Erasmus +

Call: EACEA/33/2014
Forward-Looking Cooperation Projects

Erasmus+

DETAILED PROJECT DESCRIPTION

PART 2. Award criteria

2.1 Project relevance

Under this criterion, applicants need to state the relevance of their proposal in relation with the call objectives and priority(ies), project approach and its innovation elements as well how the expected results will be mainstreamed and have the potential to be transferred to European policy development.

2.1.1 Project objectives

Please define the specific aims and objectives of the project. Explain in which way the project addresses the call objectives and the selected call "main priority"(eForm – part C.1).

The SHARMED project aims to promote new experiences of teaching and learning, with specific consideration for respect of cultural differences and promotion of intercultural dialogue, fostering equity in participants' contributions to classroom interaction, and enhancing empowerment and recognition of children's contributions. The core aspects of the teaching and learning process are (1) production and collection of children's and their families' stories about their memories, and (2) facilitation of their description, comparison and sharing through dialogic communication. Thus, the project provides opportunities for children's choice of visual materials and narrative of their meanings.
SHARMED has a primary general objective and seven interrelated objectives, originated from the primary one and coherent with it.
The project's primary objective is producing, comparing and relating in a dialogical way children's

memories of personal and cultural roots in multicultural classrooms, through the collection and use of visual materials, in particular photos.

Working on these materials in classrooms, children can compare and negotiate them in dialogic interactions; narratives and their comparison are facilitated by the use of images. SHARMED promotes storytelling of personal experiences and cultural backgrounds, and the discussion of these narratives in the classroom. As storytellers, migrant-background learners are given a voice, towards their inclusion in the educational context. The achievement of this objective is facilitated by the fact that memory is a shared aspect of human life, and that comparing memories means dealing with different but comparable perspectives on social relationships.

Achieving this objective, SHARMED will introduce an innovative and inclusive form of participative pedagogy, promoting dialogue and cultural mélange in schools, and aiming: (1) to foster children's motivation and resilience, (2) to provide personalised learning support for them, (3) to develop their children's participative approach to learning, (4) to strengthen the links between children's families and schools with a positive impact on the school-family partnership. In this way the project succeeds (5) to promote social inclusion and citizenship of migrant-background learners, (6) to combat their segregation and discrimination, (7) to develop their cosmopolitan approach to cultural differences and similarities.

SHARMED's primary objective generates seven further objectives:

1. The promotion of the integration between facilitative methodology and competence in dealing with visual materials, such as photography. Facilitation is an effective methodology of dialogic teaching, which encourages children to participate actively to the educational process. Facilitation allows children to produce and compare their stories with other stories. Facilitative methodology allows both teachers and children to make substantial and significant contributions to learning, supporting children's thinking in moving forward creatively and independently.

2. The application of facilitative methodology and the use of visual materials in different areas of teaching and learning, in particular in oral communication and writing, Art, History, Geography, Intercultural Education. (a) Oral communication and writing skills: facilitative methodology and the use of visual materials enhance: (a) migrant-background children's oral and written abilities in the local language binding it with their cultural memory and not in contrast with it. (b) forms of creative production. Children develop artistic and media abilities, learning to connect creativity, personal memories, cultural narratives and dialogue; (c) reflection on global history and geography, as an important background of their personal and cultural memories and their forms of identity; (d) the embedding of intercultural education in the daily activities of teaching and learning, avoiding its confinement as a specialised area of teaching and learning.

3. The development of synergetic connections in the school and between schools and their social and cultural contexts firstly encouraging (1) coordinated planning and collaborative realisation of activities by different teachers in classrooms; (2) supportive co-action between teachers and external experts in photography, facilitative methodologies and construction of archives; (3) involvement of the families in collecting materials and exchanging ideas with children and teachers.

4. The application of facilitative methodology and the use of visual materials to acknowledge the differences between formal curriculum and hidden curriculum as well as hidden skills at school. Skills and curricula are described as "hidden" as they are not acknowledged or examined by children, teachers, and the wider community. Values and lessons reinforced by the hidden curriculum often represent the accepted status quo, therefore it may be assumed that these "hidden" practices and messages don't need to change. However, the project gives school communities, teachers and children the chance to actively and openly reflect on their own assumptions, biases, and tendencies, opening up and questioning them, with the possibility of imagining new ones.

5. The promotion of teachers' training and collaboration in planning and facilitating the activities in and with the classroom. Teachers' training is important, given the innovative impact of the project on teaching and learning. The project provides a pilot training programme for the involved teachers and a training package for trainees and future applications.

6. The collection of visual materials within an open web platform which includes an archive and the tools to understand and teach the meaning of visual memories. The visual materials included in the web platform and archive promotes (a) exchanges among the classrooms involved by the partners, and (b) dissemination in all European countries, without limitations of differences in spoken and

written language.
7. A plan of analysis and evaluation of classroom activities. This plan will be based on a solid and articulated theoretical approach. The plan of analysis will concern the meaning of (a) sociocultural context of schools and children, (b) facilitative methodology and use of visual materials, and (c) children's participation and narratives. Evaluation will be based on rigorous qualitative and quantitative methodologies and instruments of field research.

The training package, the guidelines for dialogic teaching, the evaluation plan, the web platform and the archive are developed and proofed throughout the project. They are practical tools for a Europe-wide implementation of learning environments. These environments are learner-centred offering all children the possibility to buildup and integrate creative process of personal development, funded on their own characteristics. A shift in the understanding of teaching and learning through a change in policies might bring to a wider innovation in the traditional understanding of classrooms activities.

If other priorities (eForm – part C.1) are also addressed please explain their relation(s) with the project objectives.

2.1.2 Project approach

Please explain that the project concept is sound and credible.

The project is based on four premises.
1. Cultural identity is frequent intended as an "essential" identity, i.e. as something given and fixed (e.g. G. Hofstede. 1980. *Culture's consequences*. Beverly Hills/London, Sage; S. Ting Toomey. 1999. *Communication Across Cultures*. New York: The Guilford Press). However, this can create important problems of intercultural communication in multicultural societies, in particular problems of ineffective educational treatment of cultural identity. These problems can become particularly relevant during adolescence, an age in which the construction of identity may be seen as difficult and challenging (H. Fail, J. Thompson, G. Walker. 2004. *Belonging, identity and Third Culture Kids. Life histories of former international school children*. Journal of Research in International Education, 3(3), 319-338). This project is based on the idea that a dialogical construction of cultural identity before adolescence when children can manage such identity with less prejudices, can favour a negotiation of cultural difference in public discourse and interaction (for negotiated constructions of cultural differences, see A. Holliday. 2011. *Intercultural communication and ideology*. Thousand Oaks/London, Sage; I. Piller. 2011. *Intercultural Communication. A Critical Introduction*. Edinburgh, Edinburgh University Press; Zhu Hua. 2014. *Exploring intercultural communication. Language in action*. London/New York, Routledge). This negotiation can enhance a cultural mélange (J. Nederveen Pieterse. 2004. *Globalization & culture*. Lanham, Rowman & Littlefield), in which identities become more fluid and mixed. A negotiated construction of cultural identity in dialogic forms could avoid the individual and social construction of essentialist narratives in which cultural identities are considered fixed and separated (for dialogic construction of cultural identities, see C. Baraldi (ed.). 2009. *Dialogue in intercultural communities. From and educational point of view*. Amsterdam/Philadelphia, John Benjamins).
2. Memory is a socially constructed basis for constructions of cultural identity. According to some studies (J. Assman. 2011. *Cultural Memory and Early Civilization: Writing, Remembrance, and Political Imagination*. Cambridge, Cambridge University Press), it is possible to distinguish between two different types of memory: (a) communicated memory, which is related to transmission of memory in everyday life, especially oral and visual memories; (b) cultural memory, including narrated memories, which can be shared, transferred and reincorporated throughout generations. Both these memories are socially constructed and influence each other. Against this background, memory could be defined as the faculty that allows us to build a *narrative picture* of the past and through this process develop an image and an identity for

ourselves (J. Assmann and J. Czaplicka. 1995. *Collective Memory and Cultural Identity*. New German Critique, 65, Cultural History/Cultural Studies, 125-133). The "narrative picture" and its dynamic construction are at the core of this project. In particular, this project aims to stress the interconnections among (a) children's construction of personal memory starting from private images, (b) children's learning and actions, and (c) adult-children interactions, in particular in multicultural settings.

Dialogic forms of teaching are preferable to more hierarchical and traditional forms of teaching (for the latest, see J. Sinclair and M. Coulthard. 1975. *Towards an Analysis of Discourse. The English used by Teachers and Pupils*. Oxford, Oxford University Press). Dialogic teaching can create conditions of negotiation and communication in classrooms, acknowledging that children are active participants in constructing meanings and social practices, influencing the cultural and social situations in which they are involved (see A. James, C. Jenks and A. Prout. 1998. *Theorizing Childhood*. Oxford, Polity Press; C. Baraldi and V. Iervese (eds.) 2012. *Participation, Facilitation, and Mediation. Children and Young People in their Social Contexts*. London/New York, Routledge). Dialogic teaching is defined as "that in which both teachers and pupils make substantial and significant contributions and through which children's thinking on a given idea or theme is helped to move forward", and through which "teachers can encourage children to participate actively" (J. Mercer and K. Littleton. 2007. *Dialogue and development of children's thinking*. London/New York, Routledge, 41). The value of learners' experience is affected by the extent to which teaching "enables them to appreciate the purpose of the activities they do, and how these activities fit together into a meaningful sequence of events" (Mercer and Littleton, 2007, 55). Dialogic teaching requires facilitation of classroom interaction, in which the teacher is an "organiser of learning" (R. Holdsworth. 2005. Taking Young People Seriously Means Giving Them Serious Things to Do, in J. Mason and T. Fattore (eds.) *Children Taken Seriously. In Theory, Policy and Practice*. London, Jessica Kingsley Publishers, 149). Facilitative dialogic teaching is a specific form of teaching based on methodologies of facilitation. It aims to create the opportunity to negotiate and share individual contributions during communication and interactions, valuing the positive involvement in classroom relationships. Facilitation is conceived as a range of actions able to change educational patterns by promoting children's active participation in educational interactions (Baraldi and Iervese, 2012). The practice of facilitation emphasizes the production of different perspectives, in displaying and managing predefined assumptions, doubts, divergent interpretations, different stories and experiences, unpredicted emotions. Facilitation enhances and manages different perspectives, it is a strategy enhancing co-operative and relation-oriented interactions. In classroom interactions, facilitation makes it possible to coordinate and manage children's active participation and relationships and assure learning-outcome through post-activity feedback and reflection.

3. Visual materials offer an important opportunity to children's towards the development of their communication skills. The use of visual materials engages children in problems solving and creative workshops (S. Moline. 2011. *I See What You Mean*. Portland, Stenhouse), especially in multicultural settings. Visual materials, and in particular photos regarding children's private lives (stored in albums or boxes, uploaded in computers, shared in social network, etc.), are a powerful medium to recollect and narrate memory (R. Barthes. 1980. *La Chambre claire, Note sur la photographie*, Paris, Seuil). Creation and reproduction of photographic images, including both artistic and press photos and snapshots of every day street scenes, have transformed our understanding of places and people. Photographs are often our closest representation of the reality we are trying to come to terms with. Photographs allows to: (a) capture moments of our lives instantly; (b) express and reflect personal feelings; (c) tell stories about personal experiences; (d) encapsulate time and preserve memory; (e) invite the rest of the world to connect with us, overcoming language and cultural barriers. This project will use photos as a medium to stimulate interactive and personalised storytelling in educational settings.

2.1.3 Innovation

Please describe the project's innovation potential and what are the main innovative elements of the project (e.g. ground-breaking objectives, novel concepts and approaches).

The SHARMED project understands children as active constructors of knowledge encouraging them to share their thoughts, ideas and backgrounds through collective narratives. The innovative value of SHARMED concerns the introduction in the teaching and learning environment of methodologies aiming: (1) to promote children's agency, (2) to enhance facilitative dialogic teaching, (3) to enhance visual literacy, (4) to amplify the classroom experience.

1. Promotion of children's agency in constructing knowledge and learning processes.

In the mainstream narrative of childhood, children are considered incompetent in constructing knowledge and accessing to it. Knowledge is constructed and delivered by adults, and children must learn it. Consequently, the autonomous access of children to domains of knowledge is not recognised and their rights and responsibilities for constructing knowledge are not highly valued. Such mainstream narrative is strengthened in the case of children, from migrant backgrounds, when difficulties in using language and in socialisation may emerge. Children from migrant backgrounds are often observed within the framework of the distinction advantaged/disadvantaged, where diversities are observed as deficit in the readiness to meet the expectations of the educational curricula.

The condition of disadvantage becomes a main feature of the identity of children from migrant backgrounds. While linguistic difficulties and weak social networks are may actually hinder children's autonomous access to knowledge, it may be argued that labelling children from migrant backgrounds as a "disadvantaged group" does not support their empowerment. An alternative approach to the "disadvantage approach" is advanced by intercultural pedagogy that emphasises the necessity of involving children from migrant backgrounds in positive relationships in schools.

Intercultural pedagogies advocate a narrative of harmony in diversity which should help all children in experiencing and understanding diversity as a positive value. A narrative of harmony in diversity aims to foster positive relationships that overcome stereotypes and prejudices.

SHARMED proposes the introduction of an epistemological break with the mainstream perspective towards intercultural pedagogy. This epistemological break underpins a view of *all* children as competent in their production and access to knowledge.

Within this framework, SHARMED provides all the involved children with the opportunity to give meaning to their experiences, therefore actively participating in accessing and constructing knowledge.

As a result, SHARMED enhances children's agency in form of the capability to both shape their own lives, and to influence their social contexts. According to this perspective, children's agency is not an individual feature, independent and isolated from their interactions with peers and adults. Children's agency is seen as a specific, relational way of active participation in school processes, in which they can claim their right to produce and access knowledge and learning.

2. Enhancement of facilitative dialogic teaching.

Facilitative dialogic teaching promotes equity, empathy and empowerment as presuppositions of children's experiential learning. In particular, facilitative dialogic teaching aims to promote: (a) *equity*, as the fair distribution of children's active participation in classroom interactions, (b) *empathy,* in terms of children's expression of their sensitivity to interlocutors' interests and/or needs, (c) *empowerment*, understood as children's ability to treat disagreements and alternative perspectives as enrichments in communication.

Facilitative dialogic teaching underpins the enhancement of expression and acknowledgement of diversity towards mutual recognition, aiming to promote cross-cultural adaptation and the abolishment of ethnocentric boundaries.

SHARMED uses facilitative dialogic teaching to implement a cosmopolitan form of communication. Such cosmopolitan communication aims to combine children's interests and needs, the recognition of their cultural values and identities, and the harmonisation of their perspectives in reciprocity.

The methods of facilitative dialogic teaching include interdisciplinary, cross-subject teaching, collaborative learning, personalised approaches and project-based work as conducive to the development of multicultural competencies. The main activity of SHARMED is Project-Based Workshop (PBW), which is a method characterized by:

(a) Significant Content: children work on important knowledge and skills, originated from their private memories.

(b) 21st century competencies: children have the possibility to build upon their competencies, such as dialogue management, critical thinking, collaboration, and creativity.

(c) In-Depth Inquiry: children engage in an extended process of asking questions, using multiple resources, coordinating different perspectives and developing "shared narratives".

(d) Voice and Choice: children are guided by facilitators to choose resources, develop creations and explore possibilities of use.

(e) Comment and Feedback: children can give and receive feedback on their work both offline and online. The website fosters a direct and indirect exchange with other European children involved in the project.

3. Fostering intercultural dialogue by sharing private memories and developing Visual Literacy.

Visual Literacy (VL) is a way to help children to think and communicate *through*, *about* and *with* pictures. The project's multidimensional use of student 'vernacular photographs' support (a) a narrative reconstruction of private memories and present issues, (b) the use of images as a teaching tool to develop skills (see 2.1.1) that are useful and required in many social contexts but are normally not included in traditional curricula, (c) children's self-expression in an intercultural setting, showing personal skills that go beyond the current cultural constrains. The final phase of SHARMED is dedicated to critical reflection about identity and culture, aiming to generate and enduring change in the perspective of participants.

4. Amplification of the classroom experience through adoption of a multifunctional platform.

The specific set-up of a multifunctional platform is thought to inspire and support teachers who wants to make change in their environment by undertaking this or similar project in their classes and schools. Moreover, the platform allows fragments of personal cultural memory and dialogic narratives to become stored knowledge available for other users who can expand their learning experience and widening their horizons. The platform stimulates children to use media in a proactive and constructing way, becoming active creators of knowledge.

2.1.4 Transferability to European policy development

Please outline how the project demonstrates its potential for transferring results to European policy development.

The SHARMED project aims to transfer the following results to European policy development:

1. A plan (a) connecting different cultural memories regarding personal and cultural differences in classroom activities, through dialogue, thus (b) promoting acceptance and participation of migrant-background children, without overstressing differences and avoiding their ethnocentric separation from other children (Us vs. Them). The plan is developed and implemented in three important countries, through the integration of different competences recognised on the international dimension.

2. Guidelines for facilitative methodology of teaching to promote dialogue and learning, supporting the inclusion of migrant-background children in classrooms environments

3. A package for teacher's training, based on a pilot training in the three countries and on its evaluation. The package will be made available as a Massive Open Online Course accessible via the project's website.

4. A web exchange system, including an archive of visual materials, in particular photos, representing children cultural richness which become fundamental of the learning experience.

4. Complete evaluation plan of activities and corresponding package.

SHARMED is based on the conviction that the transfer of these outcomes can effectively improve the European policy for migrant-background children, with great benefit for all other children too, and for schools in general. The transferability of these results is based on three specific strategies.

1. Promotion of effective research-school-policy interaction in Europe. The first type of transfer of SHARMED regards the scientific and pedagogical validation of the model tested in the three countries involved in the Consortium. Such validation is based on mutual learning, innovation dissemination and consolidation of bottom-up best practices, resulting in the guidelines for facilitative methodology. This marks the transition from the experimental phase of local practices into the mainstream. Implementation should become common practice, and practice should consolidate policies and services. For this purpose, the Consortium aims to establish dialogue throughout the project with teachers, stakeholders and policy-makers. SHARMED can significantly contribute to effective research-school-policy interaction, by establishing dialogue with policy makers and other stakeholders from the onset, and keeping them involved in formulation or refinement of inputs, outputs and outcomes. Furthermore, the partners will be multipliers of dissemination and know-how, using the most relevant mailing lists and professional, institutional and research networks. In particular, some portals (e.g. eTwinning Portal, Open Education Portal and E.N.T.E.R. network; see 2.1.5) will offer the opportunity to disseminate information on the project to a broad community (these portals are available in twenty-six languages and involve nearly

300.000 members across Europe) of interested organisations and bodies (including ministries, chambers, social partners, associations, other networks, private organisations, SMEs, NGOs, universities, training organisations, schools, environmental organisations and social bodies). The best selected practices will become visible through examples available on a web platform, and in particular in an archive, which will be delivered during the project (see 2.2.1), and this will enable the educational environment to receive information, as well as to get in contact with the Consortium.

2. Participation in the European educational debate. Improvement of transferability to European policy is also based on participation in the ongoing debate on inclusion and acceptance of migrant-background children in schools and society. In 2013 the European Commission published its recommendation entitled: "Investing in children: breaking the cycle of disadvantage". In this Recommendation, the Commission emphasises the necessity to: "*revise and strengthen the professional profile of all teaching professions and prepare teachers for social diversity*". Our project will focus on this issue opening a research-pedagogical-political reflection, by posting blogs, sharing events, and engaging in thematic discussions at European Level. At this aim we will use targeted portals (see above) and dedicated academic and not academic journals (e.g. Focus Europe; elearning papers).

3. Comparison and merging of different educational approaches in Europe. SHARMED implements actions in 48 classrooms of 9-11 years old children, in three countries with different histories, organizations, pedagogical traditions. Observation of process and results of this implementation, and production of its results, can provide evidences and suggestions to improve and adapt the existing approaches to innovative methodology of dialogic teaching in very different situations and conditions, reflecting the highly differentiated situations and conditions in Europe. Therefore, this comparison can also improve a general reflection on differences and similarities towards the implementation of a European policy in this field.

2.1.5 Mainstreaming

Please explain why this project it needs a transnational cooperation for achieving its results. Please describe the project potential for transferring results to countries not involved in the project or to other sectors.

The need of transnational cooperation is based on two interrelated aspects concerning implementation of the SHARMED project: (1) different professional, internationally recognised competences; (2) different social and cultural settings for the experience of migrant-background children in schools.

(1) SHARMED integrates different professional competences, which are available in different countries, to elaborate a new methodology for supporting learning and inclusion of migrant-background children in schools. In particular, the project includes and integrates internationally recognised competences in: (a) pedagogical innovations and training for teaching (), (b) technological support for intercultural learning, which can include visual materials (FSU JENA), (c) evaluative research on classroom facilitation and children's participation (UNIMORE).

These different competences are integrated in order to produce, evaluate and disseminate an innovative methodology of promotion of migrant-background children's learning and participation, through specific classroom activities. These activities are based on the strict relationship between use of visual materials (in particular photography) and negotiating and sharing of cultural memories. In the last years, many projects about the relationship between vernacular photography or found footage and cultural memories have been implemented as forms of transnational cooperation in Europe (e.g.: Historypin – http://www.historypin.com/; Xdams – http://www.xdams.org/; Europeana – http://www.europeana.eu/). These projects are considered best practices for different purposes and methods, and have shown that transnational networks are useful to collect, share and explore private histories, make new connections and thus reduce social isolation. SHARMED aims to adapt this important practice of transnational cooperation to contexts of classroom activities in multicultural settings.

(2) SHARMED implements the proposed methodology in three European countries, with different types and forms of migration, with different traditions of multicultural policies, in schools and society, and with different educational policies. The implementation of the proposed methodology in these different settings, and the comparative analysis of this differentiated implementation, can provide a transnational exchange system, favouring the involvement of other countries and other educational sectors. This can enhance the transfer of the following outcomes: (a) guidelines for pedagogical innovation; (b) training package for

teachers; (c) Massive Online Open Course (MOOC); (d) package of evaluation tools and examples; (e) online portal that contains a web platform, an archive and a web-site accessible to all; (f) web platform for exchanges among children, teachers and policy makers (internal communication and interaction); (g) website for dissemination (external communication and interaction, also using a blog and social media); (h) archive of visual materials on the platform for use and improvement in different settings. In particular, the online portal will allow other countries and sectors to: (a) gather and share personal stories, using collections of photographs and images to promote conversations and trigger memories; (b) experiment and compare innovative teaching practices; (c) use the MOOC. The online portal is a means both to transnational cooperation and to disseminate outcomes and processes of the project. The online portal will be interactively developed on the basis of pupils' and teachers' needs, and it will be dynamically updated to state-of-the-art software and design for usability. Contents will be managed through a platform, which is the best solution to guarantee sustainable costs and an easy and fast accessibility on a global scale.

This transnational exchange system will collect, compare and share products and methods, in order to (1) take advantage of similarities, (2) take advantage of complementarities, (3) reflect on differences, (4) provide a great amount of visual materials. This system will allow the comparison of local practices in a transnational dimension, while emphasising networking of skills as a local development tool.

In particular, three different strategies will be adopted for the implementation of the transnational exchange system and for transferring results to other countries**:**

1. Snowball Strategy. Each partner and institution involved in the SHARMED project has its own network (universities, schools, boards of education, etc.), which can help transferring results. Each partner will invite at least one contact among its international networks to use the web platform, to download materials and tools, to participate in online open sessions.

2. Glocal Strategy. Contents can be selected, assembled and validated through a transnational collaboration of teachers and pupils in educational environments of different countries. Local, regional and national authorities and stakeholders can be informed and included in this process.

3. Exploitation Strategy. The existing national and international educational networks are an important resource to transfer results to those countries that are not involved in the project or to other educational sectors. In particular:

1. The **eTwinning Portal** (www.etwinning.net) provides online tools for teachers to set up projects, share ideas, exchange best practice and start working together. This portal promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools.

2. The **ETF - European Training Foundation** (http://www.etf.europa.eu/) helps transition and developing countries to harness the potential of their human capital through the reform of education and training.

3. **E.N.T.E.R.** – **the European Network for Transfer and Exploitation of EU Project Results** (http://www.enter-network.eu) offers EU project coordinators the opportunity to disseminate information about their projects and their results to a broad community of interested organisations and bodies.

2.2 Quality of the project design and implementation

Under this criterion applicants need to explain project design, analysis of needs and target groups, management plan, monitoring strategy and tools, and measures adopted to ensure that the proposed objectives and results will be of high quality and achieved in the most economical way and on time.

2.2.1 Project Design

Please describe schematically and chronologically the main phases of the project highlighting the major milestones and deliverables/outputs/results.

Phase 1: First consortium meeting (November 2015).
1. Consortium agreement (Deliverable).
2. Planning of management and dissemination (media coverage, mailing lists, specialised networks).
3. Plans for contacts and presentation in schools (Deliverable).
4. Tools package for Quality Plan procedures (Deliverable)
5. Planning of periodical reports on Self-Assessment Procedures and financial audits.
6. Consortium Report (Deliverable).

Milestone 1. Finalization of organisation and strategies

Phase 2: Preparation (December 2015-March 2016).
1. Presentation and planning of activities in schools. Selection of schools and classrooms for implementing the activities. Selection of 16 classrooms (9-11 years age) for each partner (total of 48 in the Consortium) (Deliverable).
2. Temporary version of the web-site, with a description of the project and its contacts.
3. Preparation of a background research on the sociocultural contexts of children and schools.
4. Development of the questionnaire for background research (Deliverable).
5. Administration of the background research in the schools involved in the project.

Milestone 2. Finalization of the background research.

Phase 3: Preparation (April-August 2016).
1. Analysis of the collected data on social and cultural background and research report (Deliverable).
2. Development of a package for training of teachers and experts in facilitative methodology and use of photography with children (Deliverable).
3. Plan for collection and production of visual materials in classrooms and construction of the multifunctional web platform in which materials will be archived (Deliverable)
4. Plan of classroom activities, coordinated by (a) expert in facilitation and use of visual materials and (b) teachers.
5. Package of research tools for evaluation of the activities: (a) questionnaire for teachers participating in the training, (b) questionnaire for pre-test (delivered before the activities), (c) plan of videotaping the activities, (d) questionnaire and scheme for a focus group, for post-test (delivered after the activities), (e) demi-structured interview scheme for facilitators and teachers to be delivered after the activities (Deliverable).
6. Presentation of 2, 3, 4 and 5 (Phase 3) in the involved schools.
7. Second Consortium meeting discussing these issues; Package for Local Quality Assessment process (Deliverable) and Consortium report (Deliverable).

Milestone 3. Finalization of the plans of activities and their evaluation.

Phase 4: Implementation of first training and web platform (September-October 2016).
1. Three days of facilitators' and teachers' training, in each country; summary (Deliverable).
2. Administration of a questionnaire to evaluate the teacher's training
3. Evaluation report on the teachers' trainings and summary (Deliverables).
4. Meetings to present the project to the parents and the children and achieve permissions for using materials and video-recording.

5. Administration of questionnaire (pre-test) in the 48 selected classrooms, concerning the meaning of memory, identity and relations in classroom and social context. The pre-test will be administered to both the children who will participate in the activities and a group of control.
6. Discussion on tools for evaluation among the Consortium partners, through the e-platform.
7. Presentation of the tools for evaluation in the schools.
8. Set-up, check and optimization of the multifunctional web platform.

Milestone 4. Finalization of teachers' training and multifunctional web platform.

Phase 5: Implementation of archiving and classroom activities (November 2016-May 2017).
1. Collection and production of visual materials by children and their families, in the 48 classrooms (Deliverable). Preliminary archiving of these materials.
2. Analysis and circulation of results of the pre-test and summary (Deliverables).
3. Implementation of activities in the classrooms, by expert facilitators and teachers in cooperation (4 meetings in each classroom, for a total of 192 meetings, each meeting 2 hours long, for a total of 384 hours of classroom activities with facilitators). Report on coordination (Deliverable)
4. Parallel involvement of the children in classroom activities with the teachers. The activites will offer the possibility to experiment the use of visual materials in Art, Geography, History, Intercultural Education, Second Language Teaching).
5. Videotaping of a meaningful sample (50%) of classroom activities in each country, for evaluation of facilitative methodology and children's participation.
6. Administration of questionnaire and focus group in the classrooms involved in the activities and questionnaire in the group of control (post-test).
7. Administration of audiotaped demi-structured interviews to facilitators and teachers.
8. Report on results of post-test and comparison with results of pre-test and summary (Deliverables).
9. Meetings for feedback from parents.
10. Report on External/Internal audits (Deliverable)
11. Third Consortium meeting, discussing results and possible problems emerging during the activities and Consortium Report (Deliverable).

Milestone 5. Analysis of results of the classroom activities.

Phase 6: Evaluation (analysis and report). Implementation of the web platform (June-November 2017).
1. Final report including analysis of all data and evaluation of the results of the activities and summary (Deliverables).
2. Fourth Consortium meeting, discussing the final report and a plan for implementing the archive in the web platform. Final evaluation document (Deliverable)

Milestone 6: Final report of evaluation

Phase 7: Implementation of the archive in the multifunctional platform (December 2017–February 2018).
1. Filling of the archive with visual material from each partner (including selected video from activities), following a participatory methodology, based on cooperation among experts, teachers and children.
2. Planning of a pilot facilitators' and teachers' training and production of a package for the trainees (materials and guide)
3. Fifth Consortium meeting, discussing the results of these activities. Consortium Report (Deliverable).

Milestone 7. Production of the archive on the multifunctional platform.

Phase 8: Final teachers' training and exploitation (March-October 2018).
1. Pilot facilitators' and teachers' training.
2. Administration of questionnaire for evaluation if the pilot training and final report (Deliverable).
3. Sixth Consortium meeting to discuss the final plan of dissemination and exploitation. Consortium report (Deliverable).
4. Publication of the archive on the website.

5. Publication of the final report of the project, including the packages for pedagogical innovation, training, evaluation (Deliverable).
6. Publication of a Massive Online Open Course (MOOC) in three languages (English, French, German, Italian), based on the package for pedagogical innovation, towards dissemination at European Level.
7. Final European conference and dissemination of the results of the final report.

Milestone 8. Production of outcomes: archive, package for pedagogical innovation, MOOC, training package, package for evaluation.

Milestone 9. Finalization of the final conference.

2.2.2 Needs and target groups

Please define the needs and target groups identified and describe how the project is going to produce effective results in relation to this.

The target groups of the SHARMED project include (1) migrant-background children, (2) their classmates, (3) all children's families, and (4) their teachers. This choice is based on the theoretical presupposition that children can improve their learning experience only through their relationships in classrooms.

The classrooms participating in the project are identified by the schools accordingly of the rate of migrant-background children. Frequently such classes are defined as "multicultural", considering the origin of the children's parents as important influence on the children's culture. This imaginary, which predefine identities as static monocultural entities, get questioned by this project, in which identities are understood to continuously develop through dialogic dynamics. Cultural identities are not once for all predefined, but they are constructed in classroom interactions, and the project aims to promote a reflection on these construction.

The participants will be 9-11 years old. This age corresponds to the last two years of primary school and the first year of middle school in Italy, the last two years of elementary school in the German federal State of Berlin, year 5 and year 6 (Primary School Key stage 2) in England.

In Italy, the project will be carried in Modena and Monfalcone, two highly industrialised areas with one of the highest immigration rate in the country: 20% of children has a migrant-background in Modena and 24% in Monfalcone; in some schools 70% of children has a migrant-background. In these two areas schools and stakeholder are very interested in pedagogical innovation. In Germany, the project will be carried in Berlin, where 33% of the pupils attending the primary school are background-migrant children. Being Berlin a federal State, it is organized in districts which can take decision on school politics. To increase the influence on the federal level, target schools will be chosen in different districts. In England, the project will be carried in the London Borough of Barnet which is marked by a high level of ethnic and linguistic diversity. Barnet will be the most populated London Borough by 2016, in consequence of growing international migration flows. The most recent data released by the Department for Education indicates that 66.1% of primary school pupils in Barnet belong to an ethnic group other than White British; 69% of pupils from non-White British groups belong to a non-White ethnic group.

Against this background, SHARMED addresses different needs. Needs 1-5 regard all children, as improvement of migrant-background children's learning and inclusion requires the implementation of activities in the whole classroom.

1. Need of intercultural learning. This is the need of learning to "become intercultural" and achieving "intercultural communicative competence" (ICC), through understanding and awareness of: (a) importance of plurality of perspectives and identities; (b) complex relations among these perspectives and identities; (c) basic similarities among individuals; (d) systematic and continuous hybridisation and mutual enrichment of personal background in the daily life contact with other children, adults and media; (e) equality, cooperation and solidarity as opportunities of self-expression. Need for intercultural learning is also need for cosmopolitan citizenship, which implies learning to manage expression of diversity effectively.

2. Need of learning to construe meanings in social interactions. SHARMED may support children to learn to: (a) research, collect and select visual materials, in interaction with their families; (b) produce written texts to describe these materials appropriately and to archive them, in interactions with experts and teachers; (c) produce oral stories about these materials and confront with other children's stories, in interaction with experts and teachers facilitating their narratives; (d) produce new oral stories, putting together different materials and giving them a collective and shared meaning; (e) share the outputs of their

activities on the e-platform, getting contact with the outputs produced by other children.

3. Need to learn about the meaning of personal and cultural memories, including them in a collective and shared process of elaboration. The dialogic elaboration of memories can avoid an individual and/or fortuitous elaboration, which can lead to ineffective or risky fixation of cultural identities.

4. Need to apply learning in different areas, namely (a) Art, (b) History, and (c) Geography (as well intercultural education and second language learning). Supported by SHARMED, children (a) can create an artistic project, as a collective testimony of the interactional construction of a narrative, by using visual materials. (b) can orient their sense of collective and shared history to the present, complex society, analysing different memories in a dialogical (and critical) way. (c) can learn to connect different spaces, different forms of geographical distribution of populations, and different personal and familiar experiences of space and mobility.

5. Need to learn the use of "multimodality" in everyday life. Today, coexistence of different media is a pivotal feature of social life and individual experience. Knowledge and abilities concerning the management of different media is one of the most important, but problematic at the same time, aspects of education. SHARMED addresses the need to find a way of facilitating integration of written, oral and visual forms of communication.

Furthermore, SHARMED may address the specific need for migrant-background children to learn their second language, using the classroom activities and without leaving the classroom to follow specialised classes. The interesting aspect of facilitation of classroom activities as it is implemented in this project, is that they allow the involvement of migrant children in discussions and production, without assessing their language abilities.

Relating to the target group "families" (3), SHARMED pursues two principal goals, bounded to each other:

1. Improvement of their self-image – which satisfies the human need of appreciation of the own background and way of being,

2. Enhancement of their involvement in the school activities – which corresponds to the need of creating a bridge or strengthening it between families and schools, useful for all parties.

With regard to the target group "teachers" (4), SHARMED addresses their need of creating classes which both enable all children to learn and motivate them to participate to the learning process. It is planned to give children tools to transform the diversity they have to cope with to a treasure they know how to have access to.

2.2.3 Management plan & monitoring strategy

Please provide a description of the management plan, including how resources are allocated to tasks, how cooperation and exchange of know-how and information will be ensured, as well as how the decision-making process is organised.

Management and monitoring of the SHARMED project will be ensured by three purposely constituted bodies, which will make decisions on the level of planning and activities, in their own capacities. These are: (1) the Management Coordination Committee (MCC), (2) the National Management Board (NMB) and (3) the Communication and Dissemination Team (C-D Team). Below, we describe the structures of the three bodies and the procedures they are expected to operate with.

Management Coordination Committee (MCC). MCC holds strategic management competencies. It is composed by a representative of each of the participants in the Consortium. These representatives are also the Coordinators of their local teams (Local Coordinators, LC). The coordinator of UNIMORE is the Consortium Coordinator (CC), who also chairs the MCC. The MCC has the function of promoting communication of initiatives and of mediating decision-making processes. In addition to LCs, MCC meetings can involve other staff members from the partners in the Consortium, depending on the necessities that the MCC identifies for the project step-by-step. The following functions are attached to the MCC: (1) negotiation and finalisation of the Consortium Agreement; sharing pre-existing know-how and information; access rights to pre-existing know-how and use of knowledge; (2) negotiation of the contract and budgetary aspects with the European Commission; (3) overall direction of the project; (4) coordination between partners in the Consortium; (5) consideration of activities and evaluative research and the progress reports; (6) constant monitoring and review of resources and project progress (including Quality Assurance [see 2.2.4] reports and assessment); (7) recommendation considering changes in project programme, including redistribution of budget; (8) recommendation and decision-making on key personnel; (9) negotiation and decisions about financial management and distribution of money; (10)

negotiation of agreements connected with application issues, including publications and innovation-related activities; (11) decision making on knowledge protection, ethical and legal issues. On an operational level, the members of the MCC coordinate and manage the WPs (see section 3, WPs). Each WP has an internal organisation where participating local teams share expertise and efforts in order to achieve the WP's specific objectives and tasks. All WPs' coordinators are responsible for the performance of the corresponding WPs. Specific tasks for WP Coordinators are to ensure accomplishment of the technical objectives of the WP and to report to the Consortium Coordinator, to participate to technical local and international meetings, to coordinate the production of WP relevant part of the deliverables and of external papers on topics dealing with their activities.

Coordination and management of WPs. On an operational level, the members of the MCC coordinate and manage the WPs, on the basis of their specific expertise (see Part 1). WP coordinators are selected as follows:

1. WP1 (Management) is coordinated by the Consortium Coordinator (UNIMORE).

2. WP2 (Preparation of activities) is coordinated by the Consortium Coordinator (UNIMORE).

3. WP3 (implementation of activities in school) is coordinated by University Campus Suffolk (UCS).

4. WP4 (implementation of the web multifunctional platform) is coordinated by FSU JENA.

5. WP5 (quality assurance) is coordinated by University Campus Suffolk (UCS)

6. WP6 (evaluation) is coordinated by the Consortium Coordinator (UNIMORE)

7. WP7 (dissemination) is coordinated by the Consortium Coordinator (UNIMORE)

All WPs' coordinators are responsible for the performance of the corresponding WPs. Specific tasks for WP Coordinators are to ensure accomplishment of the objectives of the WP and to report to the Consortium Coordinator (UNIMORE), to participate to local and international meetings, to coordinate the production of WP relevant part of the deliverables and of external papers on topics dealing with their activities.

National Management Board (NMB). The NMB is established at the local level of the Consortium participants and is the body that manages each local team; it is coordinated by the LCs and includes the other staff members and the contracted personnel. The function of NMB is to manage day-to-day running of the project. This collaboration can be organised differently, according to the local necessities of the different partners,.

Communication and dissemination team (C-D team) This team has the task to identify potential audiences (academic community, educational organizations, migrant groups and minorities, etc.) and communicate with them. This team: (1) is responsible for internal and external communications, planning and managing printed material, the blog, the social media channels, the mailing lists, the targeted networks and the contacts with local and national media; (2) ensures dissemination of deliverables, interim and final results, involving all relevant stakeholders. The C/D team will be coordinated by a staff member of UNIMORE supported by a specialised subcontracted agency and in coordination with FSU JENA, which is the partner in charge of the web portal. The C/D team will include a dedicated subcontract to the coordination of the team, responsible for producing communication and dissemination materials for the project as a whole.

Contacts and communication procedures. Management and coordination will be achieved through a program of 6 meetings and electronic communication procedures. Between meetings, regular contacts between CC and LCs will be ensured primarily by email and the web platform, provided by FSU JENA (see WP4); participants will also be actively encouraged to communicate directly with each other via e-mail and the web platform. MMC will meet formally 6 times during the project; during all these meetings the MCC will address issues related to activities, research and management. The C-D Team will use the web platform to facilitate contact. In the first phases of the project, before the development of the platform – two more electronic instruments to share data and information will be used: (1) DROPBOX, a file hosting and sharing service that offers cloud storage, file synchronization, and client software; GOOGLE GROUP, a free service that supports discussion groups based on common issues the partners may want to debate.

Please explain how the monitoring strategy is organised. In particular, explain how the risk identification and a mitigating actions plan is envisaged within the monitoring strategy.

The general monitoring of resources and project progress will be provided by the Management Coordination Committee. Moreover, from the very beginning of the SHARMED project, FSU JENA will implement a platform for the day-to-day monitoring of the project by the C/D Team. This platform, which is a password-protected part of the main web portal, will give access to all contacts involved in the project. The day-to-day monitoring will be provided through the web platform, under the responsibility of the C/D team. This platform will enable the members of the Consortium to follow-up the achievement of the project and especially: (1) MCC consultations between meetings; (2) administrative calendar; searching and consulting all events related to the project life and their attached documents (agenda, minutes, presentations, etc.); (3) work progression; overview of the main features and progression for WPs and tasks. One can also consult and update the work data statement (tasks, deliverables, milestones): (4) financial follow up; consultation of the budgets, funding, payments, costs (justified and accepted) and person/months assigned for each project and/or institution; (5) documentation; all legal documentation, presentation and updating of the contractual reports to submit to the European Commission; (6) contacts; allows consulting and emailing the contact points for each work package, activity or institution; each type of contact is mentioned to facilitate the internal communication and is updated regularly.

The most significant risks for SHARMED are associated with the impossibility to provide all or parts of the classroom activities, to collect all or part of the sets of data for their evaluation, to provide an archive and a platform including all or part of the collected visual materials. Here below, we list the risks concerning data collection and our mitigating action plans.

Risk 1: Teachers and/or families may refuse to participate in classroom activities and/or videotaping of classroom activities.

Mitigating action plan for risk 1. Active collaboration of school institutions with participant teams in all the countries of the Consortium should minimize this set of risks. All participating teams have experience in the collaboration with schools, so it is very unlikely that activities are not provided and data are not collected. However: (1) if families and children are not completely reassured about their participation, no pressure will be put on them; (2) if some school poses particular problems or scarce involvement of families and teaching staff, the project can continue in other schools, where teaching staff and/or families are more interested in the activities; (3) if video-recording is felt as too intrusive, tape recording could be proposed; (4) if some activities and data will be reduced in number, the project can go on by examining the collected data, as the value of the project is to provide experimentation of an innovative way of working with children in schools, rather than a meaningful sample of classroom activities or participants in research activities; (5) if, for these reasons few visual materials can be put on the web platform, the platform can be made available to the involved teachers and schools only.

Risk 2: Problems in involving migrant-background children and their families because of language barriers.

Mitigating action plan for risk 2. All the participant teams involve experts of intercultural communication. Moreover, the teams can collaborate with the schools in using mediators/interpreters to communicate with families and children. However: if some schools or classrooms cannot collect the data for these reasons, other schools can be involved, as the territories present a large amount of migrant-background children.

Risk 3. Outcome from SHARMED gets lost once the project comes to an end.

Mitigating action plan for risk 3. SHARMED involves a number of school and institutions which are directly interested in the project outcomes and are interested in using them in developing guidelines and teaching programmes in the future. However, this risk will be further mitigated as: (1) dissemination of the project results is very likely to continue after the end of the project in e.g. university courses and seminars in the institutions involved, and in training for teachers; (2) all the outcomes can be furtherly explored in future work.

2.2.4 Implementation & quality assurance

Please describe how the evidence base built can be transferred into concrete policy actions

1. The SHARMED project can be transferred into policy actions in schools, through its implementation in the form of teaching, primarily concerning integration among intercultural education, Art, History, Geography (as well intercultural education and second language learning). To some extent and for a part of the migrant-background children, teaching can be also implemented for second language learning. The integration of intercultural education in the regular curriculum is particularly important for school policy, as it allows a better inclusion of migrant-background children, implementing intercultural education via curricular subjects through innovative pedagogies. SHARMED impacts dramatically on educational contexts where primary schools curricula do not offer education to intercultural communication and citizenship as a stand-alone subject, such as in Italy, Germany or England

2. Collection and usage of visual materials, and classroom reflections on memories and identities can be transferred into regular teaching through the teachers' training and acquired expertise. The platform can be used to retrieve visual materials and reflections. Dissemination of pedagogical innovation is implemented through a MOOC (Massive Open Online Course) to be embedded in the project's website and linked to the platform. The MOOC includes learning materials, tests for self-assessment and a forum. The MOOC aims to foster a Personal Learning Network (PLN), that is, an informal learning network sustained by the interaction among the participants to the MOOC. UCS will be in charge of the coordination of the MOOC. The learning material will be produced in English, German and Italian. Moreover, it would be possible to produce the learning materials in French, as further official language of the EU.

3. The teachers involved in SHARMED become *agents of change*. They are in charge of disseminating their newly formed expertise in their schools and – in the framework of particular actions – also in other schools. Each partner will also promote the introduction of the project results and of the methodology experimented in the curriculum of degrees for teachers in their respective Universities.

4. The platform and the spread also through other channels of the report on pedagogical innovation will guarantee the dissemination of this innovative way of using diversity for teaching in a myriad of schools, both at regional, national (local language version of the report) and international (English version of the report) level. On this three levels there will take place various initiatives with relevant stakeholders, as described in the programme of dissemination (see WP7).

5. Each partner will promote research seminars, conferences, and publications about the pedagogical innovation produced by the project, to favour the passage from SHARMED to policy actions. The final conference will contribute to promote an educational policy at European level, by involving relevant stakeholders in the planned activities.

Please define the specific quality measures to be put in place, as well as indicators foreseen to measure the outcomes of the project. Explain which mechanisms you intend to use to ensure the monitoring and evaluation of the project, its deliverables, results and outcomes.

Quality assurance (QA) will underpin the whole SHARMED project with transparent internal procedures for monitoring of project's development, results (outputs and outcomes) and impact (see WP5). QA processes will include (1) evaluation of the activities and deployment of resources to measure their impact capturing facilitators', children's and teachers' voice, (2) evaluation of training (3) evaluation of research procedures (4) a Quality Plan (QP) for monitoring the project as it develops by means of indicators which offer an objective measure of training, activities, research and project management performance. Such indicators will be produced via an overall assessment strategy to include a project progression schedule, content sheet, criteria and assessment sheets, internal and external moderation to measure the accomplishment of the project objectives at regular intervals. A programme schedule will be agreed and applied across all delivery sites. Each local unit will apply these instruments to its activities and send the relevant documents periodically to the unit in charge of QA. Instruments will be developed to facilitate whole team and single unit self-assessment with regard to their participation in the programme. Further opportunities for self-reflection at the level of team and units will be offered via peer-assessment procedures and Consortium meetings. Team meetings will be an opportunity for dedicated discussion and internal audits to evaluate and reflect further upon the development of the project. These audits will also discuss financial aspects on the basis of information sent by the administrative office. Ongoing evaluation

and internal audits will be systematically reviewed to develop project and WP action plans within a Self-Evaluation Framework (SEF) document.

SHARMED includes an evaluative research as a constitutive and relevant part (see 2.1.1. and WP6). This is because the partners share the perception that the quality of an intervention can be assessed only through a high quality and rigorous evaluative research process. All the research activities will be used to compare different sociocultural settings, in the different countries and local situations involved in the project, in order to achieve a better and more complex evaluation of the activities and of their transferability. SHARMED interprets evaluative research as a practice that enhances effectiveness in policy making, highlighting results and impact of the proposed activities. In the SHARMED project, as activities are innovative, evaluation is a fundamental objective. Evaluative research regards both processes (applications of methodologies of facilitation and teaching) and results (participation, dialogic communication, learning), as knowing the process is necessary to understand the results. Evaluative research includes the following activities.

1. The two teachers' trainings will be evaluated through the delivery of a questionnaire, including both questions about teachers' level of (dis)satisfaction and teachers' learning about the contents of the training. Indicators will include: degree of overall satisfaction; specific aspects of (dis)satisfaction concerning contents and relations with the trainers; understanding of the contents of the training; assessment about the possible transfer to routine teaching and school activities.

2. The classrooms activities will be preceded by a pre-test and followed by a post-test. Both tests will be delivered through questionnaires in the involved classrooms and in a groups of control of classrooms with similar features. The post-test will also include a video-recorded focus group for getting more details on the children's perspectives on the activities. The comparison between the pre-test and the post-test will allow a better understanding of the short-term results of the classroom activities concerning intercultural learning through narratives of memory and identity. Moreover, the post-test in the involved classrooms will allow an evaluation of the activities, of their products and of the relationship with teachers and expert facilitators. Indicators will include: children's understanding of meanings of memory and identity; children's perception of difference, trust, conflict; children's attitude to relationships; children's degree of overall satisfaction; specific aspects of (dis)satisfaction concerning contents and relations with facilitators and teachers; understanding of the contents of the activities; assessment about the possible transfer to routine teaching and school activities. Meeting with the parents will be organised for feedback on the activities.

3. A meaningful sample of classroom activities (50%) will be videotaped, in order to check (a) the narratives about memory and identity produced in classroom interactions, (b) the forms of interactions among the children, possible aggressive reactions, possible conflicts and possible forms of productive dialogue, (c) the form of relationship between children and teachers/facilitators. Indicators will include: content of narratives in terms of meaning of memory and identity; relevance and forms of interaction among children, including level of attention and listening, dialogue, conflict (quantitative and qualitative measures); relevance and forms of interaction between children and facilitators/teachers, including children's level of attention and listening, participation in dialogue, opening of conflict; and facilitators/teachers types of actions (e.g. questions, reformulations, forms of active listening), level of attention for children's participation and narratives, comments on children's narratives and contributions.

4. Facilitators and teachers will be interviewed (audiotaped demi-structured interviews) at the end of the activities to collect their perspective on the activities. Indicators will include: degree of overall satisfaction; specific aspects of (dis)satisfaction concerning contents and relations with children and other participating adults; assessment of the contents of the activities; assessment about the possible transfer to routine teaching and school activities.

The research methodology and instruments will be provided by the UNIMORE team. They are based on a long-term international (and internationally recognised) experience of research in educational settings. All the analyses will be exchanged and accurately discussed among the partners, to reach a shared final evaluation of the activities.

2.2.5 Budget and cost effectiveness

Please describe the measures adopted to ensure that the proposed objectives and results will be achieved in the most economical way and on time. Please argue how your proposal can be considered value for money. Explain the

principles of budget allocation amongst the partners. How are the financial management arrangements organised and in which way are they appropriate to the consortium and project design?

The budget is distributed according to the different functions and tasks included in the SHARMED project. Budget allocated to UNIMORE is the highest, because it includes the costs of management and dissemination, in addition to the costs of evaluation and participation in the implementation of the activities. Moreover, taxation, according to the Italian laws, is very heavy for personnel and contracts. UCS receives larger amount of funds than FSU JENA because the costs in UK are higher and UCS responsibilities within WPs concerning the implementation bigger.

Principles of Budget allocation and economical way of reaching results.

1. Costs for management. Management is largely covered by UNIMORE, in particular by the responsible for the project through own funding. Moreover UCS and FSU JENA provide further support for local management through own funding. The costs only cover participation in important meetings of the Management Coordination Committee and in Brussels (see 2.2.3)

2. Costs for preparation and implementation of classroom activities. UNIMORE and UCS will employ contracted researcher for preparation. FSU JENA will employ a researcher. UNIMORE will lead preparation, with additional costs for responsibility in background research. UNIMORE and FSU JENA employ two contracted facilitators for implementation, while UCS employs one facilitator, given that the dimension of the area of intervention is more restricted (because of the high density of schools). The number of working days and the cost are higher for UCS because UCS coordinates these activities and should also provide methodology. UNIMORE provides the filling of the archive, after collecting digitalised materials from the partners. These contracted people must be very competent professionals and they are paid following the market rules.

3. Costs for web multifunctional platform. The platform is in charge to FSU JENA. For this purpose, FSU JENA personnel assures the design and administration of the platform, with the help of a contracted student assistant at very low cost. A subcontract guarantees the programming (on the basis of the important experience of FSU JENA in this field), at the lowest cost for this high professional collaboration. Other small expenses cover the costs of the web-host. UNIMORE will support this action with its contribution in dissemination (see below). Therefore, the costs of this action are low.

4. Costs for evaluation. Evaluative research is particularly important in this project. For this reason, it is conducted by all partners. UNIMORE will lead this activity, employing the manager, as supervisor, a senior researcher, through own funding, and a junior researchers, who will also help in coordinating all the implementation of SHARMED, at a low cost for the value of the project. UCS employs both a researcher, through own funding, and an assistant researcher. FSU JENA employs a researcher, through own funding plus EU grant.

5. Costs for dissemination. Dissemination is largely covered by UNIMORE, and coordinated by a staff, through own funding, which activates a subcontract for this activity (which is the most economical way for doing all activities without fragmentation), and allocates further, few costs for (1) publications of guidelines and other materials for dissemination, and (2) the final conference. Modena has been chosen for the final conference in order to minimize the costs. FSU JENA, who is in charge of the web platform, contributes for publications and materials with few costs. UCS provides contacts for a final publication, which will be free.

The differentiation of tasks and differentiated allocation of resources will assure the respect of time. The timetable is rigorous and the experience of the three partners in their fields gives affordability to the timely accomplishment of the tasks (see 2.2.4 for more details on the 11 phases of the project).Regarding the organisation of financial management arrangements, UNIMORE, as well as UCS and FSU JENA for their part, will be supported by university administrative offices, with large experience in managing costs of planning of educational activities, web design and research. In particular, UNIMORE has a long and solid experience of financial management of European projects.

The proposal has a high financial value as it is designed to provide autonomous tools for the school system and educational policies. In particular, SHARMED: (1) gives important and wide support to school systems without costs for this system; (2) provides effective tools for future and numerous school activities that can be managed by the school system only employing their internal resources, without external interventions; (3) provides a package for teachers' training, which is transferable to the whole school system, and which can be managed at local level at a low cost; (4) provides an high professional web platform for transnational dissemination and exchanges, for free (5) provides an archive of visual materials, produced by children, which is unique in Europe and free for school systems and policy makers; (6) provides a virtual free exhibition for wide transnational dissemination and usage through the platform.

2.3 Quality of the partnership and the cooperation arrangements

Under this criterion the applicants need to focus on the expertise of the partnership proposed to achieve the project's objectives, cooperation arrangements and on the partnership's capacity to translate results into policy actions and transfer these to policy makers as well as the ability to potentially influence the European policy Agenda.

2.3.1 Rationale for setting-up the partnership

In which way are the organisations in this application capable of ensuring full achievement of the call objectives, in particular with due regard to the selected call priority/ies? Describe expertise within the partnership directly relating to the planned project activities.

The partnership was created in order to provide all the activities that are planned. The partnership is based on academic expertise in universities, in order to assure the highest level of competence in education, intercultural learning, management of dialogue, training, provision of technological support and research. The partnership provides an integration of different competences.

The Department of Education (University Campus Suffolk, UCS) provides expertise for guiding classroom activities, providing pedagogical innovations and training for teachers. This Department has a long-established reputation for the provision of high quality teaching and learning in a wide range of education programmes including teacher training. It works in partnership with nearly 600 schools, colleges and settings, and has developed extensive collaborative partnerships and networks with Colleges and other Higher Education Institutions in England via children placement and employers engagement. UCS is working with international partners in China and the United Arab Emirates cooperating in designing degree programs to meet both local and global needs. For instance, UCS has developed a variety of inclusive networks comprising of thriving 'enterprise and cultural opportunities for new teaching programmes and research projects developed via community 'voice' and research projects.

The staff taking part in the SHARMED project includes professionals who have writing and delivery teacher's training at all levels for 20 years. The expertise of the staff allocated to this project is also indicated by a continuing activity as validators and external examiners for BA programs in Early Years and Education in England and Wales.

The Department of Intercultural Business Communication (Interkulturelle Wirtschaftskommunikation) (University of Jena, FSU JENA) is well-known for its expertise in initiating web-based projects on intercultural learning. For the quality of its work it received numerous prizes, the last one in 2014: "German E-Learning Innovation Award". This know-how will be put at the disposal of this project, in which are engaged the most expert members of the department in this area. The Department can provide the design of a platform which guarantees an optimized development of the SHARMED project, allows a further usage of its outputs, facilitate computer-mediated interactions and its access to suitable software, allowing an efficient exchange in spite of the geographical distance. Moreover, the Department can also provide pedagogical skills in the field of intercultural communication and dialogue.

The Department of Studies on Language and Cultural Studies (University of Modena and Reggio Emilia, UNIMORE) includes a staff of experts in evaluative research on facilitation and children's participation in educational interactions. Moreover, the staff involved in the SHARMED project has a long and internationally recognised experience in use of visual methods in social research. The Department provides methodologies and instruments for the evaluative research, based on a long experience and a large amount of publications. The staff has a long experience in empirical research with children, based on both quantitative and qualitative methodologies. With regard to SHARMED project, the staff provides competences in using visual methods in social research on educational interactions and facilitation of participation.

2.3.2 Partnership composition

Please describe how the partnership composition and organisation bridges analysis, practice and policy making? Explain the complementarity of partners in this respect.

All partners include experts in the fields of the SHARMED project implementation. In particular, the quality of analysis is assured in different and complementary disciplines, i.e. sociological analysis of children's participation in educational interactions and facilitative methodologies (UNIMORE), education (UCS, Centre for Educational Research and Scholarship), intercultural communication and intercultural pedagogy (FSU JENA). This integrated set of research competencies and expertise assures a complete analysis of the project implementation, supporting its evaluation with a trustful methodology.

All partners have a strong link with the practice of education. UCS has an exceptional experience of collaboration with 600 schools and many national and international contacts in the field of education. FSU Jena works together with its spin-off *Interculture e.V.*, developing different kinds of projects in collaboration with different institutions, organisations and enterprises, suggesting educational curricula to teach future teacher about dialogic pedagogy. UNIMORE has collaborated with many schools for both planning and evaluation of facilitative interventions and training, in different parts of Northern and Central Italy. Furthermore, UNIMORE has conducted research on formal and non-formal education for some important international organisations (UNICEF; CISV; Oxfam), in international settings.

For what concerns policy making, first of all as independent public institutions, the partners guarantee trustful results and are therefore trusty partner for policy makers. Moreover, all partners have important contacts with policy-makers. The three partners are very active in different national and international networks, and therefore it can quickly expand its range of influence to policy-makers at different levels. Furthermore, FSU-JENA has in the capital city Berlin one headquarters, and this facilitates an easier and more intensive contact with a variety of actors who are themselves policy makers or bridges to them.

UCS is located in London, which a hub for research and development in education on a global scale. UCS is an established partner of the Department for Education. UCS offers teachers' training at all level in government's sponsored programs. In the last years UCS has been developing partnerships within the growing sector of social enterprise. These partnerships feed a two-way exchange in which UCS delivers professional training and partners offer continuous feedback on the efficiency of training which is used to measure impact and outcomes.

UNIMORE has consolidated contacts with local and national branches of the Ministry of Public Education, and with many local administrations and independent agencies involved in pedagogical innovation.

Each team-member has different tasks, based on his/her expertise. We count on sharing among the members of the partnership knowledge and skills, and during the whole process exchanging ideas and experiences, phase after phase. In every team there is someone born and socialized in Italy, so that we have common base to explain to the others the peculiarities of the "foreign" context we are moving in.

2.3.3 Cooperation arrangements across the partnership

Please describe the cooperation arrangements across the partnership, the responsibilities for decision making, conflict resolution, reporting, monitoring, communication and other relevant issues. How does the attribution of roles to each partner guarantee a good balance between analysis work and exploitable outputs for policy making?

The cooperation arrangement includes different responsibilities for the functions included in the SHARMED project, with clear division of roles, clear responsibilities, and clear deadlines. UNIMORE is responsible for the management of SHARMED, for the phase of its preparation, for the activity of evaluation, based on research, and for activities of dissemination and exploitation. UCS is responsible for the implementation of classroom's activities, for the coordination of teachers' training and package for the trainees, and for quality assurance. FSU-JENA is responsible for the construction of a web platform and archive in which the visual materials that will be produced and/or collected by the children will be included and shared. This division is based on the strength of each partner. However, all partners will collaborate in achieving all functions. Decision making, conflict resolution, reporting, monitoring, and communication are assured by a Management Coordination Committee, which will include all partners and will be coordinated by UNIMORE (see 2.2.3). In particular, conflict resolution will be facilitated by the shared dialogic approach and knowledge in mediation. Dissemination and exploitation are assured by this Committee in collaboration with a Communication and Dissemination Team (see 2.2.3).

The balance between analysis, implementation and exploitation is guaranteed by a balanced amount of human resources employed in the project. Moreover, the three years long project assures a good balance. Preparation is provided in the first phase and is 10 months long; preparation provides

consolidated bases for the project implementation. Preparation includes a background analysis, based on research. The SHARMED Project implementation is provided in the second year, during the school activities. A follow-up phase will include the filling of the archive of visual materials and the pilot teacher's training in the third year, which also provide essential preparation of outputs for policy making. Preparation and implementation of the evaluative analysis starts before the phase of implementation of the activities, continues with the final report and ends with the provision of a package of evaluation tools. Outputs for policy making are provided in the third year, through a complex activity, coordinated by UNIMORE but involving all partners.

2.3.4 Translation of results to policy making

Please outline the partnership's capacity to translate results into policy actions and transfer these to policy makers.

Translation of results into policy actions and transfer to policy makers is ensured in different and integrated ways by the consortium. All partners are used to link research with praxis and consulting of institutions on educational and intercultural topics. In order to transfer project's results to policy makers, the Consortium will work in three different directions.

1. Direct contacts with schools for widening the implementation of the SHARMED project. In Italy, UNIMORE is in contact with different networks of schools in different regions of North and Central Italy (Emilia-Romagna, Friuli Venezia Giulia, Liguria, Toscana), which are interested in implementing new methodologies. In UK, UCS is in contact with 600 schools in the Greater London Area and Southern England. The need for teachers' training in intercultural education has been expressed by many partner schools, due the great diversity of the regions. In Germany, FSU JENA will activate different networks throughout the country, both through its Department of Intercultural Communication and its Institute of Education. The collaboration between them will also make possible to spread the results of the project among prospective teachers through a change in their course, which might have a snowball effect on degree programmes in education of other Universities.

2. Direct institutional contacts with local, regional and national/federal policy makers. In particular (a) with local politicians and (b) with regional and national/federal institutions. For what concerns (a): UNIMORE is in contact with local administrations in Modena and Monfalcone; UCS is in contact with a range London Boroughs and local administration in counties around London. FSU JENA is in contact with different parties in the different municipalities (Bezirke) of the city. For what concerns (b): UNIMORE is in contact with the Regional Administrations in Emilia-Romagna and Friuli Venezia Giulia, with the offices of the Ministry of Public Education in Emilia-Romagna, Friuli Venezia Giulia and Liguria and with INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa). INDIRE is a national research institute supervised and financed by the Italian Ministry of Education with the main task to provide children, teachers, scholars and decision makers with information about educational resources, projects and technologies in order to facilitate educational innovation and dissemination of best practices. UCS is in contact with the Department of Education through providing EYITT and School Direct towards teaching qualifications. Also, UCS works with OFSTED to train inspectors. FSU JENA is in contact with the Federal Ministry of Education and Research, the Berliner Senate Administration for Education, Youth and Science, in particular with Department II section A (general issues, inclusion, monitoring on quality and learning-outputs) and B (didactic programs and subjects). FSU JENA works with the Federal and Regional Commissioners for *Migration*, Refugees and *Integration.*

3. Actions of public relations which will amplify the influence of the project on the political level:

(a) ad hoc cooperation with institutions, organizations and associations which focus on education and inclusion of migrant-background-people. In Italy, Fondazione Cassa di Risparmio, Associazione il Moltiplicatore, Cooperativa sociale Gulliver-Integra, Cooperativa COSMO, Associazione Il Granello di Senapa, ONG Overseas, Cooperativa Il Girasole; Centro Italiano di Solidarietà (CEIS), Oxfam Italia. In UK, UCS is partner of social enterprises such as LEYF, which is the biggest education provider for young children in London.UCS works with NGOs such as Save the Children and hosts the management team FAST program for England. In Germany, FSU JENA will tighten up the cooperation in particular with regional and municipal advisory council on migration; Lisum Berlin Brandenburg; Bildungsserver Berlin-Brandenburg; *Migrationsrat* Berlin-Brandenburg e.V.; Schulweb; Step21.

(b) ad hoc cooperation with institutions, organizations and associations which focus on photography and memory. In Italy, Fondazione Fotografia, Archivio Alinari, Associazione Home Movie. The department of Education at UCS hosts the Museum and Gallery Education Group, which has a strong track record of collaborating with museums and art galleries (for instance Tate Britain, Arnolfini Centre, Institute of

Contemporary Art) to share their work using cutting-edge education methodologies. In Germany Kommunikationsmuseum Berlin, Deutsches Hygiene Museum, Stiftung Haus der Geschichte der Bundesrepublik Deutschland.

(c) media outreach, collaboration with specialized magazines. In Italy, Gente di Fotografia, La Ricerca, Lend (Lingua e nuova didattica), Scuola e Didattica, Studi Emigrazione. In UK, British Educational Research Journal, Education Today, Learning, Media and Technology, International Journal of Education Management. In Germany, MiGAZIN; KulturAustausch.

(d) synergetic connection with events. In Italy, Special Exhibitions at the Fondazione Fotografia in Modena (sponsored by Fondazione Cassa di Risparmio), Festival dei Popoli (Firenze), Fotografia Europea (Reggio Emilia). UCS cooperates with the 'Inside Out Festival', the North London Higher Education Convention organized by UCAS, the UK Education Fair, and a number of exhibitions. In Germany, the Berlin events 'Days of Intercultural Dialogue', 'Karneval der Kulturen', Education Fair 'Didacta', E-Learning Fair 'LernTec'.

(e) presentation and exchange in different events (conferences, seminars) and platforms (i.e. intercultural-campus.org; Etwinning; E.N.T.E.R., etc.).

4. Use of the web platform to:

(a) inform about the SHARMED project

(b) disseminate the developed tools

(c) allow an international exchange

2.3.5 European Policy Agenda

Please describe the partnership's ability to potentially influence the European policy Agenda.

Influence on the European policy Agenda can be assured in the following ways:

1. Continuous and systematic dialogue with the EACEA, providing a systematic feedback, by notifying all actions and any relevant initiative of dissemination.
2. Deliver' of 6 reports about the results of the Consortium meetings.
3. Delivery of 5 reports including publishable summaries for the EACEA (see 2.2.1).
4. Delivery of 8 policy briefs, in the form of constructive recommendations, for the benefit of decision-makers and with the objective to enter the policy debate. The policy briefs will concern the results of the different phases of the SHARMED project (see 2.2.1) and are aimed at creating the groundwork for possible applications at European level.
5. Dissemination of results in European networks of people and organizations working on issues like Intercultural Dialogue, Migration, Education, Citizenship.
6. Invitation to EACEA to attend all public initiatives in the three countries.
7. Presentation of the final report of the project in the Council of Europe and to the European Wergeland Centre
8. Integration of the final report with: (1) a plan for the use and dissemination of project insights, to demonstrate the added value and positive impact of the project for the European Agenda; (2) a list of all dissemination activities; (3) a presentation of the applications (web platform, facilitative methodology, training programme, evaluation tools and methodology); (4) a list of exploitable foreground; (5) a report on societal implications; (6) a publishable summary.
9. Organisation of a final European conference, open to public at large and stakeholders, in which the main outcomes of the project, its products and applications, the recommendations for educational institutions and policy-makers, and the possible future activities are presented.

2.4 Impact, dissemination and sustainability

This criterion focuses on the measures taken by the partnership to ensure the appropriate dissemination and communication strategy, exploitation of project's results and outcomes, as well as their long term impact and sustainability.

2.4.1 Impact at European level

Please define the potential impact at European level related to the priority/ies addressed.

Work within an interdisciplinary Consortium is expected to bring about impacts on the organization of education for migrant-background children in Europe. Expected impacts are listed below.
1. Produce new knowledge and inform recommendations about education policies for migrant-background children.
2. Involve migrant-background children and their families in the project to receive feedback from them and engage in dialogue with them.
3. Produce new knowledge for educational institutions about the particular perceptions and expectations on the part of migrant-background children and their families.
4. Produce new knowledge about the advantages and possible limitations of facilitative methodologies for dialogic teaching and intercultural learning.
5. Provide a package for teachers' training, which is expected to cover training in working with external experts and training in working with children from diverse cultural backgrounds.
6. Produce specific materials for:
   a. Teaching and communication: in particular based on examples of transcribed interactions and published guidelines.
   b. Training: in particular, based on conditions and problems emerging from evaluative research.
   c. Evaluation: in particular based on methodologies and tools.
7. Involve teachers in public debate and reflection around ways to engage for a sustainable intercultural dialogue, using the cultural variety in their classrooms as a resource.
8. Develop methods and opportunities for universities, schools and policy makers to work together in a systematic research-school-policy interaction.
All these impacts converge in influencing the attitudes of decision-makers, by elaborating and proposing methods of teaching, quality of education for children, and guidelines for practices. The impact on practice will develop at the micro-level (teacher-student communication) and meso-level (educational institutions) but it will provide indications for the macro-level (European educational system and educational policy).
Insofar as it involves three countries, the SHARMED project will be implemented in a variety of situations which will be wide enough to allow the elaboration of models to be potentially adaptable to other situations and countries in Europe. SHARMED can show how different situations in different countries need to be addressed in different ways, leading to the need to identify ad hoc solutions in each situation. However, at the same time SHARMED can show how shared methodologies, materials and training, if sufficiently complex, can be used for different situations in different countries.
To the best of our knowledge, at present there are no other implementations of activities including a strict connection among (1) construction of shared cultural memories, (2) use of visual materials, (3) methodologies of facilitation and dialogic teaching, (4) intercultural learning and adaptation, and (5) use of advanced technologies for learning and dissemination, in an European dimension. A further impact that will hopefully last after the conclusion of the SHARMED project is related to its capacity to affect the educational culture deeply through the archiving of visual materials and its dissemination through the website. May this be the case, the potential of services in creating occasions of contact between educational institutions and their users (including families) will be shown and the necessity to introduce the previously defined connection in educational settings will be evident. The introduction of the value of this connection may affect education more at large, as an essential competence of European citizens as cosmopolitan citizens.

2.4.2 Dissemination and communication strategy

Please outline the awareness-raising, dissemination and communication strategy put in place that ensures reaching the relevant target group(s) as well as the relevant stakeholders and the general public during the lifetime of the project. Please explain the plans for making any educational materials accessible through open licenses.

Dissemination is expected to start from the beginning of the SHARMED project to develop as a continuous process, involving all the Consortium partners. Dissemination needs to be handled on three levels: within the Consortium, between the Consortium and EACEA and between the Consortium and the external actors. Dissemination involves and it is expected to impact on school institutions, educational organisations, migrant families and their children, who are the beneficiaries of new classroom activities, of innovative pedagogical guidelines, of new training programmes and of the archive-platform. Moreover dissemination involves the public at large and the media that can contribute to reaching such a public, by underlining that better educational services for migrants may mean better educational services for all. The Consortium will involve institutions, organisations and professionals (teachers, educators, facilitators, school managers, and decision-makers), to promote application of the results of the project.

The Management Coordination Committee (MCC) will coordinate a set of dissemination activities which need to be achieved in close connection with management activities:

1. Delivery of 5 reports including publishable summaries for the European Commission. See 2.1.1 for the list of reports.

2. Delivery of 8 policy briefs, in the form of constructive recommendations, for the benefit of decision-makers and with the objective to enter the policy debate. The policy briefs will concern the results of the phases of the SHARMED project (see 2.1.1).

3. Integration of the final report with: (1) a plan for the use and dissemination of project insights, to demonstrate the added value and positive impact of the project for the European Union; (2) a list of all publications concerning the project's results; (3) a list of all dissemination activities; (4) a presentation of the applications (multifunctional platform, training programmes, pedagogical guidelines); (5) a report on educational and societal implications; (6) a publishable summary.

4. Organisation of the presentation of the results of SHARMED in each participating country, in particular local dissemination through initiatives in schools, and national dissemination through networking activities.

5. Organisation of the final European conference, open to public at large and stakeholders, in which the main outcomes of SHARMED its products and applications on the one hand and the recommendations for institutions and the possible future activities on the other hand are presented.

6. Production of a publication, based on the final report, disseminating both project results and recommendations for innovation, training and policies.

The MCC will form a Communication/Dissemination team (C-D Team), which will be responsible for the following activities:

1. Communication among the Consortium partners and day-to-day monitoring of SHARMED.

2. Collaboration to maintenance of the website with regular update (see: WP4).

3. Construction of a blog and social media profiles (e.g. Facebook; YouTube; Istagram; Twitter etc.) to establish a continuous and dynamic news update and to promote online interaction and active creation of contents.

4. Provision of a systematic feedback back to the EACEA, by notifying any relevant initiative.

5. Continuous and systematic dialogue with the stakeholders.

6. Information about public events in which the project or its results are presented.

7. Continuous contact with local and national media. Development and mailing of an Electronic Press Kit and of short texts to inform the media about the project and its public deliverables/outputs/outcomes and promote them.

8. Use of dissemination partners and multipliers of information and know-how, through the relevant mailing lists and professional, institutional and research networks (e.g. e-twinning portal; ETF; E.N.T.E.R., etc.).

9. Dissemination of training plans and pedagogical guidelines, at the micro-level (schools) and meso-level (institutions in charge of educational policies) across Europe. This dissemination will address both the involved educational institutions and organisations, and the educational institutions and organisations, which are not directly involved in the SHARMED project, at both local and national level.

10. Measurement of communication efforts and impact, checking: participation in local initiatives and national networking activities; conference presentations and publications; trends in the web-site; feedback from decision-makers.

11. Final virtual exhibition to bring SHARMED to a much wider, more engaged audience. The exhibition

will aim primarily at involving schools and families, but it will also promote a debate with specialists and policy makers. The exhibition will be available online and spread to international networks.

A plan for managing intellectual property will provide access to the data and documents for all interested institutions, organizations and professionals. The pedagogical guidelines will allow training programmes to be reproduced by those who learn to manage them, thus multiplying the advantages and benefits of the project. In particular, the multifunctional platform is a tool that needs to be experimented in the largest possible number of institutions in Europe, and requires the identification of a target public and the provision of a widely accessible website. For all these reasons, there is no need to protect intellectual property. Rather there would be an interest in knowing who are the interested parties. In order to achieve that, a system of free registration to the site can not only support dissemination but also provide us with this information. However, the specific laws protecting privacy will be considered and respected in the selection of visual materials and other "personal" data to be made accessible .

2.4.3 Project outcomes and policy

Please explain how the project outcomes are strengthening the educational landscape by developing innovations which meet the needs of the Education and Training field or the Youth field related to the main priority (also other priorities if applicable) and where relevant by delivering such innovations to the practice.

The SHARMED project aims to produce outcomes for migrant-background children and their families, for all children attending the classrooms in which these children are included, for their teachers, for their schools and for educational policy at large.

Migration flows and new technologies are radically changing the landscape of education and training. These global changes have an increasing impact on education and training institutions, teachers and learners, on the other hand they are challenging traditional models and practices. Teaching and learning have evolved from closed to open processes, which demand greater organization skills, higher levels of media literacy and new models of facilitation of participation. However, quality evaluation and development models are not mature enough yet to provide guidance for dialogic models to all stakeholders, to shape content and learning environments, and to provide effective support for institutions and educators. In order to make dialogue and children's active participation in schools more relevant and feasible for teachers as well as for learners, innovations have to be combined with well-proven learning traditions and flexible quality standards.

New models for recognition of dialogic interactions and children's active participation can be considered important for this purpose. Educational institutions need a better understanding of how dialogic processes can contribute to excellent learning and high quality education. Management of dialogue among children can enable their comprehension and deep learning, providing educators with better and more engaging ways of teaching.

To deal with these aspects, the SHARMED project will promote migrant-background children's active work on their private memories through private photos and images. Furthermore, the project will experiment the implementation of dialogic teaching and media literacy to evaluating them in order to find empirical evidences of successful practices. In particular, SHARMED produces five important outcomes:

(1) a package of facilitation tools for pedagogical innovation. This package concerns the usage of visual materials for dialogue in classroom and the integration of visual, oral, written and digital media to promote personal expression and learning.
(2) a training package for teachers, including guidelines and exercises to promote children's collection and production of visual materials, involving their families. The teachers' training package will supports teachers in applying facilitation methodology and using visual materials in classroom.
(3) a Massive Online Open Course (MOOC), based on the training package on pedagogical innovation, and organised around learning activities. The MOOC offers specifically designed tools for self-assessment and a discussion board for open peer discussion, promoting Personal Learning Networks (PLNs).
(4) a public open access website including plans, guidelines and descriptions about the activities, for local, national and transnational exchanges
(5) a public archive (embedded into the website) hosting the visual materials collected and produced by children, and children' recorded comments. Such materials will be resources for dissemination and use in

different situations, contexts and countries.

(6) a package of tools for evaluation of process and results of activities in classroom and training. This package will allow validation and assessment of SHARMED, based the activities in other situations.

We expect these outcomes to have an effect at ground level (school activities), thus enhancing bottom-up dissemination of innovative forms of participative and dialogic pedagogy at national and European level. The project will provide effective tools for transferring its results to other countries, thus influencing a new educational policy in Europe, based on recognition and encouragement of children's active participation in learning processes.

We also expect that the focus on comparing and sharing different memories of children's personal and cultural roots in multicultural classrooms, allow SHARMED to strengthen: (1) children's motivation and participation; (2) the links between children's families and schools; (3) the social inclusion of migrant-background children and combat their segregation and discrimination.

The project outcomes are important to: (1) make learning more interactive and deal with learners' individual background, needs and goals; (2) unlock the potential for effective interaction between teachers and children; (3) increase the impact of education; (3) address educational inequalities. These three key issues have been recently recognised as fundamental for the future of education, during the *Education in the Digital Era* conference organised by the European Commission, which took place in Brussels on December 11th, 2014, The SHARMED project follows the recommendations elaborated during that conference.

2.4.4 Exploitation approach

Please describe the approach and measures to effectively exploit the project results. Please explain how the results of your project will be up-scaled, mainstreamed and multiplied and how the results could contribute feeding into the Open Method of Coordination in the fields of education and training and of youth.

An all-inclusive exploitation strategy for multiplication and mainstreaming (MM strategy) will be established, beginning in the second year of the SHARMED project. The strategy will be defined and carried out in close relation with the dissemination activities. In particular, special attention will be paid to target groups and end-users (teachers, children, families, schools, policy makers), firstly in order to multiply the results of the project. Furthermore, SHARMED will involve indirect target groups (community, associations, NGOs, local authorities etc.) primarily for mainstreaming. Finally, we will use mainstream and social media in order to reach a wider public and give visibility to the project.
The MM strategy will consist of:
1. Spreading the word (target groups and potential end-users towards multiplication), presenting the project and demonstrating the methodology to other schools, giving them information that they can adapt this project. The website, meetings, the MOOC (Massive Online Open Course) will be the main actions to inform and involve them.
2. Creating spin-off effects (indirect target groups, primarily for mainstreaming). There are many people involved directly and indirectly in the project or potentially interested in knowing it: community, associations, NGOs, local authorities, decision-makers, opinion-leaders and other multipliers at national or European level. We will involve them through the web site, meetings, the final conference, the MOOC and the virtual exhibition.
3. Reaching a wider public (through mainstream, specialised and social media) as indicated in the dissemination plan (see 2.4.2 and 2.1.5). Each partner of the Consortium will contribute to that.
The final report will include all results and recommendations developed from the evaluation and policy briefs. It will provide the basis for maintenance and further development of the outcomes and will include measures to ensure that the benefits of SHARMED will endure beyond its lifetime. Such measures include accessibility of its outcomes, so that they become replicable and usable by others. For this purpose the project outcomes will be disseminated through the different educational, professional, and academic networks of which the partners are members.
As part of the exploitation activities, the Consortium partners will also consult with members of other institutions and schools, which will be contacted in particular within the associations and networks to which the institutions involved in the project belong.
In the last part of the SHARMED project, meetings and MOOC will bring together current and potential

future key-users of the tools and institutional managers (e.g. deans, headmasters of schools, managers of educational agencies, personnel working for Government agencies and Ministers) who could be potentially interested in using the project outcomes in the future.

Meetings and MOOC will include two parts: (1) demonstration of the tools and materials; (2) discussion about their future usage. The materials delivered during the meetings will be made available on the website. Participants will make agreements on further use of materials and tools.

Since the European Council in Lisbon, the use of the Open Method of Coordination (OMC) and OMC-type processes have become widespread across policy areas of the European Union, and also spilled over to non-governmental actors. SHARMED will look at the channels that the OMC creates for stakeholders at the European level. By producing soft and flexible policy-tools, our project can be ideal to sensitize policy areas with very diverse sociocultural conditions. Consequently, the project will adapt to EU policy-making methods that are neither purely intergovernmental nor fully supranational and lead to a new type of integration. In this sense, the use of web-based communication, visual materials, the organisation of MOOC, and the final conference establish a transnational dialogue and promote a more efficient European collaboration.

2.4.5 Long-term impact and sustainability

*Please describe what kind of **systemic impact** the proposal is aiming to achieve in strategic, qualitative and quantitative terms. Explain how the results are expected to lead to systemic change and long-term impact on improving, advancing or developing new policy action(s) in the countries involved in this proposal, as well as its potential impact at European level in the education, training and youth fields.*

The SHARMED project can produce an experimentation for long-term impact and systemic change, for three main reasons.

1. The outcomes are designed to have a long-lasting relevance. The website and the archive are permanent productions that can be used by many subjects across time and nationals contexts. The archive can be easily reproduced in other situations, with the help of the tools stored in the website. The web platform can be updated with new technological devices; A possible technical development is the use of personal devices and smartphones to take, digitalise, upload and discuss photographs on the platform. The training package is based on important theoretical, methodological and empirical bases, on a relevant experience of pilot training and on rigorous evaluation. The package for classroom activities is based on an important and seriously evaluated experimentation and the MOOC assures its easy dissemination. The package of evaluation tools is based on a very long international experience of research. These bases assure a long-term validation for these outcomes. For these reasons, the project can offer long-term benefits for migrant-background children, their families, teachers, schools and policy makers.

2. The sustainability of SHARMED is guaranteed by a number of factors: (1) the website and the predisposed pedagogical tools allow the continuation of the activities without a specifically allocated budget (economic sustainability); (2) promotion of children's active participation and capacity building activities for developing teaching skills and techniques enhance the "ownership" of the project for each specific application, equal distribution of the opportunities and foster participants' motivation (social sustainability); (3) personal images are renewable resources and digitalization of collected photographs does not imply an expensive system (environmental sustainability); (4) the proposal of treatment of cultural differences (see 2.1.1.; 2.12) can be exported everywhere as it is not linked to specific "ethnic" or "linguistic" group (cultural sustainability). Moreover, SHARMED can be implemented fully or for specific parts. Its specific outcomes are designed to be used as different modules, if useful or necessary. They can be used together or separately. This can assure sustainability in different conditions and for different participants.

3. SHARMED addresses one of the priority recognised for schools in all European countries. The *Recommendation of the Committee of Ministers to member states on strengthening the integration of children of migrants and of immigrant background*, affirms that: "member states should put in place measures aimed at ensuring that children with migrants background are fully integrated into the national educational system. The purposes of the measures are to ensure that schools identify and address as

quickly as possible the particular learning needs of each child, that the child understands and settles into the school's culture and environment as soon as possible, and that the child can benefit from the opportunities of school life on a basis of equality with other children".

In absence of an existing general framework that provides the personal profiling of children with a view to identify their strengths and potential and to develop personalised support programmes, "educational authorities should arrange for local schools to carry out such profiling of all children, in particular children with migrant backgrounds (…) Different methods of offering assistance and support to newly-arrived migrant children (…) should be actively promoted and facilitated by educational authorities and schools".

In conclusion, the Committee adds that: "Schools should consider inviting university and/or teacher training institutions to co-operate with them in providing migrant children with the necessary support and assistance in learning difficult subjects". The project deals with such issues, tacking problems at the core of the systems. Today different and often diverging methods are used to promote communication between schools and migrant families, to receive and orient migrant-background children, to deal with intercultural issues and to teach second language to those children who need language support. These tasks are frequently assigned to specific teachers, while rarely schools implement stable and coordinated programs. Some European recommendations have been issued, but England, Germany and Italy, as well as the other European countries, are giving different answers to the same needs. We believe that the outcomes of SHARMED can provide a support for a more coordinated change in the involved countries, as well as in other European countries.