Teacher Education and School Research, University of Oslo is also Norway's leading institution in leadership training, qualifying leaders on a school level as well as the municipal level (in charge of the quality of primary and lower-secondary schools) for the role, level and task-specific challenges but also aiming towards enhancing the different actors' understanding of the role of education in the local community and overall society. Moreover, the department does extensive research in the same areas. The department will, therefore, have a great contribution to the expertise of this research consortium.

1) Guri Skedsmo is Associate Professor with extensive experience in developing educational programmes for educational leaders, targeted various stakeholders. Her research expertise is within educational governance with an emphasis on evaluation and design, and educational leadership and she has published widely in Norwegian, English and German peer-reviewed journals. She is Editor-in-Chief for the international, scientific journal, Educational Assessment, Evaluation and Accountability (EAEA), Springer.

2) Jeffrey Hall is an Associate Professor with long experience in teaching educational leadership courses. His research expertise is within educational policy and governance with an emphasis on legal aspects, school inspection and the use of professional norms and he has published extensively in Norwegian and English peer-reviewed journals.

Both researchers have extensive experience in supervising PhD-students and will act as supervisors in the project.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Aiding Culturally Responsive Assessment in Schools	2017	2016-1-IE01-KA201-016889	DCU

Partner Organisations

Organisation ID	E10189609
Legal name	Pamukkale Universitesi
Legal name (national language)	PAMUKKALE UNIVERSITY PAU
Address	PAMUKKALE UNIVERSITESI KINIKLI
Country	Turkey
P.O. Box	000
Postal Code	20070
City	DENIZLI
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Telephone

902582962020, 902582962224

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902582962333

Profile

Type of Organisation

Higher education institution (tertiary level)

Is the organisation a public body?

Yes

Is the organisation a non-profit?

No

Accreditation

Accreditation Type

Accreditation Reference

Erasmus Charter for Higher Education

TR DENIZLI01

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

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Legal Representative (Pamukkale Universitesi)

Title	Assocc. Prof. Dr
Gender	Female
First Name	Kadriye Funda
Family Name	Nayir
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Telephone	+25829612434
Preferred Contact	No
If the address is different from the one of the organisation	No

Contact Person (Pamukkale Universitesi)

Title	Assocc. Prof.Dr.
Gender	Female
First Name	Kadriye Funda
Family Name	Nayir
Department	Department of Educational Sciences
Position	Assocc. Prof.
Email	fnayir09@gmail.com
Telephone	+25829612434
Preferred Contact	Yes
If the address is different from the one of the organisation	No

Background and Experience

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

Pamukkale University was established in 1992 as a state university in Denizli. The university plays an important role to enhance the city of Denizli and Country through art, business, medical, science and technology with up-to-date knowledge, creativities for the young generation who are needed by the country. With 15 faculties, 5 institutes, and 4 vocational schools. Pamukkale University educates contemporary, knowledgeable, creative and entrepreneurial young minds which both Turkey and the world needs in the fields of medicine, engineering, economic sciences, natural sciences, social sciences, fine arts, educational sciences and technical education.

PAU Technocity, brings scientific solutions to the prevailing problems of the region and contributes to the research and development activities of the industry at the same time, and serves through publications, patents and research results. The university also provides internationally valid diploma opportunities to students through its interuniversity accredited programmes. Apart from being a member of the European University Association, it has a modern infrastructure and a library that provides, national and international electronic databases and periodicals for use of its students and academicians. Pamukkale University, where almost every day a scientific activity (congress, symposium, panel, interview) and concert is held, is a university that produces fundamental solutions for the basic needs of the students such as housing, nutrition and health, and receives full support from the city it is located in for these issues.

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? Please explain how the organisation brings an essential added value to the project.

Pamukkale University, which constitutes the modern educational and service environments with all the faculties and social facilities in Kiniklı Campus and locations in the districts, is proceeding steadily and quickly with the goal of becoming an international research university. The university has adopted the principles of "cooperation, globalization and total quality management" which are the buzz words of the time. The university, which attaches importance to the exchange of international students and teaching staff and has signed several bilateral cooperation agreements with many countries around the world within the scope of the projects such as Erasmus, Farabi, Mevlana and Leonardo, has been included among the top 100 universities in terms of the ranking of mobility among 3600 Universities in EU Countries.

The department of Educational Management, Supervision, Planning and Economics aims to educate individuals who contribute to the literature by making theoretical and practical studies, examining the problems in the field of education, producing solutions and pioneering in the development and implementation of educational policies. Education and training activities are carried out in a democratic and participatory environment in line with the developments and changes in the field with a dynamic staff of expert faculty members. There are 2 professors, 2 associate professors, 4 doctors and 2 research assistant in the department.

The department offers a Master's Degree with Thesis, Master's Degree without thesis (Second Education) and Doctorate programme.

Three faculty members are the key persons from Pamukkale University in this project:

1) Assoc. Prof. Funda Nayir is an academic staff at the Faculty of Education, PAU. She is a specialist in the field of educational management and supervision and teacher training. She also has expertise in culturally responsive education and assessment. She was a visiting researcher in Dublin City University for 3 months. She has published in the fields of organizational behaviour, teacher training, culturally responsive assessment, inclusive education, school management, both qualitative and quantitative studies. She has been co-PI on the Erasmus + project 'Aiding Culturally Responsive Assessment in School' (Project number: 2016-1-IE01-KA201-016889). She supervises Masters and PhD students in the Department of Educational Administration, Supervision, Planning and Economics.

2) Prof. Dr Abdurrahman Tannıögen is a full-time professor at Pamukkale University, Faculty of Education. He is an educational administration specialist and chairman of the Department of Educational Sciences for more than 20 years. He leads the graduate programmes in Educational Administration and Supervision at his university and has trained many teachers and doctorate students. Dr Tannıogen publishes on educational administration, leadership, human relations in organizations, communication and supervision. Dr Tannıogen is a member of many national and international associations and board member/referee in many national and international journals.

3. Prof. Dr. Kazım Çelik completed his Bachelor's Degree from Gazi University in 1994, Master's Degree from Hacettepe University in 1997 and Doctorate from Ankara University in 2004 In the field of Education Management and Inspection He has published a book entitled "Emergency Management in Schools", nearly 40 articles are published in national and international journals and some book chapters. Professor Dr Çelik has served as Vice Dean, Member of the Faculty Board of Directors, and Vice-Chairperson. He is working as a lecturer at Pamukkale University,

4. Research Asst. Deniz Baransel Cinar works in the Department of Educational Sciences at Pamukkale University. His research focuses on educational administration, particularly on school leadership, policy development, and organizational behavior in education.

5. Research Asst. Elif Simge Güzelergene is affiliated with the Department of Educational Sciences at Pamukkale University. Her research interests include educational administration, teacher empowerment, and culturally responsive education.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

No

Partner Organisations

Organisation ID	E10171961
Legal name	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA
Legal name (national language)	CEYE-JUNTAEX
Address	Adva. Valhondo s/n
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P.O. Box	000
Postal Code	06800
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Telephone	+34924007529, +34619945078

Fax

+34 924 007572

Profile

Type of Organisation

National Public body

Is the organisation a public body?

Yes

Is the organisation a non-profit?

Yes

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

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Legal Representative (CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA)

Gender	Female
First Name	Laura
Family Name	del Castillo Blanco
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Preferred Contact	No
If the address is different from the one of the organisation	No

Contact Person (CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA)

Gender	Female
First Name	Laura
Family Name	del Castillo Blanco
Department	Avda. Primo de Rivera, s/n. Cáceres (España) Delegación Provincial de Educación Consejería de Educación y Empleo Junta de Extremadura
Position	Inspector of Education
Email	lcbcc@educarex.es
Telephone	+34927001343
Preferred Contact	Yes
If the address is different from the one of the organisation	No

Background and Experience

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

La Consejería de Educación y Empleo de la Junta de Extremadura (The Department of Education and Employment in Extremadura), as part of the regional government, is responsible for regulating and implementing education and training in the region.

Although at national level in Spain, the Ministry of Education has overall responsibility for Education in the whole country, Extremadura, one of the seventeen Spanish autonomous communities, has competence to develop education and training legislation and its implementation at all levels, grades, modalities and specialities, particularly the organization and control of all schools, teachers, school subjects of regional interest, extracurricular activities and its own grants. The Inspectorate of Education is one of the services in which the Department is organised.

This project will be specifically developed by the Inspectorate of Education of the Autonomous Community of Extremadura. The Inspectorate of Education is organised in one central service and two provincial services; all three under the coordination and supervision of the Secretary General of Education of the Consejería de Educación y Empleo- Junta de Extremadura. The functions and attributions of inspectors are rooted in the Spanish Constitution, which in its article 27.8 on the right to education, entrusts the public authorities with the inspection and homologation of the education system to ensure compliance with the laws.

The inspectorate of education in the Autonomous Community of Extremadura is a public body of regional scope. It includes a total of 44 inspectors, distributed in two provincial departments of education, one in Cáceres with 18 inspectors, and another one in Badajoz with 22. Also, there are three more inspectors in the central service in Mérida.

The organizational structure is as follows:

The General Inspectorate Service of Education and Evaluation, based in Mérida, under the Secretariat General of Education (Department of Education and Employment, Board of Extremadura), consisting of a General Inspector and two central inspectors.

The Provincial Inspectorates, with headquarters in the Provincial Delegations of Education in Cáceres and Badajoz, are formed by a Chief Inspector, eight District Coordinating Inspectors, and 39 district inspectors.

The actions of the Inspection Services are carried out according to a Strategic three-year Plan for the Inspection, and to annual Provincial plans for each school year.

The functions of the Inspectorates of Education are included in Article 151 of the Organic Law 2/2006, of May 3, of Education and in Article 181 of Law 4/2001, of March 7, of Education of Extremadura. Among the functions, two are especially relevant to this project:

- . Supervise and control, from the pedagogical and organizational point of view, the operation of schools as well as the programs that affect them.
- . Collaborate in the processes that favour the educational success, in the plans and strategies of pedagogical intervention for the overcoming of the difficulties of learning and in the prevention of school absenteeism.

Initially, a group of five inspectors from both provinces will be in charge of developing this Project. It is a group of Inspectors highly committed to Erasmus + projects and all of them have experience in developing European projects. The members of this group are all participating, as members of the coordinating institution, in a KA201 Erasmus + Project (Project Number 2018-1-ES01-KA201-049937 "Supervising schools in the 21st Century: digital tools and improvement plans").

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? Please explain how the organisation brings an essential added value to the project.

Laura del Castillo Blanco, Inspector of Education, PhD in English Philology, with previous experience in school management as a member of school management teams. As an inspector, she participates in teacher-in-service training activities related to Inclusion, Leadership, Evaluation, etc. She coordinated a Comenius Project from 2008 to 2010 (Connecting Pupils 2.0) and participated in another Comenius from 2001 to 2002 (Comenius Action 1: Protección de Los Ecosistemas Acuáticos). Currently, she is coordinating a KA201 Erasmus + Project (Project Number 2018-1-ES01-KA201-049937 "Supervising schools in the 21st Century: digital tools and improvement plans"). She is also participating in a KA201 Erasmus + Project ("Stopping early school leaving as a means to promote social and work inclusion" 2019-1-ES01-KA201-065931) coordinated by USIE (A National Union of Inspectors), together with inspectors from seven different Spanish Autonomous Communities.

Ana Martín Martín, Inspector of Education, graduated in Teaching, B.A. in Psychopedagogy, previously held management positions as a member of school management teams, and as a school counsellor. She has published several articles in Journals of Education and Inspection. As an inspector, she participates in teacher-in-service training activities related to school organization, management, inclusion and ICT in education.

M^a Isabel Guerrero Castro, Inspector of Education, B.A. in Psychology, with previous experience in counselling schools and school guidance.

Pedro A. Reyes Pastor, Inspector of Education, PhD in English Philology, with previous experience in school management as Headmaster for seven years in Second-level education. He has also been part-time Lecturer in ESP at the University of Extremadura for 19 years. Before becoming an Inspector He had worked as an Adviser for the regional Government in topics related to Bilingualism. Since 2004 he participated in different visits within European Programmes such as Socrates to Poland (Wrocklaw, 2004), Scotland (Edinburgh, 2004), Ireland (Dundalk, 2005), Finland (Oulu, 2009). He also had an Arion study visit programme n° 07001, 13 in Finland, Jämsä in 2009. He coordinated from 2007 to 2009 the Spanish part in the Erasmus Project 07-ESP01-PC01-00127-1. As an adviser, he coordinated the working group on International Programmes. As an inspector, he participates in teacher-in-service training activities related to Inclusion, Leadership, Evaluation, etc. In 2015 he carried out training in the relationship between the Spanish Inspectorate and the Spanish educational action abroad and different workshops on the EFQM model for Schools. Currently, he is part of the KA201 Erasmus + Project (Project Number 2018-1-ES01-KA201-049937 "Supervising schools in the 21st Century: digital tools and improvement plans coordinated by Laura del Castillo.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2019	2019-1-ES01-KA201-065931	USIE (A National Union of Inspectors)
Erasmus+	2018	2018-1-ES01-KA201-049937	Inspectorate of Estramedura

Project Description

Priorities and Topics

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

SCHOOL EDUCATION: Developing strong quality assurance systems

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

HORIZONTAL: Social inclusion

HORIZONTAL: Supporting educators, youth workers, educational leaders and support staff

Please comment on your choice of priorities.

The priorities identified: developing strong quality assurance systems and supporting educators are interlinked as the objective of the project is to devise an innovative system of quality assurance as well as educational governance that effectively and efficiently brings improvement in Networked schools and provides requisite skill development training to the school leaders, Sectoral support agencies for the enhancement of the life chances of migration background students in networked School Communities.

The quality assurance systems in Education have long been summative in nature and focused on compliance with prescribed standards (McNamara & O' Hara, 2012). Now though there is a shift and even external evaluation and inspection have become more of a validation of internal quality assurance and most stakeholders such as sectoral support agencies, parents and students are engaged in the process (Brown, 2013; Brown et al, 2016; Brown et al. 2018; Freddano & Siri, 2012; Nevo, 2002; Mutch, 2012; Van Hoof & van Petegem, 2007). However, there is now an urgent need to design quality assurance strategies that support broad competence development for the integration of migration background students in their communities. In the recent DEAPS EU Project (distributed evaluation and planning in schools) led by the same team the focus was on involving parents and students in the evaluation process while this proposed ICCEP Project focuses on engaging the entire community of a network of schools to evaluate and plan for the enhancement of educational outcomes of migrant students and thus be able to address bigger issues that cannot be solved by schools in isolation; in the case of this project, how best to put in place mechanisms to support the integration of and equity of participation for migration background students in their communities. Indeed, Ng (2008) also argues that there are phases in Education quality assurance process: phase one is of standardisation (compliance), phase two local autonomy (reliance on self-evaluation) while phase three is about diversity and innovation. This is the time to review the efficacy of existing models and supports for migrant students and in consequence, innovate and try out the promising possibilities of more adaptive and nuanced forms of collaboration and partnership among schools and quality assurance agencies (Chapman, 2019); in this case, how best to put in place intercultural community Evaluation and planning mechanisms to enhance the educational chances of migration background students.

The second priority pertinent to ICCEP, relates to supporting educators, specifically school leaders and education support services to be able to tackle the demands of their new identities that emerge due to ICCEP. When their scope of action is not an individual school but a network of schools and hierarchy is not linear but lateral, they need to have skills and the resources to work in such a lateral system of educational governance.

Therefore, ICCEP intends to develop a planning and evaluation system to support migration background students that will be in line with the wider European governance model by focusing on upskilling school leaders and support services' competence to organise and implement it. This system will enhance the trust of the stakeholders in the quality of education across EU countries. This will be achieved by implementing ICCEP and providing professional development resources to the main actors. ICCEP will encompass 12 interlinked outputs to achieve this goal as described in the following section of this application.

Please select up to three topics addressed by your project.

Quality Improvement Institutions and/or methods (incl. school development)

Inclusion - equity

Migrants' issues

Project Description

Please explain the context and the objectives of your project as well as the needs and target groups to be addressed. Why should this project be carried out transnationally?

With the revival of the European economy after the 2008 economic crisis came a realisation that quality education is the quickest means to a better economy (Baxter & Hult, 2017). At the same time, with the rapid increase in migration and wide acceptance of decentralisation, there has been an emphasis on decentralisation of services and the integration of migrants as productive citizens in the economy. Networked governance has gradually replaced the linear models of top-down control and regulation (Baxter, 2017). As a response to these social and economic drivers, there has risen a need for more rigorous community-based evaluation systems across Europe to counterbalance increased autonomy and assure quality. Consequently, educational governance and evaluation systems have transformed to achieve quality education in the most efficient and effective manner (Brown, 2013). This project entitled Intercultural Community Evaluation and Planning (ICCEP) is aligned with European educational governance expectations and offers a community-based evaluation system to enhance the life chances of migrant students where schools work in collaboration for school improvement in relation to migrant students.

The project also seeks to take account of the dramatically altered social and educational context that will emerge in the post-COVID 19 world. There is widespread recognition that there will need to be a fundamental reconstruction of our economic and social infrastructure in the coming months and years and that education will play a key role in this endeavour (OECD, 2020). There is also an awareness that the type of responses required will be multi-faceted and be led at the individual, local and community levels as well as at national and regional levels. Within these multi-level responses, the need to address the particular requirements of traditionally marginalised groups, such as immigrants and refugees, is gaining widespread traction (Eurydice, 2020; World Bank, 2020; OECD, 2020). The danger of re-building for the many whilst re-marginalising the few is one that policymakers and practitioners are aware of and concerned about (Williams, 2020). In this context, the provision of locally embedded, community-supported and rigorously quality assured interventions is more important than ever and the ICCEP project is uniquely positioned to provide a framework for their development and evaluation.

This project focuses on developing a complete framework of ICCEP for education communities. In light of the framework and the emerging education governance roles, a training module, toolkit of resources and MOOC for school leaders and other school support services will also be developed.

Most recent research on school improvement and quality education provision for students stresses networking and collaboration between schools and between school and support governance services (Brown et al., 2020; O'Hara et al. 2020; Chapman, 2019; Muiji, 2017). For every school, there is a threshold level beyond which they cannot improve in isolation but by opening up channels between schools to enhance practices, sharing human and physical resources they achieve what they cannot achieve in isolation (Barber, 2010; O'Hara et al. 2020). However, there is also a need for a member of the network to take on the governance role of the networked schools to provide facilitated support and to tease out the competitive nature of schools in a network, allowing for genuine collaboration to occur (O'Hara et al. 2020 & Brown et al. 2019). This can be achieved through ICCEP where networked schools set collective priorities for improvement, plan collaborative actions to achieve their goals and decide evaluation criteria with a trained internal or an external actor to facilitate, guide and evaluate the process. There is a need to shift the focus of school evaluation and planning for migration background students from being monocentric to polycentric. Already, in some European countries such as Norway, Denmark & Netherlands, certain aspects of quality (e.g. the provision of quality early childhood care as in the Netherlands) are evaluated collectively as municipalities (Eurydice, 2019). There is a need to develop proper criteria including quality indicators for evaluating networks, a proper mechanism on how to work collectively and training for school leaders and other support providers to enable networked schools to support migrants in their communities (O'Hara et al, 2020). This ICCEP model for the enhancement of migration background students in their communities will be a move away from traditional parallel modes of evaluation and planning. Instead, it will be a community-based system where every stakeholder of the school community will have an essential role.

The target groups for this project are school leaders, teachers and any support service that have a responsibility for the enhancement of life chances for migration background students.

What results are expected during the project and on its completion?

The specific outputs of the project are as follows:

1. Development of a project web site with narratives, conceptual map, literature review, evidence of impact, and survey and protocols for data collection (in the partner languages of English, German, Norwegian, Spanish and Turkish).

This website will be fed in the course of the project with deliverables such as:

- (A) Conceptual Map
- (B) ICCEP Framework of Indicators
- (C) ICCEP Training Programme
- (D) ICCEP MOOC
- (E) ICCEP Toolkit
- (F) ICCEP Evaluation

2. A review of the literature on Existing modes of Evaluation and Planning for migration background students across Europe and scope for community-based governance of education.
[Output = report later converted into a Peer-reviewed paper]

3. Survey (of teachers' perceptions of school to school collaboration and advantages, disadvantages and challenges of community-based evaluation for migration background students
[Output = report on the findings later converted into a Peer-reviewed paper]

4. Conceptual Map (Intercultural Evaluation and Planning)
[Output = Infographic and report later converted into a Peer-reviewed paper]

5. Case Studies
[Output = report on findings later converted into a Peer-reviewed paper]

6. Framework of Indicators
[Output = Training Resources and Evaluation Framework for Schools and sectoral support agencies and other stakeholders responsible for the integration of migration background students in their communities based on the findings of literature review and survey responses]

7. Development of an ICCEP Training Programme
[Output = Training Programme for Schools and sectoral support agencies and other stakeholders responsible for the integration of migration background students in their communities based on the findings of literature review and survey responses]

8. Development of an ICCEP MOOC

[Output = MOOC for Schools and sectoral support agencies and other stakeholders responsible for the integration of migration background students in their communities based on the findings of literature review and survey responses]

9. Interim Report

[Output = Report summarising outputs derived from the first phase of the project]

10. Final Report

[Output = Report summarising outputs derived from the second phase of the project]

11. Evaluation

[Output = Report on the impact of the project]

In what way is the project innovative and/or complementary to other projects already carried out by the participating organisations?

ICCEP draws on an existing body of literature and practices, yet it is predominantly innovative as it argues for a new model of school evaluation and governance i.e. ICCEP is a process facilitated and supervised by an internal or external stakeholder of the network. All partners have their distinct systems of school evaluation and planning for the integration of migration background students in their communities with a variety of responsibilities: evaluating schools as units, school leadership or teachers, supervising municipalities and counties compliance with statutory obligations or leading task forces from various schools to work on education initiatives. The development of this more participatory model of ICCEP is conceptually robust as it also caters for school leaders' common concern regarding capacity deficits of the stakeholders as it relates to the enhancement of education for migration background students in their communities. Additionally, the project provides resources through 'Toolkit', MOOC and a training module ranging between the conceptual framework and skill development tasks. These will be made available through the project website to all interested parties throughout the European Union and elsewhere.

This project is complementary to three projects conducted by Dublin City University and other members of the consortium (2017 – 2020). Distributed Evaluation and Planning in Schools (DEAPS); Aiding Culturally Responsive Assessment in Schools and Culturally Responsive Evaluation and Planning in Schools (CRELES). The research, DEAPS, discovered that distributed models of SSE and planning enable all members of an individual school community to become active agents as opposed to passive recipients of strategies for school improvement in order to find and enhance learning strategies and outcomes for school improvement. This approach helps a school in becoming a reflective and self-improving organisation. ACRAS and CRELES have offered a unique perspective on how best to enhance assessment, leadership and practices for migration background students in individual schools.

These projects have led to so many unanswered questions such as what criteria are to be used for the inclusion of parents and students in evaluation, who evaluates and how? ICCEP will move one step further and will offer a new model of evaluation and planning to enhance the life chances of migration background students in their communities in which every stakeholder will have a voice and schools will work as a network.

How did you choose the project partners and what will they bring to the project? Does it involve organisations that have never previously been involved in a Strategic Partnerships project?

We chose project partners who are experienced and enthusiastic about the project. Each partner brings interest, knowledge, experience, infrastructure to the project. Each partner has a distinct system of educational governance and evaluation and therefore they are interested in exploring the potential possibilities of community-based evaluation and the emerging identities of schools, inspectorates and other support services. Each partner has been involved previously in a Strategic Partnership so each knows what the commitment involves. They also have considerable expertise required for the completion of Outputs as well as expert knowledge of leadership, governance and evaluation.

A preliminary scoping exercise as part of the development of the proposal was undertaken in 2019. This exercise indicated that innovative approaches to leadership, evaluation and educational governance are being carried out in [Put in partner countries here].

All research partners have previously worked on EU Funded and OECD projects and each partner brings with them a unique set of competencies and track records (as evidenced in previous EU projects) that are deemed necessary for the success of the project.

The project includes four partners [Put in names of other partners here] along with Ireland that will coordinate this project.

Dublin City University (DCU) brings a number of key competences to the project. It is the home to a new Faculty of Education, which hosts the Centre of Quality, Evaluation and Inspection (EQI). For this project, DCU's expertise in educational evaluation and school self-evaluation, in particular, is crucial and will be used to advantage during the project. With extensive backgrounds in research and evaluation, DCU will coordinate the project, manage meetings, oversee communication, meet financial obligations and honour personal, organisational and contractual ethical obligations. DCU Faculty of Education and EQI bring the experience of website creation, critical use of technology and MOOC development to the project. They also have a strong track record in academic and other publication.

Johannes Kepler University Linz (JKU) currently offers over 60 academic degree programmes. It is also a leader in Austria in the field of distance teaching and e-learning. Since its inception in 1966, JKU has become a research-intensive university in the field of science, social and economic studies, law and medicine. The JKU Linz has been continuously ranked among the world's best young universities (under 50 years). The Department of Educational Research in JKU, is research-intensive with internationally recognised academics and a track record of publishing. The department has expertise in quality development, teacher education, research methods and education evaluation and governance which will add greatly to the expertise of this research consortium.

Pamukkale University, which constitutes the modern educational and service environments with all the faculties and social facilities in Kınıklı Campus and locations in the districts, is proceeding steadily and quickly with the goal of becoming an international research university. The University has signed bilateral cooperation agreements with many countries around the world within the scope of the projects such as Erasmus, Farabi, Mevlana and Leonardo. It has been included among the top 100 universities in terms of the ranking of mobility among 3600 Universities in EU Countries. As a key driver of research in education and quality assurance, the Faculty has expertise in areas of organisational development, management, evaluation and inspection.

University of Oslo (Norwegian: Universitetet i Oslo), is also the oldest university in Norway. The Department of Teacher Education and School Research (ILS) is Norway's leading academic environment in the fields of Subject Didactics, Educational Leadership and school-based research and development. The Department is also Norway's leading institution in teacher education, qualifying teachers for secondary schools, and regarding professional development for school leaders.

The Inspectorate of Education of the Autonomous Community of Extremadura is the fifth partner. The Inspectorate is organised as one central service and two provincial services; all three under the coordination and supervision of the Secretary General of Education. The inspectorate has been involved in a number of Erasmus+ and other European projects e.g. KA201 Erasmus + Project Number 2018-1-ES01-KA201-049937 “Supervising schools in the 21st Century: digital tools and improvement plans” and “Stopping early school leaving as a means to promote social and work inclusion” 2019-1-ES01-KA201-065931. They will bring their expertise in developing and testing instruments (with the stakeholders) and evaluation practices to the project.

How will the tasks and responsibilities be distributed among the partners?

Tasks and responsibilities have been agreed and distributed as is evidenced by the detailed outputs. Designation of tasks is based on competency sets of partners as indicated in partner profiles. While there are discrete responsibilities assigned in terms of leading specific outputs, there is an understanding that this is an integrated partnership where all members will contribute to all outputs as required.

In summary -

The key objectives will be distributed in the following way:

1. JKU (Austria) will lead: Intellectual Output 4: Case Studies and third suite of publications on ICCEP Practices in Partner Countries; Intellectual Output 5: Conceptual Map and fourth open access peer reviewed paper on ICCEP Conceptual Framework
2. DCU (Ireland) will coordinate the project and will lead: Intellectual Output 2: Analysis of National and Transnational modes of Network governance as applied to Inter-Cultural Community Evaluation and Planning; Intellectual Output 7: Interim Report; Intellectual Output 12: Final Report
3. PAU (Turkey) will lead: Intellectual Output 1: Project Website; Intellectual Output 9: ICCEP MOOC;
4. Inspectorate of Extremadura (Spain) will lead Intellectual Output 8: Toolkit (to facilitate ICCEP); Intellectual Output 10: Training Module for school leaders, Inspectors and other sectoral support agencies; Intellectual Output 11: Project Evaluation
5. UiO (Norway) will lead: Intellectual Output 3: Survey and second suite of publications on teachers' perceptions of hindering and facilitating F(A)ctors relating to Intercultural community-based evaluation and Planning; Intellectual Output 6: Development of framework of ICCEP Indicators;

If relevant, please identify and explain the involvement of associated partners, not formally participating in the project. Please explain how they will contribute to the implementation of specific project tasks/activities or support the dissemination and sustainability of the project.

Each partner country has approached key stakeholders in their own country with a view to

- informing them about the ICCEP proposal
- requesting that they indicate a potential interest in engaging with ICCEP during the development of the key outputs and in the period after the end of the project.

16 organisations from the partner countries including:

- Leadership organisations and leadership support services
- Schools
- Management Bodies
- Municipalities
- Inspectorate Bodies
- Education Centres

Is the partnership specifically aimed at regional cooperation and led by local and/or regional school authorities from different countries?

No

Participants

Please briefly describe how you will select and involve participants in the different activities of your project.

Participant schools and communities of schools will be chosen according to a range of criteria including their interest in ICCEP, some experience of thematic evaluation. Questionnaires will be sent to schools in each of the five partner countries for teachers of the participant schools. For the interviews, school heads of these schools will be selected who have some experience of working with migrant students.

In order to guarantee the willingness of the participants to influence and be influenced by ICCEP, a series of approaches have already been initiated with key stakeholding groups in order to gauge their interest in becoming involved in ICCEP. These include:

- a. School management bodies
- b. Parent organisations
- c. Trade Unions
- d. Teacher organisations
- e. Training and staff development organisations.

In addition to these national and regional level organisations, individual school communities are central to data collection, training programme and multiplier events. The sampling strategy for the choice of school will be devolved to individual partners. However, it will take into account:

- a. Geographical context
- b. School type - primary, secondary, vocational, comprehensive
- c. Student intake
- d. Management structure.
- e. Socio Economic status

Schools will be involved in the:

- a. Survey Questionnaire stage
- b. Case Studies
- c. ICCEP Framework of Indicators
- e. ICCEP Training Programme
- f. Piloting of the MOOC and Toolkit
- e. Multiplier events.

In order to keep costs to a minimum; consideration will be given to prioritising schools that are within a 50km radius of the project partner institutions.

As part of this project, other sectoral support agencies with a remit for evaluation and planning and supporting migrant students will also be interviewed in all partner countries to explore their perceptions regarding supports, challenges, barriers about and recommendations for the ICCEP model. There are no specific criteria about the selection of the sample however, prior experience in school evaluation will be a desirable qualification along with their interest in the project.

Sectoral support agencies will be involved in the:

- a. Interviews
- b. ICCEP Framework of Indicators
- c. ICCEP Training Programme
- d. Piloting of the MOOC and Toolkit
- e. Multiplier events.

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?

No

Preparation

Please describe what will be done in preparation by your organisation/group and by your partners/group before the actual project activities take place, e.g. administrative arrangements, communication about the activities, selection of the persons, coaches, involvement of stakeholders, etc.

Administrative arrangements within each partner university will be established with research support office and finance unit. Forthcoming activities will be communicated to a wide range of stakeholders; roles and responsibilities of the four partner countries will be established and agreed; roles of researcher, data analyser, report writer and manager etc. will be established within each partner university.

The preparation for this project has been over two phases:

Phase 1

The initial concept for this project emerged primarily out of the findings of two Erasmus+ projects DEAPS and ACRAS. The DEAPS project encouraged the inclusion of all stakeholders' voices in school evaluation and improvement endeavours. Finally, the ACRAS project explored the ways to improve the quality and equitability of educational assessment for migrant students in Europe, by providing culturally responsive assessment strategies for educators.

The ICCEP project is derived from the unresolved needs of educational communities identified in these projects, it will focus on involving every stakeholder in ICCEP in their communities. In support of this novel concept of ICCEP, DCU scanned individual and networked school leadership and evaluation models across Europe in order to identify evaluation systems that promote pairing of school communities to school improvement plans (attached report on Evaluation systems in Europe). More targeted preparation of the proposal started in July 2020 and included an analysis and production of a paper on network governance (Brown, 2020, O'Hara 2020). Surprisingly, however, no such network governance evaluation and planning models existed for ICCEP in Europe.

Discussions to develop the proposal between DCU and JKU, PAU, UiO, CEE as well as the school evaluation and leadership support service of the Department of Education Ireland also continued throughout on numerous occasions, either via skype or planned meetings at various conferences.

Phase 2

Following the receipt of feedback, the consortium engaged in a series of Skype-based communications between September 2019 and January 2020. From January 2020 regular contact was maintained with the partners and representatives from DCU, JKU, PAU, UiO and CEE.

A key part of the work involved the design and re-design of the proposal based on the feedback which indicated that the proposal required more practical elements to the project (in particular, the ICCEP Framework of Indicators, IToolkit, MOOC and Training Programme).

In preparation before the actual activities taking place, the project coordinator will prepare an agenda and procedures for managing the first steps of the project. DCU, as coordinator, will draw up guidelines and the terms of reference for the collaboration to be agreed at the first meeting. A first virtual meeting (e.g. Skype/Google Hangout/ZOOM) will be scheduled and agreed by all partners. Initial collaboration on the project at the proposal/application stage has permitted identification of the partnership and has outlined the areas of expertise and strengths that will underpin the achievement of the project aims and objectives. All partners will receive by email a project summary and a virtual meeting agenda, including the following:

- Introduction of collaborating research teams

- Agreement of timeline and specific goals
- The date for the first transnational meeting.

Management

Funds for Project Management and Implementation

Funds for 'Project Management and Implementation' are provided to all Strategic Partnerships based on the number of participating organisations and duration of the project. The purpose of these funds is to cover diverse expenses that any project may incur, such as planning, communication between partners, small scale project materials, virtual cooperation, local project activities, promotion, dissemination and other similar activities not covered by other types of funding. A partnership may receive a maximum of 2750 EUR of 'Project Management and Implementation cost' per month

Organisation Role	Grant per organisation and per month	Number of Organisations	Grant
Applicant Organisation	500,00 EUR	1	18.000,00 EUR
Partner Organisation	250,00 EUR	4	36.000,00 EUR
Total		5	54.000,00 EUR

Please provide detailed information about the project activities that you will carry out with the support of the grant requested under the item 'Project Management and Implementation'

The ICCEP project envisages four phases which will be carried out with the support of the grant. These core areas are:

Phase 1: The Conceptualisation and Positioning of ICCEP within the European structure of school evaluation and quality assurance.

Phase 2: The development of interventions to facilitate the creation of an ICCEP process in European schools including

- * A toolkit

- * A MOOC

Phase 3: The dissemination of information about and materials for the creation of ICCEP approaches to evaluation and quality assurance at a European level

Apart from the core activities of the project the partners will be involved in a lot of other activities that are necessary for running the project and coordinating an international team. These activities will be supported by the grant for project management and implementation:

A1: General project management:

One major activity in the general project management is the communication among partners and with the responsible national agency as well as other external stakeholders. Furthermore, the coordinators and the project partners have to deal with upcoming problems resulting from unexpected events, which may hinder the progress of the project, e.g. disagreements among partners and conflicts.

A2: Online collaboration platform

An online collaboration platform will be set up using the DCU Loop LMS and maintained for the duration of the project. It will provide possibilities for communication, file storage and work tracking.

A3: Project dissemination

A website will be created to inform external stakeholders about the project and its development. The website will be maintained and regular updates will be conducted. In addition, a social media presence will be established to allow for a more interactive way of communicating with external stakeholders.

A4: Project evaluation

The project management, development of the intellectual outputs and marketing will be continuously evaluated as explained in detail in section E.1.

A5: Financial administration & controlling

The project coordinator will conduct quarterly checks on the planned versus spent budget to ensure the project is financially on track. A special focus will lie on the working days spent by the different partners on the activities leading to the intellectual outputs. The timesheets filled out by the project partners on a regular basis are used for this controlling. The financial accounting will be prepared according to the standards defined by the national agency.

A6: project reports

The final and the interim report will be prepared. The project activities and the project's progress are documented and compared to the original plans as outlined in this application.

As discussed in earlier sections:

DCU will:

- set the agendas for partner meetings and produce comprehensive event reports
- facilitate the travel and accommodation needs of partners for attending partner meetings in Dublin
- attend partner meetings and prepare presentations
- act as secretariat to the consortium
- produce financial and activity reports every 6 months and analyse the reports produced by partners
- compile the interim and final financial and activity report for submission to the National

Agency

- draft newsletters
- implement all training
- engage local stakeholders and manage local working groups
- participate in all evaluation exercises

All partners will:

- engage in scientific research on ICCEP,
- write publications and create dissemination products
- help with the creation of evaluation mechanism and instruments
- take part in the evaluation
- create the courses/toolkit / MOOC
- engage with stakeholders including schools, management bodies, parent bodies and teachers
- help disseminate outcomes of the project on a local, regional, national and international level

Transnational Project Meetings

Transnational project meetings: how often do you plan to meet, who will participate in those meetings, where will they take place and what will be the goal?

The consortium is seeking to integrate, where possible, project meetings with Dissemination and Multiplier events.

It is envisaged that there will be 2 Multiplier Events:

E1 Launch of Interim Report: ICCEP: What should it look like and how do we use it? Launch of Interim report (O7). This will incorporate findings from the literature review (O2), survey (O3), Case Studies (O4), the practice of ICCEP, (O5) framework of indicators (O6). - UiO, Norway.

E2 Launch of Toolkit (O8), MOOC (O9), Training Module (O10), Final Report (O12): ICCEP in practice - DCU, Ireland.

It is envisaged that these events will form a scaffold for the project meetings and that each will also double as a project meeting which will be used to

- a) collectively evaluate the outcomes of the multiplier event
- b) plan the next stage of the project and the next meeting

There will be 4 face to face meetings during the project. They will be 2-day meetings - adding to the one-day multiplier events where timetabled- and they will be planned at specific moments during the project lifetime to coincide with the implementation of specific tasks. Two members from each partner institution (two from the coordinator) will be expected to participate:

- M1 Commencement meeting
- M2 Meeting re comparative analysis of findings (document analysis, questionnaire and interviews) and development of Conceptual Map, and interim report
- M3 Meeting re Launch of the interim report, development of the toolkit, MOOC and Training Module
- M4 Meeting re Launch of MOOC, Training Module, Final report

- The Opening meeting (M1, October 2020) will be held in Turkey and all partners will be involved in the project set-up, agreeing protocols relating to project management, Evaluation (O11), Project Website (O1), Literature Review (O2), Survey (O3), Case studies (O4)

- 2nd meeting (M2, September 2021) will be held in Spain coinciding with the completion of the literature review, survey and case studies (O2, O3, O4) and will be used to agree on the publication on the outputs from O2, O3 & O4 and to agree the conceptual map (O5), present the framework of indicators (O5) and to plan the publication of the conceptual map(O6). The initial discussion as to the structure of the interim report will take place (O7)

- 3rd meeting (M3, September 2022) will be held in Norway and will correspond with the presentation of the Interim report at the multiplier event (E1). It will plan the structure and content of the toolkit (O8), plan the piloting phase, plan the development of the MOOC (O9) and the Training Module (O10)

- 4th meeting (M4, July - August 2023) will be integrated with with the launch of the report at the multiplier event (E2) and be held in DCU. The meeting will see the launch of the MOOC, the Training Module and Final Report (O12). It will also be used to finalise the requirements and final EU report to close the project

In addition to the face to face meetings there will be timetabled, bi-monthly online meetings arranged and the project group has committed to engaging in at least twelve 2 hourly online meetings via Zoom for the duration of the project and as outputs are initiated and achieved.

Transnational Project Meetings Summary

Please specify the funds requested to organise the planned Transnational Project Meetings.

ID	Leading Organisation	Meeting Title	Country of Venue	Starting Period	No. of Participants	Grant
1	Pamukkale Universitesi (E10189609, TR)	Kick off Meeting	Turkey	12-2020	12	9.120,00 EUR
2	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	Transnational Project Meeting 2	Spain	09-2021	12	9.120,00 EUR
3	UNIVERSITETET I OSLO (E10209381, NO)	Transnational Project Meeting 3	Norway	09-2022	12	9.120,00 EUR
4	DUBLIN CITY UNIVERSITY (E10209077, IE)	Transnational Project Meeting 4	Ireland	08-2023	12	9.120,00 EUR
Total					48	36.480,00 EUR

Transnational Project Meetings Details 1

Meeting Title

Kick off Meeting

Leading Organisation

Pamukkale Universitesi (E10189609, TR)

Starting Period

12-2020

Country of Venue

Turkey

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	UNIVERSITÄT LINZ (E10209080, AT)	Austria	3	>= 2000 km	760,00 EUR	2.280,00 EUR
2	UNIVERSITETET I OSLO (E10209381, NO)	Norway	3	>= 2000 km	760,00 EUR	2.280,00 EUR
3	DUBLIN CITY UNIVERSITY (E10209077, IE)	Ireland	3	>= 2000 km	760,00 EUR	2.280,00 EUR
4	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	Spain	3	>= 2000 km	760,00 EUR	2.280,00 EUR
Total						9.120,00 EUR

Transnational Project Meetings Details 2

Meeting Title

Transnational Project Meeting 2

Leading Organisation

CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)

Starting Period

09-2021

Country of Venue

Spain

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	DUBLIN CITY UNIVERSITY (E10209077, IE)	Ireland	3	>= 2000 km	760,00 EUR	2.280,00 EUR
2	UNIVERSITAT LINZ (E10209080, AT)	Austria	3	>= 2000 km	760,00 EUR	2.280,00 EUR
3	UNIVERSITETET I OSLO (E10209381, NO)	Norway	3	>= 2000 km	760,00 EUR	2.280,00 EUR
4	Pamukkale Universitesi (E10189609, TR)	Turkey	3	>= 2000 km	760,00 EUR	2.280,00 EUR
Total						9.120,00 EUR

Transnational Project Meetings Details 3

Meeting Title

Transnational Project Meeting 3

Leading Organisation

UNIVERSITETET I OSLO (E10209381, NO)

Starting Period

09-2022

Country of Venue

Norway

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	DUBLIN CITY UNIVERSITY (E10209077, IE)	Ireland	3	>= 2000 km	760,00 EUR	2.280,00 EUR
2	UNIVERSITAT LINZ (E10209080, AT)	Austria	3	>= 2000 km	760,00 EUR	2.280,00 EUR
3	Pamukkale Universitesi (E10189609, TR)	Turkey	3	>= 2000 km	760,00 EUR	2.280,00 EUR
4	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	Spain	3	>= 2000 km	760,00 EUR	2.280,00 EUR
Total						9.120,00 EUR

Transnational Project Meetings Details 4

Meeting Title

Transnational Project Meeting 4

Leading Organisation

DUBLIN CITY UNIVERSITY (E10209077, IE)

Starting Period

08-2023

Country of Venue

Ireland

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	Pamukkale Universitesi (E10189609, TR)	Turkey	3	>= 2000 km	760,00 EUR	2.280,00 EUR
2	UNIVERSITAT LINZ (E10209080, AT)	Austria	3	>= 2000 km	760,00 EUR	2.280,00 EUR
3	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	Spain	3	>= 2000 km	760,00 EUR	2.280,00 EUR
4	UNIVERSITETET I OSLO (E10209381, NO)	Norway	3	>= 2000 km	760,00 EUR	2.280,00 EUR
Total						9.120,00 EUR

Project Management

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

The operational and financial management of projects at DCU is based on the principles of rational and effective use of the available EU grant and the own University resources. The Office of Research and Innovation Support (RIS) and the financial services will work in close collaboration with the project coordinator in order to properly manage financial resources and report the financial state to the National Agency. Dublin City University will provide a specific cost centre for the project in order to ensure the transparent management of the project budget.

A bilateral agreement will be signed between the coordinator and each partner. In this document, the internal rules for financial and monitoring management and reporting will be stated. Each partner institution will carry out the financial and operational management in accordance with the precepts of good governance and the usual operational procedures of the organisation in such a way as to ensure timely and appropriate participation in the activities assigned to the organisation and the achievement of the objectives of the project. The institution will provide a detailed financial report of its yearly activities, providing evidence of costs as required by the financial and administrative handbook and will send it to project coordinator.

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

As already mentioned there will be a dedicated Quality Assurance plan put in place and led by the Spanish Inspectorate (Extremadura), which will focus on two linked elements

1) Internal quality management,

2) External Quality Engagement

Specifically, in ICCEP we intend to focus on

(a) Project performance quality – questions to consider include the following:

- Did the project achieve its objectives?
- Do the project results match/serve the needs of the target groups?
- Was the partners' contribution in accordance with the project plan and expectations?

(b) Collaboration quality - questions to consider include the following:

- Was the collaboration among partners at an acceptable level?
- Did project partners contribute towards the achievement of the project's objectives?
- Were project meetings organized and managed effectively?
- Was the collaboration among partners, direct and indirect stakeholders, target groups, and users fruitful?

(c) Resource utilization quality – questions to consider include the following:

- Were resources used in appropriate ways?
- Were all budget expenses documented?
- Did all budget expenses follow the relevant EU and project regulations?
- Were any resource management tools used (e.g. for financial management)? If so, how were they used?

(d) Information management quality - questions to consider include the following:

- Was information shared with all partners?
- Were documents and information shared in a timely manner?
- Was there a system for keeping versions of each document?
- Were documents stored, secured, and accessed appropriately?

(e) Intellectual output quality – questions to consider include the following:

- Were deliverables prepared according to the project's time-frame?
- Were deliverables prepared according to high standards?
- What were the standards used for assessing the quality of deliverables?

(f) Service/product provision quality – questions to consider include the following:

- Did the service/product provided address the target population's needs?
- Was the service/product usable and user-friendly?
- Was the service/product tested, evaluated, and revised?
- How adaptive and flexible was the service/product to target groups'/stakeholders' needs?

(g) Dissemination & exploitation quality – questions to consider include the following:

- Were dissemination actions implemented as planned?
- How many stakeholders were engaged during the development of the project?
- How many stakeholders were reached throughout the duration of the project?
- What tools were used for dissemination?

The creation of a quality plan will be one of the main steps at the beginning of the project. The quality plan will be drafted, discussed and agreed with all partners in a democratic way. In each participating country, there will be a contact person who is responsible for the project activities, the control of the specific partner budget and the monitoring of the involved staff. A technical sub-team will be installed to control the programming and technical development that will be provided by the technical staff of DCU.

For the evaluation process during the project and for the project results at the end of the project, a formative and summative evaluation will be combined. The evaluation will include a brief evaluation questionnaires that will be given to the project partners after each of the partner meetings:

- to get direct feedback from partners,
- to ensure that all partners are up to the time schedule, and
- to ensure that the project is on the right way.

The evaluation partner will also conduct brief internal evaluation surveys in months 8, 16 and 24 specifically addressed at target group members.

The intellectual outputs will be evaluated upon completion by following scientific and practical standards of quality, which are defined in the evaluation concept by the Spanish Inspectorate (Extremadura), e. g. consistency, relevance for the project's aims, usability, theoretical foundation. The feedback of the results of evaluating the intellectual outputs and the marketing will be closely aligned to the timeline of these activities in order to ensure maximum benefit of the evaluation during the project.

Marketing and dissemination will be evaluated by examining the plans and materials developed according to specially defined standards of quality. Furthermore, the perspectives of the target groups and stakeholders will be included in the evaluation of marketing and dissemination. The timing of this evaluation will also be closely aligned to the timeline explained in the description of the intellectual outputs and the corresponding activities.

How will you evaluate to which extent the project reached its results and objectives? What indicators will you use to measure the quality of the project's results?

The project team has a great deal of experience in measuring impact across a range of delivery environments. It is committed to developing a multi-modal impact plan that will seek to assign indicators to outputs at the individual level and to project outputs as a whole. While existing as a discrete part of the project a number of these indicators will also be drawn from the overall project evaluation and quality assurance process already discussed.

The multi-modal impact plan will see the following tools used:

1. Quality assurance rubrics and templates
2. Evaluation questionnaires
3. Attendance lists (for in presence activities)
4. Google Analytics (for the online environment)
5. Interviews with selected stakeholders (Pamukkale University)
6. Dissemination logs
7. Periodic reports

Metric: Implemented actionable items in one project stage / Defined actionable items in the project stage

Stakeholders' process quality perception

Metric: Stakeholders' process quality opinion

Stakeholders' ICCEP methodology usefulness perception

Metric: Stakeholders' ICCEP methodology usefulness opinion

Dissemination impact:

Scientific impact - Metrics

- N° of academic publications
- N° of academic papers
- Indicators of further academic engagement in the area - student projects, research seminars etc.

Toolkit impact:

Pilot activities:

Metrics

- N° of schools
- N° of students
- N° of teachers
- N° of peer school engagement experiences

- N° of answers to the evaluation tools (questionnaires, rubrics/templates...)

Qualitative metric: Participants attitude

Use of toolkit with schools:

Metrics

- N° of participants
- N° of trainers
- N° of answers to the evaluation tools (questionnaires, rubrics...)

Qualitative metric: Participants attitude. Did they take profit from these activities, do they think they are useful? Analysis of evaluation tools' answers.

Dissemination impact:

Metrics

- N° of events
- N° of mentions (posts/tweets...) in social media
- N° of events / N° of participants
- N° of website visitors

Qualitative metric: Participants attitude. Did they take profit from these activities, do they think they are useful? Analysis of evaluation tools' answers.

Sustainability impact:

Metrics

- N° of educational tools developed
- N° of toolkit downloads
- N° of registered users of MOOC
- N° of answers to the evaluation tools (questionnaires, rubrics/templates...)

Qualitative metric: Participants attitude. Did they take profit from these activities, do they think they are useful? Analysis of evaluation tools' answers.

In terms of indicators of impact on the three key stakeholding groups

Schools

Inspectors

Support Services/facilitators

Examples of each could include:

Evidence of impact on networked schools:

Knowledge: an enhanced knowledge of the distributed evaluation system, insight into how they might be practically involved in community-based evaluation and planning; better insight into the European context of the subject.

School policy: staff meetings related to the project/ ICCEP take place, the involvement of the senior management and the school principal, existence of a strategy plan for the

introduction of the European Dimension in the network.

Evidence of impact on inspectors and support services/facilitators:

Knowledge: an enhanced knowledge of the ICCEP system, insight into how they might be practically involved in community-based evaluation and planning; what will be their roles and responsibilities; and better insight in the European context of the subject.

Attitude: inspectors and support services/facilitators take initiative to know more about ICCEP in networked schools, inspectors and support services/facilitators acknowledge their new identity in a lateral quality assurance system as different from hierarchical inspection.

Community links: regular contacts with media, contacts with the local authorities, contacts with local societies, dissemination to other schools, participation in activities organized by the community, the involvement of the parents where appropriate.

Whole network involvement: number of teachers actively involved, are all teachers informed? number of students involved, discussion of the project at staff meetings

Project visibility: a leaflet or regular newsletter about the project is disseminated within the networked schools and local community, the resources in the schools (ICT, language labs, library) are used in a different way, specific events for teachers and other members of staff have taken place, the students' project-products are displayed and/or available.

What are your plans for handling risks which could happen during the project (e.g. delays, budget, conflicts, etc.)?

The measures to handle project risks will be captured in the development of a risk mapping and resolution plan. DCU as the lead organisation will take over this as part within the monitoring and evaluation systems created for quality assurance.

The plan will be available by the end of the first month of the project. Part of this role will include the selection of the most appropriate risk management tools to be undertaken by the partnership. The risk mapping and risk resolution plan will involve (1) Risk Audits, (2) Risk Ranking, (3) Risk Planning, (4) Risk Managing and (5) Risk Reacting. This will allow ICCEP to take into account all the issues of risk management as identified by the DCU RIS (e.g. be an integral part of organisational processes, be systematic and structured, be transparent, etc.). All partners will contribute to each of the five stages of the plan and will consider risk as a potential threat, but also as an opportunity to overcome and reinforce the quality of the project itself. Each risk as significant and likely (such as partner conflict, language barriers, overspend) will receive its own risk managing and risk reacting plans. These will identify who will be involved in the respective processes, the tools to be used, if required, the expected results and how to proceed in case the desired risk mitigation is not obtained. The steering committee will resolve any major risk or conflict with a democratic vote.

If the risk for the project appears in single partner organisation (e.g. difficulties in reaching the number of persons for training), it has to be reported at once to the coordinator or the steering committee. The partnership will try to help this partner and jointly solve the problem.

Implementation

Please explain how will the project activities lead to the achievement of the project objectives and delivery of the planned results.

The project activities will yield information and insight from the literature review and the experience of networked schools regarding distributed evaluation and planning. The ICCEP Conceptual Map, Framework of Indicators, Training Programme and MOOC will incorporate the information and insight in a way that is meaningful for school leaders and inspectors/facilitators and these will be available and promoted to a wide audience of school leaders and inspectors/facilitators in an accessible and sustainable way.

The widespread implementation of ICCEP in five countries will lead to increased benefits in bringing improvement in schools that is efficient and sustainable and will introduce a form of self-governance at the level school and reduce the bureaucratic pressure of hierarchical inspection.

How will you communicate and cooperate with your partners?

Cooperation and communication between all partners and with other relevant stakeholders (schools, inspectorates, parents, associations, national and regional authorities, European organizations) is key to achieving successful outcomes. In a (geographically) decentralized team with a limited number of face-to-face meetings, most of the process planning and – when relevant – problem-solving will take place via online communications tools.

To this end, at the beginning of the project, DCU will provide the consortium with an internal website based on an LMS platform, with restricted access for partners and the National Agency to facilitate internal communication and task management. Bi-monthly online meetings relating to the management task of each activity will be held to review progress and achievements, planned and in-progress work and issues, and to focus on any necessary coordination, refinement/adjustment, and issue resolution. Discussion at these meetings will focus around particular project tasks to facilitate effective tracking of progress and to allow for early risk identification and appropriate allocation of resource to ensure tasks are completed on time.

The project handbook which will be created at the start of the project (OUTPUT) will describe the project organisation and also the internal communication procedures and the set of tools needed to ensure efficient and effective management of the project.

The dissemination plan (OUTPUT) will collect the strategies for contacting relevant stakeholders by counting on the networks provided by the partners. Internal documents will be available on the internal website, public results and outputs will be also available on the external website.

Intellectual Outputs

Do you plan to include Intellectual Outputs in your project?

Yes

In case you plan to include Intellectual Outputs please describe them here.

Intellectual Outputs Summary

ID	Leading Organisation	Output Title	Starting Period	Grant
O1	Pamukkale Universitesi (E10189609, TR)	Project Website	09-2020	14.920,00 EUR
O2	DUBLIN CITY UNIVERSITY (E10209077, IE)	Analysis of National and Transnational modes of Network governance as applied to ICCEP	09-2020	32.840,00 EUR
O3	UNIVERSITETET I OSLO (E10209381, NO)	Survey and second suite of publications on teachers' perceptions of hindering and facilitating F(A)ctors relating to Intercultural community-based evaluation and Planning	12-2020	41.125,00 EUR
O4	UNIVERSITAT LINZ (E10209080, AT)	Case Studies and third suite of publications on ICCEP Practices in Partner Countries	04-2021	35.250,00 EUR
O5	UNIVERSITAT LINZ (E10209080, AT)	Conceptual Map and fourth suite of publications on ICCEP Conceptual Framework	08-2021	17.625,00 EUR
O6	UNIVERSITETET I OSLO (E10209381, NO)	Development of framework of ICCEP Indicators	12-2021	32.840,00 EUR
O7	DUBLIN CITY UNIVERSITY (E10209077, IE)	Interim Report	04-2022	11.750,00 EUR
O8	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE	Toolkit (to facilitate ICCEP)	07-2022	22.790,00 EUR
Total				292.606,00 EUR

ID	Leading Organisation	Output Title	Starting Period	Grant
	EXTREMADURA (E10171961, ES)			
O9	Pamukkale Universitesi (E10189609, TR)	ICCEP MOOC	11-2022	25.940,00 EUR
O10	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	Training Module for school leaders, Inspectors and other sectoral support agencies	04-2021	25.405,00 EUR
O11	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	Project Evaluation	09-2020	14.496,00 EUR
O12	DUBLIN CITY UNIVERSITY (E10209077, IE)	ICCEP Brochure and final report	04-2023	17.625,00 EUR
Total				292.606,00 EUR

Output Title O1

Output Title

Project Website

Output Type

Services / structures – E-learning platform

Start Date (yyyy-mm-dd)

2020-09-01

End Date (yyyy-mm-dd)

2021-01-01

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

The project website will be developed by PAU in collaboration with other partners. PAU has considerable experience in developing, maintaining and monitoring educational web sites of this nature. The coordinating partner will also communicate with all partners to ensure that the website will allow for an easily accessible overview of all outputs contained within the project as well as disseminating details and outputs of the project to schools, government agencies and support services as outputs are developed. All the partners will test the website and provide feedback on usability. To ensure maximum impact and transferability potential, partners will also translate core text, headings, etc. into their native language in order to ensure that the website is accessible to stakeholding groups in each partner country and throughout Europe.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

This output will be coordinated by PAU and will involve: UIO, Extremadura Inspectorate, JKU and DCU. It will involve four distinct phases.

O1-A1 Preparation of website structure and content outlining the purpose of the project to include project updates and site nodes as outputs are realised.

A project website will be created in development form. There will be two key areas:

1) Structure

- overall site architecture,
- ease of navigation,
- commitment to accessibility
- commitment to usability

2) Content

- Access point for partner LMS (to be hosted by PAU on internal LOOP LMS)
- the core content of the project (ICCEP Framework, Toolkit and MOOC)
- links to partner organisations
- links to stakeholders at the transnational, national, regional and local level

The initial website will be created by PAU but all partners will be requested to site test it and provide a report based around usability, accuracy etc.

O1-A2 Creation/Implementation of the project website

The site will be updated base on reports and published. It will be hosted by PAU

O1-A3 Maintenance of website

O1-A4 The website would be translated so that each programme country could view it in their own language

The website will be maintained by PAU. However, each partner will be requested to translate it into their own languages of Irish/German/ Spanish/Turkish/Norwegian and to ensure that all updates/additions are translated. The project coordinator from each partner country (every coordinator is a proficient user of English) will be responsible for the quality of translation.

Each partner will be asked to include a review of the suitability of the website based on their engagement with their local partners and stakeholders.

Reviews of the website - structure and content - will be included in the evaluation process.

Leading Organisation	Pamukkale Universitesi (E10189609, TR)
Media	Website
Participating Organisations	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES) DUBLIN CITY UNIVERSITY (E10209077, IE) UNIVERSITAT LINZ (E10209080, AT) UNIVERSITETET I OSLO (E10209381, NO)
Languages	English German Spanish Turkish

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	Pamukkale Universitesi (E10189609, TR)	0,00 EUR	1.850,00 EUR	2.750,00 EUR	0,00 EUR	4.600,00 EUR
2	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	0,00 EUR	1.644,00 EUR	0,00 EUR	0,00 EUR	1.644,00 EUR
3	DUBLIN CITY UNIVERSITY (E10209077, IE)	0,00 EUR	2.892,00 EUR	0,00 EUR	0,00 EUR	2.892,00 EUR
4	UNIVERSITAT LINZ (E10209080, AT)	0,00 EUR	2.892,00 EUR	0,00 EUR	0,00 EUR	2.892,00 EUR
5	UNIVERSITETET I OSLO (E10209381, NO)	0,00 EUR	2.892,00 EUR	0,00 EUR	0,00 EUR	2.892,00 EUR
Total		0,00 EUR	12.170,00 EUR	2.750,00 EUR	0,00 EUR	14.920,00 EUR

Intellectual Output Budget Details E10189609

Organisation		Country of the Organisation			
Pamukkale Universitesi (E10189609, TR)		Turkey			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	25	50	0	75
Grant per Day	0,00 EUR	74,00 EUR	55,00 EUR	0,00 EUR	
Grant	0,00 EUR	1.850,00 EUR	2.750,00 EUR	0,00 EUR	4.600,00 EUR

Intellectual Output Budget Details E10171961

Organisation		Country of the Organisation			
CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)		Spain			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	12	0	0	12
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	1.644,00 EUR	0,00 EUR	0,00 EUR	1.644,00 EUR

Intellectual Output Budget Details E10209077

Organisation	Country of the Organisation
DUBLIN CITY UNIVERSITY (E10209077, IE)	Ireland

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	12	0	0	12
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.892,00 EUR	0,00 EUR	0,00 EUR	2.892,00 EUR

Intellectual Output Budget Details E10209080

Organisation		Country of the Organisation			
UNIVERSITAT LINZ (E10209080, AT)		Austria			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	12	0	0	12
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.892,00 EUR	0,00 EUR	0,00 EUR	2.892,00 EUR

Intellectual Output Budget Details E10209381

Organisation		Country of the Organisation			
UNIVERSITETET I OSLO (E10209381, NO)		Norway			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	12	0	0	12
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.892,00 EUR	0,00 EUR	0,00 EUR	2.892,00 EUR

Output Title O2

Output Title

Analysis of National and Transnational modes of Network governance as applied to ICCEP

Output Type

Open / online / digital education – Open Education Resource (OER)

Start Date (yyyy-mm-dd)

2020-09-01

End Date (yyyy-mm-dd)

2021-01-01

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

INTRODUCTION

The leading organisation will coordinate the review and provide the partners with a specific search protocol regarding search terms, years of publication and a reporting template. Each partner will implement a part of the analysis and report to the team, using the search protocol and template designed by the coordinator. We will use the analysis to outline key features of existing modes of evaluation and planning for the integration of migrant background students in communities that may support the community-based governance and quality assurance of education in a network of schools. These key features will serve as a basis to design the other Outputs, describe and develop ICCEP Conceptual Map in this project.

Each partner will use the review and discussions with key stakeholders in their country to outline features of subsequent outputs and develop ICCEP conceptual map and ICCEP framework of indicators. The final set of indicators will be a summary of examples from peer-reviewed journals and national and transnational reports. The review will also be disseminated via the open-access peer-reviewed journal and as a report on the ICCEP Web Site.

ELEMENTS OF INNOVATION

The analysis tries to explore the existing modes of network evaluation and planning and identify scope for ICCEP in the existing body of literature. It will be the first attempt that focuses specifically on intercultural evaluation and planning in education communities and brings all elements together as one self-contained output.

EXPECTED IMPACT AND TRANSFERABILITY

This large scale analysis will have a threefold impact. First, it will have an important impact on the course of the ICCEP project itself. It will also prevent duplication of already existing policies and resources as well as feeding into the development of the ICCEP conceptual map, survey and case study protocol and will, therefore, form the foundations for the consecutive stages and outputs of the project.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

This output will be coordinated by DCU and will involve: Pamukkale University (PAU); The University of OSLO (UiO), the Inspectorate of Extremadura (CEE) and The Johannes Kepler University Linz (JKU). It will involve a number of distinct phases.

O2-A1 Analysis of National and Transnational practices and policies that support ICEP in each partner country.

Each partner country will be required to engage with policy documents, legislation, academic literature and other relevant documentation in order to create a profile of ICEP policies, practices and supports in their country/region as it currently exists. Particular attention will be paid to the extent to which it can be said that the systems indicate some scope and structures for ICCEP.

O2-A2 Systematic document analysis of international literature on existing modes of quality assurance and education governance, the principles that govern the policies and practices and scope for ICCEP Strategies.

All partners will engage with national and Transnational policy documents, academic literature and other relevant documentation relating to network governance ICCEP. Attention will be paid to: international trends in network evaluation and planning, school clustering; the role of national, transnational support and quality assurance agencies and other bodies in promoting quality education in schools; the extent to which ICCEP is a theoretical as well as a practical construct in international evaluation practice.

O2-A3 Write-up findings as an open-access journal article and report that will be available on the ICCEP web site.

DCU will develop a draft of a final open-access journal article and report that emphasises the national and transnational experiences of ICCEP. All partners will be involved in the editing and adding to the open-access journal article and policy document

O2-A4 DCU will prepare the final journal article on Transnational modes of Network governance as applied to Inter-Cultural Community Evaluation and Planning for submission to an open-access SCOPUS ranked international journal.

O2-A5 All partners will prepare their own national reports on Inter-Cultural Community Evaluation and Planning that will be available on the country-specific part of the ICCEP website. The country reports, firstly written in English will be translated into German, Norwegian, Spanish and Turkish

O2- A6 DCU will prepare a comparative Evaluation report, comparing ICCEP practices in each partner country that will be available as a downloadable electronic document. The country reports, firstly written in English and will be translated into German, Norwegian, Spanish and Turkish

Leading Organisation

DUBLIN CITY UNIVERSITY (E10209077, IE)

Media

Publications

Text

Text File

Participating Organisations

CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES) Pamukkale Universitesi (E10189609, TR) UNIVERSITAT LINZ (E10209080, AT) UNIVERSITETET I OSLO (E10209381, NO)

Languages

English German Turkish Spanish

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	DUBLIN CITY UNIVERSITY (E10209077, IE)	0,00 EUR	12.050,00 EUR	0,00 EUR	0,00 EUR	12.050,00 EUR
2	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	0,00 EUR	4.110,00 EUR	0,00 EUR	0,00 EUR	4.110,00 EUR
3	Pamukkale Universitesi (E10189609, TR)	0,00 EUR	2.220,00 EUR	0,00 EUR	0,00 EUR	2.220,00 EUR
4	UNIVERSITAT LINZ (E10209080, AT)	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR
5	UNIVERSITETET I OSLO (E10209381, NO)	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR
Total		0,00 EUR	32.840,00 EUR	0,00 EUR	0,00 EUR	32.840,00 EUR

Intellectual Output Budget Details E10209077

Organisation		Country of the Organisation			
DUBLIN CITY UNIVERSITY (E10209077, IE)		Ireland			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	50	0	0	50
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	12.050,00 EUR	0,00 EUR	0,00 EUR	12.050,00 EUR

Intellectual Output Budget Details E10171961

Organisation		Country of the Organisation			
CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)		Spain			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	30	0	0	30
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	4.110,00 EUR	0,00 EUR	0,00 EUR	4.110,00 EUR

Intellectual Output Budget Details E10189609

Organisation	Country of the Organisation
Pamukkale Universitesi (E10189609, TR)	Turkey

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	30	0	0	30
Grant per Day	0,00 EUR	74,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.220,00 EUR	0,00 EUR	0,00 EUR	2.220,00 EUR

Intellectual Output Budget Details E10209080

Organisation		Country of the Organisation			
UNIVERSITAT LINZ (E10209080, AT)		Austria			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	30	0	0	30
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR

Intellectual Output Budget Details E10209381

Organisation		Country of the Organisation			
UNIVERSITETET I OSLO (E10209381, NO)		Norway			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	30	0	0	30
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR

Output Title O3

Output Title

Survey and second suite of publications on teachers' perceptions of hindering and facilitating F(A)ctors relating to Intercultural community-based evaluation and Planning

Output Type

Open / online / digital education – Open Education Resource (OER)

Start Date (yyyy-mm-dd)

2020-12-31

End Date (yyyy-mm-dd)

2021-04-30

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

INTRODUCTION

An initial exploratory survey of school teachers perceptions relating to hindering and facilitating F(A)ctors concerning Intercultural community-based evaluation and Planning it applies to migrant students will be developed. This survey will target teachers in each country using a stratified purposeful sampling strategy based on school type, location. The survey will be piloted in each country and will be translated (into German, Turkish, Spanish and Norwegian). It will be sent to schools in each of the partner countries in order to ascertain the teachers' perceptions of school to school collaboration and hindering and facilitating F(A)ctors relating to Intercultural community-based evaluation and Planning in school communities. The analysis will be carried out using parametric and non-parametric statistical techniques. This data will contribute to the later outputs of the ICCEP Conceptual Map, The framework of Indicators, Toolkit and MOOC for School Leaders, Teachers, Inspectors and other sectoral support agencies with responsibility for the enhancement of the learning experience of migrant students.

DESCRIPTION

Each partner will map ICEP in networks of schools practices in their country/case. Dublin City University in Ireland; Johannes Kepler University in Austria; the University of Oslo in Norway; Extremadura Inspectorate in Spain and; Pamukkale University in Turkey. Based on the literature review and a focus group with principals, teachers, students and subject matter experts), a questionnaire will be developed, piloted and subsequently translated into each of the project partner's first language (English, Turkish, Spanish, Norwegian and German). The description of the five cases, as a result of the analysis, will also be translated into the five languages that are part of this project team. This makes our results accessible to countries who do not frequently engage in English-speaking publications and reports. The project coordinator from each partner country (all coordinators are proficient users of English) will be responsible for the quality of translation. Leading on from this, a comparative analysis and research report will be written, initially in English and translated into Turkish, Spanish, Norwegian and German. The report will also be available on the Project web site. An open-access peer-reviewed paper on the hindering and facilitating F(A)ctors relating to Intercultural community-based evaluation and Planning will also be submitted to a SCOPUS ranked journal of which, the link to the journal article will be available on the

Project Web Site.

ELEMENTS OF INNOVATION

The creation of the survey to ascertain teachers preceptions of the hindering and facilitating F(A)ctors relating to Intercultural community-based evaluation and Planning as it applies to migration background students in education communities is a new milestone in the field. This enables the project team to investigate the extent to which schools in geographical locations that have migration background students currently engage in ICCEP as well as the challenges and supports required to carry out ICEP in networked schools. It will be the first measurement instrument that makes it possible to look into this topic at an educational system level.

EXPECTED IMPACT

The survey will inform the project partners on the state of affairs in their own educational system and of the other partner countries. The survey results will enable the identification of specific areas that are of particular interest and in a strong need for support. This will have an immense impact on the development of the ICCEP Conceptual Map, The Framework of Indicators, ICCEP Toolkit and MOOC for School Leaders, Teachers, Inspectors and school support services.

TRANSFERABILITY POTENTIAL

The transferability of the survey is two-fold. Firstly, the survey instrument that will be available on the project web site can be used (and adapted) by other schools, support services and national/trans-national organisations. Secondly, the project results from each country as well as the cross-case summary reports and paper reviewed journal article can be used by respective stakeholding groups to further understand the beliefs, challenges and elements of practice involved in ICCEP.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

UIO has all the requisite expertise in quantitative methods and statistical techniques and will lead this output. It will also involve PAU, Extremadura Inspectorate, DCU and JKU. The output is divided into a number of actions:

O3-A1 Creation of survey instrument

O3-A2 Translation of Survey instrument

O3-A3 Pilot of Survey instrument

O3-A4 School-based survey (sent electronically to schools in each partner country)

O3-A5 Analysis and write up of the findings from the surveys in each country

O3-A6 Cross-case analysis of the five cases using parametric and non-parametric statistical techniques

O3-A7 Summary report of descriptive findings will be produced and made available via the project web site.

O3-A8 An open-access peer-reviewed Scopus ranked journal article available via the project web site and Open Access Journal

The discussions planned for in this output will take place at project meetings and in the course of bimonthly Skype / online meetings. Each partner will be required to bring a local contextual perspective via the focus groups that were carried out during the survey creation process as well as the creation of their own country analyses.

O3-A1 Creation of survey instrument

Led by UIO, the project group will consider issues such as the identity or anonymity of respondents, their schools and their support agencies, and the ultimate destiny of the data from

the survey. General Data Protection Regulation (GDPR) requirements will be fulfilled from the development till dissemination of the survey findings. The team will also discuss the existing modes of quality assurance and support, advantages and disadvantages of community-based ICCEP for the leadership and staff of schools in the networks. A discussion of draft question items will also be engaged in. The creation of the survey will also be developed through a series of interviews with key stakeholding groups (principals, teachers, students and national organisations responsible for leadership supports).

O3-A2 Translation of survey instrument

The survey instrument initially developed in the language of English will be translated into each partner countries spoken language (German, Spanish and Norwegian)

O3-A3 Pilot of Survey instrument

The survey will be piloted by each of the partner countries. Firstly, based on a series of interviews with subject matter experts in the field of migration studies and network governance. Secondly, with teachers, school principals. It is envisaged that individual pilots will involve 10 schools, two subject matter experts in the field of migration from each country. Partners will be asked to provide formal feedback from pilot participants on:

- Structure
- Content
- Clarity
- Usability.

Following this feedback UIO will provide a revised survey for discussion by all members at the national level and as a project group.

O3-A4 School-based survey (sent electronically to all schools in each partner country)

The survey will be distributed electronically to all schools in each partner country using the contact details contained in the relevant Department of Education databases– JKU will create an overall dissemination plan with responsibility for national dissemination devolved to project partners. The survey will be drafted in English and following piloting will be translated. Each partner will be required to address issues of research ethics at the local level.

O3-A5 Each country will analyse and write up the findings from the surveys in their country which for immediate impact will be available via the project web site. UIO will create an analysis framework

O3-A6 Cross-case analysis of the five cases using parametric and non-parametric statistical techniques

UIO will carry out a cross-case analysis of all countries data files

O3-A7 Summary report of descriptive findings will be produced and made available via the project web site.

UIO will produce a summary report of the cross case analysis of the research findings derived from

O3-A8 An open-access peer-reviewed Scopus ranked journal article available via the project web site and Open Access Journal

All partners will contribute to the development of an open access peer reviewed SCOPUS paper of which when published, will also be linked to the Project Web Site.

Leading Organisation

UNIVERSITETET I OSLO (E10209381, NO)

Media

Participating Organisations

Languages

Publications

CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA
(E10171961, ES) DUBLIN CITY UNIVERSITY (E10209077, IE) Pamukkale
Universitesi (E10189609, TR) UNIVERSITAT LINZ (E10209080, AT)

English German Spanish Turkish Norwegian

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	UNIVERSITETET I OSLO (E10209381, NO)	0,00 EUR	16.870,00 EUR	0,00 EUR	0,00 EUR	16.870,00 EUR
2	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	0,00 EUR	4.795,00 EUR	0,00 EUR	0,00 EUR	4.795,00 EUR
3	DUBLIN CITY UNIVERSITY (E10209077, IE)	0,00 EUR	8.435,00 EUR	0,00 EUR	0,00 EUR	8.435,00 EUR
4	Pamukkale Universitesi (E10189609, TR)	0,00 EUR	2.590,00 EUR	0,00 EUR	0,00 EUR	2.590,00 EUR
5	UNIVERSITAT LINZ (E10209080, AT)	0,00 EUR	8.435,00 EUR	0,00 EUR	0,00 EUR	8.435,00 EUR
Total		0,00 EUR	41.125,00 EUR	0,00 EUR	0,00 EUR	41.125,00 EUR

Intellectual Output Budget Details E10209381

Organisation		Country of the Organisation			
UNIVERSITETET I OSLO (E10209381, NO)		Norway			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	70	0	0	70
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	16.870,00 EUR	0,00 EUR	0,00 EUR	16.870,00 EUR

Intellectual Output Budget Details E10171961

Organisation		Country of the Organisation			
CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)		Spain			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	35	0	0	35
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	4.795,00 EUR	0,00 EUR	0,00 EUR	4.795,00 EUR

Intellectual Output Budget Details E10209077

Organisation	Country of the Organisation
DUBLIN CITY UNIVERSITY (E10209077, IE)	Ireland

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	35	0	0	35
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	8.435,00 EUR	0,00 EUR	0,00 EUR	8.435,00 EUR

Intellectual Output Budget Details E10189609

Organisation		Country of the Organisation			
Pamukkale Universitesi (E10189609, TR)		Turkey			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	35	0	0	35
Grant per Day	0,00 EUR	74,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.590,00 EUR	0,00 EUR	0,00 EUR	2.590,00 EUR

Intellectual Output Budget Details E10209080

Organisation		Country of the Organisation			
UNIVERSITAT LINZ (E10209080, AT)		Austria			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	35	0	0	35
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	8.435,00 EUR	0,00 EUR	0,00 EUR	8.435,00 EUR

Output Title O4

Output Title	Case Studies and third suite of publications on ICCEP Practices in Partner Countries
Output Type	Open / online / digital education – Open Education Resource (OER)
Start Date (yyyy-mm-dd)	2021-04-23
End Date (yyyy-mm-dd)	2021-08-24
Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)	

INTRODUCTION

Led by JKU who have strong expertise in qualitative research especially in the field of Case Study research, this multi-modal case study of six schools per country, chosen from the pool of schools that completed the initial survey will seek to elicit the experiences of all stakeholders in relation to working, evaluating and planning in a network of schools and support services responsible for the integration of migrant students in communities.

DESCRIPTION

Each partner seeks to enhance the understanding of ICCEP in their country/region through the development of a series of case studies: The Pamukkale University in Turkey; the University of Oslo in Norway; Dublin City University in Ireland; the University of Linz in Austria; the Extremadura Inspectorate in Spain. Based on the literature review, survey and interviews a case study protocol will be developed in each of the project partner's first language (German for Austria, Turkish, Spanish, Norwegian and English). The description of the country cases, as a result of the analysis, will also be translated from English into the other languages of this project team. This makes our results accessible to countries with school evaluations who do not frequently engage in English-speaking publications and reports. The project coordinator from each partner country (all coordinators are proficient users of English) will be responsible for the quality of translation. The outcome of the Case Study (together with outputs 1-5) will also be used for the development of the ICCEP framework.

ELEMENTS OF INNOVATION

The creation of the case study is arguably unique in the field as it will enable, for the first time, an investigation of the community-based evaluation strategies, beliefs, challenges, hindering and facilitating (F) actors and elements of practice to lead and ensure the development of the framework of indicators for ICCEP. These case studies will provide the first in-depth analysis of the topic at an educational system level and will provide a rich and textured overview of actual practices within the case study schools.

EXPECTED IMPACT AND TRANSFERABILITY POTENTIAL

The case studies will inform the project partners thoroughly on the state of affairs in their own educational system and of the other partner countries with regard to the integration of

migrant students in their communities. The results will enable the identification of specific areas that are of particular interest and in a strong need for support. This will have a particular impact on the development of the ICCEP Framework, Toolkit, MOOC and training module. It will also impact a broad range of stakeholders within the field of education governance, quality assurance and education support services; for example, policymakers, academics and practitioners with responsibility for the integration of migrant students in communities. It will also be of immense use to national and transnational support agencies to further consider the challenges and elements of best practice to lead to enhancing the educational outcomes of migrant students.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

INTRODUCTION

This output (O4) will be coordinated by JKU and will involve: DCU; UIO ; Extremadura Inspectorate and PKU. The discussions planned for in this Output will take place at project meetings and in the course of bi-monthly Skype /online meetings. Each partner will be required to bring a local contextual perspective to the creation process. It will consist of several distinct phases.

PHASES OF THIS OUTPUT

O4-A1 - Identifying schools for case studies

Given that the essential foundation of the case study is the subject and relevance there will be a deliberate attempt to isolate a small study group, which represents a particular population. In this case, it is intended that the population will be schools who have experience of or interest in the creation of a network/cluster to plan and implement ICCEP . Each partner country will be required to find up to 6 case study schools to work with. The methodology for choosing them will be proposed by UIO and will be agreed collectively. It is envisaged that it will draw on some of the organisations and schools who have agreed to take part in the Case Studies during the survey phase of this project.

O4- A2 - Creation of case study protocol - using results derived from Outputs 2 and 3.

JKU in discussion with the other partners will propose a case study protocol. Initially, a decision will be made by the partnership regarding the type of case study to be adopted drawing on Yin's (2013) differentiation between -Exploratory, Descriptive and Explanatory Case Studies. As context plays a critical role in any case study the input of each partner country will be critical to the creation of the case study protocol. Partners will be required to provide: a rationale for case study school choice; an overview of each of the schools focusing on governance, management, organisational and engagement profiles. The protocol created will be a mixed-methods protocol drawing on both qualitative and quantitative data. It will base its data identification and collection processes on the Analysis of Existing modes of Evaluation and Planning across Europe and scope for community-based governance of education; and the survey data generated at the national and project level (Outputs 3).

O4- A3 - Gaining consent and informed assent for all participants

Prospective participants in the project must understand the project; they will be assisted in developing an understanding of the purpose; procedures; potential risks and benefits of their involvement; and their alternatives to participation. This process will be formalised in each country and informed consent protocols will be generated in the language of each partner country. The protocol will be developed by strictly following the General Data Protection Regulation (GDPR) including the full anonymization of data subjects.

O4-A4 - Conducting Case Studies

Each partner will conduct case study research in their own countries. They will be required to store multiple sources of evidence comprehensively and systematically, in formats that can be referenced and sorted so that converging lines of inquiry and patterns can be uncovered. The partners will carefully observe the object of the case study and identify causal factors associated with the identified ICCEP phenomenon. It is acknowledged that the renegotiation of arrangements with the schools or the addition of questions to interviews may be necessary as the study progresses. If this situation does arise changes can only be made in consultation with JKU, the Output coordinator.

O4- A5 - Each country will analyse and write up the findings from the case studies in their country. JKU will provide a scheme for data analysis which will seek to facilitate sensemaking of the information emerging from the case studies using the key ICCEP categories identified.

Each countries report will be available on the ICCEP Web Site.

O4-A6 Cross-case analysis of the five cases

JKU will carry out a cross-case analysis of all countries data files

O4-A7 Summary report of CASE Study findings will be produced and made available via the project web site.

JKU will produce a summary report of the cross-case analysis of the research findings derived from O4-A6 which will be translated into the each partners lanugauges. This cross case report will be available on the ICCEP Web Site.

O4-A8 An open-access peer-reviewed Scopus ranked journal article available via the project web site and Open Acess Journal

All partners will contribute to the development of an open access peer reviewed SCOPUS paper of which when published, will be linked to the Project Web Site.

Leading Organisation

UNIVERSITAT LINZ (E10209080, AT)

Media

Publications

Dataset

Collection

Database

Participating Organisations

CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES) DUBLIN CITY UNIVERSITY (E10209077, IE) Pamukkale Universitesi (E10189609, TR) UNIVERSITETET I OSLO (E10209381, NO)

Languages

German Norwegian Spanish Turkish English

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	UNIVERSITAT LINZ (E10209080, AT)	0,00 EUR	14.460,00 EUR	0,00 EUR	0,00 EUR	14.460,00 EUR
2	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	0,00 EUR	4.110,00 EUR	0,00 EUR	0,00 EUR	4.110,00 EUR
3	DUBLIN CITY UNIVERSITY (E10209077, IE)	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR
4	Pamukkale Universitesi (E10189609, TR)	0,00 EUR	2.220,00 EUR	0,00 EUR	0,00 EUR	2.220,00 EUR
5	UNIVERSITETET I OSLO (E10209381, NO)	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR
Total		0,00 EUR	35.250,00 EUR	0,00 EUR	0,00 EUR	35.250,00 EUR

Intellectual Output Budget Details E10209080

Organisation		Country of the Organisation			
UNIVERSITAT LINZ (E10209080, AT)		Austria			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	60	0	0	60
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	14.460,00 EUR	0,00 EUR	0,00 EUR	14.460,00 EUR

Intellectual Output Budget Details E10171961

Organisation		Country of the Organisation			
CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)		Spain			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	30	0	0	30
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	4.110,00 EUR	0,00 EUR	0,00 EUR	4.110,00 EUR

Intellectual Output Budget Details E10209077

Organisation	Country of the Organisation
DUBLIN CITY UNIVERSITY (E10209077, IE)	Ireland

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	30	0	0	30
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR

Intellectual Output Budget Details E10189609

Organisation		Country of the Organisation			
Pamukkale Universitesi (E10189609, TR)		Turkey			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	30	0	0	30
Grant per Day	0,00 EUR	74,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.220,00 EUR	0,00 EUR	0,00 EUR	2.220,00 EUR

Intellectual Output Budget Details E10209381

Organisation		Country of the Organisation			
UNIVERSITETET I OSLO (E10209381, NO)		Norway			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	30	0	0	30
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR

Output Title O5

Output Title	Conceptual Map and fourth suite of publications on ICCEP Conceptual Framework
Output Type	Open / online / digital education – Open Education Resource (OER)
Start Date (yyyy-mm-dd)	2021-08-31
End Date (yyyy-mm-dd)	2021-11-30

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

DESCRIPTION

Based on the survey, interviews, literature review and Case Studies a conceptual map of a model for ICCEP will be created. This conceptual map will bring together all elements that are proven of significant influence in ICCEP. All further project actions will draw on the conceptual model. This conceptual map will also be translated so that each programme country has it available in their own language.

ELEMENTS OF INNOVATION

As the ICCEP project covers an area that has up until now been under-researched, the development of a conceptual map will be an innovative approach to enhance ICEP capacity. Such a conceptual model has never been developed before and is of high importance for the development of the ICCEP, Framework, training module and MOOC.

EXPECTED IMPACT AND TRANSFERABILITY POTENTIAL

The conceptual map will impact further developments in the field and will push the school leadership, school inspectors/support services' quality assurance practices and policies for the integration of migrant students into communities to another level.

The creation of the map will also form the basis for the ICCEP Framework, training module and MOOC

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

This output will be coordinated by JKU and will involve: DCU; PKU, UiO and CEE. The discussions planned for in this Output will take place at project meetings and in the course of bimonthly Skype /online meetings. Each partner will be required to bring a local contextual and European perspective to the creation process.

O5-A1 - Collaborative creation and translation of Conceptual Map

Led by JKU the project group will create a conceptual map to enhance the applicability of the ICCEP concept. The map will be used as a way of representing relationships between the ideas at the heart of ICCEP.

JKU will engage in the initial scoping of the map and provide the 'Focus Question' drawing on the work completed to date in O1-O4. Following this each of the partner countries will be asked to:

- Respond to the initial conceptualisation and 'Focus Question'
- Bring local and national contexts to the conceptualisation
- Pilot the map with stakeholding groups

O5-A2 Write up

JKU will develop a draft of the conceptual map concentrating on

- Clear explanation of the concept of the Conceptual Map
- Presentation of map
- Provision of contextual data relating to each partner country

O5-A3 - The conceptual framework will be translated so that each programme country has it available in their own language and will be available on the ICCEP web site. The project coordinator from each partner country (every coordinator is a proficient user of English) will be responsible for the quality of translation.

O5-A6 - Co-ordinated by JKU, the conceptual map will also be submitted to a peer-reviewed open access journal of which, the link to the map will be available on the project web site.

Leading Organisation

UNIVERSITAT LINZ (E10209080, AT)

Media

Publications

Participating Organisations

CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES) DUBLIN CITY UNIVERSITY (E10209077, IE) Pamukkale Universitesi (E10189609, TR) UNIVERSITETET I OSLO (E10209381, NO)

Languages

English German Spanish Turkish

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	UNIVERSITAT LINZ (E10209080, AT)	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR
2	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	0,00 EUR	2.055,00 EUR	0,00 EUR	0,00 EUR	2.055,00 EUR
3	DUBLIN CITY UNIVERSITY (E10209077, IE)	0,00 EUR	3.615,00 EUR	0,00 EUR	0,00 EUR	3.615,00 EUR
4	Pamukkale Universitesi (E10189609, TR)	0,00 EUR	1.110,00 EUR	0,00 EUR	0,00 EUR	1.110,00 EUR
5	UNIVERSITETET I OSLO (E10209381, NO)	0,00 EUR	3.615,00 EUR	0,00 EUR	0,00 EUR	3.615,00 EUR
Total		0,00 EUR	17.625,00 EUR	0,00 EUR	0,00 EUR	17.625,00 EUR

Intellectual Output Budget Details E10209080

Organisation		Country of the Organisation			
UNIVERSITAT LINZ (E10209080, AT)		Austria			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	30	0	0	30
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR

Intellectual Output Budget Details E10171961

Organisation		Country of the Organisation			
CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)		Spain			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	15	0	0	15
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.055,00 EUR	0,00 EUR	0,00 EUR	2.055,00 EUR

Intellectual Output Budget Details E10209077

Organisation	Country of the Organisation
DUBLIN CITY UNIVERSITY (E10209077, IE)	Ireland

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	15	0	0	15
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	3.615,00 EUR	0,00 EUR	0,00 EUR	3.615,00 EUR

Intellectual Output Budget Details E10189609

Organisation		Country of the Organisation			
Pamukkale Universitesi (E10189609, TR)		Turkey			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	15	0	0	15
Grant per Day	0,00 EUR	74,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	1.110,00 EUR	0,00 EUR	0,00 EUR	1.110,00 EUR

Intellectual Output Budget Details E10209381

Organisation		Country of the Organisation			
UNIVERSITETET I OSLO (E10209381, NO)		Norway			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	15	0	0	15
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	3.615,00 EUR	0,00 EUR	0,00 EUR	3.615,00 EUR

Output Title O6

Output Title	Development of framework of ICCEP Indicators
Output Type	Open / online / digital education – Open Education Resource (OER)
Start Date (yyyy-mm-dd)	2021-12-01
End Date (yyyy-mm-dd)	2022-04-01

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

This output aims to explore and create the methodological foundations for the later development of the ICCEP activities to be carried out as described in the training module for school leaders, inspectors and support services with responsibility for the integration of migrant students in communities.

ELEMENTS of INNOVATION This is the first time that an evaluation framework of this kind specifically focuses on Intercultural Community-based Evaluation. The main objectives of this framework are:

- to lay a set of methodological and theoretical foundations for leading community-based evaluation and planning in a network of schools for leading intercultural coexistence and improving integration/academic achievements of refugee and/or migrant students at the school
- to state a set of indicators for evaluating the networked schools ICCEP activities
- to establish a set of diagnostic indicators for school leaders to prevent integration problems and poor academic performance of migrant students
- to define a set of competencies for school leaders, teachers and other members of the network
- to establish a set of indicators for school leaders, school inspectors and other members of the network who have a responsibility for the evaluation of the network, to evaluate the quality of education provision and resources management across network
- to define a set of competencies for school leaders and school inspectors/support services required to perform their roles (identities) effectively in the ICCEP network
- to identify a set of assessing indicators for measuring the effectiveness of the leadership in networked schools
- A cross-case scientific paper and publication will also be developed as well as contribute to ICCEP Framework and training programme.

EXPECTED IMPACT AND TRANSFERABILITY

It is expected that the ICCEP Framework can be used by all quality assurance agencies and school clusters in the partner countries. The Framework will be developed as an

instrument for networked schools own self-reflection on understandings and implementation of community-based evaluation with regards to migrant students' integration and achievement. The Framework will be constructed based on insights from the literature review, survey and interviews, and the case studies reports. The Framework will be available online for easy and sustainable use and access.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

This output will be led by UIO Inspectorate in collaboration with DCU, JKU, CEE and PAU. In order to achieve this goal, the ICCEP framework will comprise the following activities:

O6 -A1: Definition of a set of competencies of school leaders, inspectors/support services.

ICCEP will define a set of competencies for school leaders, inspectors/support services to work in collaborative networks for the improvement of migration background students, lead the community-based evaluation as well as deal with network management issues; and school inspectors and/or support services to manage evaluation in networked schools. This will be particularly useful for school leaders to know about their preparation to lead community-based evaluation while being a part of a network of schools and for school inspectors/support services to understand their role and responsibility in this scenario.

O6- A2: Diagnostic indicators for school leaders for evaluating the situation of their network with regard to interculturality and scope to support the academic performance of migrant students

The potential of ICCEP is on its capacity for inspectors/support services to evaluate the situation in their network with regard to intercultural issues. A set of diagnostic indicators that will become diagnostic tools are intended to identify, by means of quality statements to ascertain, the actual competence of school leaders to deal with these issues, the perception of school leaders with regard to refugees and/or migrants in general and the potential risks of refugee and/or immigrant students by means of the analysis of different competency levels (knowledge, skills, attitudes).

O6 – A3: Evaluation indicators – evaluating the overall quality of education provision (teaching and learning, learning environment, student achievement, use of learning resources etc.) in a network of ICCEP schools

This activity is intended to identify a set of indicators to measure the effectiveness of different aspects involved in the ICCEP framework.

O6-A4 ICCEP Evaluation Manual

UIO will produce an ICCEP Evaluation Manual derived from O6-A1 to O6-A3 which will be translated into each partners language. This ICCEP Evaluation Manual on the ICCEP Web Site.

O6-A5 An open-access peer-reviewed Scopus ranked journal article available via the project web site and Open Access Journal

All partners will contribute to the development of open access peer-reviewed SCOPUS paper of which when published, will be linked to the Project Web Site.

Leading Organisation

UNIVERSITETET I OSLO (E10209381, NO)

Media

Publications

Participating Organisations

CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES) DUBLIN CITY UNIVERSITY (E10209077, IE) Pamukkale Universitesi (E10189609, TR) UNIVERSITAT LINZ (E10209080, AT)

Languages

English German Norwegian Turkish

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	UNIVERSITETET I OSLO (E10209381, NO)	0,00 EUR	12.050,00 EUR	0,00 EUR	0,00 EUR	12.050,00 EUR
2	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	0,00 EUR	4.110,00 EUR	0,00 EUR	0,00 EUR	4.110,00 EUR
3	DUBLIN CITY UNIVERSITY (E10209077, IE)	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR
4	Pamukkale Universitesi (E10189609, TR)	0,00 EUR	2.220,00 EUR	0,00 EUR	0,00 EUR	2.220,00 EUR
5	UNIVERSITAT LINZ (E10209080, AT)	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR
Total		0,00 EUR	32.840,00 EUR	0,00 EUR	0,00 EUR	32.840,00 EUR

Intellectual Output Budget Details E10209381

Organisation		Country of the Organisation			
UNIVERSITETET I OSLO (E10209381, NO)		Norway			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	50	0	0	50
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	12.050,00 EUR	0,00 EUR	0,00 EUR	12.050,00 EUR

Intellectual Output Budget Details E10171961

Organisation		Country of the Organisation			
CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)		Spain			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	30	0	0	30
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	4.110,00 EUR	0,00 EUR	0,00 EUR	4.110,00 EUR

Intellectual Output Budget Details E10209077

Organisation	Country of the Organisation
DUBLIN CITY UNIVERSITY (E10209077, IE)	Ireland

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	30	0	0	30
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR

Intellectual Output Budget Details E10189609

Organisation		Country of the Organisation			
Pamukkale Universitesi (E10189609, TR)		Turkey			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	30	0	0	30
Grant per Day	0,00 EUR	74,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.220,00 EUR	0,00 EUR	0,00 EUR	2.220,00 EUR

Intellectual Output Budget Details E10209080

Organisation		Country of the Organisation			
UNIVERSITAT LINZ (E10209080, AT)		Austria			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	30	0	0	30
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR

Output Title O7

Output Title	Interim Report
Output Type	Open / online / digital education – Open Education Resource (OER)
Start Date (yyyy-mm-dd)	2022-04-01
End Date (yyyy-mm-dd)	2022-08-01

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

DESCRIPTION

Report on the activities completed by the project to this point. As such, the interim report will include a synopsis of the international literature on ICEP; findings from the exploratory survey and interviews; present the conceptual map of best practice in network-based distributed evaluation and planning for ICCEP and outline the initial findings from the case studies.

ELEMENTS OF INNOVATION

The report draws on the first deliverables of the project. By integrating the different inputs from the literature review, the large-scale survey and interviews across project countries, the conceptual map and the case studies, a very broad picture about the current state of affairs is sketched relating to ICCEP which has not been conducted before.

EXPECTED IMPACT

It is expected that the report will impact the ICCEP project team insofar as they will be provided with a signpost as to their achievements to date as well as highlighting areas to be addressed. It will also have an impact for the funders as it will give them an insight as to how the project is progressing. Finally, it will have an impact on stakeholders and participants who will be given a summary of the work of the project to date at the first Multiplier event in Norway.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

O8 will be coordinated by DCU and will involve JKU, PAU, Extremadura Inspectorate and UiO.

O8-A1 - A summary of the systematic literature review, findings from survey and interviews, conceptual framework and case studies will be written. DCU will coordinate the development of a draft report that brings together the findings from all outputs to this point focusing on the Literature Review; Findings, Surveys; Conceptual Map, Case Studies and ICCEP indicators. This report will present the key findings from each of the six research outputs as well as a summary of the implications of these for the ICCEP concept. It will also examine the processes of data collection and dissemination and provide a commentary on the operation of the partnership vis-a-vis the originally stated objectives.

Each of the partners will be asked to contribute to the output in a number of ways including assessing their own contributions in a self-evaluative manner; summarising the key findings at a national level to date; reviewing the draft and providing input to the final interim report. DCU will also be responsible for designing the report.

O8-A2 - Translation of the report into all programme country languages (English, German, Turkish, Spanish and Norwegian)

Each of the partners will translate the interim report and disseminate it as appropriate.

O8-A3- The Interim report will be put on website and links will be shared on the associated social media accounts (E1 The interim report will be launched as the first multiplier event and local press, support services, inspectorates, government agencies and schools will be invited). The interim report will be formally launched at Multiplier Event E1 in Oslo.

The report will be placed on the project website and will be published and distributed among key stakeholders in each national system as well as being distributed to Trans national organisations such as the EU, UNESCO , the World Bank and the OECD

Leading Organisation

DUBLIN CITY UNIVERSITY (E10209077, IE)

Media

Publications

Participating Organisations

CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES) Pamukkale Üniversitesi (E10189609, TR) UNIVERSITÄT LINZ (E10209080, AT) UNIVERSITETET I OSLO (E10209381, NO)

Languages

English German Norwegian Turkish Spanish

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	DUBLIN CITY UNIVERSITY (E10209077, IE)	0,00 EUR	4.820,00 EUR	0,00 EUR	0,00 EUR	4.820,00 EUR
2	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	0,00 EUR	1.370,00 EUR	0,00 EUR	0,00 EUR	1.370,00 EUR
3	Pamukkale Universitesi (E10189609, TR)	0,00 EUR	740,00 EUR	0,00 EUR	0,00 EUR	740,00 EUR
4	UNIVERSITAT LINZ (E10209080, AT)	0,00 EUR	2.410,00 EUR	0,00 EUR	0,00 EUR	2.410,00 EUR
5	UNIVERSITETET I OSLO (E10209381, NO)	0,00 EUR	2.410,00 EUR	0,00 EUR	0,00 EUR	2.410,00 EUR
Total		0,00 EUR	11.750,00 EUR	0,00 EUR	0,00 EUR	11.750,00 EUR

Intellectual Output Budget Details E10209077

Organisation		Country of the Organisation			
DUBLIN CITY UNIVERSITY (E10209077, IE)		Ireland			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	20	0	0	20
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	4.820,00 EUR	0,00 EUR	0,00 EUR	4.820,00 EUR

Intellectual Output Budget Details E10171961

Organisation		Country of the Organisation			
CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)		Spain			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	10	0	0	10
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	1.370,00 EUR	0,00 EUR	0,00 EUR	1.370,00 EUR

Intellectual Output Budget Details E10189609

Organisation	Country of the Organisation
Pamukkale Universitesi (E10189609, TR)	Turkey

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	10	0	0	10
Grant per Day	0,00 EUR	74,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	740,00 EUR	0,00 EUR	0,00 EUR	740,00 EUR

Intellectual Output Budget Details E10209080

Organisation		Country of the Organisation			
UNIVERSITAT LINZ (E10209080, AT)		Austria			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	10	0	0	10
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.410,00 EUR	0,00 EUR	0,00 EUR	2.410,00 EUR

Intellectual Output Budget Details E10209381

Organisation		Country of the Organisation			
UNIVERSITETET I OSLO (E10209381, NO)		Norway			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	10	0	0	10
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.410,00 EUR	0,00 EUR	0,00 EUR	2.410,00 EUR

Output Title O8

Output Title	Toolkit (to facilitate ICCEP)
Output Type	Learning / teaching / training material – Manual / handbook / guidance material
Start Date (yyyy-mm-dd)	2022-07-31
End Date (yyyy-mm-dd)	2022-10-31

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

DESCRIPTION

We will develop a multilingual Toolkit that will provide detailed guidelines and tools for the school leaders, school inspectors/support agencies and teachers to be engaged in ICCEP effectively. Extremadura Inspectorate will coordinate the development and dissemination of the Toolkit. Each partners will provide input, feedback and remedial actions for improvement of the Toolkit. The Toolkit will also be translated and subsequently available in each countries native language. The Toolkit will be piloted in each programme country to explore its relevance and ensure it is making the planned positive impact. Each partner will also provide feedback and remedial actions for improvement of the Toolkit.

ELEMENTS OF INNOVATION

This output is innovative in a way as it is meant to support an innovative concept of schools working in collaborative networks for the improvement of migration background students. This new concept demands new approaches, new identities and new competencies therefore, a strong and sustainable toolkit ensures its effective implementation. To ensure high accessibility of the toolkit in all participating countries it will available in three media: book, e-book and interactive resource. The findings of the pilot study of the innovative and comprehensive Toolkit will feed into the refinement of the Toolkit to facilitate ICCEP.

EXPECTED IMPACT

The toolkit will have an impact on ICCEP activities in school networks. The toolkit being open access and available in many languages will impact the different participating countries. Moreover, having the toolkit available in English, German, Turkish, Spanish and Norwegian makes it of high potential for the other EU member education systems.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

O8 will be coordinated by Extremadura Inspectorate and will involve: JKU, PAU, UiO and DCU. The discussions planned for in this Output will take place at project meetings and in the course of bimonthly Skype / online meetings. Each partner will be required to bring a local contextual perspective to the creation process. It will consist of a number of distinct phases.

O8-A1 Development of Guidelines for school leaders and teachers on the inclusion of students, parents / Board of Management in the ICCEP process

O8-A2 Development of Guidelines for school inspectors and support services providers in carrying out ICCEP

O8-A2 Development of session plans for the Network of various types of creative, participative consultation processes with each of the key stakeholder groups.

O8-A3 Development of ICCEP templates (e.g. questionnaires, focus group questions, self-audit checklists) that can be used by school leaders and teachers for the purpose of consultation with stakeholders in relation to key topics/foci of the community-based evaluation and planning process ensuring integration and achievement of migrant students.

O8-A4 Development of guidelines and tools to support students, parents and Boards of Management in the interpretation of data to make judgments about quality.

O8-A5 Translation of Toolkit into all programme country languages (English, German, Norwegian, Spanish and Turkish)

Each of the partners will translate the toolkit into their own country language (English, German, Turkish, Spanish and Norwegian) of which, four toolkits will be created by the Lead organisation (One for each country). The project coordinator from each partner country (all of them are proficient users of English) will be responsible for the quality of translation.

O8-A6 Piloting of toolkit

The toolkit will be piloted in all the partner countries and feedback will be provided to the Extremadura Inspectorate.

O8-A7 Evaluation of results

The Extremadura Inspectorate will discuss the feedback with all the partners and will evaluate the results achieved using the toolkit materials.

O8-A8 Re-design of toolkit based on results

The toolkit materials will be revised in light of the O8-A7 and will be available on the ICCEP web site

Leading Organisation

CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA
(E10171961, ES)

Media

Publications

Participating Organisations

DUBLIN CITY UNIVERSITY (E10209077, IE) Pamukkale Universitesi (E10189609, TR) UNIVERSITÄT LINZ (E10209080, AT) UNIVERSITETET I OSLO (E10209381, NO)

Languages

English German Spanish Turkish Norwegian

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	0,00 EUR	6.850,00 EUR	0,00 EUR	0,00 EUR	6.850,00 EUR
2	DUBLIN CITY UNIVERSITY (E10209077, IE)	0,00 EUR	4.820,00 EUR	0,00 EUR	0,00 EUR	4.820,00 EUR
3	Pamukkale Universitesi (E10189609, TR)	0,00 EUR	1.480,00 EUR	0,00 EUR	0,00 EUR	1.480,00 EUR
4	UNIVERSITAT LINZ (E10209080, AT)	0,00 EUR	4.820,00 EUR	0,00 EUR	0,00 EUR	4.820,00 EUR
5	UNIVERSITETET I OSLO (E10209381, NO)	0,00 EUR	4.820,00 EUR	0,00 EUR	0,00 EUR	4.820,00 EUR
Total		0,00 EUR	22.790,00 EUR	0,00 EUR	0,00 EUR	22.790,00 EUR

Intellectual Output Budget Details E10171961

Organisation		Country of the Organisation			
CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)		Spain			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	50	0	0	50
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	6.850,00 EUR	0,00 EUR	0,00 EUR	6.850,00 EUR

Intellectual Output Budget Details E10209077

Organisation		Country of the Organisation			
DUBLIN CITY UNIVERSITY (E10209077, IE)		Ireland			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	20	0	0	20
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	4.820,00 EUR	0,00 EUR	0,00 EUR	4.820,00 EUR

Intellectual Output Budget Details E10189609

Organisation	Country of the Organisation
Pamukkale Universitesi (E10189609, TR)	Turkey

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	20	0	0	20
Grant per Day	0,00 EUR	74,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	1.480,00 EUR	0,00 EUR	0,00 EUR	1.480,00 EUR

Intellectual Output Budget Details E10209080

Organisation		Country of the Organisation			
UNIVERSITAT LINZ (E10209080, AT)		Austria			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	20	0	0	20
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	4.820,00 EUR	0,00 EUR	0,00 EUR	4.820,00 EUR

Intellectual Output Budget Details E10209381

Organisation		Country of the Organisation			
UNIVERSITETET I OSLO (E10209381, NO)		Norway			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	20	0	0	20
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	4.820,00 EUR	0,00 EUR	0,00 EUR	4.820,00 EUR

Output Title O9

Output Title	ICCEP MOOC
Output Type	Open / online / digital education – Massive Open On-line Course (MOOC)
Start Date (yyyy-mm-dd)	2022-11-01
End Date (yyyy-mm-dd)	2023-02-01

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

DESCRIPTION

We will develop a multilingual MOOC specifically geared towards those members who have not received training and/or are not involved in the day to day operations of school life (Parents and Management bodies) and how they can become involved in ICCEP strategies in schools and in their respective organisations. Each partner will also provide feedback and remedial actions for improvement of the MOOC. PAU will develop and disseminate the MOOC. All partners will provide feedback and provide input. The MOOC will also be translated and subsequently available in each countries native language.

The MOOC will be piloted in each programme country to explore its relevance and ensure it is making the planned positive impact. Each partner will also provide feedback and remedial actions for improvement of the MOOC.

ELEMENTS OF INNOVATION

This highly innovative output makes use of the newest of digital possibilities to disseminate the developed materials in an interactive way with the predefined audiences. Schools will benefit from this remote access technology to build their ICCEP capacity. The MOOC will also ensure high accessibility in all participating countries and avoids long-distance travel for training events. The findings of the pilot study of the innovative MOOC will feed into the refinement of the MOOC to facilitate the distributed evaluation and planning in schools. The newly developed MOOC will be tested for the first time in different project countries.

EXPECTED IMPACT

The MOOC will have a huge impact on school leaders and inspectors' QA practices. The nature of the MOOC, being open access, interactive and available in many languages will impact the different participating countries. Moreover, having the MOOC available in Turkish implies that the materials can also be used in Turkey, and having it available in English, German, Spanish and Norwegian makes it of high potential for the other EU member education systems. The pilot study of the MOOC is expected to contribute to the refinement and delivering of the eventual MOOC in each main language of the project partner countries.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

O9 will be coordinated by PAU and will involve: JKU, DCU, Extremadura Inspectorate and UiO.

The discussions planned for in this Output will take place at project meetings and in the course of bimonthly Skype / online meetings. Each partner will be required to bring a local contextual perspective to the creation process.

O9-A1 Preparation of MOOC content to include an asynchronous version of the training programme as well as summary findings and Outputs arising from O2 - O8.

PAU will coordinate the development of an Online training course that brings together the findings and experience from the ICEP project. The course is primarily for the purpose of supporting those members and leaders in the school community who are not involved in the day to day operations of school life (Parents and Management bodies), school inspectors/support service providers and those members who have not yet received ICCEP training. The course will also support other members of the school community towards the implementation of ICEP and how to use the ICEP training course to build the ICCEP capacity of schools and QA/support agencies. It will consist of five online modules. Video footage outlining the ICCEP project experience from Outputs 2 – 8 will also be included in the course. This will help to guide all members of the community in future ICCEP implementations and thereby exploiting the results of the project for maximum benefit.

The MOOC will consist of five modules:

- (1) Module 1: Introduction to Intercultural Evaluation in Network of Schools
- (2) Module 2: Understanding ICCEP
- (3) Module 3: ICCEP to support improvement in Schools
- (4) Module 4: The role of School leaders and School Inspectors/Support Services in ICCEP
- (5) Module 5: ICCEP framework

PAU will initially develop storyboard content which will be agreed by partners who will add content to each of the five modules. PAU will then design and develop the online training course following an agreement of the core content storyboards of each ICEP module.

O9-A2 The MOOC will be assessed and consequently differentiated for stakeholder suitability as well as organisations across differentiated different levels.

All partners will be involved in the evaluation of each module through a series of ergonomic and differentiated reliability tests and templates designed by the coordinator and in collaboration with other stakeholding groups, for example, the Centre for School Leadership in the case of Ireland.

O9-A3 Translation of MOOC into all programme country languages (English, German, Turkish Spanish and Norwegian)

Each of the partners will translate the MOOC into their own country language (English, German, Turkish, Spanish and Norwegian) of which, four MOOCS will be created by the Lead organisation (One for each country). The project coordinator from each partner country (as every coordinator is a proficient user of English) will be responsible for the quality of translation.

O9-A4 Using evaluation templates designed by the coordinator, each partner together with a sample of school leaders and other representative bodies will also pilot the MOOC in their own respective language. The MOOC will be tested for the understanding of course objectives and content, as well as the usability features of the MOOC.

Following the agreement of suggested changes, PAU will make alterations to the MOOC. Changes will be made at the local level by project partners based on the overall evaluation of the pilot testing phase.

O9-A5 Put MOOC online (Massive Open Online Course), the link will be broadcast through social media

The MOOC will be accessible through the ICCEP website. Using creative commons licensing, three other formats will be available in order to maximise the sustainability of the MOOC. The ICCEP website will also contain downloadable sources files that allow the MOOC to be hosted on other organisations or school members Web Sites or Learning Management Systems (LMS). In the absence of an internet connection, the MOOC will also be downloadable to be used on individual computers and/or mobile devices.

Leading Organisation

Pamukkale Universitesi (E10189609, TR)

Media

Workspace

Interactive Resource

Participating Organisations

CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES) DUBLIN CITY UNIVERSITY (E10209077, IE) UNIVERSITAT LINZ (E10209080, AT) UNIVERSITETET I OSLO (E10209381, NO)

Languages

English Norwegian Spanish Turkish German

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	Pamukkale Universitesi (E10189609, TR)	0,00 EUR	4.440,00 EUR	0,00 EUR	0,00 EUR	4.440,00 EUR
2	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	0,00 EUR	3.425,00 EUR	0,00 EUR	0,00 EUR	3.425,00 EUR
3	DUBLIN CITY UNIVERSITY (E10209077, IE)	0,00 EUR	6.025,00 EUR	0,00 EUR	0,00 EUR	6.025,00 EUR
4	UNIVERSITAT LINZ (E10209080, AT)	0,00 EUR	6.025,00 EUR	0,00 EUR	0,00 EUR	6.025,00 EUR
5	UNIVERSITETET I OSLO (E10209381, NO)	0,00 EUR	6.025,00 EUR	0,00 EUR	0,00 EUR	6.025,00 EUR
Total		0,00 EUR	25.940,00 EUR	0,00 EUR	0,00 EUR	25.940,00 EUR

Intellectual Output Budget Details E10189609

Organisation		Country of the Organisation			
Pamukkale Universitesi (E10189609, TR)		Turkey			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	60	0	0	60
Grant per Day	0,00 EUR	74,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	4.440,00 EUR	0,00 EUR	0,00 EUR	4.440,00 EUR

Intellectual Output Budget Details E10171961

Organisation		Country of the Organisation			
CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)		Spain			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	25	0	0	25
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	3.425,00 EUR	0,00 EUR	0,00 EUR	3.425,00 EUR

Intellectual Output Budget Details E10209077

Organisation	Country of the Organisation
DUBLIN CITY UNIVERSITY (E10209077, IE)	Ireland

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	25	0	0	25
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	6.025,00 EUR	0,00 EUR	0,00 EUR	6.025,00 EUR

Intellectual Output Budget Details E10209080

Organisation		Country of the Organisation			
UNIVERSITAT LINZ (E10209080, AT)		Austria			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	25	0	0	25
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	6.025,00 EUR	0,00 EUR	0,00 EUR	6.025,00 EUR

Intellectual Output Budget Details E10209381

Organisation		Country of the Organisation			
UNIVERSITETET I OSLO (E10209381, NO)		Norway			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	25	0	0	25
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	6.025,00 EUR	0,00 EUR	0,00 EUR	6.025,00 EUR

Output Title O10

Output Title	Training Module for school leaders, Inspectors and other sectoral support agencies
Output Type	Open / online / digital education – Open Education Resource (OER)
Start Date (yyyy-mm-dd)	2021-04-03
End Date (yyyy-mm-dd)	2023-05-01

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

This output is aimed to design a training programme that can be used by other organisations and educational institutions throughout Europe to provide their own training programmes in ICCEP to a range of stakeholders such as school leaders, inspectors, sectoral support agencies, members of transnational organisations who have major roles in community-based evaluation and planning and the integration of migrant students in communities. Co-ordinated by CEE, with involvement by all partners, the objectives will be to:

- decide a rationale for ICCEP and the creation of networks of schools
- introduce ICCEP in networks of schools and school improvement
- build capacity of school leaders, school inspectors/ support services, and school staff to lead/ be engaged in ICCEP
- provide a hands-on experience of ICEP activities
- Provide a methodology for community-based ICCEP: use of ICT resources (toolkit) and strategies, collection, evaluation and sharing of experiences
- Provide a series of session, lesson plans, activities and assessments strategies that can be used in the training module

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

Coordinated by the Spanish inspectorate and involving all partners, work will include the development of curriculum, OERs ,session, lesson plans, activities and assessments strategies that can be used in the training module for the purpose ofL

- managing ICCEP as school leaders and school inspectors/sectoral support agencies
- Didactical strategies for promoting ICCEP in school communities
- Development of ICT tools and guidelines for carrying out ICCEP
- Development of OER and training activities for ICCEP
- Collecting and using good practices in ICCEP

Target:

- organisations and educational institutions throughout Europe for the purpose of providing their own training programmes in ICCEP to a range of stakeholders such as school leaders, inspectors, sectoral support agencies, members of transnational organisations who have major roles in community-based evaluation and planning and the integration of migrant students in communities.

Once the training plan has been developed and the OER for this course has been produced the course will be implemented and tested for its deployment in with school leaders involved in the first pilot phase and then will offer under two modalities for engaging stakeholders for the second pilot phase:

- open-access materials available in the portal as self-learning activities

UiO will lead the activity. All the partners will participate in the design process. The training Module and associated resources will be translated and available on the ICCEP Web site.

Leading Organisation

CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA
(E10171961, ES)

Media

Publications

Participating Organisations

DUBLIN CITY UNIVERSITY (E10209077, IE) Pamukkale Universitesi (E10189609, TR) UNIVERSITAT LINZ (E10209080, AT) UNIVERSITETET I OSLO (E10209381, NO)

Languages

English German Norwegian Turkish Spanish

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	0,00 EUR	5.480,00 EUR	0,00 EUR	0,00 EUR	5.480,00 EUR
2	DUBLIN CITY UNIVERSITY (E10209077, IE)	0,00 EUR	6.025,00 EUR	0,00 EUR	0,00 EUR	6.025,00 EUR
3	Pamukkale Universitesi (E10189609, TR)	0,00 EUR	1.850,00 EUR	0,00 EUR	0,00 EUR	1.850,00 EUR
4	UNIVERSITAT LINZ (E10209080, AT)	0,00 EUR	6.025,00 EUR	0,00 EUR	0,00 EUR	6.025,00 EUR
5	UNIVERSITETET I OSLO (E10209381, NO)	0,00 EUR	6.025,00 EUR	0,00 EUR	0,00 EUR	6.025,00 EUR
Total		0,00 EUR	25.405,00 EUR	0,00 EUR	0,00 EUR	25.405,00 EUR

Intellectual Output Budget Details E10171961

Organisation		Country of the Organisation			
CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)		Spain			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	40	0	0	40
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	5.480,00 EUR	0,00 EUR	0,00 EUR	5.480,00 EUR

Intellectual Output Budget Details E10209077

Organisation		Country of the Organisation			
DUBLIN CITY UNIVERSITY (E10209077, IE)		Ireland			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	25	0	0	25
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	6.025,00 EUR	0,00 EUR	0,00 EUR	6.025,00 EUR

Intellectual Output Budget Details E10189609

Organisation	Country of the Organisation
Pamukkale Universitesi (E10189609, TR)	Turkey

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	25	0	0	25
Grant per Day	0,00 EUR	74,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	1.850,00 EUR	0,00 EUR	0,00 EUR	1.850,00 EUR

Intellectual Output Budget Details E10209080

Organisation		Country of the Organisation			
UNIVERSITAT LINZ (E10209080, AT)		Austria			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	25	0	0	25
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	6.025,00 EUR	0,00 EUR	0,00 EUR	6.025,00 EUR

Intellectual Output Budget Details E10209381

Organisation		Country of the Organisation			
UNIVERSITETET I OSLO (E10209381, NO)		Norway			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	25	0	0	25
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	6.025,00 EUR	0,00 EUR	0,00 EUR	6.025,00 EUR

Output Title O11

Output Title	Project Evaluation
Output Type	Studies / analysis – Research study / report
Start Date (yyyy-mm-dd)	2020-09-01
End Date (yyyy-mm-dd)	2023-08-30

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

DESCRIPTION

The purpose of the evaluation is to provide an additional quality assurance check for the project group. It will be managed internally by the inspectorate of Extremadura who has extensive experience in Evaluation and design. As such, this output will provide useful data regarding the processes, procedures and perceptions of the project team. It will also seek to get some data relating to external partners' perceptions of the working of the project. The evaluation partner will also conduct an internal evaluation survey in months 8, 16 and 24 specifically addressed at target group members.

ELEMENTS OF INNOVATION

Whereas Quality Assurance initiatives were dominant external, this project will set off with an innovative and highly effective internal quality assurance protocol. Given the expertise of the project team on evaluation, there is access for cutting edge practice that will be applied to the operating activities of the project team.

EXPECTED IMPACT

It is certain that this internal quality assurance protocol will contribute to the high standards that are put forward in this proposal. It will have a significant impact on the outputs delivered by the project team and can act as an exemplar of best practice for future Erasmus and Horizon Evaluations.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

Extremadura Inspectorate will co-ordinate this output. It will also involve DCU, UiO, JKU and PAU. The output is divided into a number of actions:

O11 -A1 Creating of Internal Quality Management Plan - to include creating of QA instruments, online repository, quality indicators, reporting templates. The Extremadura Inspectorate has a great deal of expertise in developing and evaluating educational interventions and they will be responsible for the creation of the Quality Management Plan. This plan will involve all partners and there will be a close relationship between Extremadura Inspectorate and the Project Coordinating Partner, DCU whose responsibilities in the area of project management will be informed by and added to by a successfully structured evaluation plan. Extremadura Inspectorate will create a dedicated online space for the evaluation process

which will act as an online repository of The quality assurance strategy; templates; and reports.

- The general strategy will follow a standard evaluation design model looking at: Objectives: Audience; Focus of the evaluation; Modes of data collection and analysis; and Presentation of findings.
- At a fundamental level, the evaluation will seek to provide an overview of the operation of the project group; processes and procedures facilitate/mitigating against the achievement of project goals.
- All participants will be required to engage in the process and it will focus solely on the ICEP project. It is intended that multiple modes of data collection will be used.
- After each project meeting – Skype / online or Face to Face meeting an online questionnaire will be distributed to all participants asking them to reflect on their satisfaction with the process and the outcomes.
- Additionally, at representatives from at least one and preferably two partners will be interviewed by the evaluator for a deeper insight into the project activities
- In the event of any issues arising that need further attention the evaluator will notify the project managing partner and, if necessary, a risk management the process will be put in place.
- A checklist of agreed tasks will be put in place and the evaluator will track achievement. This will be done in parallel with the project management structure and will act as a useful additional line of reporting and quality assurance.
- Templates for the questionnaire and the interview schedule along with the risk management
- the procedure will be made available online.

O11 -A2 Creating of External Quality Engagement Plan to include creating of QA instruments, online repository, quality indicators, reporting templates

The second set of evaluation structures will deal with engagements with external partners and stakeholders. In particular, these structures will see project partners liaise with the schools and other bodies engaging in ICEP to ascertain their experience of dealing with the partnership. Extremadura Inspectorate will provide additional data collection instruments in the online repository and it is envisaged that each partner will:

- Survey a small sample of school leaders and inspectors
- If necessary, follow up with a short interview to assess their experience of dealing with the ICEP project.

All responses will be collated by Extremadura Inspectorate.

In the event of there being challenging situations, Extremadura Inspectorate will indicate this as part of the risk management process.

O11 -A3 Preparation of Quarterly Evaluation Reports

- Extremadura Inspectorate will prepare quarterly short evaluation reports on the activities of the project and on the achievement of objectives.
- These will be presented at each face to face meeting and will be discussed by the project team.

O11 -A4 Preparation of Interim Evaluation Reports

A more substantial report will be submitted at E2 providing an overview of the project. Particular attention will be paid in this report to any:

- Risk management issues arising
- Overall assessment of operation on the project team
- The necessity for any changes in operational structures

The reports will be drafted by Extremadura Inspectorate and will draw on all materials submitted by other partners and available in the online repository. All partners will be expected to assist in the completion of, following discussion, a final draft of the report.

O11 -A5 Preparation of final Evaluation Report

The final evaluation report will be a substantial document seeking to provide an overview of:

- Operation of the project group
- Processes and procedures relating to the achievement of project goals Risk management issues
- Experience of external stakeholders and other bodies

The report will be drafted by Extremadura Inspectorate and will draw on all materials submitted by other partners and available in the online repository. All partners will be expected to assist in the completion of, following discussion, a final draft of the report.

Leading Organisation

CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA
(E10171961, ES)

Media

Publications

Participating Organisations

DUBLIN CITY UNIVERSITY (E10209077, IE) Pamukkale Universitesi (E10189609, TR) UNIVERSITAT LINZ (E10209080, AT) UNIVERSITETET I OSLO (E10209381, NO)

Languages

English German Turkish Norwegian

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	0,00 EUR	4.932,00 EUR	0,00 EUR	0,00 EUR	4.932,00 EUR
2	DUBLIN CITY UNIVERSITY (E10209077, IE)	0,00 EUR	2.892,00 EUR	0,00 EUR	0,00 EUR	2.892,00 EUR
3	Pamukkale Universitesi (E10189609, TR)	0,00 EUR	888,00 EUR	0,00 EUR	0,00 EUR	888,00 EUR
4	UNIVERSITAT LINZ (E10209080, AT)	0,00 EUR	2.892,00 EUR	0,00 EUR	0,00 EUR	2.892,00 EUR
5	UNIVERSITETET I OSLO (E10209381, NO)	0,00 EUR	2.892,00 EUR	0,00 EUR	0,00 EUR	2.892,00 EUR
Total		0,00 EUR	14.496,00 EUR	0,00 EUR	0,00 EUR	14.496,00 EUR

Intellectual Output Budget Details E10171961

Organisation	Country of the Organisation
CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	Spain

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	36	0	0	36
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	4.932,00 EUR	0,00 EUR	0,00 EUR	4.932,00 EUR

Intellectual Output Budget Details E10209077

Organisation	Country of the Organisation
DUBLIN CITY UNIVERSITY (E10209077, IE)	Ireland

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	12	0	0	12
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.892,00 EUR	0,00 EUR	0,00 EUR	2.892,00 EUR

Intellectual Output Budget Details E10189609

Organisation	Country of the Organisation
Pamukkale Universitesi (E10189609, TR)	Turkey

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	12	0	0	12
Grant per Day	0,00 EUR	74,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	888,00 EUR	0,00 EUR	0,00 EUR	888,00 EUR

Intellectual Output Budget Details E10209080

Organisation		Country of the Organisation			
UNIVERSITAT LINZ (E10209080, AT)		Austria			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	12	0	0	12
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.892,00 EUR	0,00 EUR	0,00 EUR	2.892,00 EUR

Intellectual Output Budget Details E10209381

Organisation		Country of the Organisation			
UNIVERSITETET I OSLO (E10209381, NO)		Norway			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	12	0	0	12
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.892,00 EUR	0,00 EUR	0,00 EUR	2.892,00 EUR

Output Title O12

Output Title	ICCEP Brochure and final report
Output Type	Open / online / digital education – Open Education Resource (OER)
Start Date (yyyy-mm-dd)	2023-04-29
End Date (yyyy-mm-dd)	2023-07-30

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

DESCRIPTION

The final report will be disseminated through Multiplier event, on the project website and Facebook (Once the report has been finalised and translated it will be launched at the second multiplier event). All partners will provide comments, feedback, etc. on the report. The final report will also be published in each countries native language.

ELEMENTS OF INNOVATION

This final report will report on a highly innovative project that seeks to strengthen schools to build stronger partnerships in the self-evaluation process in schools. The proposed strategy of Intercultural Evaluation and Planning will connect with the ambitious targets of the EU and the European Commission for social inclusion. The report will highlight the value for schools and will build capacity in developing materials that are hands-on and usable for schools in all programme countries and beyond.

EXPECTED IMPACT

Schools and other stakeholders with a responsibility for Evaluation and the integration of migrant students in communities together with national and transnational organisations will benefit from the developed materials, guidelines, questionnaires and tools, which will be available in English, German, Spanish, Turkish and Norwegian, to increase their capacity in intercultural evaluation and planning.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

O12-A1 Will include a summary of all outputs and findings

DCU will lead the process of drafting the final report however all project partners will take an active role in shaping the report, providing content for it and distributing it.

The report will follow a standard format and will comment on:

- 1- Project Objectives
- 2- Project Approach
- 3- Project Outcomes and Results

4- Partnerships

5- Plans for the future integration of ICCEP in Europe

6- A policy statement on the integration of ICCEP in Europe

It will provide an overview of how the ICCEP project can and has enhanced the integration of migrant students in communities with reference to summary descriptions of

- Comparative Analysis of National and Transnational Policies and supports for Intercultural evaluation in Networks of Schools

- Survey results

- Interview results

- Case Studies

- Conceptual Map

- ICCEP Evaluation Framework

- ICCEP Training Programme

- ICCEP MOOC

- ICCEP Toolkit

It will provide an overall commentary on the project and point to future directions.

O12-A2 The evaluator will contribute a section to the final report. A key part of the report will be the inclusion of the evaluators' review of the project. This will look in particular at approaches, processes and procedures and will comment on the success or otherwise of ICEP as a partnership.

O12-A3 The budget and all expenses will be outlined. As required the budget and expenses will be included in the summary form. The coordinating partner will, in consultation with the The Research Information Systems office in DCU, provide an overview of resources used and allocation.

O12-A4 The translation of the report and development of brochures into all programme country languages (English, German, Spanish, Turkish, and Norwegian).

O12-A5 The final report and brochure will be disseminated through an event, on the website and various social media platforms such as Twitter and Facebook (Once the report and brochure has been finalised and translated it will be launched in 2nd multiplier event). A multilingual (English, German, Norwegian, Spanish and Turkish) Facebook Page will be created for the project and all respondents of the survey from schools and sectoral support agencies and the attendees of the first Multiplier Event (E1) will be shared the link. There will also be a hyperlink to this page on the project website. The page will have regular updates about the project and educators will be able to post their ICCEP experiences in this location.

The brochure and report from the project will be disseminated via live stream where each member of the ICCEP consortium will present each of the findings that they are responsible for.

There will also be a final dissemination process held at the final multiplier event in Dublin where the report will also be presented for discussion to key stakeholding groups who will attend this event. The outcomes of the discussion and the report will be placed on the project website in all partner languages.

The project coordinator from each partner country (as every coordinator is a proficient user of English) will be responsible for the quality of translation.

Leading Organisation

DUBLIN CITY UNIVERSITY (E10209077, IE)

Media

Publications
Paper Brochures
Merchandising
Collection

Participating Organisations

CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA
(E10171961, ES) Pamukkale Universitesi (E10189609, TR) UNIVERSITAT LINZ
(E10209080, AT) UNIVERSITETET I OSLO (E10209381, NO)

Languages

English German Norwegian Spanish Turkish

Intellectual Output Budget

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	DUBLIN CITY UNIVERSITY (E10209077, IE)	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR
2	CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)	0,00 EUR	2.055,00 EUR	0,00 EUR	0,00 EUR	2.055,00 EUR
3	Pamukkale Universitesi (E10189609, TR)	0,00 EUR	1.110,00 EUR	0,00 EUR	0,00 EUR	1.110,00 EUR
4	UNIVERSITAT LINZ (E10209080, AT)	0,00 EUR	3.615,00 EUR	0,00 EUR	0,00 EUR	3.615,00 EUR
5	UNIVERSITETET I OSLO (E10209381, NO)	0,00 EUR	3.615,00 EUR	0,00 EUR	0,00 EUR	3.615,00 EUR
Total		0,00 EUR	17.625,00 EUR	0,00 EUR	0,00 EUR	17.625,00 EUR

Intellectual Output Budget Details E10209077

Organisation		Country of the Organisation			
DUBLIN CITY UNIVERSITY (E10209077, IE)		Ireland			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	30	0	0	30
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	7.230,00 EUR	0,00 EUR	0,00 EUR	7.230,00 EUR

Intellectual Output Budget Details E10171961

Organisation		Country of the Organisation			
CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)		Spain			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	15	0	0	15
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.055,00 EUR	0,00 EUR	0,00 EUR	2.055,00 EUR

Intellectual Output Budget Details E10189609

Organisation	Country of the Organisation
Pamukkale Universitesi (E10189609, TR)	Turkey

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	15	0	0	15
Grant per Day	0,00 EUR	74,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	1.110,00 EUR	0,00 EUR	0,00 EUR	1.110,00 EUR

Intellectual Output Budget Details E10209080

Organisation		Country of the Organisation			
UNIVERSITAT LINZ (E10209080, AT)		Austria			
Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	15	0	0	15
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	3.615,00 EUR	0,00 EUR	0,00 EUR	3.615,00 EUR

Intellectual Output Budget Details E10209381

Organisation		Country of the Organisation			
UNIVERSITETET I OSLO (E10209381, NO)		Norway			

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	15	0	0	15
Grant per Day	0,00 EUR	241,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	3.615,00 EUR	0,00 EUR	0,00 EUR	3.615,00 EUR

Multiplier Events

Do you plan to include Multiplier Events in your project?

Yes

Multiplier Events Summary

ID	Leading Organisation	Event Title	Starting Period	Grant
E1	UNIVERSITETET I OSLO (E10209381, NO)	Launch of Interim Report - ICCEP: What should it look like and how do we use it?	09-2022	15.000,00 EUR
E2	DUBLIN CITY UNIVERSITY (E10209077, IE)	Launch of final report: Benefits and supports towards the Implementation of ICCEP	08-2023	15.000,00 EUR
Total				30.000,00 EUR

Grant support for Multiplier Events can only be asked for if the project intends to produce substantial Intellectual Outputs. Other dissemination activities will be supported via the grant item Project Management and Implementation.

Multiplier Event Details E1

Event Title

Launch of Interim Report - ICCEP: What should it look like and how do we use it?

Country of Venue

Norway

Start Date (yyyy-mm-dd)

2022-09-01

End Date (yyyy-mm-dd)

2022-09-01

Event Description (Including : Targets groups and objectives)

Preparations for the interim report has already commenced. The interim report entitled: ICCEP: What should it look like and do we use it? will be launched at UiO for the purpose of providing key stakeholding groups (teachers, school leaders, school inspectors, national and transnational policymakers (e.g. members of UNESCO, and the OECD)) with a presentation and analysis of outputs derived from phase 1 of the project. Government officials and respective support services with a specific remit for refugees and/or migration background students will also be invited. Various media outlets will be made aware of the Multiplier event through the DCU and other partners' communication and marketing departments. The event will be live-streamed via a live streaming platform such as Facebook Live or YouTube Live. The survey respondents and case study schools will be informed through the Facebook Page updates of the event so that they can watch it live. It will also allow for the project consortium to provide an overview of the next phases of the project and through a series of workshops, will also act as a forum to ascertain the purported needs of key stakeholding groups for the leadership of teaching and learning with and for refugee and/or students with a migration background that will influence the design of content for the proceeding phases of the project. The tentative schedule for the Multiplier event is as follows:

09.30 – 10.00

Registration

10.00 – 11.15

Welcome Address

Project Partner - University of Oslo

Dean of Education - University of Oslo

Key Note Address

Key Note Speaker 1 - [An expert in the field of migration studies]

Key Note Speaker 2 - [An expert in the field of School Evaluation and Planning]

Introduction and Background to ICCEP (Intercultural Evaluation and Planning in Network of Schools) [Introduction to the project and Presentation on findings derived from Intellectual Output 2]

11.15 – 11.30

Refreshments and Networking

11.30 – 13.20

- What school teachers' and sectoral support agencies in Austria, Ireland, Norway, Spain and Turkey tell us about the school to school collaboration and advantages, disadvantages and challenges of ICCEP as it applies to migrant students. [Presentation on findings derived from Intellectual Outputs 3 and 4]

- Supporting ICCEP - A Conceptual Map [Presentation on findings derived from Intellectual Outputs 5]

- What indicates quality in ICCEP? [Presentation on findings derived from Intellectual Outputs 6]

13.20 – 13.45

Questions from the audience to the ICCEP team

13.45 – 14.15

ICEP Moving Forward [Description of remaining outputs by the Project Partner and co-ordinator -The University of Oslo, DCU Institute of Education]

14.00 - 14.45

Lunch and Networking

14.45 - 16.30

Towards clarity on the ICCEP supports required in schools - Are we meeting your needs, what more can be done as we move forward? [Four focus groups with participants that are led by each partner that focus on: (1) ICCEP Case Studies; (2) ICCEP Toolkit; (3) ICCEP Training Programme; (4) MOOC

16.30 - 17.00

Concluding remarks and commentary on the ICCEP Project [Key Note Speaker].

Intellectual Outputs Covered

Project Website

Analysis of National and Transnational modes of Network governance as applied to ICCEP

Survey and second suite of publications on teachers' perceptions of hindering and facilitating F(A)ctors relating to Intercultural community-based evaluation and Planning

Case Studies and third suite of publications on ICCEP Practices in Partner Countries

Conceptual Map and fourth suite of publications on ICCEP Conceptual Framework

Development of framework of ICCEP Indicators

Leading Organisation

UNIVERSITETET I OSLO (E10209381, NO)

Participating Organisations

DUBLIN CITY UNIVERSITY (E10209077, IE)

UNIVERSITÄT LINZ (E10209080, AT)

Pamukkale Üniversitesi (E10189609, TR)

CONSEJERÍA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)

Multiplier Event Budget

ID	Organisation	Country of the Organisation	Local Participants	Foreign Participants	Grant per Local Participant	Grant per Foreign Participant	Grant
1	UNIVERSITETET I OSLO (E10209381, NO)	Norway	100	25	100,00 EUR	200,00 EUR	15.000,00 EUR
Total							15.000,00 EUR

Multiplier Event Details E2

Event Title

Launch of final report: Benefits and supports towards the Implementation of ICCEP

Country of Venue

Ireland

Start Date (yyyy-mm-dd)

2023-08-31

End Date (yyyy-mm-dd)

2023-08-31

Event Description (Including : Targets groups and objectives)

Discussions by partners in relation to the final multiplier event have already been discussed and planned for. The final report entitled: Exploring and Supporting Distributed Evaluation in Network of Schools will be launched at DCU Institute of Education for the purpose of providing key stakeholding groups (Teachers, school leaders, school inspectors, national and transnational policymakers (e.g. members of UNESCO, and the OECD)) with a presentation and analysis of outputs derived from phase 1 of the project. It will also draw attention to outputs derived from phase 2 of the project for those stakeholding groups not directly associated with the project. This is of paramount importance to ensure the sustainability, transferability and longevity of these outputs (e.g. the training module and the MOOC).

As with multiplier event 1, government officials and respective support services with a specific remit for quality assurance, education governance and migration background students will be invited to the event as well as most importantly, school leaders and teachers. Various media outlets will be made aware of the Multiplier event through the DCU and other partners' communication and marketing departments. The event will be live-streamed via a live streaming platform such as Facebook Live or YouTube Live. The survey respondents and case study schools will be informed through the Facebook Page updates of the event so that they can watch it live. It will also allow for the project consortium to provide stakeholding groups with a transparent and accountable presentation of the results derived from the Evaluation report as well as data-informed evidence of impact. Finally, the project will allow for an open forum to (as the project ends) ascertain the ongoing needs of key stakeholding groups for the leadership of community-based evaluation and education governance.

09.00 – 10.00

Registration

10.00 – 11.00

Welcome Address

Project Partner - DCU Institute of Education

President of Dublin City University - DCU

Key Note Address

Key Note Speaker - [A member of the education support services who has engaged with phase 1 of the project]

Key Note Speaker - [A school teacher who has engaged with phase 1 of the project]

Exploring and Supporting ICCEP (Intercultural Evaluation and Planning in Networks of Schools) Project coordinator [DCU Institute of Education]

11.0 – 11.15

Refreshments and Networking

11.15 – 11.45

Overview and Evaluation of outputs derived from phase 1 and 2 of the project

11.45 - 12.45

Participating in ICEP - What difference has it made to our network of schools and to me as a leader? [Presentation given by six school leaders as a result of their engagement with the ICEP project].

12.45 – 13.15

Questions from the audience to school leaders and the project team

13.15 - 14.00

Lunch and Networking

14.00- 16.30

Three parallel workshops on (1) ICCEP in a network of Schools; (2) Exploring schools' identities and attitudes as they relate to ICCEP for migrant students; and (3) Using Outputs derived from the ICCEP project in your own community. Each workshop will last for 30 minutes and will be repeated on three separate occasions. This format will allow all participants to attend all workshops.

16.30 - 16.45

Light refreshments and networking

16.45 - 17.30

Concluding remarks and final commentary on the ICCEP Project [Key Note Speaker].

Intellectual Outputs Covered

Project Website

Analysis of National and Transnational modes of Network governance as applied to ICCEP

Survey and second suite of publications on teachers' perceptions of hindering and facilitating F(A)ctors relating to Intercultural community-based evaluation and Planning

Case Studies and third suite of publications on ICCEP Practices in Partner Countries

Conceptual Map and fourth suite of publications on ICCEP Conceptual Framework

Development of framework of ICCEP Indicators

Interim Report

Toolkit (to facilitate ICCEP)

ICCEP MOOC

Training Module for school leaders, Inspectors and other sectoral support agencies

Project Evaluation

ICCEP Brochure and final report

Leading Organisation

DUBLIN CITY UNIVERSITY (E10209077, IE)

Participating Organisations

UNIVERSITAT LINZ (E10209080, AT)

UNIVERSITETET I OSLO (E10209381, NO)

Pamukkale Universitesi (E10189609, TR)

CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (E10171961, ES)

Multiplier Event Budget

ID	Organisation	Country of the Organisation	Local Participants	Foreign Participants	Grant per Local Participant	Grant per Foreign Participant	Grant
1	DUBLIN CITY UNIVERSITY (E10209077, IE)	Ireland	100	25	100,00 EUR	200,00 EUR	15.000,00 EUR
Total							15.000,00 EUR

Learning, Teaching, Training Activities

Do you plan to include transnational Learning, Teaching or Training activities in your project?

No

Activities Summary

Special Costs

In this section, you may request budget for types of expenses that are funded based on their actual cost. For more detailed information on what can be supported, please consult the Programme Guide or request advice from your National Agency.

Special Needs Support

ID	Organisation	Country of the Organisation	No. of Participants With Special Needs	Description and Justification	Requested Grant
Total					0,00 EUR

Exceptional Costs

ID	Organisation	Country of the Organisation	Description and Justification	Requested Grant (75% of Expected real cost)
Total				0,00 EUR

Follow-up

Impact

What is the expected impact on the participants, participating organisations, target groups and other relevant stakeholders?

The project will have an impact on organisations, schools and researchers participating in the project. They will benefit from the knowledge of ICCEP, generated in the project. This knowledge will allow participating organisations, target groups to enhance their impact on innovation and improvement, while researchers enhance their knowledge on the workings of such inspection models. They will also benefit in a practical way from the development of a toolkit to facilitate the involvement of key stakeholding groups in the creation of new modes of quality assurance relating to ICCEP. This will be a key output and will act as a key driver for the embedding of the ICCEP model into national education and quality assurance systems.

It is further argued therefore that national policymakers and national stakeholders (e.g. representatives of primary and post-primary schools, parents, students, teachers and school leaders, school boards, inspectorates, quality assurance agencies) in the countries in our project are also expected to benefit from the knowledge from our project in their activities and provision of school improvement support to individual and networks of schools.

One of the main driving forces behind the development of this project is that we expect to have an impact on school leaders, inspectorates/quality assurance agencies, parent, student and teacher organisations who are not part of the project team through our dissemination activities (website, framework of indicators, CPD module and presentations to e.g. parent, student, school leadership organisations, inspectorates/quality assurance agencies and MOOC).

Our dissemination of results in academic and practitioner journals, our active role in the EES and ECER will also have an impact on the broader academic community. Our results on the impact of ICCEP evaluation and on the use of social network analyses to evaluate impact is expected to redirect their research efforts to looking at the impact of ICCEP from a more dynamic perspective of cyclical cause and effect relations.

What is the desired impact of the project at the local, regional, national, European and/or international levels?

Good practices and examples of ICCEP model, and the evidence of the impact on innovation and improvement of schools is expected to lead other educational organisations across Europe to re-examine their governance and quality assurance models and further investigate how ICCEP can be used within their existing QA frameworks particularly when evaluating school networks and individual schools

Our website will allow policy-makers, school leadership, parents youth organisations with a vested interest in migration across Europe to contact colleagues in order to exchange practices. Also, the strong international research networks of the partners and their existing relationships with government organisations in a wide range of countries will allow for the project to have an international impact. In addition, the availability of the 'Toolkit' on an open-source, MOOC, and framework of indicators will allow educational organisations throughout Europe and beyond to develop the capacity to engage with key stakeholding groups in order to adapt their existing framework on the basis of an ICCEP model of governance and QA for the betterment of multi-cultural learning environments and communities.

We aim to generate new knowledge and practices that describe:

- The impact of ICCEP in comparison to traditional hierarchical governance, QA and planning activities for migrant students?
- The manner in which the ICCEP model might be used as an exemplar for innovative modes of practice and governance that help with the reconstruction of education and social systems in the post-Covid 19 world.
- The role that school leaders and school inspectors and other sectoral support agencies have, and which working methods they can use in enabling/facilitating ICCEP?
- What roles and working methods of school leaders and school inspectors are effective in promoting community-based evaluation, improvement/innovation and complex problem-solving in networked schools?
- How different stakeholding groups – teachers, parents, students, management boards - can be involved in a meaningful way in discussions around quality in education as it relates to ICCEP

How will you measure the previously mentioned impacts?

Impact on local/regional levels (the schools and organisations) in partner countries will be measured through an evaluation survey instrument and interviews in which we will question school leaders, teachers, inspectors and other stakeholders in our project about what they have learned and how the project has influenced their practice. Our mapping of the ICCEP model of evaluation in phase 1 of the project will be used as a baseline to evaluate, at the end of the project, the changes in these inspection models as a result of our project.

The impact on a European and international level will be tracked through our website where we will monitor the number of visitors from different countries and where we will include an online survey and forum for visitors of the website, asking them about the usefulness of the information provided.

Dissemination and Use of Project's Results

You are requested to make plans for the dissemination of your project results. Please provide answers to the questions below.

What will be the target groups of your dissemination activities inside and outside your partnership?

Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

There will be a multi-phased, multi-modal dissemination plan put in place.

Dissemination will be targeted at:

Local Level

Regional Level

National Level

European / International Level

Modes of dissemination will include:

Project Website

Project Twitter Account

Project Facebook Page

Institutional Websites

Institutional Databases of Research / Projects

Websites of Key stakeholding groups (e.g. Unions, Management Bodies, Schools etc.)

Newsletters / Publications of Key stakeholding groups (e.g. Unions, Management Bodies, Schools etc.)

Local Media - Print / broadcast / online

National Media - Print / broadcast / online

Academic Conferences

Research Seminars in each institution

Academic Papers

ICCEP publications via the ICCEP website

Stakeholder conferences

Presentation to current school leaders in each partner institution (e.g. during the professional

Doctorate for Education and Leadership at Dublin City University)

Specific examples are provided below

Target audiences at the local and national level include School Leadership organisations, schools and their stakeholders, inspectorates and/or quality assurance agencies. These groups can immediately use the results of our project to enhance their own work. Target audiences at the European and international level include organisations involved in school leadership and the evaluation of schools, and who have or disseminate expertise in this area.

Specifically:

Local and national level: School Leadership, Inspectorate and/or quality assurance agency and schools' closely working with them in peer learning workshops and narratives on the website

- Departments of Education across Europe and elsewhere, through the dissemination of project results
- National policymakers and national stakeholders (e.g. representatives of primary and secondary schools, teachers and headteachers, school boards) in the countries in our project
- Through a stakeholder advisory group in each country
- Academic community (Europe and international)
- OECD (International)
- Online The Centre for Evaluation, Quality and Inspection in the primary programme organisation (DCU) has an active Twitter handle (@EQI_DCU) which will be used to inform the public about interesting aspects of the project.
- Word-of-Mouth.
- Teacher, parent and student Education. This toolkit will be available on the website and as a MOOC (Massive Open Online Course)
- Multiplier Events
- Dissemination conference
- MOOC

We will develop a Massive Open Online Course (MOOC) about the ICCEP model and localized innovation and school improvement, which will include the results of our project. The academic partners in this project will use the MOOC in their accredited training and MA programmes (DCU's Professional Doctorate in Leadership and Evaluation and the Education Management Masters of JKU), while the leadership, inspectorate, parent organisation and participating schools within each country can use it in their internal professional development and consequent improvement functions.

The above-mentioned training activities are offered to the project's target audiences and stakeholders and therefore contribute to the dissemination of the project's results. It is envisaged that through the professional development and dissemination of activities mentioned, important stakeholders in education in both the project countries and more widely afield will have access to up to date cutting edge research on innovative ways of inspection and ultimately the quality of student outcomes.

Which activities will you and your partner carry out in order to share the results of your project beyond your partnership?

The project outline specifies who will implement each dissemination activity. The coordinating partner will ensure dissemination of the project results to Departments of Education, Inspectorates/Quality Assurance Agencies, European Association of Head Teachers, the OECD, the EU and other organisations within the broader European and international community (e.g. implementing website with narratives, presentations at meetings). The research partners will disseminate results to the academic (European and international) community through conference presentations and academic publications.

Local, regional and national dissemination activities (stakeholder board meetings, newsletters and meetings within the participating organisations) will be coordinated by each partner in their own country.

A significant part of the budget will be spent on dissemination activities to ensure short and long term impacts within each country, this budget also includes a subcontract for the development of the narratives, the website and the MOOC, translation of the written narratives to German, Spanish and French and travel and subsistence to present results at European conferences, and travel and subsistence costs for the organisation of stakeholder group meetings.

Who will be responsible for the dissemination activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your dissemination plans?

Dissemination activities include written and video narratives on our website, an interactive map with examples of ICEP across Europe, presentations at academic conferences, national stakeholder advisory group meetings, publications in academic journals, a MOOC that is linked directly to the project website and an international symposium on ICCEP. This set of activities combines, on the one hand, a targeted approach to key stakeholders (e.g. through stakeholder groups and presentations at stakeholder meetings), while on the other hand implementing dissemination channels (MOOC, website, symposium) that allow a broad range of stakeholders to access our project's results.

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/tangible deliverables, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

A website will be created for the online publication of both the toolkit and other outputs in the native languages of each partner organisation. The MOOC and Website will act as an open resource for educators. This module will be available on the website and as a MOOC (Massive Open Online Course). The final report will also be accessible through the website. The collaborating organisations will also publish articles in journals with an open access policy. In addition, the articles will be accessible through the researchers' ResearchGate accounts.

How will you ensure that the project's results will remain available and will be used by others?

Outputs will be accessible through our project website and actively distributed to key stakeholders. The results of the project will be available on a website, as a MOOC, and in publications in academic journals; these platforms will be available throughout and after the duration of the project. The MOOC will also be used in the DCU accredited masters programmes.

Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

The researchers in the project consortium are involved in, for example, the European Educational Research Association, national educational associations, the Teaching Council of Ireland and in editorial boards of Leadership, evaluation-related journals and book series, while the inspectorate and other related stakeholders frequently meet in Leadership and Evaluation workshops and conferences. These established networks and activities ensure continuous strong involvement of all the project partners in enhancing school evaluation models. The website, MOOC and publications in academic journals will be available after the duration of the project and will be used in existing MA programmes at participating organisations.

In addition, the website will remain live with the MOOC available in each language for anyone to use. By publishing the conceptual framework in a peer-reviewed academic journal it will be available for future researchers to reference, critique and add elaboration as they see fit. As such, the toolkit will be a useful resource and also a catalyst for further discussion and educational change within other European contexts beyond the end of the EU funding.

The toolkit will also be embedded in a number of discrete modules made available in an open-source format and provide free of charge to:

School communities

ITE programmes

Continuous Professional Development structures throughout the EU and beyond.

Annexes

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

The maximum number of all attachments is 100.

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

File Name	File Size (kB)
declaration-on-honour.pdf	106

Please download the Mandates, print them, have them signed by the legal representatives and attach them here.

File Name	File Size (kB)
NOTE ON MANDATES.pdf	54

Please attach any other relevant documents.

File Name	File Size (kB)
ICCEP Final Timeline.xlsx	16
Total Size (kB)	176

Checklist

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

- ☒ It fulfils 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: IE01 (IRELAND)

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted as an annex to the application form. 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 Erasmus and European Solidarity Corps platform (for more details, see Part C of the Programme Guide - 'Information for applicants').

The grant exceeds 60 000 EUR. If the applicant organisation is not a public body or an international organisation, please do not forget to upload the necessary documents to give proof of your financial capacity in the Erasmus and European Solidarity Corps platform (for more details, see the section 'Selection Criteria' in Part C of the Programme Guide).

Data Protection Notice

PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the EU institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the projects' contact persons, an unambiguous consent will be requested.

For the full description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement (see link below) associated with this form. http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-eforms-privacy_en.htm



I agree with the Specific Privacy Statement on Data Protection

Submission History

Version	Submission Time	Submitted by	Submission ID	Submission Status
1	21-04-2020 20:53:16	martin.brown@dcu.ie		Intellectual Outputs in flow: O4, row with PIC: E10171961 has invalid rates data. Please change budget related values inside this group to trigger a recalculation and change them back to the desired ones.: The calculated Intellectual Outputs Grand does not match the Reported
2	21-04-2020 20:54:52	martin.brown@dcu.ie		Intellectual Outputs in flow: O4, row with PIC: E10171961 has invalid rates data. Please change budget related values inside this group to trigger a recalculation and change them back to the desired ones.: The calculated Intellectual Outputs Grand does not match the Reported
3	21-04-2020 20:55:46	martin.brown@dcu.ie		Intellectual Outputs in flow: O4, row with PIC: E10171961 has invalid rates data. Please change budget related values inside this group to trigger a recalculation

and change them back to the desired ones.: The calculated Intellectual Outputs Grand does not match the Reported

4	30-04-2020 13:33:09	martin.brown@dcu.ie	1655300	Submission OK
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