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## Educational Ventures

Project Code: 2023-1-IT02-KA220-SCH-000151181



# GUIDELINES FOR REPLICABILITY

GUIDELINES FOR USING *EDUCATIONAL VENTURES* COOPERATIVE TEACHING MODEL  
IN BLENDED EXPERIENCE (E-LEARNING AND AR IN OUTDOOR EDUCATION)

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### 1. Introduction (WIDE)

Every educational project always starts with a question. *Educational Ventures* was also born in this way, from a reflection that guided every project choice of the partnership: what training experience can accompany young people in their personal, cultural and social growth? From this question, a path built around a precise idea of learning and the value it can have in people's lives took shape.

Today, knowledge circulates rapidly, technologies transform habits and languages, and professional contexts evolve at great speed. In this scenario, education becomes the place where young people learn to orient themselves, to interpret what is happening around them and to participate consciously in society. The *Educational Ventures* course was created with the aim of offering an innovative training environment that integrates skills, experience, technology and personal growth into a single coherent path.

Learning really works when what is studied is linked to reality, to the student's personal experiences and questions. For this reason, the course was designed by bringing together educational research, international comparison between partners and direct listening to the students involved. This work has made it possible to build a solid path from a pedagogical point of view and at the same time close to the concrete needs of the recipients.

The digital dimension and direct experience coexist in the project. Technological tools expand the possibilities of exploration, while experiential activities allow you to connect knowledge and real life. Knowledge, for *Educational Ventures*, is a dynamic network of connections. School disciplines dialogue with each other because they are connected to everyday reality and generate personal meanings for learners. This reticular approach to knowledge constitutes one of the theoretical pillars of the project, as it fosters a global understanding of phenomena and strengthens the ability to apply what is learned in real situations. In other words, the model aims to make learning more meaningful and to help students make sense of what they study.

The course is also part of a broader process of educational renewal aimed at building inclusive, dynamic and participatory learning environments. This orientation arises, first of all, from the analysis of the training needs of the students involved in the project, detected through survey tools that have made it possible to identify interests, expectations and



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perceived difficulties in the different participating national contexts. The design of the course is therefore based on concrete data and on an in-depth knowledge of the recipients, an element that strengthens the coherence and effectiveness of the training intervention.

The idea of a path like *Educational Ventures* also takes shape from the observation of contemporary social transformations. Cities, territories and communities are going through changes that affect cultural identities, relationships and opportunities for growth. The project interprets these transformations as educational opportunities and enhances the territory as a learning space. Historical places, natural environments and urban contexts become scenarios in which students explore reality, develop a sense of belonging and acquire skills through observation and direct experience.

Contact with cultural and environmental heritage fosters a deeper understanding of the contents, because concrete experience activates cognitive and emotional processes that strengthen memory, stimulate curiosity and facilitate the practical application of what is learned. When knowledge and experience meet, study acquires meaning and continuity.

The project also recognises the importance of the personal dimension in the development of learning. Each student has their own cognitive characteristics, interests and rhythms, and an effective training course enhances this variety by offering tools that allow everyone to develop their potential. The integration of digital technologies makes it possible to modulate content and activities in a flexible way, promoting more personalized and inclusive experiences.

Great attention is paid to transversal skills, which are essential in personal and professional life today. Critical thinking, creativity, collaboration, communication and problem-solving skills are fundamental tools for dealing with complex and constantly evolving contexts. The project places them at the centre of the path and combines them with dimensions related to self-awareness, motivation, resilience and emotional management, aspects that profoundly influence the way of learning and facing challenges.

It is precisely this attention to the integral development of students that is strengthened thanks to the international dimension of the project. *Educational Ventures* was born from a collaboration between educational institutions and organizations engaged in educational innovation. This element, far from secondary, favours a continuous exchange of experiences



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and perspectives, enriching the scientific and pedagogical quality of the model and broadening the cultural horizons of the participants.

The cooperative approach that characterizes *Educational Ventures* reflects a conception of learning as a shared process. The proposed activities encourage dialogue, discussion and common knowledge construction. Through collaborative work, students develop relational skills and learn to value different points of view, qualities that are essential for living and operating in pluralistic societies.

A strong role is also attributed to the motivational dimension, since interest and emotional involvement directly affect the quality of learning. The project therefore integrates teaching strategies designed to stimulate curiosity, participation and a sense of meaning, creating conditions conducive to cognitive and personal development.

A choice shared by the partners also concerns the development of the course in e-learning format, designed to make the most of the possibilities offered by digital environments. Through the online platform, students can access the content flexibly, continue their study with continuity and interact through multimedia tools. In the project, this dimension is intertwined with practical activities based on augmented reality technologies and with moments of discussion, giving shape to a blended model in which virtual experience and direct experience alternate naturally and mutually reinforce each other. The constant transition between digital study, concrete application, self-assessment and dialogue promotes deeper understanding and helps to make skills more stable over time.

The European educational context places great value on educational innovation and the development of future-oriented skills. International cooperation programs promote initiatives capable of experimenting with new training models and disseminating good practices among educational institutions. *Educational Ventures*, with all its characteristics, is placed in this perspective as a replicable proposal that can be adapted to different contexts.



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### 1.1. What the *Educational Ventures* course is

The *Educational Ventures* course is designed as a learning environment that accompanies students along a path of progressive growth, in which each activity has a precise meaning and contributes to the development of skills that mature and remain over time.

The course was born as part of a European project dedicated to the experimentation of a cooperative educational model oriented towards the development of transversal skills through immersive and collaborative experiences. What participants encounter along the way comes from a shared design between researchers, educators and educational innovation professionals. Every content, every activity and every tool follow a coherent logic that integrates pedagogical research and training experience.

The structure is divided into modules organized into thematic units designed for students between fifteen and seventeen years old. This organization accompanies users in a gradual way and makes visible the path that develops over time. The training experience thus takes on a clear direction and allows the student to recognize with awareness what he learns and the path he is taking.

E-learning is one of the central tools of the course because it allows flexible access to materials and supports an autonomous relationship with studying. The digital platform offers multimedia content, interactive activities and verification tools that continuously support learning. This dimension is integrated with moments of direct experience and builds a blended model in which online study and practical activities with AR apps alternate and reinforce each other. The path is dynamic that continuously support learning.

The level of involvement emerges from the first activities. The course stimulates participation, reflection, exploration and comparison, encouraging an active presence in the learning process. This approach reflects a precise vision: knowledge is consolidated when the learner enters into a relationship with what he or she studies, interprets it, reworks it and connects it to his or her own experience.

The design of the course derives from an in-depth research work that included analysis of territorial contexts, study of educational needs and collection of data from students from the countries involved, which are Italy, Poland, Turkey and the Czech Republic. This process made



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it possible to build an experience that adhered to reality and was attentive to the concrete needs of a heterogeneous pool of participants.

The *Educational Ventures* e-learning platform is a meeting space between content, activities and relationships. In addition to asynchronous lessons and study materials, it offers communication tools and systems for assessing and monitoring progress that allow students to observe their own path and develop awareness and responsibility in the learning process.

In the course, the attention to individual differences clearly emerges. Each student has learning methods, interests and personal rhythms. The materials are proposed through different languages to enhance this variety and offer different accesses to the same content. Texts, images, practical experiences and moments of reflection allow everyone to identify effective ways of understanding.

The progression of the modules follows a consistent logic. Each phase connects to the previous one and prepares the next, creating continuity along the entire path. This gradual progression supports student safety and makes the results achieved visible.

Within the path, an evident interdisciplinary dimension also takes shape. The themes dialogue with each other and show connections between different areas of knowledge. This approach stimulates the ability to connect information from different contexts and helps to develop a broader vision of reality.

A significant component concerns collaboration. Different activities invite us to work together, share ideas and build common solutions. Through these experiences, relational skills and communication skills are developed that enrich the training course. Knowledge grows in the encounter between different perspectives and is strengthened through comparison.

The course also promotes the ability to apply what has been learned in different contexts. The activities encourage the transfer of knowledge to new situations and strengthen confidence in one's own abilities, transforming learning into a useful tool for interpreting the complexity of the world.

In the process, a sensitivity to the relationship between the individual, the community and the environment also emerges. The activities promote attention to cultural and natural



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heritage and stimulate conscious participation in social life, expanding the meaning of the educational experience and supporting the development of civic responsibility.

Among the elements that characterize the course emerges the use of immersive technologies. Augmented reality allows you to explore three-dimensional environments and observe complex phenomena with strong involvement. The teaching experience thus takes on a multisensory dimension that supports comprehension and memory and expands the possibilities of exploration.

The modular structure of the e-learning, the ability of the AR app to elicit emotional involvement, practicality and the transversal methodological clarity throughout the course make the model adaptable to different educational contexts. This flexibility facilitates its dissemination and allows institutions and teachers to use it as a reference to innovate teaching practices. International collaboration between partners helps to keep it up-to-date and to ensure its scientific and pedagogical quality.

Considered as a whole, *Educational Ventures* presents itself as an organic training system in which structure, content and tools work in harmony. The experience accompanies students along a process of growth in which knowledge, skills and personal awareness develop together and progressively build useful tools to understand the world and orient themselves within it.

### 1.2. Who is it for

The path takes shape thinking first of all of students who are in a decisive phase of their growth, the one that coincides with the years of upper secondary school. These are girls and boys between fifteen and seventeen years old, a period in which curiosity, the need for autonomy and the desire to understand the world are intertwined in a particularly intense way.

In this phase, many of the skills that will accompany future choices are consolidated, both in study and in personal and social life. The course is part of the course at this time with the intention of offering useful tools to strengthen confidence, awareness and orientation skills.



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The students involved come from different cultural and social backgrounds, distributed in the countries participating in the experimentation of the model (Italy, Poland and Turkey). This variety enriches the experience because it introduces a plurality of gazes, sensibilities and ways of interpreting reality into the itinerary. The comparison between different perspectives becomes an integral part of learning and helps to develop open-mindedness, listening skills and attention to what appears distant from one's immediate experience.

This same variety is also reflected in the personal characteristics of the students who take part in the course, who show different interests and inclinations. Some arrive with a strong familiarity with digital tools, others progressively discover this environment; Some immediately show enthusiasm for collaborative work, others identify their own space over time. The structure of the course considers this richness and proposes activities that allow everyone to advance at their own pace, building skills step by step. The experience takes on a personal character while remaining shared.

Alongside the students, there is a second group of recipients who participate in a complementary way in the project: teachers and educators. The course offers them materials, tools and operating methods that enrich daily teaching practice and open up possibilities for methodological experimentation. The encounter with new teaching strategies becomes an opportunity for professional reflection and feeds a renewed attention to the way in which learning experiences are constructed.

The project also dialogues with educational institutions interested in educational models capable of integrating technological innovation, collaboration and the development of transversal skills. The modular structure and organizational clarity allow the course to be inserted in different contexts while maintaining consistency and educational quality. This adaptability makes the course a useful resource for educational realities that wish to expand their offer and experiment with contemporary teaching approaches.

An important presence, although less visible, concerns local communities. Activities that link learning and cultural heritage foster a more conscious relationship between students and the environment in which they live.

When a young person develops attention to his or her territory, the sense of belonging also grows and the quality of participation in collective life increases. In this way, the training experience produces effects that extend beyond the individual participant.



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The path also arouses interest among those involved in educational research and educational innovation. Scholars, trainers and professionals in the field find in the project a concrete example of the application of methodologies based on collaboration, experiential immersion and technological integration. The direct observation of an operating model allows us to grasp how theoretical principles can be translated into effective practices.

However, the students remain at the centre, the real protagonists of the experience. The contents and activities have been designed considering their training needs, identified through analyses and surveys that have made it possible to collect useful information for the definition of the path and the creation of the contents. This link with real data ensures consistency between educational objectives and concrete needs, making the experience relevant and meaningful.

During the process, a common characteristic often emerges among the participants: the desire to better understand what surrounds them. The course offers opportunities for exploration and comparison that feed this natural drive towards knowledge. Students thus enter into a relationship with content that acquires value because it is connected to their experience and their questions.

Looking at the set of recipients, the project appears as a meeting space between different people and roles, all involved in a shared growth process. Students, teachers, schools and communities participate in a path that focuses on learning as a living and participatory experience. From this interaction comes an educational environment capable of supporting individual development and at the same time generating collective value.

### 1.3. Overview of the five modules

After outlining what the course represents and who it is aimed at, the attention can shift to its internal structure. The course is divided into five modules, each dedicated to a specific area of expertise and conceived as part of a unitary design. The modular organization responds to a need for clarity and progression: each section delves into a theme, develops it through lessons or targeted and prepares the ground for the next step.



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The decision to divide the course into modules is one of the key elements of the project, because it translates a precise vision of learning into didactic form. The path accompanies the student along a gradual movement, in which each phase expands the skills developed in the previous one. This progressive trend makes it possible to build solid knowledge and connect it to each other, fostering an understanding that grows through integration, connection and personal re-elaboration.

All modules share the same internal architecture, designed to offer methodological continuity.

**Introduction**

**EDUCATIONAL VENTURES**

EDUCATIONAL VENTURES is an Erasmus+ project dedicated to transforming the educational landscape by creating a new cooperative school model. Our approach focuses on enhancing students' soft skills through innovative teaching methods and cutting-edge digital tools. Join us on this journey to promote active citizenship, social cohesion, and employability across Europe, starting with our e-learning course.

For each module you will find lessons and activities to which we kindly ask you to access.

**Community Room**

This space is designed to encourage dialogue and collaboration. Here, you can share insights, report difficulties, learn from personal experiences, exchange resources, tools, and engage with your colleagues. To be an open space for constructive interaction, please always contribute to collective growth.

**Module 1: Transversal Skills for the XXI Century**

Lesson 1: Designed by the Open partners (Italy), focuses on transversal skills for the XXI century. The main topics covered in this module are critical thinking and problem solving, collaboration and team building, communication, creativity and innovation, all of which are essential skills for young people today. The end of this module is to have students understand these topics and develop their skills to be able to manage these skills in their everyday lives and in their professional careers.

- Lesson 1: Critical Thinking and Problem Solving
- Lesson 2: Collaboration
- Lesson 3: Communication
- Lesson 4: Creativity and Innovation

Quiz of Module 1

**Module 2: Digital Skills and Immersive Technologies**

Lesson 2: Designed by the Italian partner (Italy) and focuses on digital skills and immersive technologies. The module consists of five lessons with learning objectives, video lessons and primary, virtual and augmented reality of technologies and their use. During the course, you will learn about key digital concepts and how to use them, the ethics of digital resources, the differences between on and off and their usage areas, and you will have an idea about how to use them in the technology of the future.

- Lesson 1: Digital Literacy
- Lesson 2: Digital Security and Privacy
- Lesson 3: Ethical and Immersive Use of Technology
- Lesson 4: AI and VR to Improve Learning

Quiz of Module 2

**Module 3: Active and responsible citizenship skills**

Lesson 3: Designed by the Italian partner (Italy) and focuses on active and responsible citizenship skills. The module consists of five lessons with learning objectives, video lessons and primary, virtual and augmented reality of technologies and their use. During the course, you will learn about key digital concepts and how to use them, the ethics of digital resources, the differences between on and off and their usage areas, and you will have an idea about how to use them in the technology of the future.

- Lesson 1: The Fundamentals of Citizenship
- Lesson 2: Constructive Participation in the Community
- Lesson 3: Global and Ethical Responsibility
- Lesson 4: Equality and Cultural Competence

Quiz of Module 3

**Module 4: Sustainability, Territory and Outdoor Learning**

Lesson 4: Designed by the Italian partner (Italy) and focuses on sustainability, territory and outdoor learning concepts. The module consists of five lessons with learning objectives, video lessons and primary, virtual and augmented reality of technologies and their use. During the course, you will learn about key digital concepts and how to use them, the ethics of digital resources, the differences between on and off and their usage areas, and you will have an idea about how to use them in the technology of the future.

- Lesson 1: Sustainability and Respect for others
- Lesson 2: Environmental Awareness and Self-Reflection in the Environment
- Lesson 3: Leadership, Autonomy and Initiative
- Lesson 4: Techniques and Benefits of Outdoor Learning and Connection with the Territory

Quiz of Module 4

**Module 5: Meta-Skills and use of RAS**

Lesson 5: Designed by the Italian partner (Italy) and focuses on meta-skills and use of RAS. The module consists of five lessons with learning objectives, video lessons and primary, virtual and augmented reality of technologies and their use. During the course, you will learn about key digital concepts and how to use them, the ethics of digital resources, the differences between on and off and their usage areas, and you will have an idea about how to use them in the technology of the future.

- Lesson 1: Motivation
- Lesson 2: Self-Reflection and Feedback
- Lesson 3: Resilience and Adaptability
- Lesson 4: Risk and Learning

Quiz of Module 5

Each section opens with an introduction that presents the theme and clarifies its formative meaning. This is followed by essential theoretical content, selected to offer a clear and accessible theoretical basis. This part is accompanied by rapid application activities that allow students to use what they learn, bringing into play reflection, comparison and experimentation. The conclusion of each module includes assessment tools and moments of self-assessment that help to observe progress and consolidate skills. This recurring structure

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creates familiarity and makes the path recognizable, allowing students to orient themselves with confidence.

The sequence of modules follows an intentional logic that accompanies the development of the student from the outside in. At the beginning, the work concerns cognitive and relational tools, i.e. those skills that allow you to deal with content, activities and learning situations. Subsequently, the course introduces the digital dimension, which is increasingly central to contemporary reality. The attention then expands towards the social and civic sphere, to take root in the relationship with the territory and the environment. The last stage leads to the understanding of the mental processes that support learning, offering students tools to consciously manage their way of studying.

The first module focuses on soft skills for the 21<sup>st</sup> century. In this initial phase, the foundations are built that make everything else possible: the ability to analyse information, to deal with complex situations, to collaborate with others and to express ideas clearly. This module performs a foundational function because it strengthens cognitive and relational tools that will accompany each subsequent experience. Students develop awareness of their own way of reasoning and gain confidence in the use of language, elements that facilitate participation and involvement.

The second module introduces the topic of digital skills and immersive technologies. In this phase, students come into contact with concepts, languages and principles that allow them to understand how interactive digital environments work and what role they play in contemporary learning processes. The contents offer a clear theoretical basis that allows you to orient yourself between tools, possibilities and applications, developing a conscious familiarity with the digital. This preparation represents the basis of the experiential phase of the course, in which augmented reality becomes an operational tool at the service of the exploration of cultural environments and the understanding of the links between monuments and developed skills. Students thus have conceptual references that make interaction with contexts observed from different perspectives more meaningful, promoting a more immediate understanding and a more stable memory.

The third module broadens the gaze towards the dimension of active and responsible citizenship. The focus shifts from the relationship with the contents to the relationship with the community. Students reflect on the meaning of participation, the importance of dialogue



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and the value of social relationships. This phase fosters the development of a civic sensitivity that helps to read reality with greater awareness and to recognize one's role within collective contexts.

The fourth module leads into the territory and the dimension of sustainability, exploiting the potential of direct experience as a learning tool. Places, natural environments and urban spaces become opportunities for observation and reflection. Knowledge is thus connected to lived reality and acquires a more concrete meaning. Students develop attention to cultural and environmental heritage and build a more conscious relationship with the context in which they live.

The fifth module concludes the course with a passage of great importance: the focus is on meta-skills and the functioning of the Reticular Activation System, the neural system that regulates attention and selection of information. In this phase, students explore their own way of learning, recognize the mechanisms that sustain concentration and motivation, and experiment with strategies to enhance them. The module offers tools that strengthen autonomy and awareness, qualities that accompany study over time.

Taken together, the five modules make up a coherent and progressive structure that is reflected both in the e-learning phase and in the practical phase of using the AR app. Each of the modules has its own thematic identity and, at the same time, contributes to a unified training project. The succession of modules builds a path that integrates cognitive, technological, social, environmental and metacognitive dimensions, offering students a complete and articulated experience.

The thematic areas were defined starting from an initial phase of research and analysis of training needs, through which some skills considered essential for personal growth and participation in contemporary society were identified. The modules operationally translate these priorities and constitute the backbone of the course, a map that allows you to orient yourself before going into the details and to grasp the logic that connects each part to the overall design.



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## 2. Framework for replicability (Liceo Francesco D'Assisi)

### 2.1. Concept of replicability in educational innovation

### 2.2. Stakeholder involvement (students, teachers, partners, local community)

### 2.3. Integration into school curricula

### 2.4. Required Time and Implementation Phases

### 6.4. Partnership Building and Networking

## 2. Framework for Replicability (Liceo Francesco D'Assisi)

### 2.1 Concept of Replicability in Educational Innovation

Within the Erasmus+ framework, replicability is a central quality criterion: funded projects are expected not only to produce valuable innovations within the participating institutions, but to generate outputs that other schools, teachers, and educational systems across Europe can adopt, adapt, and replicate independently. For a secondary school, this expectation is both an opportunity and a responsibility. It is an opportunity to elevate educational practices to a European level of visibility and impact; it is a responsibility to design, document, and evaluate the innovations constantly.

Replicability refers to the extent to which a study's results or an intervention's effects can be reproduced when the same methods are used under similar conditions. It is a cornerstone of scientific rigor: a finding that cannot be replicated raises questions about its validity and generalizability.

In educational research, replicability involves:

- methodological transparency: detailed descriptions of procedures, instruments, and analysis techniques.
- contextual clarity: clear information about the educational setting, population, and resources.
- reproducible outcomes: the ability to yield comparable results when the innovation is applied by other educators or researchers.



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Educational innovation often implies creativity, flexibility, and responsiveness to context—qualities that can sometimes seem at odds with standardization. Yet, replicability remains vital because it determines:

- **credibility:** innovations with replicable results gain legitimacy in the academic and professional community.
- **scalability:** replicable models can be adapted and implemented across various schools or regions.
- **sustainability:** practices that can be reliably reproduced are more likely to be sustained over time.
- **equity:** replication ensures that proven innovations can benefit diverse student populations rather than remaining confined to target groups.

However, educational settings are context-dependent, and strict replication may not always capture the flexibility needed in pedagogical practice. Therefore, it is necessary to distinguish between:

- **exact replication:** repeating an innovation with the same design and conditions.
- **conceptual replication:** applying the underlying principles of an innovation in different contexts or with variations to adapt to local needs.

Consequently, in educational research, replicability is defined as the capacity of an innovative methodology to produce consistent pedagogical outcomes when implemented in a new institutional or cultural environment. In fact, a modular approach is preferable since true replicability requires "Modular Design": instead of a rigid curriculum, the innovation must be broken down into discrete, transferable units. This allows host institutions to adopt elements that fit their specific logistical constraints. Furthermore, for an innovation to be replicable, it must undergo "de-contextualization:" This involves identifying the core of the project.

### 2.1.2 Replicability and the Erasmus+ criteria

The Erasmus+ Program Guide makes clear that the potential for impact, sustainability, and transferability of project results is one of the principal criteria on which project proposals and progress reports are evaluated. This translates into a concrete commitment at three levels. At the output level, it is essential to produce intellectual outputs that are clearly described, freely accessible, available in multiple languages, and structured so as to be usable without direct involvement of the original developers. At the outcome level, it is important to document evidence — through evaluation data, teacher feedback, student assessments, and external review — that the outputs produce the learning results they claim. At the impact level, it is necessary to identify and engage the audiences beyond the



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involved school that could benefit from the project: other schools, local education authorities, national curriculum agencies, and European teacher associations.

### 2.1.3 Core Principles Guiding Our Replicability Framework

The following principles guide the replicability framework of the Liceo Francesco D'Assisi in this Erasmus+ project:

- ▶ **Contextual fidelity:** we commit to being transparent about the specific context in which each output was developed, so that potential users can assess the degree of adaptation required for their own setting.
- ▶ **Modular design:** all project outputs are structured in separable modules that can be adopted independently or in combination.
- ▶ **Open access:** outputs are published on the Erasmus+ Results Platform and on the school website under open licensing, removing intellectual property barriers.
- ▶ **Capacity building:** where possible, training sessions, webinars, and study visits to support other institutions in the adoption of our outputs will be organized.

## 2.2 Stakeholders involvement

Speaking in general, a fundamental condition for the replicability of any educational innovation is that it has been co-designed with, tested by, and evaluated in the real experience of those it is addressed to. The stakeholder engagement strategy is therefore not merely a procedural box to be ticked, but an essential commitment.

### 2.2.1 Students

Students are the primary beneficiaries of the Erasmus+ project and, as such, the most important source of feedback on the relevance, usability, and effectiveness of the innovations we develop. At Liceo Francesco D'Assisi, students' involvement is structured as follows:

- ▶ **Co-design:** a student target group participates in the design of workshop formats, digital resources, and peer-learning activities. Students give their feedback of what is actually engaging, comprehensible, and useful in the classroom.



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- ▶ **Piloting:** all project outputs are piloted with the target group before being finalized. Piloting includes structured observation, student self-assessment questionnaires, and focus group discussions to collect both quantitative and qualitative feedback.

The involvement of students in design and evaluation activities is systematically documented through participation records, photographic and video documentation (subject to privacy compliance and parental consent), and inclusion of students' voices in dissemination materials.

### 2.2.2 Teachers

The teaching staff of Liceo Francesco D'Assisi constitute the primary factor through which the project's innovations are delivered and, ultimately, the primary agents through whom replication becomes possible. Teachers are not merely implementers of project outputs: they are valuable with their professional expertise and classroom experience that are indispensable to the quality of what we produce.

- ▶ **Erasmus+ Core Team:** a dedicated group of teachers who are co-researchers and co-designers, constitutes the project's core pedagogical team. These teachers attend all project meetings, lead the design of intellectual outputs, conduct classroom pilots, and coordinate evaluation activities.
- ▶ **Extended Staff Involvement:** through regular staff meetings and collaborative planning workshops, all teaching staff are informed of the project objectives and outcomes and are invited to contribute feedback and to explore connections with their own subject areas.
- ▶ **Professional Development:** participation in the Erasmus+ project is framed explicitly as a professional development opportunity.

The professional development dimension of teacher involvement is directly relevant to replicability: teachers who have deeply internalized the pedagogical logic of an innovation are far better placed to support its adoption by colleagues in other schools than those who have merely implemented it mechanically.

### 2.2.3 European Partners

The transnational partnership itself is the primary structural mechanism for replicability in the Erasmus+ model. By involving institutions from different national contexts in the co-design of outputs, the partnership ensures that what is produced is not purely a reflection of



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any single national or institutional context. Liceo Francesco D'Assisi works with partner from Italy, Poland, Turkey and Czech Republic, each bringing distinct pedagogical traditions, regulatory frameworks, and professional experiences. Moreover, transnational project meetings — conducted in person and online — bring together representatives of all partner institutions to co-design, review, and revise project outputs.

### 2.2.4 Local Community and External Stakeholders

The replicability of educational innovations depends not only on their transferability to other schools, but on their connection with and responsiveness to broader social and territorial contexts. For Liceo Francesco D'Assisi, the local community — including families, local government, cultural institutions, civil society organizations, and employers — constitutes both a resource and a target audience for the project's innovations.

- ▶ Families: parents are informed of the project's objectives and activities through the school's digital communication channels, parent-teacher meetings, and a dedicated section of the school website.
- ▶ Local government and cultural institutions: the school involvement in the Erasmus+ project is communicated to the local municipality and to regional education authorities. Where possible, local cultural and educational institutions are invited to co-host dissemination events and to contribute expertise or resources to project activities.

## 2.3 Integration into School Curricula

One of the most common criticisms of school-based European projects is that they exist in a parallel dimension to the school's ordinary educational activity. At Liceo Francesco D'Assisi, we are committed to considering the Erasmus+ project an enrichment of the school curriculum. Its integration is, moreover, a key condition for replicability: an innovation that requires a school to suspend its normal educational activity in order to implement it has very limited adoption potential. On the contrary, an innovation that fits naturally into existing subject areas, competency frameworks and assessment structures, on the other hand, has a genuine chance of being carried out. The Civic Education teaching offers a great opportunity to integrate modular methodological innovations.



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### 2.3.1 Alignment with the National Curriculum Framework

Italy's secondary school system operates within the national curriculum framework established by the MIM which defines the core competencies, learning objectives, and knowledge domains for each school type and grade.

The project intellectual outputs have been designed in explicit alignment with this framework, with particular attention to the cross-curricular competencies identified in the European Reference Framework for Key Competences for Lifelong Learning (2018). Specifically, the project thematic focus maps onto the following key competencies: multilingual competence; digital competence; personal, social and learning to learn competence; citizenship competence; and cultural awareness and expression competence. This arrangement ensures that the project outputs are not additions to the curriculum, but reinforcements of competencies that are already mandated by the national framework.

### 2.3.2 Assessment Integration

A key indicator of genuine curriculum integration is the extent to which the competencies and products generated by project activities count toward formal student assessment. At Liceo Francesco D'Assisi, we have worked to ensure that Erasmus+ project activities are recognized within the official assessment framework. Furthermore, the Erasmus + projects can be an essential part of the 'didattica orientativa' introduced by D.M. n.328, 22/12/2022.

## 2.4 Required Time and Implementation Phases

The successful implementation of a replicable educational innovation requires careful temporal planning. The Erasmus+ project spans two to three years, but the activities and deliverables associated with replicability extend beyond the formal project period. The project implementation can be structured in different phases, each with distinct objectives, activities, outputs, and replicability-oriented deliverables.

### 2.4.1 Time Requirements at School Level



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Beyond the formal project phases, it is essential to be realistic about the time investments required at school level. The following steps to be taken into account in a replicability perspective, are based on Liceo Francesco D'Assisi experience and are intended to support other schools considering replication. First of all, the Erasmus+ implies regular team meetings during the school year. These meetings cover project planning, output review, evaluation analysis, and communication with partners. The development of the models and the adoption of the modules require a consistent planning and a schedule within the school curriculum with the needed flexibility. As regards the classroom implementation, teachers can involve at least two classes planning the preparation, implementation and assessment time. Finally, the replicability strategy implies dissemination activities such as multiplier events that require preparation of the event, including the production of presentation materials, the organization of logistics, and follow-up communication with participants.



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### 3. How to Use the Course (CAIO)

3.1. Suggested schedule and duration

3.2. Role of Educators in Guiding Students

3.3. How to integrate modules into regular lessons



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### 4. Ways Teachers Can Adapt and Replicate Modules (NARA)

#### 4.1. How to Prepare Lessons Using Ready-Made PPT Templates

#### 4.2. How to organize group work and activities

#### 4.3. How to set up and use the AR app

Step-by-step guide with explanatory screenshots.

Problem-solving section to help teachers with common technical difficulties.

#### 4.4. How to manage outdoor logistics and safety protocols

Compliance with school safety regulations and risk assessment.

Management of parental consent forms and official authorizations for outdoor activities with minors.

Supervision reports and emergency procedures during off-site learning.



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### 5. Educational Ventures Course Modules in detail (All partners)

#### 5.1. MODULE 1 – Transversal Skills (CAIO)

***Develop the “Soft Skills” necessary for the world of work in the twenty-first century.***

#### 5.2. MODULE 2 – Digital Skills & Immersive Technologies( NARA)

***Overcome basic computer skills to enter the world of ethical engagement and advanced technologies.***

#### 5.3. MODULE 3 – Active and Responsible Citizenship (Liceo Francesco D’Assisi)

***Empowering students to become proactive members of their local and global communities.***

The Active and Responsible Citizenship module developed by Liceo Francesco D’Assisi offers a flexible framework that teachers across different educational contexts can adapt to their own settings. The modules offer the students the opportunity to be proactive members of their local and global communities.

One of the most valuable resources provided through the Educational Ventures project is the collection of ready-made PowerPoint templates. These presentations have been carefully designed to guide teachers through the key concepts and activities of the module, but they are meant to serve as starting points rather than rigid scripts.

When teachers first access the template package from the project platform, they need to take some time to explore the overall structure. Each presentation follows a consistent pattern: an opening section that establishes the learning objectives, a core section dedicated to theoretical content, interactive slides designed to engage students in activities, a reflection phase for debriefing, and a closing section that points towards follow-up tasks or actions. This structure has been tested and refined during the project, even in case of adaptation of the content.

The templates can be tailored for any specific context. Eventually different studies can be included in the original presentations with examples, drawn from diverse communities—a local civic initiative, a neighborhood improvement project, or a recent instance of youth engagement in municipal affairs. Similarly, the images and visual materials should ideally reflect places and faces that students can recognize and relate to. If presenting data and statistics about civic participation or social issues, it is necessary to update them so that they can make the content immediately more relevant and compelling.



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The adaptation work may include notes indicating how much time to spend on each section, when to pause for questions, or how to enhance the transition between activities. Some teachers find it useful to prepare differentiated versions of the same presentation for classes with varying levels of prior knowledge or engagement with citizenship topics. Including a few optional slides that go deeper into particular themes gives flexibility to respond to student interest without overloading the core presentation.

Group work lies at the heart of this module, and for good reason. Active citizenship is fundamentally about working with others, negotiating different perspectives, and taking collective action. The cooperative activities embedded in the module are designed to give students a taste of these real-world dynamics in a structured educational setting.

When forming groups, aim for heterogeneity. Mixing students with different strengths, backgrounds, and perspectives tends to produce richer discussions and more creative outcomes. Groups of four to five students work well for most activities—large enough to allow for diverse viewpoints, small enough to ensure everyone participates. Assigning specific roles within each group helps distribute responsibility and keeps the work moving forward. A coordinator can facilitate the discussion, a recorder can document the group's decisions and reasoning, a spokesperson can handle presentations to the wider class, a mediator can help navigate disagreements, and a timekeeper can ensure the group stays on track.

The module can include several activities that can be particularly effective and transferable across different school contexts. One such activity may involve analyzing a local issue that matters to students. Over the course of about two hours, groups identify a problem in their community, research its causes and dimensions, map out the relevant stakeholders, and develop a concrete proposal for action. This sequence mirrors the process that active citizens go through when engaging with real civic challenges and perfectly matches the Citizenship curriculum (Educazione Civica)

Another further development to be carried out in class, could be the decision-making simulation, in which students role-play a town council or similar deliberative body debating a contentious issue. This format helps students understand how democratic institutions function, how different interests must be balanced, and how compromise and persuasion work in practice. Running such a simulation requires careful preparation—assigning roles and positions, giving groups time to develop their arguments, facilitating a structured debate, and then reflecting together on what happened and why.



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For a longer-term project, groups can design and produce an awareness campaign on a civic theme of their choosing. This might result in posters, short videos, or social media content. The process of selecting a topic, identifying a target audience, crafting key messages, and producing communication materials engages a range of skills while connecting classroom learning to real-world action. Managing group work effectively requires attention at every stage. Before launching an activity, make sure students have clear written instructions and understand how their work will be assessed ( self- evaluation grids, work participation rubric, formative assessment rubric). During the activity itself, moderators circulate among the groups, without intervening: students often need time to work through difficulties on their own, and doing so build their capacity for autonomous collaboration. After the activity, always the teacher should dedicate time to debriefing: this is where much of the deeper learning happens, as students step back to reflect on what they experienced, what worked well and what they might do differently.

Adapting this module to different contexts is not just about swapping examples or translating materials. It requires a thoughtful engagement with students' realities, community's specific civic landscape. The templates and activity structures provided through Educational Ventures are tools to support this process, not scripts to be followed mechanically. The most successful implementations will be those where teachers make the module genuinely their own while preserving its core commitment to empowering students as active, responsible members of their local and global communities.

### 5.4. MODULE 4 – Sustainability & Outdoor Learning ( CRAS)

***Use the environment as a “living classroom” to promote environmental awareness.***

### 5.5. MODULE 5 – Meta-Competencies & RAS (WIDE)

***Learn “how to learn” and use the Network Activation System (RAS) to grow***

Arriving at Module 5 means entering a particularly significant phase of the path. After working on transversal skills, digital tools, citizenship and relationship with the territory, the focus shifts to an even deeper level: the way in which learning itself takes place. This module marks



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a step of maturity, because it invites students to observe their own mental functioning and to develop awareness of the processes that sustain attention, motivation and personal growth.

So far, the path has explored what you learn and how you interact with the outside world. Now the focus becomes the learner. The question that guides this section then becomes more internal: what happens in the mind when we learn? What mechanisms regulate attention? How do motivation, reflection and resilience influence the quality of study? And above all: how can we train these dimensions with intentionality and method?

Module 5 aims precisely to transform learning from a spontaneous experience to an understood, observed and enhanced process. The four units that compose it build a progressive path that crosses motivation, self-reflection, resilience, adaptability and functioning of the Reticular Activating System (RAS).

Each unit addresses a specific aspect and, at the same time, dialogues with the others, creating an integrated vision of meta-competences and showing how these dimensions work together in the construction of effective and lasting learning.

### **Motivation: the energy that directs action**

The first unit deals with motivation as a driving force for learning. Talking about motivation means entering the territory of mental and emotional energy that sustains commitment. Students understand how motivation can arise from within, when an activity generates interest and personal satisfaction, or from the outside, when a goal is linked to concrete results or goals. Both dimensions support the study and awareness of one's motivational levers allows them to be directed more effectively.

The unit delves into three fundamental dimensions of motivation: activation, persistence and intensity. Activation coincides with the moment in which the decision to start takes shape; persistence concerns continuity over time and the ability to remain focused even during demanding phases; Intensity describes the level of energy and concentration invested in the activity. Observing one's own experience through these three lenses offers a concrete tool for self-evaluation and helps to recognize where to direct attention to improve.



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The reflection is enriched by reference to established psychological models, including Maslow's hierarchy of needs, Herzberg's bifactorial theory, and Deci and Ryan's theory of self-determination. These theoretical contributions allow us to understand that motivation is rooted in deep needs related to autonomy, competence and belonging. Linking personal experience and theoretical models helps students to interpret their motivational states more clearly.

The path also addresses difficulties that can affect motivation, such as stress, procrastination and lack of defined goals. In this phase, operational strategies such as SMART goal setting, structured planning and positive visualization of the result are presented. The student thus learns to transform generic intentions into concrete actions, supported by a method.

Already in this first unit, the connection with the RAS emerges: when a goal appears clear and meaningful, attention is spontaneously directed towards the information useful for achieving it. Motivation therefore becomes the first lever for activating the attentional system.

### **Self-reflection and feedback: awareness that generates improvement**

The second unit explores the dimension of self-reflection and feedback, introducing a more conscious and introspective phase of the path. Self-reflection is presented as an intentional practice through which a person observes thoughts, emotions and behaviours in order to understand them more clearly. This ability is precisely what allows you to transform experience into learning.

Students experiment with concrete tools such as journaling, guiding questions and mindfulness practices. Writing helps organize thoughts and recognize recurring patterns; guided questions stimulate critical analysis and awareness; Attention practices promote mental clarity and observational skills.

Feedback enters as a complementary element that enriches the process. Receiving constructive observations broadens the perspective and makes visible aspects that remain outside self-observation. The module accompanies students in the development of a positive relationship with feedback, considered as a tool for growth.



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The unit also introduces the continuous improvement cycle linking goal setting, action, results analysis and strategy review. Learning thus takes the form of a dynamic process that is nourished by constant reflection and that progressively strengthens autonomy and self-regulation.

### **Resilience and adaptability: stability and flexibility in growth**

The third unit focuses on resilience and adaptability. Resilience is described as the ability to face challenges while maintaining emotional balance and determination, a central skill in personal and scholastic growth because every learning path goes through moments of difficulty and change.

The module proposes practical strategies to develop it, including building support networks, a growth-oriented attitude, welcoming change and valuing experience. Error takes on a formative meaning and becomes an opportunity for development.

The unit also delves into stress management and cognitive flexibility. Breathing techniques, mindfulness, physical activity and time organization promote balance and concentration, while cognitive flexibility, understood as the ability to change perspective and generate new solutions, supports creativity and problem solving.

This part of the journey reinforces a very important awareness: growth requires inner stability and openness to change. Resilience offers robustness; Adaptability allows evolution.

### **The RAS: the filter of conscious attention**

The fourth unit enters the neurocognitive heart of the module by introducing the Reticular Activating System (RAS). RAS is described as a neural network that filters sensory information and regulates the state of attention. Every day the brain receives an enormous amount of



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stimuli and this system selects those considered relevant, bringing them to the forefront of consciousness.

Understanding how the RAS works means understanding how attention is born. The unit shows that the attentional system responds most effectively when goals appear clear, meaningful and vividly displayed. Techniques such as visualization, precise definition of goals and connection between study and personal interests allow this mechanism to be activated.

Practices to support concentration are also proposed, including deep breathing, space organization, time management and intentional focusing. The student thus acquires tools to create favourable conditions for learning.

Module 5, like all the modules of the course, is developed through a methodological progression that combines understanding, application and consolidation. The first phase takes place in the e-learning environment, where students explore the theoretical contents of the four units and experience guided activities that allow them to internalize the concepts. At the end of this phase, a verification quiz allows you to consolidate your knowledge and observe the level of understanding achieved.

Subsequently, the path continues in the immersive experience in augmented reality. Each module of the *Educational Ventures* project has an associated monument that symbolically translates the skills developed. For Module 5 the experience takes place in front of the Elephant with Obelisk in Piazza della Minerva in Rome.

The elephant represents strength, memory and wisdom; the obelisk symbolizes knowledge. This image becomes a visual metaphor for meta-skills: motivation as a force that sustains knowledge, self-reflection as conscious memory, resilience as stability and RAS as the ability to direct attention to what matters. The AR experience ends with a second quiz integrated into the app, which allows you to verify the applicative understanding of the concepts through the symbolic language of the monument. The course thus combines theory, experience and reflection in a coherent training sequence.



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Observed as a whole, Module 5 represents the synthesis of the entire *Educational Ventures* path. The skills developed in the previous modules find here a broader framework of awareness. Students understand how to activate motivation, reflect on their actions, face challenges with resilience and direct attention through RAS.

Learning to learn thus becomes a concrete and lasting skill. The knowledge of mental processes, the strategic use of attention and the practice of personal reflection offer tools that accompany growth over time. The course thus closes with a new perspective: learning appears as an active, intentional and constantly evolving process.



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### 6. Assessment and Feedback (CRAS)

6.1. Evaluation Framework

6.2. Learning Outcomes Assessment (Unit Quizzes & Competence Tracking)

6.3. Observing competences during the activities, define a summary table of the competences associated with the various modules to release a certification of results.

6.4. Providing constructive feedback

6.5 Planning a strategy to adapt the activities and the summary table of competences for students with special educational needs to ensure the full inclusiveness of the model.



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### 7. Sustainability and long-term integration (Liceo Francesco D'Assisi)

#### 7.1. Ensuring continuity beyond the project

#### 7.2. Integrating modules into the school curriculum

#### 7.3. Training new teachers and multipliers

#### 7.4. Partnerships Building and Networking

The dimension of sustainability and long-term integration is one of the most strategically significant, and yet most frequently underestimated aspect of any European educational project.

The Erasmus+ program guide is unambiguous on this point: funding is not an end in itself, but a catalyst. The true measure of a project success is not what it achieves during its grant period, but what it leaves behind — in classrooms, in curricula, in professional communities, and in the broader educational landscape — long after the final report has been submitted.

For Liceo Francesco D'Assisi, this is not merely a compliance requirement. It reflects a deeply held institutional conviction that European cooperation has value only if it produces lasting transformation.

#### 6.1 Ensuring Continuity Beyond the Project

Researchers have identified a common weakness in educational initiatives when innovations are carried out only during the active grant period while external funding is available, but decline once the funding ends, failing to leave a lasting impact on the organization's culture or practices.

In order to overcome difficulties, Liceo Francesco D'Assisi has implemented a multi-dimensional sustainability strategy designed to embed project innovations into the school permanent organizational and pedagogical vision.

First of all, PTOF integration: the Piano Triennale dell' Offerta Formativa (PTOF) — the three-year educational plan that every Italian school is required to produce and that defines its pedagogical identity, objectives, and activities — is the primary instrument for the institutional anchoring of Erasmus+ outputs. The school's Erasmus+ core team, in coordination with the Collegio dei Docenti, has initiated the formal process of incorporating the project's curriculum modules, pedagogical approaches, and competency frameworks into the current and forthcoming PTOF. This ensures that the innovations are no longer identified with the project, but with the school itself.



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Moreover, major decisions regarding the adoption of innovative methodologies and approaches are submitted for formal deliberation by the school's governing bodies — Consiglio d'Istituto and Collegio dei Docenti. This process is essential for sustainability: a decision that has been formally deliberated by the school community carries institutional weight that a project team's unilateral decision does not.

The school's annual budget plan may imply specific provisions for the continuation of Erasmus+ , including funds for teacher professional development, materials reproduction, digital platform maintenance, and participation in network events. This budgetary commitment means that the school regards these activities as part of its ordinary educational provision, not as a project-funded extra.

Finally, all intellectual outputs produced by the project — curriculum modules, teacher guides, assessment rubrics, student materials, evaluation instruments — are archived and published on the Erasmus+ Results Platform and on the school's website.

Finally, the training of other teachers and their involvement in the Consigli di Classe, can ensure the continuity of the project.

### 6.2 Integrating Modules into the School Curriculum

The intellectual outputs produced through the Erasmus+ project represent a significant investment of professional expertise and pedagogical innovations. Their value, however, can only be realized if they are actively used in teaching — not as occasional enrichment activities, but as integral components of the regular curriculum. The process of transforming a project output into a curriculum asset requires deliberate attention to alignment, adaptation and assessment.

This process can be guided by a four-step curriculum integration protocol developed by the Erasmus+ core team in collaboration with department coordinators. The protocol ensures that each output is not merely deposited in the curriculum but is genuinely owned by the teachers who will use it, aligned with the subject-specific competency goals of the national framework, and integrated into the school's assessment system.

The following steps can implement the integration of each Erasmus+-developed module into the school's formal curriculum:

**Step 1** Each module is subjected to a systematic alignment review against the national curriculum guidelines (Indicazioni Nazionali per i Licei) and against the European Key Competences Framework (2018). The review identifies the specific learning objectives that can be integrated in the official curriculum. Where gaps or misalignments are



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identified, the module is revised by the authoring teachers in consultation with the relevant department coordinator.

**Step 2** Following the alignment review, the module is presented to the relevant subject department(s) for formal adoption. This process involves a collegial discussion of the module's pedagogical approach, and, once adopted, it is shared as a departmental resource available to all colleagues.

**Step 3** Each adopted module is accompanied by at least one formally assessed task — an essay, a presentation, a project report, a practical artefact, or a digital product — whose assessment contributes to the student's regular subject grade or to the FSL competency profile. Assessment integration is the clearest signal to students, families, and colleagues that the module has genuine curricular standing.

**Step 4** Each integrated module is reviewed annually by the relevant department, drawing on student assessment data, teacher feedback, and any contextual changes that may require revision.

The integration of Erasmus+ outputs also provide a valuable opportunity to strengthen the school's cross-curricular approach to the Educazione Civica (Civic Education) subject, which is mandated by Law 92/2019 and requires all secondary schools to dedicate a minimum of 33 hours per year to the development of civic competencies across all subject areas. Several of the project's modules — particularly those addressing European citizenship, sustainability, and digital responsibility — map directly onto the Civic Education framework and have been formally allocated to it.

## 6.3 Training New Teachers and Multipliers

### 6.3.1 The Multiplier Principle

A project's sustainability is ultimately validated by the number and quality of the people who understand it deeply enough to carry it forward. The Erasmus+ core team — teachers who have been involved from the beginning — possess this depth of understanding. But if the project future depends exclusively on this small group, it is structurally fragile: the departure of key individuals could effectively bring the innovation to a halt.

Therefore, it is essential to expand the number of people with deep knowledge of the project methods and practices. Those teachers are actively trained to understand the innovation at a level that enables them to teach it to others, to adapt it to new contexts, and to advocate for it within their own professional communities. At Liceo Francesco D'Assisi, the



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multiplier strategy operates at three levels: internal (within the school), local (within the territorial school network), and European (within the transnational partnership).

### 6.3.2 Internal Teacher Training

The first and most critical level of the multiplier strategy is the professional development of teachers that can be involved in training programs designed and delivered by the Erasmus+ core team in collaboration with the school's professional development coordinator. This program should include:

- introductory workshops at the beginning of each academic year presenting the project objectives, the main outputs developed and the pedagogical approaches they embody;
- annual review of the modules and their integration in the school curriculum and school PTOF: the full teaching staff meet regularly in the occasion of Consigli di Classe, to share implementation experiences, discuss challenges and adaptations and collectively review the modules in light of student outcomes and feedback.
- digital support resources: all training materials, module guides, lesson plans, and assessment rubrics are available in a dedicated section of the school's website, enabling teachers to access support at any time independently of the core team.

Beyond the school's own teaching staff, the multiplier strategy can be extended to further levels of professional community such as the local school network (as well as civic associations).

### 6.4 Partnership Building and Networking

The real value of transnational cooperation lies not in the consortium agreement but in the professional relationships, mutual knowledge, and shared purposes that develop within and around it. These relationships can and should outlast the project itself, evolving from a grant-defined partnership into a genuine professional community that carry out best practices. Rather than ending the partnership when the funding stops, the partners aim to establish a "Community of Practice" sharing resources and initiatives. Finally, this community should be open to new members and stay connected to major European platforms to ensure the project innovations continue to spread.

Sustainable network-building is also, practically speaking, the foundation for future European project applications. The relationships, competencies, and institutional reputation built through the current Erasmus+ project make the participants credible and attractive partner for future cooperation projects.



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The possible future collaborations could be built directly on the intellectual outputs and the professional community generated by the current project, ensuring a continuity of purpose and method that is itself a form of sustainability. The goal is not an endless proliferation of European projects, but a deepening and broadening of a shared educational vision — one that began with this partnership and that can be carried forward into the wider European educational dimension.