



## Context

Main objective of the project	Innovation
Project Title	FOSTERING DIVERSITY IN PRIMARY TO SECONDARY SCHOOL TRANSITION TO PREVENT EARLY SCHOOL LEAVING
Project Acronym	DREAMS
Project Start Date (dd-mm-yyyy)	31-08-2019
Project Total Duration	24 months
Project End Date (dd-mm-yyyy)	30-08-2021
National Agency of the Applicant Organisation	ES01 Servicio Español para la Internacionalización de la Educación (SEPIE)
Language used to fill in the form	English

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

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



## Project Summary

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

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

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

“DREAMS: Fostering Diversity in Primary to Secondary School Transition to Prevent ESL” is a 24 month strategic partnership composed of three schools and two organizations dedicated to school education: CESIE (IT), Agrupamento de Escolas do Barreiro (PT), Istituto Comprensivo Statale Cassarà – Guida (IT), Escola L'Esperança (SP), and La Xixa (SP).

Transition from primary to secondary education has been identified by the European Commission Thematic Working Group on Early School Leaving as a key moment for ESL prevention. All partner schools indicate that prior to transition ESL risk factors are already identifiable, and that a diversity-based approach needs to be taken in order to assure proper attention to the needs of all students, particularly those that are more vulnerable to ESL, during this delicate phase in their education and development.

The main aim of the DREAMS project is to apply early ESL prevention by supporting students, teachers, families and school community in assuring a smooth Primary to Secondary School transition with inclusion of all forms of diversity.

To reach this aim the DREAMS project has the following objectives:

- Research best practices in Primary to Secondary school transition and generate adequate school protocols for early ESL risk detection
- Explore the needs of the students and the school community in relation to transition, with particular emphasis on gender, cultural diversity and minority groups in order to address ESL gaps
- Create and evaluate an innovative methodology to address the identified needs based on Process Work and Theatre of the Oppressed where the transition is understood as an opportunity for skill and leadership building, and where diversity is considered an asset towards this goal
- Implement pilot workshops and activities in schools with different target groups to try-out, evaluate, and disseminate the methodology and resources
- Create a Smooth Transition Tool-kit composed of three intellectual outputs (IO1 – best practice report, IO2 – teacher handbook, IO3 – family booklet) to assure the dissemination, use and multiplication of results, as well as project impact and sustainability by providing replicable profile-specific easy to use pedagogical material.

The methodological approach of the DREAMS project is based on Forum Theatre and Process Work. Forum Theater, within the Theatre of the Oppressed methodology, seeks the staging of conflicts, so that the audience can propose alternatives and try them out on stage in order to rehearse real life situations. It provides a safe and participatory space for reflection and action with inclusion of all voices where diversity is a basic key for creation and searching for alternatives. Process Work or Process Oriented Psychology is a method facilitates the transformation and growth of individuals and groups based on a deep understanding of diversity. It is used to redistribute power

in groups, address conflict as an opportunity, challenge the hopelessness of achieving change, improve group processes, and transform conflict into spaces for reflection and action.

The project primary target groups are:

- Students and Families - Last year Primary School
- Teachers, Tutors and Counselors - Last year Primary School and First Year Secondary

The project secondary target groups are:

- Students and Families - First year Secondary school
- Local school authorities and policy makers

In total, 540 participants are expected to be directly involved in project activities.

Main DREAMS activities are:

- Continuous management, assessment and dissemination, including 4 transnational partner meetings
- Development of 3 outputs including audiovisual material
- 2 Joint Trainings for teachers and school staff
- 3 local Student Pilots on Forum Theatre and Process Work applied to Primary to Secondary Transition to prevent ESL
- 3 Local Open Orientation Forums to address transition within the schools and present project results
- An international final conference

DREAMS main final result is the “Smooth Transition Toolkit” composed of:

- IO1: The Transition from Primary to Secondary Education to prevent ESL from a Diversity Perspective: Best Practices
- IO2: Bridging the Gap: Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL. A Handbook for Teachers and Counsellors.
- IO3: Working on transitions from home: Resources for Families to Facilitate Diversity-based Transitions from Primary to Secondary School to prevent ESL

All project outputs will be available online in all partner languages and in English.

At least 7500 people will be involved indirectly through a Dissemination Plan. At least 50 Primary Schools will receive the DREAMS Smooth Transition Toolkit for its use and exploitation. Our “Quality and Evaluation Framework” will pin down the necessary measures to ensure that our products are good quality, fulfill their objectives and to evaluate the pedagogical innovations proposed.



## Applicant Organisation

PIC	Legal name	Country
945350555	Associacio La Xixa Teatre	Spain



## Partner Organisations

No	PIC	Legal name	Country
1	949677628	CESIE	Italy
2	948738377	Agrupamento de Escolas do Barreiro	Portugal
3	944828695	I.C. Cassarà-Guida	Italy
4	910927389	Fundació per a les Escoles Parroquials-L'Esperança	Spain

## Project Budget Summary

Budget Items	Grant
Project Management and Implementation	36000.00 EUR
Transnational Project Meetings	14950.00 EUR
Intellectual Outputs	104869.00 EUR
Multiplier Events	21500.00 EUR
Learning, Teaching, Training Activities	21314.00 EUR
Exceptional Costs	14000.00 EUR
<b>Total Grant</b>	<b>212633.00 EUR</b>

## Transnational Projects Meetings

ID	Meeting Title	No. of Participants	Grant (EUR)
1	TPM1: Kick-off	10	3450.00 EUR
2	TPM2: Follow-up	10	3450.00 EUR
3	TPM3: Follow-up	10	4600.00 EUR
4	TPM4: Final meeting	10	3450.00 EUR
<b>Total</b>			<b>14950.00 EUR</b>

## Intellectual Outputs



ID	Output Title	Category of Staff	No. of Working Days	Grant (EUR)
O1	The Transition from Primary to Secondary Education to prevent ESL from a Diversity Perspective in Spain, Italy and Portugal: Best Practices	Teachers/Trainers/Researchers	214	36479.00 EUR
O2	Bridging the Gap: Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL. A Handbook for Teachers and Counsellors.	Teachers/Trainers/Researchers	258	40428.00 EUR
O3	Working on transitions from home: Resources for Families to Facilitate Diversity-based Transitions from Primary to Secondary School to prevent ESL	Teachers/Trainers/Researchers	176	27962.00 EUR
Total			648	104869.00 EUR

## Multiplier Events

ID	Event Title	Country of Venue	Local Participants	Foreign Participants	Grant
E1	E1 - Local Open Orientation Forum	Spain	45	0	4500.00 EUR
E2	E2 - Local Orientation Forum	Italy	45	0	4500.00 EUR
E3	E3 - Local Orientation Forum	Portugal	45	0	4500.00 EUR
E4	E4 - DREAMS International Conference on Smooth Transitions. Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL	Spain	60	10	8000.00 EUR
Total			195	10	21500.00 EUR





## Learning, Teaching, Training Activities

ID	Activity Type	Travel Grant	Grant for Exceptional Costs for Expensive Travel	Individual Support Grant	Linguistic Support Grant	Grant (EUR)
C1	Short-term joint staff training events	1180.00 EUR	0.00 EUR	6784.00 EUR	0.00 EUR	7964.00 EUR
C2	Short-term joint staff training events	2750.00 EUR	0.00 EUR	10600.00 EUR	0.00 EUR	13350.00 EUR
Total		3930.00 EUR	0.00 EUR	17384.00 EUR	0.00 EUR	21314.00 EUR

## Exceptional Costs

ID	Description and Justification	Grant
1	Brochures IO3 - print	500.00 EUR
2	Brochures IO3 - print	500.00 EUR
3	Video IO1	1200.00 EUR
4	Videolessons IO2	4500.00 EUR
5	Video E1	600.00 EUR
6	Video E3	600.00 EUR
7	General video of the project - promotional	800.00 EUR
8	Video IO1	1200.00 EUR
9	Joint staff training room rent	600.00 EUR
10	Brochures IO3 - print	500.00 EUR
11	Project we design and domain for 5 years	2200.00 EUR
12	Joint staff training room rent	800.00 EUR
Total		14000.00 EUR

## Budget per Participating Organisation

Organisation	Country of Organisation	Grant (EUR)
Associacio La Xixa Teatre	Spain	68491.00 EUR
CESIE	Italy	53042.00 EUR
Agrupamento de Escolas do Barreiro	Portugal	46354.00 EUR
I.C. Cassarà-Guida	Italy	25199.00 EUR
Fundació per a les Escoles Parroquials-L'Esperança	Spain	19547.00 EUR

## Associacio La Xixa Teatre

<b>Budget Items</b>	<b>Grant</b>
Project Management and Implementation	12000.00 EUR
Transnational Project Meetings	2300.00 EUR
Intellectual Outputs	32195.00 EUR
Multiplier Events	10500.00 EUR
Learning, Teaching, Training Activities	1696.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	9800.00 EUR
<b>Total Grant</b>	<b>68491.00 EUR</b>

## CESIE

<b>Budget Items</b>	<b>Grant</b>
Project Management and Implementation	6000.00 EUR
Transnational Project Meetings	3450.00 EUR
Intellectual Outputs	35096.00 EUR
Multiplier Events	5500.00 EUR
Learning, Teaching, Training Activities	1696.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	1300.00 EUR
<b>Total Grant</b>	<b>53042.00 EUR</b>

## Agrupamento de Escolas do Barreiro

<b>Budget Items</b>	<b>Grant</b>
Project Management and Implementation	6000.00 EUR
Transnational Project Meetings	3450.00 EUR
Intellectual Outputs	23290.00 EUR
Multiplier Events	5500.00 EUR
Learning, Teaching, Training Activities	5214.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	2900.00 EUR
<b>Total Grant</b>	<b>46354.00 EUR</b>

## I.C. Cassarà-Guida

<b>Budget Items</b>	<b>Grant</b>
Project Management and Implementation	6000.00 EUR
Transnational Project Meetings	3450.00 EUR
Intellectual Outputs	9630.00 EUR
Multiplier Events	0.00 EUR
Learning, Teaching, Training Activities	6119.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	0.00 EUR
<b>Total Grant</b>	<b>25199.00 EUR</b>

## Fundació per a les Escoles Parroquials-L'Esperança

<b>Budget Items</b>	<b>Grant</b>
Project Management and Implementation	6000.00 EUR
Transnational Project Meetings	2300.00 EUR
Intellectual Outputs	4658.00 EUR
Multiplier Events	0.00 EUR
Learning, Teaching, Training Activities	6589.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	0.00 EUR
<b>Total Grant</b>	<b>19547.00 EUR</b>

## Timetable

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

ID	Activity Type	Starting Period	Description
1	Intellectual Output	09-2019	Bridging the Gap: Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL. A Handbook for Teachers and Counsellors.
2	Intellectual Output	09-2019	Working on transitions from home: Resources for Families to Facilitate Diversity-based Transitions from Primary to Secondary School to prevent ESL
3	Transnational Projects Meeting	10-2019	TPM1: Kick-off
4	Intellectual Output	10-2019	The Transition from Primary to Secondary Education to prevent ESL from a Diversity Perspective in Spain, Italy and Portugal: Best Practices
5	Transnational Projects Meeting	02-2020	TPM2: Follow-up
6	Short-term joint staff training events	02-2020	C1 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early ESL prevention.
7	Transnational Projects Meeting	11-2020	TPM3: Follow-up
8	Short-term joint staff training events	11-2020	C2 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early prevention of ESL.
9	Multiplier Event	03-2021	E1 - Local Open Orientation Forum
10	Multiplier Event	03-2021	E2 - Local Orientation Forum
11	Multiplier Event	03-2021	E3 - Local Orientation Forum
12	Multiplier Event	05-2021	E4 - DREAMS International Conference on Smooth Transitions. Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL
13	Transnational Projects Meeting	06-2021	TPM4: Final meeting



## Participating Organisations

Please note that the PIC code is a unique identifier for the organisation within the whole Erasmus+ Programme. It should be requested only once per organisation and used in all applications for all Erasmus+ actions and calls. Organisations that have previously registered for a PIC should not register again. If an organisation needs to change some of the information linked to the PIC, this can be done through [the Participant Portal](#).

### Applicant Organisation

PIC	945350555
Legal name	Associacio La Xixa Teatre
Legal name (national language)	Associacio La Xixa Teatre
National ID (if applicable)	43730
Department (if applicable)	
Acronym	
Address	C/ Doctor Dou 16 ppal 1
Country	Spain
P.O. Box	
Postal Code	08001
CEDEX	
City	Barcelona
Website	www.laxixateatre.org
Email	
Telephone	+34625277263, +34647761633
Fax	

### Profile

Type of Organisation	
Is your organisation a public body?	No





Is your organisation a non-profit?

Yes

## Associated Persons

### Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone

Preferred Contact

No

If the address is different from the one of the organisation

### Contact Person

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone

Preferred Contact

No



If the address is different from the one of the organisation

## Background and Experience

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

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

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

## Partner Organisations

PIC	949677628
Legal name	CESIE
Legal name (national language)	CESIE
National ID (if applicable)	12919/CF97171570829
Department (if applicable)	
Acronym	
Address	VIA BENEDETTO LETO 1
Country	Italy
P.O. Box	
Postal Code	90040
CEDEX	
City	TRAPPETO
Website	www.cesie.org
Email	cesie@cesie.org
Telephone	+390916164224



Fax +390916230849

### Profile

Type of Organisation Non-governmental organisation/association  
Is the organisation a public body? No  
Is the organisation a non-profit? Yes

### Associated Persons

### Legal Representative

Title Mr  
Gender Male  
First Name Vito  
Family Name La Fata  
Department  
Position President  
Email vito.lafata@cesie.org  
Telephone +390916164224  
Preferred Contact No  
If the address is different from the one of the organisation Yes  
Address Via Roma 94  
Country Italy  
P.O. Box  
Postal Code 90133  
CEDEX  
City Palermo



## Contact Person

Title	
Gender	Female
First Name	Maja
Family Name	Brkusanin
Department	
Position	Project Manager
Email	maja.brkusanin@cesie.org
Telephone	+390916164224
Preferred Contact	Yes
If the address is different from the one of the organisation	Yes
Address	Via Roma 94
Country	Italy
P.O. Box	
Postal Code	90133
CEDEX	
City	Palermo

## Background and Experience

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

CESIE is a non-profit, apolitical, and non-governmental organisation based in Palermo (Italy) and established in 2001.

CESIE is committed to promote the cultural, social, educational and economic development at local, national, European and international levels. CESIE contributes to growth and development through the active participation of people, civil society and institutions, always valuing diversity.

Inspired by the work of Danilo Dolci, we focus our work on the research of social needs and challenges and the use of innovative learning approaches. In this way, CESIE actively connects research with action through the use of formal and non-formal learning methodologies.

The organisational structure is divided into 6 thematic units working in cooperation and managing activities in their specific fields: Higher Education and Research; Rights and Justice; Adult, Migration; School; Youth. The units are supported by 3 geographical departments (Local, European and International) and 4 transversal offices (Visibility and Communication, Networking, HRs, Financial).

Moreover, CESIE benefits from a broad network of partners with more than 3000 civil society organisations, universities, schools, research centres, public authorities and private entities, youth centres, companies and entrepreneurs in the world.

CESIE staff is composed of 60 people with a wide range of qualifications, skills and professional profiles, united by a deep sharing of ideals that lead our activities. The team has an international character being composed not only by Italians, but also by people from the UK, Germany, France, Spain, Serbia, Lithuania, etc. CESIE is therefore considered to be a very concrete and positive example of European values.

At the same time, CESIE relies on about 150 external experts that collaborate for specific activities in our offices: three in Sicily and three abroad. Equally important is the contribution from around 100 interns and volunteers engaged in internships at our organization per year.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project? Please explain how the organisation brings an essential added value to the project.

CESIE has a wide experience in working both as coordinator and partner in projects funded under different European programmes: Erasmus+, Horizon2020, AMIF, ENI CBC MED, REC, Justice, EuropeAid, etc.

CESIE's main mission is to promote educational innovation, participation and growth. Below is the list of some relevant initiatives and experiences:

- Developing innovative educational methodologies to prevent ESL and to improve the educational attainment of disadvantaged students | TABLIO; SymfoS; CARMA; Tell Your Story; etc.
- Developing and implementing non formal and alternative educational approaches to prevent Early School Leaving and fostering the inclusion of each learner in the educational path | SSaMs; Tell Your Story; CARMA; CAPE;
- Promoting the use of art and intercultural exchange as a mean to foster the social inclusion of disadvantaged target groups | ARTCOM; VOICES; Journeys; ArtS;
- Developing VET programmes and the competences of VET teachers as well as favouring the transition of VET students from education to employment | VIRTUS; CAPE; CREATE; Journeys; ArtS;

The key persons involved in the project:

Ms. Rita Quisillo – Coordinator of School Unit at CESIE. Since 2011 has been working as project manager, researcher and trainer in CESIE focusing on entrepreneurship, citizenship education, cultural diversity. She has been focusing her work on educational projects, project management, international communication and mobility. She has competences in the development and use of innovative, participative tools and methods in the fields of entrepreneurship, quality assurance, non-formal education, at both local and international levels thanks to her experience as and quality assurance expert. In the past years she has coordinated different projects: the ENPI CBC MED Project “Capacity Building Relay Race – CaBuReRa”, [www.caburera.org](http://www.caburera.org) on youth employability through professional development and mobility opportunities for 90 young people in EuroMediterranean region. The CVE project on corporate volunteering (LLP Comenius Multilateral, [www.cve-project.eu](http://www.cve-project.eu)), Able Like You and PANGEA (Youth in Action – European Voluntary Service), Learning By Doing (LLP-Leonardo da Vinci), VISION, ENGAGED and StartUp (Erasmus for Young Entrepreneurs: [www.erasmus-entrepreneurs.eu](http://www.erasmus-entrepreneurs.eu)).

Ms. Ruta Grigaliunaite – Project Manager, Human Rights & Justice Unit, CESIE. She has a Master's Degree in Human Rights and Conflict Management, a Bachelor's Degree in Cultural Management. Since January 2016 Ruta has been working as a Project Manager being responsible for the overall management of several projects in the fields of human rights, education and entrepreneurship. She has knowledge and skills in needs analysis and capacity building activities developed through her professional experience in IDP settlements in Georgia. Also, she has experience as a researcher in conducting a research on refugees' situation in Lithuania, as well as developing a methodology of Peace History that is a tool used for conflict transformation. The field of expertise covers: non-formal education, human rights, gender equality, conflict transformation, entrepreneurship and community

building programmes. She is a manager/ involved in the projects: DG JUST - Rights, Equality and Citizenship Programme (2014-2020) - Systematic Approaches for Equality of gender; INTEGRA - Multidisciplinary Mentorship program to support the entrepreneurship of children in care and young care-leavers; BASE - Migrant and refugee child-friendly support services in cases of sexual and gender-based violence; Erasmus+ KA3 (Initiatives for policy innovation) – EUROPE Ensuring Unity and Respect as Outcomes for the People of Europe; Erasmus+ KA3 (Support for policy reforms) - CARMA – RMA and other non-formal learning methods for Student Motivation; Erasmus+ (Strategic Partnerships for School) Scientific Literacy At The School: Improving Strategies and Building New Practices Of Science Teaching In Early Years Education.

Ms. Soad Ibrahim is trainer in CESIE since 2009. She is facilitating training groups of young and adult learners in the field of intercultural dialogue, social inclusion and active citizenship through non-formal education methodologies. Specialized in Movement techniques and Theater of the Oppressed for disadvantaged people such as migrants, people with physical and mental disabilities. She has worked in projects funded under Erasmus+, Youth in Action, Daphne III, LLP and Fondazione con il Sud. She has a Degree in Intercultural Communication and a Master degree in Peacekeeping Management (University of Turin, Italy) and she is Dance Therapist. She is currently training dance in local schools of Palermo with a high range of school drop-out involving students, parents and teachers in the activities. Italian mother tongue, she is fluently speaking English, Arabic, Modern Greek and has a good level of Spanish.

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

Yes

Please indicate:

EU Programme	(CSEP) ISFP-AG
Year	2018
Project Identification or Contract Number	TBC
Applicant/Beneficiary Name	COFAC COOPERATIVA DE FORMACAO E ANIMACAO CULTURAL CRL (Portugal)
EU Programme	KA2 Strategic ADULT
Year	2018
Project Identification or Contract Number	TBC
Applicant/Beneficiary Name	CESIE
EU Programme	AMIF

Year	2018
Project Identification or Contract Number	Proposal number: 821655
Applicant/Beneficiary Name	KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU (Greece)
EU Programme	AMIF
Year	2018
Project Identification or Contract Number	Proposal number: 821722
Applicant/Beneficiary Name	STIRE - Supporting the integration of resettled
EU Programme	KA2 Strategic Adult
Year	1
Project Identification or Contract Number	
Applicant/Beneficiary Name	

## Partner Organisations

PIC	948738377
Legal name	Agrupamento de Escolas do Barreiro
Legal name (national language)	Agrupamento de Escolas do Barreiro
National ID (if applicable)	948738377
Department (if applicable)	
Acronym	
Address	Rua Ferrer Trindade, Urbanização da Escavadeira
Country	Portugal
P.O. Box	
Postal Code	2830-067





CEDEX	
City	Barreiro
Website	<a href="http://www.aebarreiro.pt">http://www.aebarreiro.pt</a>
Email	
Telephone	+351212039590
Fax	+351212039595

## Profile

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

## Associated Persons

### Legal Representative

Title	
Gender	
First Name	
Family Name	
Department	
Position	
Email	
Telephone	
Preferred Contact	No
If the address is different from the one of the organisation	



## Contact Person

Title	
Gender	
First Name	
Family Name	
Department	
Position	
Email	
Telephone	
Preferred Contact	No
If the address is different from the one of the organisation	

## Background and Experience

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

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project? Please explain how the organisation brings an essential added value to the project.

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

## Partner Organisations

PIC	944828695
Legal name	I.C. Cassarà-Guida
Legal name (national language)	I.C. Cassarà-Guida
National ID (if applicable)	not applicable



Department (if applicable)	
Acronym	
Address	Via Maggiore Guida
Country	Italy
P.O. Box	
Postal Code	90047
CEDEX	
City	Partinico
Website	<a href="http://www.istitutocomprensivocassara.gov.it">www.istitutocomprensivocassara.gov.it</a>
Email	
Telephone	+39918904413
Fax	

## Profile

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

## Associated Persons

### Legal Representative

Title	
Gender	
First Name	
Family Name	
Department	
Position	



Email	
Telephone	
Preferred Contact	No
If the address is different from the one of the organisation	

## Contact Person

Title	
Gender	
First Name	
Family Name	
Department	
Position	
Email	
Telephone	
Preferred Contact	No
If the address is different from the one of the organisation	

## Background and Experience

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

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project? Please explain how the organisation brings an essential added value to the project.

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



## Partner Organisations

PIC	910927389
Legal name	Fundació per a les Escoles Parroquials-L'Esperança
Legal name (national language)	Fundació per a les Escoles Parroquials-L'Esperança
National ID (if applicable)	08008267
Department (if applicable)	
Acronym	
Address	C/ Quito 25-37
Country	Spain
P.O. Box	08030
Postal Code	08030
CEDEX	
City	Barcelona
Website	www.escolaesperanca.cat
Email	
Telephone	+34933457745, +34677640779
Fax	

## Profile

Type of Organisation	
Is the organisation a public body?	No
Is the organisation a non-profit?	Yes

## Associated Persons

## Legal Representative



Title	
Gender	
First Name	
Family Name	
Department	
Position	
Email	
Telephone	
Preferred Contact	No
If the address is different from the one of the organisation	

### Contact Person

Title	
Gender	
First Name	
Family Name	
Department	
Position	
Email	
Telephone	
Preferred Contact	No
If the address is different from the one of the organisation	

### Background and Experience

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

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project? Please explain how the organisation brings an essential added value to the project.

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



## Project Description

## Priorities and Topics

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

SCHOOL EDUCATION: Tackling early school leaving and disadvantage

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

HORIZONTAL: Social inclusion

HORIZONTAL: Supporting educators



Please comment on your choice of priorities.

The DREAMS project addresses the three chosen priorities in relation to the transition between Primary and Secondary School for early ESL prevention in the three partner countries. The DREAMS project has been designed specifically to:

- a) Support schools in combating ESL through early prevention and with a social inclusion focus: explore, research and determine best practices in the transition focused on ESL prevention and its relation to the gender gap and students pertaining to minority groups, promoting the development of social, civic and intercultural competence and critical thinking, as well as fight against discrimination, segregation, racism, bullying and violence during school transition stages from a diversity-based perspective, and with special attention to minority and most vulnerable groups, and any other ESL risk factor that can be identified during the transition
- b) Support educators in dealing with cultural and other forms of diversity and ESL from a preventive focus: generate innovative profile specific pedagogical methodologies, and try out and validate these methods through piloting and methodological evaluation to support educators, as well as promote the acquisition of skills and competences among all target groups (students, families, teachers, tutors and counselors, and decision-makers), based on positive inter-group and intra-group interactions and taking advantage of diversity as a value.

Our involvement in tackling ESL at Secondary School gave us a clear idea that measures needed to be taken from an earlier stage in education, and that a preventive approach to ESL would be more effective than tackling school failure and lack of motivation, among other factors during Secondary School, where most ES-Leavers already find themselves highly disengaged from the school context. The needs analysis undertaken to prepare the DREAMS project indicates that the transition from primary to secondary education is an important stage for a child, since it defines a transcendental change in the life of students: they find themselves in a process of change, adaptation and adjustment both in their relationship towards the education system as well as towards their development and entrance into teenagehood (Ruiz, Castro & Leon, 2010). During the transition, risk factors can already be identified and can be tackled from a preventive focus. The lack of adequate tools and guidance within the school community to facilitate this transition can result in an increased chance of Early School Leaving (ESL). The Final Report of the Thematic Working Group on Early School Leaving of the European Commission of 2013 indicated as a preventive policy measures to reduce ESL “the smooth transition between different levels of education”. A 2015 UNICEF report indicates the need for quality transition, “emphasizing that a smooth adaptation to secondary education will improve the student’s secondary education performance, increase his/her possibility of completing secondary education, and shape the perception of education in a positive way” (Education Reform Initiative & UNICEF, 2015).

As found in our research, the school enrolment rate decreases slightly in the transition from primary to secondary in all partner countries, and decreases between 13% and 22% for the ages between 15 and 19 years old. This indicates that although the transition from primary to secondary is not the only cause for ESL, it is an important prevention stage to this problem which posts significant social and economic consequences.

Most importantly, at the primary education stage, due to the high enrolment rate, it is possible to reach out to almost all individuals to prepare them for the change, adaptation and adjustment both in their relationship towards the education system as well as towards their development and entrance into teenagehood. Recent research identifies the transition between Primary and Secondary School as one of the key moments of mandatory education. Despite the social, personal and curricular discontinuity between this two stages, research shows that it is not given the necessary attention and more specific measure and educational resources need to be developed.

Concretely, the DREAMS project will



a) Support schools to tackle early school leaving with special attention to most vulnerable students by undertaking a careful and much needed research on best practices to address ESL from a diversity-based perspective during this early stage. This will provide keys in understanding the gender and migrant gaps, and will assure that the pedagogical material developed in the project is effective in addressing this priority.

b) Support educators and other agents of the school community by generating innovative pedagogical materials and providing a sufficient number of training oriented multiplication actions such as the teacher workshops, the student pilots and the Open Orientation Forums among other events.

Please select up to three topics addressed by your project.

Early School Leaving / combating failure in education

Inclusion - equity

Pedagogy and didactics

## Project Description

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

The context, the needs, the problem and its European dimension

ESL along with school achievement are one of the greatest problems of many European education systems. Particularly regarding the transition from Primary to Secondary education, in the 3 partner countries this stage is identified as a key preventive stage in ESL, since risk factors can be identified and hence tackled this early on.

In Spain, the education system is characterized by a high repetition rate and low graduation rate meaning students enter Secondary School at a later age than expected and are more likely to drop-out. School failure begins in Spain at a very young age and drags on and gets worse as the students grow up, especially for male and migrant students. In Italy, ESL rate has been decreasing in the last decade. However, it still remains above the EU average and the “NEET” (Not in Education, Employment or Training in ages 15-29) rate is of 22.7%. ESL is also associated to citizenship, gender, school performance, family status and age.

#### IN PORTUGAL - NEEDS ANALYSIS

A more detailed account of the needs, the problem and the context is developed in the attached Needs Analysis.

#### Added value of a transnational approach to DREAMS

All European societies are becoming multicultural, and despite great differences in their history of diversity, and their official answer to diversity, they also come to face similar challenges. One of these challenges is assuring an inclusive society considering cultural orientations, religions, social and economic status, or even age, sexual orientation etc. Addressing schools transitions transnationally will assure that

- 1) We take into account the complexity and transnational character of the problem of ESL prevention
- 2) Lessons and useful practices learnt in other partner countries serve as a catalyst for problem-solving in local and national contexts.

#### The DREAMS objectives

According to the research undertaken, the identified needs, the context and the project priorities, the main aim of the DREAMS project is:

- To prevent ESL from an early stage by creating innovative research and resources related to the Primary to Secondary School transition with ESL prevention, giving support to the school community in assuring a smooth transition at this stage with special attention to gender, cultural and other forms of diversity, and increasing the competences and skills of the school community by providing replicable profile-specific easy to use pedagogical material and toolkit.

To reach this aim the DREAMS project has the following objectives:

- Explore current resources, tools, policy and best practice in Primary to Secondary school transition to prevent ESL and provide guidelines and recommendations for schools (IO1)
- Provide guidelines, recommendations and resources for ESL prevention during Primary to Secondary transition stage to the school community (IO1, IO2, IO3)
- Research the needs of the students in particular and the school community in general in relation to a smooth transition from Primary to Secondary education, with particular emphasis on gender,



cultural diversity and minority groups, as well as on discrimination, bullying and any forms of violence, and any other ESL risk factor (IO1, IO2, IO3)

- Create and evaluate a specific and innovative methodology to address the identified needs based on Process Oriented Psychology and Theatre of the Oppressed (C1, C2, IO2 and IO3).
- Implement pilot workshops and activities in schools with different target groups to try-out, evaluate, validate and disseminate the methodology and resources (IO2, C2, E1-E6)
- Assure the dissemination of each output to each target group to increase the use and multiplication of results, as well as project impact and sustainability (IO1-IO3, C1, C2, E1-E4)

The DREAMS target groups

Primary target groups:

- Students and families - Last year Primary School (IO2, IO3, E1-E3)
- Teachers - Last year Primary and First Year Secondary (IO1, IO2, C1, C2, E1-E4)
- Tutors, counselors, and school authorities and policy makers (IO1, IO2, E1-E4)

Secondary target groups:

- Students and Families – First year Secondary school (IO2, E1-E3)

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

Process results not included in the Intellectual Outputs, Multipliers or Training Activities:

- Partnership Agreement
- Project Management Scheme (5 page document)
- Quality and Evaluation Framework which includes the quality indicators, the follow-up of collected information and evidence and how we will monitor these (5 page document)
- Budget Management Tool (excel sheet)
- 4 Partner meetings reports (3 page each: includes collaborative decision-making, minute taking, registration and decision follow-up)
- Partner communication, collaboration and information exchange protocol (3 page document)
- Process and progress evaluation tools for reporting at 6th month, mid-report, 18 month and final report (4 questionnaires, 1 for each reporting period)
- Dissemination plan (15 page document plus all dissemination control tools: partner SWOT for dissemination and exploitation, calendar of tasks, stakeholder database, and monitoring sheets).
- Plan to increase impact and sustainability: includes local and regional collaboration for project sustainability in school education, as well as cross-field synergy with sectors of youth and training (3 page document)
- Plan of Stakeholder meetings (1 page document)
- Visual identity of the project (logo, colors and font) and of project IOs
- Project web where the Smooth Transition Toolkit (IO1, IO2, IO3) will be downloadable for free
- Project social media platforms: Youtube, Facebook, Twitter

Process results derived from trainings and multiplier events (C1, C2, E1-E4)

- 45 partner staff and teachers trained in Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition with an ESL prevention focus (C1 and C2)
- At least 120 members of the partner schools and 135 members of other local school communities (non-partner schools) participating in the Open Orientation Forums to acquire skills and knowledge in relation to the transition (E1-E3)
- At least 60 national and international participants obtain information and training in workshops related to the Smooth Transition Toolkit to prevent ESL (E4)

Final project results (Intellectual outputs – the 3 IOs together make the “Smooth Transition Toolkit”)

IO1: The Transition from Primary to Secondary Education to prevent ESL from a Diversity Perspective in Spain, Italy and Portugal: Best Practices

- Primary target group: teachers and counsellors, school authorities, decision-makers
- Best practice research report: 60 page book in pdf in English, Spanish, Italian and Portuguese; desk research, case-study research, best practice analysis and in-depth interviews for each country; conceptualizes the transition from the perspective of the different target groups from a diversity perspective and the link to ESL; analyses the diversity-based gaps (gender, physical, cultural, etc.) and ESL risk factors; explores the measures that are currently in place for ESL early detection; provides recommendations and guidelines; selects 15 best practices
- Executive summary videos: 3 videos (one for each country); each video is a 7-10 minutes long to raise awareness of the importance of handling diversity-based transitions to prevent ESL.

IO2: Bridging the Gap: Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL. A Handbook for Teachers and Counsellors.

- Primary target group: teachers and counsellors
- Teacher handbook: 80 page pdf in English, Spanish, Italian and Portuguese; pedagogical and

methodological innovation based on Forum Theatre (FT) and Process Work (PW) to address the transition; based on pilots with students – 18 hour workshops – in last year of Primary School; handbook for last year of Primary School teachers to be able to replicate the workshops in school with their students; diversity-based, inclusive and preventive focus to address ESL particularly among male, diverse, minority and vulnerable students; places transition as an asset in the learning, leadership and skill development process (change as opportunity); innovates to complement already existing practices.

IO3: Working on transitions from home: Resources for Families to Facilitate Diversity-based Transitions from Primary to Secondary School to prevent ESL.

- Primary target group: families
- IO3 is a 40 page pdf booklet in English, Italian, Spanish and Portuguese; booklet for families addressed at providing resources to support their children during Primary to Secondary transition to prevent ESL
- A country specific brochure in pdf (one each country) with easy to understand descriptions of the school system, school choices and professions specific to each partner country

All IOs and project activities will be evaluated in terms of impact: a) reaction (eg: satisfaction from a workshop) b) learning outcomes (learnings they have acquired) c) changes in attitudes or behaviours d) changes on a systemic / structural level (at schools or education institutions).

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

The DREAMS project is innovative since it will address specific needs to tackle ESL, promote social inclusion and support educators in the current context of transition between Primary and Secondary education with special attention to the gender and minority gaps, and other forms of diversity that might lead to ESL risk factors.

Taken this needs into account, the project is innovative in that it will:

- Address the transition between Primary to Secondary School as a basic step in the prevention of ESL
- Provide thorough research and exploration on practices of the transition between Primary and Secondary education in the 3 partner countries, with an innovative focus where diversity is considered an asset rather than a problem to be tackled.
- Generate a new methodological approach to the transition based on Forum Theatre and Process Work
- Build resources for all target groups in the school community so that transition is addressed comprehensively and inclusively
- Create pedagogical materials to support teachers, tutors and counselors, and families in addressing a smooth, successful and diversity-based transitions to prevent ESL
- Put students at the center of the process, including their voice, needs, anxieties and motivations at the center of the project
- Address the Primary to Secondary transition as stage to build leadership and collaborative skills, where students can begin exploring their relationship to learning and school community as positive experience.

The DREAMS project is complementary to the findings and developed resources of the ERASMUS+ projects carried out by partner organizations such as:

- FOTEL: Forum Theatre Against Early School Leaving, addressed at reducing ESL among migrant and Roma students at Secondary School (2012-2014)
- Youth for Youth: which is a project addressed at reducing ESL at Secondary School focused on peer to peer learning (2015-2017) together with L'Esperança as associated partner
- BODI, Cultural diversity, body, gender, health in early childhood education: addressed at tackling discrimination from the earliest stages in child education (2015-2017) together with CESIE

In “FOTEL: Forum Theatre Against Early School Leaving”, funded by the EACEA (European Agency for Education, Audiovisual and Culture), La Xixa worked to generate a new pedagogical approach to ESL based on Forum Theatre with focus on diversity and minority groups. The external evaluation of the project provided a score of 9 out of 10 for achievement of project objectives, results and products, and an overall score of 8 out of 10 for project implementation (partnership, management, quality, etc.).

The evaluation report issued by EACEA shows the quality in the implementation of all activities planned and organized, resulting in materials and products of high pedagogical value for the school community. More details about the project: FOTEL (2012-2014): Forum Theater against Early School Leaving. <http://www.fotel-project.eu/>

The knowledge and expertise developed through these projects, particularly the FOTEL and Youth For Youth project developed with L'Esperança, has clearly indicated the need to innovate at the stage of transition between Primary and Secondary education in order to prevent ESL.



Additionally, the DREAMS project is complementary to other ERASMUS+ projects lead by other organizations, such as “Too Young to Fail” project (2014-1-IT02-KA201-003609), which develops resources to address ESL. The project does not have a specific focus on the Primary to Secondary transition. The only content related to the transition is a video (<http://www.2young2fail.com/ensuring-positive-transitions-2016-05-26-000000>) which justifies the need to develop innovative, inclusive, and easily detailed material particularly for diverse students.

The DREAMS project is also complementary to other projects that address transition during different school stages, particularly after early childhood education such as “A good start for all: Sustaining Transitions across the Early Years” (2016-1-SI01-KA201-021576).

No specific projects related to the transition between Primary and Secondary education were found in the Erasmus+ database (2014 and onwards).



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

The reason why we set up this consortium is because

- 1) in all participating countries ESL is a long-term structural problem,
- 2) La Xixa and L'Esperança have previously worked together with Forum Theatre and Process Oriented Psychology which are the basic project methodologies to tackle ESL.
- 3) all partners have a long trajectory working with diversity, skill building and leadership in school contexts.
- 4) the 3 schools (L'Esperança, AEB, ICSCG) partnered in the project have different degrees of expertise in Erasmus+ experiences and will be able to learn from each other
- 5) CESIE and AEB have a long trajectory in leading school education European projects
- 6) the 3 partner schools will facilitate that the target groups participate in the project directly, as well as assure an increased impact and sustainability of project results

We list below strong expertise owned by the members:

- intercultural and innovative pedagogies trainings for teachers and school staff (CESIE, La Xixa)
- designing specific school protocols adapted to their local context to prevent ESL (L'Esperança, AEB, ICSCG)
- experiences in trainings to social workers and teachers about specific socio-educational issues and about the methodology of Forum Theatre to tackle ESL (La Xixa, L'Esperança)
- experiences in trainings to social workers and teachers about specific socio-educational issues and about the methodology of Process Oriented Psychology to tackle ESL (La Xixa)
- experiences in trainings to social workers and teachers about specific socio-educational issues related to diversity, gender and minorities to tackle ESL (CESIE, La Xixa)
- teaching skills through collaborative working (All)
- peer review to develop skills and knowledge and provide reflective practice (All)
- trainings with groups of parents about the educational role (All)
- running school projects for students belonging to minorities and/or disadvantaged groups in order to reduce early school leaving (All)
- in-service teacher training related to multiculturalism, interculturality (All)
- in service teacher training related to applied drama, forum theatre and disadvantaged background (La Xixa)
- in service teacher training related to community media and disadvantaged background (All)
- research experience in consequences of minority situation and migration in ESL (La Xixa, CESIE)
- research experience in assessment of forum theatre and applied drama to ESL (La Xixa)
- research experience in the assessment of multi-targeted educational programs (CESIE, L'Esperança, AEB, ICSCG)
- initiatives aiming at the development and exchange of tools and practices for the improvement of intercultural relations and competences or the enhancement of cross-cultural transition processes (All)
- contacts to schools with the problem of early school leaving (All)
- wide dissemination potential towards educational professionals and teachers (All)
- wide dissemination potential towards educational stakeholders, networks and authorities (CESIE, L'Esperança, AEB, ICSCG)
- coordination and management of European projects / international projects (CESIE, AEB)
- elaboration of evaluation processes (CESIE, La Xixa, AEB)
- elaboration of research methodology (Elan, CESIE, La Xixa)
- integrating digital tools and media into educational multi-targeted projects (All)

The fact that the 5 partners have a strong experience working with the different target groups using inclusion and ESL-tackling methodologies will provide a solid framework to follow through with the planned results, impact, dissemination and project sustainability. The difference in size of each organization will provide diversity in how to address the different methods, contexts and targets. Additionally, the solid experience in project coordination, management and implementation of CESIE and AEB will provide the necessary support for La Xixa who is DREAM's project coordinator. The solid experience La Xixa working with diversity from a Process Oriented perspective will provide new insight into diversity-based pedagogical approaches, that can be disseminated and multiplied more thoroughly given the direct involvement of the 3 schools L'Esperança, AEB, ICSCG, and of CESIE and their access and previous work with networks, policy makers and other school-related stakeholders. The solid experience of CESIE in methodological evaluation of pedagogical methods will put into value the innovations generated by the project to address context needs.

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

The main coordinator of the project takes the responsibility for the smooth functioning of the project. The coordinator has to have an overall view of the whole process on administrative and on a professional level as well. But at the same time the partnership allocates the coordination and implementation of different Intellectual Outputs to different partners according to their expertise as a way to maximise the exchange and the added value of each partner. Task distribution has been planned to give as much autonomy to the coordinators of different IOs as possible, with the general coordinator giving support / advice / concrete help when necessary, but leaving enough space for partners to bring and share in their own approach. Therefore all partner organisations have concrete responsibilities in the project, but the main coordinator monitors their activities as well, giving feedback, etc.

All partners are responsible to contribute to the adequate management, evaluation and dissemination of the project (more detail in the G. Project Management part of the form), as well as making sure that deadlines and project outputs are met, as agreed upon in project preparation (for more detail see the F. Preparation part of the form).

In regard to project preparation, management and implementation, the tasks and responsibilities have been distributed taking into account the following criteria:

- The expertise of partners and partner staff
- The strategic framework based on a SWOT analysis of each partner organization in relation to the project objectives and desired results
- The complementary added value between expertise and new approaches

Taking this criteria into account, it was decided that:

1) For IO1 the task distribution would be:

- CESIE: Lead role. Leading the methodological design of the research; organizing and follow-up; write-up of general parts of the content; creating templates for analysis; putting all material together; editing of the text.
- All partners: data collection and analysis (curricula, case studies, interviews, best practices, etc.) relevant for their country.
- CESIE, La Xixa, AEB\*: drafting of their country-specific research, cross-checking the materials, translating, disseminating.
- La Xixa: developing the guidelines (content and format) for videos and IO layout.
- CESIE, La Xixa, AEB: subcontracting professionals for the recording and editing of the video; CESIE uses own staff.
- La Xixa: methodological evaluation and assessment of the IO quality.

2) For IO2 the task distribution would be:

- La Xixa: Lead role. Leading the methodological development (FT+PW); organizing and follow-up; write-up, putting all material together; general formatting and editing.
- All partners: drafting their country-specific workshop activities, cross-checking the materials, translating, disseminating.
- La Xixa: IO layout + 5 videolessons
- AEB: methodological evaluation and assessment of the IO quality.

3) For IO3 the task distribution would be:

- AEB: Lead role: Developing general guidelines for the resources; organizing and follow-up; write-up of general parts; putting all material together.
- All: drafting their country-specific material, contributing to content development, cross-checking the materials, translating, disseminating.

- La Xixa: IO layout (booklet and brochure).
- CESIE: methodological evaluation and assessment of the IO quality.

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

The DREAMS project will be working directly non-partner local Primary and Secondary schools in the different partner countries. The profile of the schools we will be working with in the 3 partner countries are schools that:

- Have a high percentage of minority students (migrant background, Roma students, functional diversity, etc.)
- A significant number of families pertaining to the school community are facing socio-economic obstacles
- Teachers and tutors lack resources, competences and institutional support to address diversity of students and their families in an assertive manner, especially during the transition
- Schools that are recently beginning to work with European internationalization, resources or networking such as the School Education Gateway Platform, eTwining, or recently starting their partnering in Erasmus+ consortium.

Schools will be involved in the following project activities:

- The entire local school community of both Primary and Secondary schools (parent councils, students, school direction, etc.) will participants of the research and exploration of IO1, and will be part of the conceptualization and validation of all project intellectual outputs.
- Non-partner local primary Schools will be invited to the different project activities such as E1-E4
- Secondary Schools will be invited to participate in the Open Orientation Forums (E1-E3) and will also be able to evaluate and give feedback.
- All Secondary and Primary Schools of the relevant neighborhoods will be invited to the Final Conference and Workshop (E4) and will receive the Smooth Transition Toolkit (IO1-IO3).
- Other non-partner schools will contribute with the dissemination and sustainability of project results, and will contribute to the dissemination of project results to other local schools and educational bodies (parent associations, pedagogical resource centers, etc.).

We will also be involving local centers of pedagogical resources, youth dinamization services, parent organizations, and other institutions that are closely linked to the development of our partner school activities, as well as other schools of the three territories.

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

Yes

Please describe the role of the involved local and/or regional authorities in the school education system. How are these organisations going to help the project achieve a strategic dimension and sustainable impact?

The local and regional school education authorities are secondary targets in the DREAMS project, and will be involved during different stages during the project:

- During the research process (IO1) and methodological development (IO2) school authorities will be integrated into the research through interviews and stakeholder meetings. This will facilitate the local and regional authorities to be aware of the project process and to give an added value to the research and methodological development of the project by signaling out key elements necessary for project dissemination and implementation at local and regional level.
- During the Open Orientation Forums (E1-E3) local and regional authorities will be invited to participate in the events, be part of the discussion and provide feedback particularly oriented towards how to implement the DREAMS results at local/regional level.
- During the DREAMS Final Conference (E4) local and regional authorities will be invited to participate in the roundtables and workshops in order to get to know the DREAMS project and results, and facilitate its dissemination, exploitation and impact.

To assure project sustainability and impact, in the final dissemination stage of the project, all partners will meet with local/regional authorities in order to have these stakeholders become aware of the DREAMS results and find ways for further local implementation (local and/or regional grants, inclusion in local/regional school education networks, etc.).

All of the regional, local, cross-sectorial and transnational activities for dissemination and sustainability will be strategically structured in the “Plan to Increase Impact and Sustainability of the DREAMS project”. This plan will include local and regional collaboration for project sustainability in school education, as well as cross-field synergies with sectors of youth and training. The “Plan to Increase Impact and Sustainability” will be developed with the budget allocated to management, and will be carefully adjusted to maximize the impact of other project activities (multipliers, meetings, dissemination activities and tasks, outputs, etc.).

For example, to disseminate methodological innovations that could be applied to other fields such as Youth work which could benefit greatly specially from IO2-IO3, in Barcelona we would approach the Coordinadora per l’Animació Sociocultural de Catalunya and the Federació Catalana d’Esplais which are the leading institutions in Youth Work training and practice, and which group the majority of Youth Workers of the Catalan territory. In Italy and Portugal, likewise, we would engage in discussions and negotiations with organisations dispensing youth worker trainings.

## Participants

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

The DREAMS project is oriented towards the following target groups in all partner countries:

Primary target groups:

- Students - Last year Primary School
- Teachers - Last year Primary School and First Year Secondary
- Families - Last year Primary School
- Tutors and Counselors - Last year Primary School and First Year Secondary

Secondary target groups:

- Students – First year Secondary school
- Families – First year Secondary School
- Local school authorities and policy makers

The following number of participants of these target groups are expected to be involved in the following activities:

- IO1 research process and video-making: 30 primary and secondary target participants (students, school staff, families, authorities) will be directly involved through interviews. In this activity, all target groups will be asked to be an active part of the research. Selection of participants: a stakeholder database will be developed with input from all partners, and 7 participants will be selected from the database to be interviewed based on experience and expertise on the subject in the case of adults, and at least 3 students will be interviewed per country to talk about their experience in transitioning. Selection criteria will be established in the kick-off meeting.
- C1+C2 Joint Staff Training: 38 staff and teachers will be trained in Forum Theatre and Process Work to address ESL in transition from Primary to Secondary School at two different stages (C1: innovation of the methodology; C2: validation and dissemination of the methodology). Schools will select the teachers and staff to attend in accordance to schools needs. Selection criteria will be established in the kick-off meeting.
- IO2 student pilots: 60 students from last year Primary School are expected to participate in the Pilots (at least 20 per partner school). If necessary to assure a reasonable number of students in the workshop, schools will provide the class group selection criteria in the kick-off meeting. Students will present the forum theatre pieces to at least 60 of their peers, teachers and families at the end of the workshops.
- E1-E3 Open Orientation Forums: 135 primary and secondary target participants will be directly involved in the Open Orientation Forums (students, school staff, families, authorities) from non-partner schools and 120 from partner schools. Participation is open to all school community members.
- E4 International Conference: 70 primary and secondary target participants are expected to attend (school staff, authorities) Participation is open to all.
- 15 stakeholders participating in stakeholder meetings and committees throughout the project
- Project dissemination (direct): at least 450 people from the different target groups will be directly involved in getting to know the different project IOs through schools communicating to their school community.
- At least 150 stakeholders will receive direct communication of the project activities and results.
- At least 50 Primary Schools will receive a direct input on the DREAMS Smooth Transition Toolkit (IO1-IO3) for its use and exploitation.
- Project dissemination (indirect): the different online social media used by the partners as well as the different European platforms will assure we reach at least 7500 people who will be indirectly

involved in the project, using the School Education Gateway, Erasmus+ results platform, eTwinning, the project web, and social media (Facebook, Twitter, Youtube, and partner web and social media platforms).

In total, 530 participants are expected to be directly involved and participate in project activities, and another 600 stakeholders will receive direct communication of project results and activities through emails, phone or face-to-face dissemination.

In addition, at least 7500 people will be involved indirectly in the project through the dissemination plan.

Concerning the selection process, the partners will pay special attention to minority students (migrant background, Roma students, etc.), students from families facing socio-economic obstacles, students with special educational needs and to identified needs of teachers and tutors to address the diversity of students and its relation to ESL during transition.

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

Yes

How many participants would fall into this category?

30

Which types of situations are these participants facing?

Cultural differences

Educational difficulties

Social obstacles

Disability

Economic obstacles



How will you support these participants so that they will fully engage in the planned activities?

Diversity is at the core of the project objectives, methodologies and resulting resources. All project activities will be created to be able to engage participants facing obstacles and vulnerable situations into project processes (identifying needs, research and analysis, creating the content and methodologies, and evaluation).

We will make sure to involve all the participants from the beginning of the project, we will prepare appropriately using teambuilding activities to create a working team of participating students.

The trained facilitators will sensitively lead all project activities, so that the discussion between different parties is respectful and constructive. The facilitators will make sure everyone has an equal opportunity to speak out. The understanding and following of the discussion will be supported by creating visual maps that will capture the main ideas and make it easier for participants that prefer and are better oriented in visual material.

We expect:

- At least 30 students facing difficulties piloting the newly developed methodology (IO2)
- At least 60 members of families from the school community facing difficulties participating in the Open Orientation Forums to acquire skills and knowledge in relation to the transition to prevent ESL (E1-E3, IO3)



Please describe briefly how and in which activities these persons will be involved.

Students, who fall in the category of participants with less opportunities, will be involved in the methodological innovation through piloting. 30 students will have participated in co-constructing the methodology for smooth transitions through local workshops composed of 18 hours.

The objectives of the Pilot are:

- to try out, disseminate and validate Forum Theatre and Process Oriented Psychology applied to Diversity-based Primary to Secondary Transition to prevent ESL from the students' perspective.
- to create Forum Theatre pieces by the students, so that they can share their perspective of transition with the rest of the school community after the pilot
- to develop student skills and competences to be able to assertively address the transition
- to promote student collaboration, inclusiveness and active citizenship among students
- to involve students in pedagogical decision-making and design
- to deeply understand students needs, motivations and ideals in relation to transition, and learning in general
- to foster motivation towards learning, build student leadership and approach transition as an opportunity for autonomy.

The workshops are targeted at least year of Primary School students. A minimum of 10 students and a maximum of 25 are expected to attend the workshops, of which at least 10 are facing difficulties in each country.

Students will co-construct and be actively involved in the workshops in its different stages based on Forum Theatre and Process Work methodology, games and exercises:

- Initial stage: Games and exercises of group cohesion. Reduction of initial tensions within the group. Creating the climate of trust necessary to work with the experiential tools and allow participants to share personal experiences, needs, wishes, ideals, motivations and conflicts in relation to the transition.
- Process stage: Practical exercises based on participatory group dynamics to work on diversity, inclusiveness, leadership and conflict related to the transition. Creation of different characters related to the major social roles that can be identified in their environment, and which are present in their understanding of the transition. Creation of the story.
- Final part of the process: Creating a Forum Theatre play as completion and consolidation of the acquired learning. Aesthetic cleaning of the theatre piece and rehearsals.

During the workshop students will work on:

- Concatenation: thinking, feeling, acting, diversity and the concept of discrimination.
- The concepts of generalization, stereotypes and prejudices.
- Recognizing the diversity within themselves and within the group in relation to age, gender, cultural diversity, their bodies, etc.
- View the power structures in society in relation to diversity, and its influence on the transition stage.
- Tools for managing conflicts against prejudice and discrimination.
- Tools for leadership and group building from an inclusive approach.
- Tools to applied the learnt concepts and tools in understanding the transition as an opportunity for autonomy and self-development.

During the workshop students will learn the following competences:

- Learning to learn. Application of the action-reflection-action cycle in their learning process.
- Assertiveness in personal communicative, language expression and intercultural communication



- Artistic, creative and cultural competences
- Ability to generate a concrete-to-abstract-to-concrete process and express it through theatre
- Ability to analyse their selves and their contexts through a critical and inclusive focus
- Competence in autonomy, personal initiative, collaborative group learning



## Preparation

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

All partners have been actively involved in the preparation of the current project proposal. A preliminary small scale research was conducted in all partner countries in order to assess the current situation of the transition from primary to lower secondary schools in relation to ESL. We have evaluated the data about rate of success (how many students pass in percentage) and rates of failure (how many fail in percentage), as well as how many students repeat (rate of retention) and also information on grades and school performance before and after the transition. Via the research and literature review the key target groups that the project will address were outlined. Moreover, partners gained a deeper insight on the complex links between ESL, school transition and diversity perspective in a school context.

All partners through the active collaboration via emails and Skype meetings have contributed to the current project proposal also developing specific parts based on their expertise, all identified relevant target groups and the scope of the project activities.

As part of the preparatory partner schools were provided with an outline of what activities and requirements are expected of the schools and how the results will benefit their quality policy and smoother transition. The participants from each school will be selected based on the criteria defined by the partnership at the beginning of the project in accordance to partner school needs.

In the first month of the project, we will plan our kick-off meeting. At this meeting the project coordinator will make proposals for the detailed planning and formal agreements. Partners will make decisions together what to be included on the meeting agenda. This project meeting is considered very important for planning in detail the general workflow of the project. The meeting will include discussing the draft Partnership Agreement (PA), deciding on a Project Management Scheme (PMS), agreeing on the Quality and Evaluation Framework (QEF) which includes the quality indicators and how we will monitor these. The Project Management Scheme contains a list of "To Do" items and deadlines, including recruiting/selection and dissemination tasks to be fully clear about the practical agreements and actions. The Dissemination Plan, School Communication Plan and Sustainability and Impact Plan will also be validated and addressed at this meeting.

All project partners have already identified relevant networks and active intermediaries linked to the project target group in the partner countries. For example, CESIE's EU wide informal network has been officially recognised by the European Commission. For this reason, CESIE has been granted a three-year operating grant for its EU-wide network active in the field of education and training and in the field of youth. Network member organisations will be informed about the developments of the project and will be engaged in active dissemination activities. A contact list for regular dissemination will be established for each country. Thus, as soon as there is news regarding the project it will reach quickly the targeted groups. In this way project stakeholders will be involved and will support the project from an early stage of the project.

The partnership already selected the key staff that will be involved in project management and coordination in each partner school/organization, so that in each organization there is up to 3 people of reference for the project who will assure its adequate development, particularly in relation to the inclusion of project activities in partner school planning.





## Management

### Funds for Project Management and Implementation

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

<b>Organisation Role</b>	<b>Grant per organisation and per month</b>	<b>Number of Organisations</b>	<b>Grant</b>
Applicant Organisation	500.00 EUR	1	12000.00 EUR
Partner Organisation	250.00 EUR	4	24000.00 EUR
Total			36000.00 EUR

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

Activities carried out with the budget allocated for management lead by La Xixa with support of the rest of the partners:

- a) Monitoring of the progress of activities: updates on the project calendar, tasks and reports, monthly skype meetings, emails (led by lead applicant La Xixa)
- b) Monitoring of the budget expenditures: presentation of updates after 1st, 6th, 12th, and 18th month (led by lead applicant)
- c) Evaluation: process and outcome evaluation questionnaires, adjustments to management style if necessary
- d) Dissemination, Impact, and Sustainability: monitoring of the Dissemination Plan and the Impact and Sustainability Plans, including communication database, leaflets / posters / newsletter, planning, stakeholder meetings, delivering and reporting on dissemination activities
- e) Official reports (technical and financial) for the National Agency

Transnational Partner Meetings:

- TPM1: Barcelona, oct 2019  
TPM2: Palermo, feb 2020  
TPM3: Barreiro, nov 2020  
TPM4: Barcelona, jun 2021

Intellectual outputs (IO1-IO3 together make the "Smooth Transition Toolkit"):

- IO1: The Transition from Primary to Secondary Education to prevent ESL from a Diversity Perspective in Spain, Italy and Portugal: Best Practices
- IO2: Bridging the Gap: Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL. A Handbook for Teachers and Counsellors.
- IO3: Working on transitions from home: Resources for Families to Facilitate Diversity-based Transitions from Primary to Secondary School to prevent ESL.

Multiplier events:

- E1 (Barcelona): Open orientation forum event + present project results  
E2 (Palermo): Open orientation forum event + present project results  
E3 (Barreiro): Open orientation forum event + present project results  
E4 (Barcelona): International final conference on diversity-based smooth transitions for early ESL prevention

Teaching and training activities:

- C1: Staff Training and Workshop: Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition with an ESL prevention focus; in Palermo.  
C2: Teacher workshops (workshop to teach methodologies to teachers, get feedback for last IO2 touch-ups); in Barreiro.

Activities carried out to develop project outputs, activities and results:

- A1: Management  
A2: Evaluation  
A3: Dissemination  
M1: Barcelona (Kick-off meeting)  
M2: Palermo  
M3: Barreiro

**M4: Barcelona**

C1: Joint staff training for partner organizations (Palermo)

C2: Joint staff training for school staff (Barreiro)

E1-E3: Local Open Orientation Forums (includes video recording)

E4: International Conference and Teacher Training (Barcelona)

IO1: The Transition from Primary to Secondary Education and ESL from a Diversity Perspective in Spain, Italy and Portugal

O1/A1: IO preparation and methodological design.

O1/A2: Revision and commenting of the research methodology by all partners.

O1/A3: Collecting data and conducting interviews (+video recordings)

O1/A4: Analysis of the data and interviews

O1/A5: Drafting, cross-reading, editing and final drafting.

O1/A6: Methodological evaluation

O1/A7: Translating

O1/A8: Layout

O1/A9: Disseminating.

IO2: Bridging the Gap: Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL. A Handbook for Teachers and Counsellors.

O2/A1: IO preparation and methodological design.

O2/A2: First draft of the student pilots.

O2/A3: Revising the methodology and feedback by all partners

O2/A4: Preparing and implementing local student pilots

O2/A5: Collecting feedback from students

O2/A6: Revising the methodology and drafting the handbook

O2/A7: Feedback from C2, cross-reading, editing and final drafting.

O2/A8: Methodological evaluation

O2/A9: Translating

O2/A10: Layout

O2/A11: Disseminating.

IO3: Working on transitions from home: Resources for Families to Facilitate Diversity-based Transitions from Primary to Secondary School to prevent ESL.

O3/A1: IO preparation and methodological design.

O3/A2: Revision and commenting of the pedagogical methodology by all partners.

O3/A3: Developing of the stories, case studies and theoretical content

O3/A4: Developing of resources

O3/A5: Drafting

O3/A6: Methodological evaluation

O3/A7: Translating

O3/A8: Layout

O3/A9: Disseminating

**Transnational Project Meetings**



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

#### 1ST PARTNER MEETING (KICK\_OFF)

Barcelona (Oct 2019)

3 days

Participants: 2 people from each partner, one representing administration / management, the other representing content development

Goal: launching the project, in terms of human resources, strategy and action plan.

Creating the project team: Helping members to get to know each other and their organisations.

Revisiting the goals and objectives so that each member is familiar with them and team members can develop / reinforce their ownership of the project.

Agreeing on a detailed action plan for the 1st project period and validating the updates in the calendar of the integrity of the project.

Launching work on IO1 – IO3

#### 2ND PARTNER MEETING

(Followed by Joint Staff Training C1)

Palermo, Italy (Feb 2020)

2 days

Participants: 2 people from each partner, one representing administration / management, the other representing content development

Goal: follow-up, evaluation and necessary adaptation of calendar and tasks for project activities taking place up to Feb 2020. Validation and necessary adaptations to subsequent project activities.

Addressing reporting, management, assessment and dissemination need by all partners.

#### 3RD PARTNER MEETING

Barreiro, Portugal (Nov 2020)

2 days

(Followed by Joint Staff Training C2)

Participants: 2 people from each partner, one representing administration / management, the other representing content development

Goal: follow-up, evaluation and necessary adaptation of calendar and tasks for project activities taking place from Feb 2020 up to November 2020. Validation and necessary adaptations to subsequent project activities.

Addressing reporting, management, assessment and dissemination need by all partners.

#### 4TH PARTNER MEETING

Barcelona, Spain (Jun 2021)

2 days

(followed by final conference)

Participants: 2 people from each partner, one representing administration / management, the other representing content development

Goal: final follow-up and evaluation of the project. Addressing closing reporting, management, assessment and dissemination need by all partners. Finalizing plan for project sustainability and exploitation of results.

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

ID	Leading Organisation	Meeting Title	Country of Venue	Starting Period	No. of Participants	Grant
1	Associacio La Xixa Teatre	TPM1: Kick-off	Spain	10-2019	10	3450.00 EUR
2	CESIE	TPM2: Follow-up	Italy	02-2020	10	3450.00 EUR
3	Agrupamento de Escolas do Barreiro	TPM3: Follow-up	Portugal	11-2020	10	4600.00 EUR
4	Associacio La Xixa Teatre	TPM4: Final meeting	Spain	06-2021	10	3450.00 EUR
Total					40	14950.00 EUR

## Transnational Project Meetings Details 1

Meeting Title

TPM1: Kick-off

Leading Organisation

Associacio La Xixa Teatre

Starting Period

10-2019

Country of Venue

Spain

<b>Id</b>	<b>Sending Organisation</b>	<b>Country of the Sending Organisation</b>	<b>No. of Participants</b>	<b>Distance Band</b>	<b>Grant per Participant</b>	<b>Grant</b>
1	Associacio La Xixa Teatre	Spain	2	0 - 99 km	0.00 EUR	0.00 EUR
2	CESIE	Italy	2	100 - 1999 km	575.00 EUR	1150.00 EUR
3	Agrupamento de Escolas do Barreiro	Portugal	2	100 - 1999 km	575.00 EUR	1150.00 EUR
4	I.C. Cassarà-Guida	Italy	2	100 - 1999 km	575.00 EUR	1150.00 EUR
5	Fundació per a les Escoles Parroquials-L'Esperança	Spain	2	0 - 99 km	0.00 EUR	0.00 EUR
<b>Total</b>						<b>3450.00 EUR</b>

## Transnational Project Meetings Details 2

Meeting Title

TPM2: Follow-up

Leading Organisation

CESIE

Starting Period

02-2020

Country of Venue

Italy

<b>Id</b>	<b>Sending Organisation</b>	<b>Country of the Sending Organisation</b>	<b>No. of Participants</b>	<b>Distance Band</b>	<b>Grant per Participant</b>	<b>Grant</b>
1	Associacio La Xixa Teatre	Spain	2	100 - 1999 km	575.00 EUR	1150.00 EUR
2	CESIE	Italy	2	0 - 99 km	0.00 EUR	0.00 EUR
3	Agrupamento de Escolas do Barreiro	Portugal	2	100 - 1999 km	575.00 EUR	1150.00 EUR
4	I.C. Cassarà-Guida	Italy	2	0 - 99 km	0.00 EUR	0.00 EUR
5	Fundació per a les Escoles Parroquials-L'Esperança	Spain	2	100 - 1999 km	575.00 EUR	1150.00 EUR
<b>Total</b>						<b>3450.00 EUR</b>

### Transnational Project Meetings Details 3

Meeting Title

TPM3: Follow-up

Leading Organisation

Agrupamento de Escolas do Barreiro

Starting Period

11-2020

Country of Venue

Portugal

<b>Id</b>	<b>Sending Organisation</b>	<b>Country of the Sending Organisation</b>	<b>No. of Participants</b>	<b>Distance Band</b>	<b>Grant per Participant</b>	<b>Grant</b>
1	Associacio La Xixa Teatre	Spain	2	100 - 1999 km	575.00 EUR	1150.00 EUR
2	CESIE	Italy	2	100 - 1999 km	575.00 EUR	1150.00 EUR
3	Agrupamento de Escolas do Barreiro	Portugal	2	0 - 99 km	0.00 EUR	0.00 EUR
4	I.C. Cassarà-Guida	Italy	2	100 - 1999 km	575.00 EUR	1150.00 EUR
5	Fundació per a les Escoles Parroquials-L'Esperança	Spain	2	100 - 1999 km	575.00 EUR	1150.00 EUR
<b>Total</b>						<b>4600.00 EUR</b>

## Transnational Project Meetings Details 4

Meeting Title

TPM4: Final meeting

Leading Organisation

Associacio La Xixa Teatre

Starting Period

06-2021

Country of Venue

Spain



<b>Id</b>	<b>Sending Organisation</b>	<b>Country of the Sending Organisation</b>	<b>No. of Participants</b>	<b>Distance Band</b>	<b>Grant per Participant</b>	<b>Grant</b>
1	Associacio La Xixa Teatre	Spain	2	0 - 99 km	0.00 EUR	0.00 EUR
2	CESIE	Italy	2	100 - 1999 km	575.00 EUR	1150.00 EUR
3	Agrupamento de Escolas do Barreiro	Portugal	2	100 - 1999 km	575.00 EUR	1150.00 EUR
4	I.C. Cassarà-Guida	Italy	2	100 - 1999 km	575.00 EUR	1150.00 EUR
5	Fundació per a les Escoles Parroquials-L'Esperança	Spain	2	0 - 99 km	0.00 EUR	0.00 EUR
<b>Total</b>						<b>3450.00 EUR</b>

## Project Management

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

### Budget control

Each partner will possess a budget file covering their own budget, which will be used to track developments. In accordance with the official reporting templates the lead applicant will design a set of financial templates to facilitate the monitoring of the expenditures. The financial reporting templates will be presented and discussed at the kick-off meeting. Partners will be asked to fill them out after the first month of the project period and present all supporting documents requested by the contracting authority. This is to ensure that there are no misunderstandings, and to find out any possible incoherencies in time.

After the first six months of the project an intermediary financial report will be asked to check on the pace of the expenditures. This internal check will be repeated at 12 and 18 months of the project period.

Disbursement of advances will be conditioned on the due submission of the reports. In order to facilitate the respect of the requirements La Xixa will produce a short guide, containing concrete requirements and suggestions for the reporting.

### Time management

During the kick-off meeting we will revisit and update the calendar of the project, which will include the detailed tasks and responsibilities of the participants under each intellectual output / multiplier event / training activity. Leaders and host organisations will be asked to keep track of their deadlines, reminding partners in time of the upcoming delivery date. If tasks appear to take longer than foreseen we will signal the need for updating the calendar in advance.

A monthly skype meeting will be organised to ensure the continuity of project activities. Agenda of the skype meeting will be posted in the project Dropbox and sent by email a week prior to the meeting so everyone can add points to discuss.

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

## 1. MONITORING PROGRESS AND ACHIEVEMENT

The monitoring of the progress focuses on ensuring the good flow of the project activities, detecting any possible risks in time so that remedies and solutions can be found. For this reason our main focus will be on anticipation / prevention. We'll offer IO leaders a check-list that should help them in this process and the partner in charge of evaluation / monitoring will assist partners in using it.

Indicators for IO leaders:

- Are partners informed about the launch of the IO in advance?
- Is there a dropbox folder specific to the IO?
- Are the guidelines / support documents relevant for this IO included in the dropbox?
- Is a clear action plan detailing the main steps of reaching the IO and their deadlines?
- Do partners reply to the messages sent? Does their feedback confirm that the activities foreseen are clear?
- If the IO is connected to a co-construction workshop/multiplier event: have steps for recruitment been taken in advance of the event? (depending on the target group 3-4 months before)?
- Are all partners uploading the work-documents required (descriptions of workshops, activities, modules etc.)?
- Is there a convergence between the materials gathered and the final products planned? Are there necessary adjustments to make? Are there possible value added discovered in the process but not planned for that should be integrated?

ADDITIONALLY, the main coordinator has the responsibility of monitoring progress, overviewing all the indicators above and some specific ones listed below:

- follow-up of communication about the IO: has the IO leader communicated with partners about the launch of the IO? Does IO leader send regular reminders / feedback for the partners?
- follow-up of timesheets: do the work days reflect the progress and involvement planned for or are there discrepancies between plan and reality?

## 2. MONITORING QUALITY OF ACTIVITIES/QUALITY OF INTERNAL COLLABORATION

The work process will be assessed with mostly interactive / qualitative methods during meetings, where evaluation will refer to the meeting itself and the period preceding the meetings. This will allow making any necessary changes for the following period. Additionally a process evaluation questionnaire will be registered every 6 months, checking the collaboration process in each IO and in general. The role of the questionnaire is to give an idea of the changes in the process over time.

Indicators for process monitoring will focus on:

- efficiency of the communication (messages are sent and replied to in a reasonable rhythm)
- clarity and transparency of the communication (all involved parties are involved in the communication)
- conflict management (how conflicts are dealt with)
- engagement (to what extent each partner is present / engaged in the project)
- coherence (to what extent partners identify with the project activities)
- active participation (to what extent partners feel their contributions are welcome and integrated)
- satisfaction (to what extent partners are happy with the work process)
- organizational development: to what extent participation in the project brings new skills, networks, resources for the partner organization as a whole

## QUALITY OF ACTIVITIES SHARED WITH THE TARGET GROUP

During the development of our IOs we wish to engage directly the target groups of the project:



teachers, students and families. The assessment of the quality of these workshops is particularly relevant, as it is a key to the improvement of our methods and activities.

Indicators to use:

Quantitative: number of sessions, their length, number of participants (number of drop-outs)

Qualitative: For each IO and project activity that we will share with members of the target group it will define the relevant levels of “impact”: a) reaction (eg: satisfaction from a workshop) b) learning outcomes c) changes in attitudes or behaviours d) changes on a systemic / structural level (at schools or education institutions) and will propose measures to be able to collect feedback on these levels.

### 3. INVOLVED STAFF

The assessment activities will be lead by an evaluation commission formed by by Ana Fernández-A. in La Xixa, Ana Paula Pina in AEB leading IO2 assessment and Ruta Grigaliunaite in CESIE leading IO3 assessment. The evaluation commission will develop the adequate tools (questionnaires and evaluation activities for TPMs, multipliers, workshops, etc.) using their long experience in evaluating Erasmus+ results and activities. All partners will be responsible for filling out the required information corresponding plan and tools.

### 4. FREQUENCY OF MONITORING

a) Work process will be assessed with interactive / qualitative methods during meetings 4 times during the project period (the last evaluation being an overall assessment). The questionnaire will be sent approximately each 6 months – connected to the rhythm of completion of IOs.

b) Progress will be checked regularly with monthly skypes.

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

#### INDICATORS OF PROCESS RESULTS

A report will be developed indicating if the following documents have been created, if they have been adequate to develop project management and implementation, if they have been developed in a timely manner:

- Partnership Agreement
- Project Management Scheme (5 page document)
- Quality and Evaluation Framework which includes the quality indicators, the follow-up of collected information and evidence and how we will monitor these (5 page document)
- Budget Management Tool (excel sheet)
- 4 Partner meetings reports (3 page each: includes collaborative decision-making, minute taking, registration and decision follow-up)
- Partner communication, collaboration and information exchange protocol (3 page document)
- Process and progress evaluation tools for reporting at 6th month, mid-report, 18 month and final report (4 questionnaires, 1 for each reporting period)
- Dissemination plan (15 page document plus all dissemination control tools: partner SWOT for dissemination and exploitation, calendar of tasks, stakeholder database, and monitoring sheets).
- Plan to increase impact and sustainability: includes local and regional collaboration for project sustainability in school education, as well as cross-field synergy with sectors of youth and training (3 page document)
- Plan of Stakeholder meetings (1 page document)
- Visual identity of the project (logo, colors and font) and of project IOs
- Project web where the Smooth Transition Toolkit (IO1, IO2, IO3) will be downloadable for free
- Project social media platforms: Youtube, Facebook, Twitter

#### INDICATORS OF QUALITY AND PEDAGOGICAL EVALUATION FOR INTELLECTUAL OUTPUTS

A first quality check is an internal cross-reading by all partners. Subsequently, a stakeholder committee in each country must read and evaluate the IOs. These two readings will look at indicators such as clarity of arguments, coherence and complementarity across intellectual outputs, accessibility of language etc.

Then, specific quality measures are created according to the intellectual output and the target groups involved, always on the four levels:

- A: reaction
- B: learning outcomes
- C: change of attitudes / behavior
- D: institutional / systemic change of practice

#### IO1: BEST-PRACTICE GUIDE

this research-and knowledge-oriented output will be assessed by an external group of teachers in a focus-group discussion on the four levels:

- A: clarity, easiness of reading, informativeness
- B: does it have relevant information on transition and ESL, on the challenges of transition and on the influence of factors such as gender, cultural diversity etc. on ESL during this stage, and on best practices?
- C: does it change perception of students in risk of ESL?
- D: does it inspire or motivate for change of procedures?

## IO2: BRIDGING THE GAP

### STUDENTS:

We'll explore through observation students' engagement in the activities, interactivity, pleasure taken in participation. We'll explore through interactive evaluation: to what extent they enjoyed the activities, what was difficult, what was easy for them and also what they have learnt. To explore whether there is a change of attitude we'll try to check the perceptions of participants against the perceptions of a control group of students who have not participated in the programme. Finally, wherever possible we'll follow the students who took part in our activities through their transition and check whether there are any longer term signs of our workshops through an interview towards the end of the project.

TEACHERS: through a focus group discussion with the teachers who participated in the workshops we'll check:

A: how do they like the activities, whether they found them easy, replicable

B: what were the new elements in the activities on the level of methodology or content?

C: what they expect to adapt into their own approach to transition and students at risk of ESL?

D: do the workshops inspire or motivate for change of procedures?

## IO3 WORKING ON TRANSITIONS FROM HOME

### FAMILIES

A focus group with families to determine

A: how they felt after reading the IO, are they satisfied

B: whether they have learnt something of interest to them

C: whether there are changes in the way they see transition.

TEACHERS participating in the workshops or reading the output will be asked through a focus group:

A: satisfaction with the booklet

B: new information learnt (or new method of presentation)

C: does it change the way they think about working with families?

D: is it a practice they could adopt for their practice as a tool to facilitate transition and prevent ESL?

## E1-E3 OPEN ORIENTATION FORUMS

### PARTICIPANTS

We'll ask a short questionnaire from participants

A: how do they like the forum, is it interesting for them?

B: do they learn any new information?

C: does it change the way they think about transition/diversity/ESL?

## SMOOTH TRANSITION TOOLKIT (IO-IO3) in general

Through a focus group with school staff.

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

According to the initial analysis made, certain possible risks have been identified for the project and its intended results. Thus, at a first glance the risks were assessed and response strategies were defined to cover these risks discussed. Some of the risks and response strategies may be summarised as follows:

#### Political / structural risks

Possible risk: Divergences in framework conditions (systems, educational standards, cultural specifics etc.) and in maturity level across EU may complicate transferability & cooperation.

Possible solution: Adapt activities to local conditions. Provide a variety of methods, tools & materials to choose from and advise on adaptation (using experience of transnational working groups).

Possible risk: Some resistance of the school systems may set barriers.

Possible solution: Support dialogue (orienting to win-win situations) for the schools and educational institutions, capacity building for key persons in the school.

Possible risk: Changes in the institutional and educational system in the participating countries.

Possible solution: Maintain focus on the activity and continuous dialogue with stakeholders, decision-makers to support the project's goals.

#### Capacity risks

Possible risk: Lack of experience (of the schools) with EU projects and limited resources at schools to work on school programmes integrating project's activities. Deficits in teachers' experience with international projects, peer to peer learning a challenge.

Possible solution: Distribute tasks among a larger group of school actors (actively involving them in the project). Intensive expert input for schools. Combine awareness raising with facilitation of school managers and teachers. Duly adapt solutions to the needs of the school.

Possible risk: Differences in levels of competence / language barriers may prevent an effective exchange / networking (for schools, teachers, students)

Possible solution: Great attention to quality aspects of the methods, and materials provided, utilizing good practice and incorporating tasks for different competence levels. As we mentioned above invite a larger group of school actors (e.g. language teachers)

#### Educational risks

Possible risk: Understanding / motivation to work on ESL / attend trainings may vary. Fear of use of new tools and methods may prevent target groups from using the final results.

Possible solution: Combine awareness raising and facilitation. Use interesting training concepts and methods. Give easy-to-follow advice on how to get started.

Possible risk: Involvement and retention of students in the project, maintenance of motivation of the students

Possible solution: a strong cooperation with the schools (teachers), clearly defined goals and timing; good and efficient recruitment; regular encouraging feedback for the students

Possible risk: Adherence to traditional behaviour (especially in peer groups and families) makes it difficult for students to change their attitudes and behaviour.

Possible solution: Ask communities and popular role models for support. Involve parents to mitigate

conflicts between attitudes at school and at home. Use participatory approaches and topics close to students' life.

Of course at the first, in the preparatory stage of the project partners have to comprehensively:

- define concrete possible risks for each intellectual output
- identify concrete consequences for the risks
- identify concrete ways to prevent the risks
- identify a concrete action plan to put in place to avoid that risk
- identify concrete responsible for the following of the action plan.

Consequently, whenever an activity is started, the partner organisations will as the first step of implementation consider the risk factors and ensure that all relevant preventive actions are taken care of in accordance with the final risk assessment system.

The partner organization CESIE will be in charge of the risk assessment.

## Implementation

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

## How will you communicate and cooperate with your partners?

For the implementation of the project we plan to use the following internal communication channels:

- emails: a googlegroups will be set up to ensure transparency and access of communication
- skype conferences will be held at least once a month, and with additional meetings if needed
- a Dropbox folder will be shared to ensure a common repository of project documents
- 4 partner meetings will give the occasion to work through the tasks accomplished and launch the new tasks; and in the last meeting to close and evaluate the project, and prepare the further exploitation of results.

Regarding cooperation: the monitoring and evaluation activities led by the evaluation commission (La Xixa, CESIE, AEB) will provide us continuous feedback on the work process to make any adjustment necessary to ensure the smooth progress of the project.

For communication with stakeholders:

- website
- newsletter
- participation in relevant conferences organized by others
- multiplier events organized by partner organisations

Communication with stakeholders is a key element in the project, as we wish to have an impact on school directors, teacher trainers, and also policy makers related to the field. Special attention will be put on developing a list of stakeholders for all partner organisations and the scheduling of lobbying / exploitation meetings as well as the stakeholder committee.

Frequency and purpose of meetings:

In total 4 international partner meetings are foreseen. Two colleagues are to participate in all meetings, the project coordinator and a colleague involved in development activities (combining management and technical/pedagogical skills).

Communication plan with schools

The purpose DREAMS project School Communications Plan is to present a clear and concise framework for communicating with the school community involved in the project. This plan will provide public understanding and awareness of the learning opportunities provided for the school community. The plan primarily addresses two types of school audiences: internal (students, teachers, staff, administration, and families) and external (school, youth and training related stakeholders and authorities that can benefit from project implementation and results).

The objectives of the School Communication Plan are: clarify and disseminate information concerning the DREAMS project, planning and involvement of the school community in the project activities, give visibility to the DREAMS project, increase potential for impact and sustainability.

Strategies when communicating with School communities: keep communications simple, brief and to the point, create information sheets, communicate early and often, communicate face-to-face, provide training for the staff through project activities, develop a relationship with the school community, prepare the adequate information and dissemination material segmented by target groups.

Communication methods: emails, coordination meetings with school staff, trainings, information and feedback meetings with families, agenda and calendar setting through consensus with school

administration, written online and offline material (brochures, reports, videos, etc.) with information on project activities sent via school channels to the school community (mailings, school bulletin boards, Facebook, etc.).

Have you used or do you plan to use eTwinning, School Education Gateway, EPALE or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

We will use the School Education Gateway, eTwinning and the Erasmus+ Project Results the project objectives and delivery of the planned results to disseminate project outcomes. We will also:

- Upload the Smooth Transition Toolkit on the European Toolkit for Schools platform
- Upload and disseminate in different EU platforms the E4 Final Conference



## Intellectual Outputs

Do you plan to include intellectual outputs in your project?

Yes

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

ID	Leading Organisation	Output Title	Starting Period	Grant
O1	CESIE	The Transition from Primary to Secondary Education to prevent ESL from a Diversity Perspective in Spain, Italy and Portugal: Best Practices	10-2019	3647 9.00 EUR
O2	Associacio La Xixa Teatre	Bridging the Gap: Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL. A Handbook for Teachers and Counsellors.	09-2019	4042 8.00 EUR
O3	Agrupamento de Escolas do Barreiro	Working on transitions from home: Resources for Families to Facilitate Diversity-based Transitions from Primary to Secondary School to prevent ESL	09-2019	2796 2.00 EUR
Total				1048 69.00 EUR



## Output Title O1

Output Title

The Transition from Primary to Secondary Education to prevent ESL from a Diversity Perspective in Spain, Italy and Portugal: Best Practices

Output Type

Studies / analysis – Best practice guidelines / report

Start Date (dd-mm-yyyy)

01-10-2019

End Date (dd-mm-yyyy)

30-06-2021

Output Description (including: elements of innovation, expected impact and transferability potential)

Shape: 60 page pdf research and best-practice report in English, Spanish, Italian and Portuguese downloadable from the project website for free (Creative Commons License) accompanied by 3 executive summary videos (one for each country) which are 7-10 minutes long with English subtitles available on the project Youtube page. The report will have a professional final layout that is attractive and facilitates its use by the target group.

Objective:

- to provide thorough information on best practice concerning transitions from Primary to Secondary, particularly practices with a focus on preventing ESL from an early stage, as well as practices with a focus on identifying and accompanying most vulnerable students through harsh transitioning.
- To generate awareness on the potentiality of the transition stage to identify early ESL risk factors and to apply preventing measures, particularly with the most vulnerable students and from a diversity-based practice.

Content:

- Concepts and links between Primary to Secondary transition and ESL
- Early ESL risk factors: gender, minority, health, body and other factors that generate ESL gaps and how to identify them early on
- 15 Best Practices in Primary to Secondary school transitions and how they can be used in early prevention of ESL and to best accompany most vulnerable students from a diversity perspective.
- Further recommendations for schools for the development of protocols for early detection of ESL during Primary to Secondary transition.

Methodology:

- In-depth desk research
- Interviews to different agents in the school community (school authorities, teachers, students, families, etc.)
- Best practice research and analysis using a grid to analyze the practice

Target groups:

This IO is targeted at school authorities, counsellors, and teachers, as well as at local, national and EU policy makers.

Dissemination:

The research will be published on partners' websites and promoted via social media channels. All partners bear the responsibility to promote the outcome to reach the target groups. The specific activities for the dissemination of this IO are outlined in the Dissemination Plan. The 3 executive summary videos will be key for the dissemination of this IO.

**Innovation, impact and transferability:**

This IO is innovative in that it will fill in the gap in the research on the link between transition from primary to secondary education, ESL and minority and gender perspectives. It is expected to have a deep impact in how the Primary to Secondary Education transition is currently conceived, as well as the role that diversity plays as a worsening factor in the transition, instead of as an opportunity for creativity, collaborative and leadership building moment. It has a significant transferability potential in that this specific IO will be easily turned into guiding material for both schools and policy makers, as well as creating benchmark in the research focus that is given to transition at the school stage, offering guidelines, recommendations and best practices to adapt to different school contexts.

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

The following main activities will be implemented towards this Intellectual Output:

O1/A1: IO preparation and research framework design for desk research, case-study research and best practices analysis in each partner country aimed to conceptualize the transition from the gender perspective of the different target groups (students, teachers, families, counselors) from a diversity perspective; to explore the measures that are currently in place, if any, and whether they seem to be working from a diversity-based perspective, and to identify best practices.

O1/A2: Revision and commenting of the research methodology by all partners. All partners will provide their feedback in regard to the methodology developed in order to implement country-relevant and specific research.

O1/A3: Collecting data and conducting interviews. 10 in-depth interviews for each country targeted at teachers and school stakeholders aimed to analyse the diversity-based gaps (gender, physical, cultural, etc.) and identify risk factors, measures and best practices to assure a smooth and inclusive transition from primary to secondary education. Moreover, during the interview phase, executive videos including general findings and the most relevant findings for each partner country will be produced. La Xixa will provide guidelines for videos.

O1/A4: Analysis of the data and interviews. CESIE will provide guidelines for data analysis and each partner will have to analyse the data and present final national reports in English to CESIE for the consolidation.

O1/A5: Drafting, cross-reading, editing and final drafting.

O1/A6: Methodological evaluation to assure IO quality

O1/A7: Translating

O1/A8: Layout

O1/A9: Disseminating according to Dissemination Plan

CESIE: Lead role. Leading the methodological design of the research; organizing and follow-up; write-up of general parts of the content; creating templates for analysis; putting all material together; editing of the text.

All partners: data collection and analysis (curricula, case studies, interviews, best practices, etc.) relevant for their country.

CESIE, La Xixa, AEB\*: drafting of their country-specific research, cross-checking the materials, translating, disseminating.

La Xixa: developing the guidelines (content and format) for videos and IO layout.

CESIE, La Xixa, AEB: subcontracting professionals for the recording and editing of the video; CESIE uses own staff.

Leading Organisation	CESIE
Media	Book Video
Participating Organisations	Agrupamento de Escolas do Barreiro Fundació per a les Escoles Parroquials-L'Esperança I.C. Cassarà-Guida Associacio La Xixa Teatre
Languages	English Italian Spanish Portuguese

## Intellectual Output Budget

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

Id	Organisation	Administrative Support Staff	Managers	Teachers/Trainers/Researchers	Technicians	Grant
1	Agrupamento de Escolas do Barreiro	0.00 EUR	0.00 EUR	6713.00 EUR	0.00 EUR	6713.00 EUR
2	Fundació per a les Escoles Parroquials-L'Esperança	0.00 EUR	0.00 EUR	1370.00 EUR	0.00 EUR	1370.00 EUR
3	I.C. Cassarà-Guida	0.00 EUR	0.00 EUR	2140.00 EUR	0.00 EUR	2140.00 EUR
4	CESIE	0.00 EUR	0.00 EUR	17762.00 EUR	0.00 EUR	17762.00 EUR
5	Associacio La Xixa Teatre	0.00 EUR	0.00 EUR	8494.00 EUR	0.00 EUR	8494.00 EUR
Total		0.00 EUR	0.00 EUR	36479.00 EUR	0.00 EUR	36479.00 EUR

## Intellectual Output Budget Details 948738377

Organisation	Agrupamento de Escolas do Barreiro
Country of the Organisation	Portugal

Category of Staff	No. of Working Days	Grant per Day	Grant
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	49	137.00 EUR	6713.00 EUR
<b>Total</b>	<b>49</b>		<b>6713.00 EUR</b>

### Intellectual Output Budget Details 910927389

Organisation	Fundació per a les Escoles Parroquials-L'Esperança
Country of the Organisation	Spain

Category of Staff	No. of Working Days	Grant per Day	Grant
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	10	137.00 EUR	1370.00 EUR
<b>Total</b>	<b>10</b>		<b>1370.00 EUR</b>

### Intellectual Output Budget Details 944828695

Organisation	I.C. Cassarà-Guida
Country of the Organisation	Italy

Category of Staff	No. of Working Days	Grant per Day	Grant
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	10	214.00 EUR	2140.00 EUR
<b>Total</b>	<b>10</b>		<b>2140.00 EUR</b>

### Intellectual Output Budget Details 949677628

Organisation	CESIE
Country of the Organisation	Italy

Category of Staff	No. of Working Days	Grant per Day	Grant
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	83	214.00 EUR	17762.00 EUR
<b>Total</b>	<b>83</b>		<b>17762.00 EUR</b>

### Intellectual Output Budget Details 945350555

Organisation	Associacio La Xixa Teatre
Country of the Organisation	Spain



<b>Category of Staff</b>	<b>No. of Working Days</b>	<b>Grant per Day</b>	<b>Grant</b>
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	62	137.00 EUR	8494.00 EUR
Total	62		8494.00 EUR





## Output Title O2

Output Title

Bridging the Gap: Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL. A Handbook for Teachers and Counsellors.

Output Type

Learning / teaching / training material – Manual / handbook / guidance material

Start Date (dd-mm-yyyy)

23-09-2019

End Date (dd-mm-yyyy)

22-06-2021

Output Description (including: elements of innovation, expected impact and transferability potential)

Shape: “Bridging the Gap” is an 80 page pdf in English, Spanish, Italian and Portuguese downloadable from the project website for free (Creative Commons License) accompanied by 5 video lessons of 5 minutes each with English subtitles available on the project Youtube page. The handbook will have a professional final layout that is attractive and facilitates its use by the target group.

Objective: to provide teachers with tools and resources to:

- Understand the transition from a diversity-based focus
- Take advantage of the transition as a skill-building stage and an opportunity for leadership building among students
- As a preventive tool to address ESL
- As a guide to implement and carry out self-awareness activities as well as student workshops
- As a guide to address the transition comprehensively with the involvement of the school community

Content: The handbook is a pedagogical and methodological innovation based on Forum Theatre and Process Work to address the transition between Primary and Secondary education for early prevention of ESL.

The contents of the handbook are:

- Basic research concerning the transition with a diversity-based focus
- How to address the transition as a preventive stage to tackle ESL particularly among male, diverse, minority and vulnerable students
- How to place a diversity-based transition as an asset in the learning, leadership and skill development process (change as opportunity)
- Basics of Forum Theatre and Process Work, and their importance for inclusive learning practices
- Activities to develop teacher awareness and skills in relation to the transition (self-guided exercises) and in how to work with ESL risk factor and derived conflict
- Activities and pedagogical orientations to develop and carry-out a student workshop based on Forum Theatre and Process Work to facilitate a diversity-based and inclusive transition
- Guidelines and resources on how to involve the school community in a smooth transition process with ESL preventive focus: working with families, tutors, counselors, school councils, and Secondary School Teachers.
- 5 videlessons linked to the different handbook activities

Methodologies:

- In terms of pedagogical systematization to develop the guide, we will use a method of creating the method and materials, piloting, two-stage validation (after student co-creation workshop, and after teacher joint staff training C2) , stakeholder validation (through stakeholder meetings), clean-up,

editing and final drafting in a creative and easy to use format.

- The partners will base the activities and processes in Forum Theatre and Process Work (see rationale attached).

Target groups: teachers and counsellors, particularly those involved in Primary to Secondary transition, so that they are able to replicate the student workshop in school with their students, as well as address the transition in a holistic manner by including other school community groups.

Dissemination: The dissemination of the handbook will happen in accordance to the Dissemination Plan and through all project activities (multipliers, school staff training C2, stakeholder meetings) and platforms such as the School Education Gateway, Erasmus+ results platform, eTwinning, the project web, and social media, and partner and school web and social media platforms. The 5 videoleasons will be key for dissemination of this IO.

Innovation: The handbook is innovative because currently there are no similar handbooks available, neither in content nor in the methodological and pedagogical focus.

The expected impact of the handbook is that upon completion of the project at least 80 teachers from the different partner countries will be trained and using the handbook to address transition for early ESL prevention. A year after project completion, due to the involvement of local/regional authorities, it is expected that at least 150 teachers use the handbook to address the transition in over 20 different schools in different EU countries.

The handbook is one of the main results that assure project transferability, since it provides an innovative and easy to follow approach to the transition to prevent ESL.

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

The tasks and activities to develop the “Bridging the Gap” handbook are:

- O2/A1: IO preparation and methodological design.
- O2/A2: First draft of the student pilots.
- O2/A3: Revising the methodology and feedback by all partners
- O2/A4: Preparing and implementing local student pilots
- O2/A5: Collecting feedback from students
- O2/A6: Revising the methodology and drafting the handbook
- O2/A7: Feedback from C2, cross-reading, editing and final drafting.
- O2/A8: Methodological evaluation
- O2/A9: Translating
- O2/A10: Layout
- O2/A11: Disseminating.

Tasks by partners:

La Xixa: Lead role. Leading the methodological development (FT+PW); organizing and follow-up; write-up, putting all material together; general formatting and editing.

All partners: drafting their country-specific workshop activities, cross-checking the materials, translating, disseminating.

La Xixa: IO layout.

AEB: methodological evaluation and assessment of the IO quality.

The methodological innovation will be created and tested based on student pilots (O2/A4) and incorporating feedback from teacher training C2 (O2/A7).

The student pilots are local workshops composed of 18 hour workshop. The objectives of the Pilot are:

- to try out, disseminate and validate Forum Theatre and Process Oriented Psychology applied to Diversity-based Primary to Secondary Transition to prevent ESL from the students' perspective.
- to create Forum Theatre pieces by the students, so that they can share their perspective of transition with the rest of the school community
- to develop student skills and competences to be able to assertively address the transition
- to promote student collaboration, inclusiveness and active citizenship among students
- to involve students in pedagogical decision-making and design
- to deeply understand students needs, motivations and ideals in relation to transition, and learning in general
- to foster motivation towards learning, build student leadership and approach transition as an opportunity for autonomy
- to identify concerns by the students as well as early signs of ESL risk and to provide tools for students and teachers to address these situations

The workshops are targeted at last year of Primary School students, but they can also be used for First year secondary Students. A minimum of 10 students and a maximum of 25 are expected to attend the workshops.

The tasks to prepare and carry out the student workshops are:

- Creating the methodology (during the C1 Staff Training)
- Planning and preparing of the workshops
- Student recruitment through school stakeholder meetings
- Participant selection
- Carrying out the workshops (18 hours by two trainers) + Forum Theatre presentations
- Collecting and analysing workshop material and evaluation by the students
- Partner evaluation of the workshops
- Readjusting workshop methodology and content according to partner and student evaluations.
- Validation and dissemination of the methodology in Teacher Staff Training C2.

Leading Organisation

Associacio La Xixa Teatre

Media

Book  
Image  
Video

Participating Organisations

Agrupamento de Escolas do Barreiro CESIE  
Fundació per a les Escoles Parroquials-  
L'Esperança I.C. Cassarà-Guida

Languages

English Italian Spanish Portuguese

## Intellectual Output Budget

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

<b>Id</b>	<b>Organisation</b>	<b>Administrative Support Staff</b>	<b>Managers</b>	<b>Teachers/Trainers/Researchers</b>	<b>Technicians</b>	<b>Grant</b>
1	Associacio La Xixa Teatre	0.00 EUR	0.00 EUR	15755.00 EUR	0.00 EUR	15755.00 EUR
2	Agrupamento de Escolas do Barreiro	0.00 EUR	0.00 EUR	8494.00 EUR	0.00 EUR	8494.00 EUR
3	CESIE	0.00 EUR	0.00 EUR	9416.00 EUR	0.00 EUR	9416.00 EUR
4	Fundació per a les Escoles Parroquials-L'Esperança	0.00 EUR	0.00 EUR	2055.00 EUR	0.00 EUR	2055.00 EUR
5	I.C. Cassarà-Guida	0.00 EUR	0.00 EUR	4708.00 EUR	0.00 EUR	4708.00 EUR
<b>Total</b>		<b>0.00 EUR</b>	<b>0.00 EUR</b>	<b>40428.00 EUR</b>	<b>0.00 EUR</b>	<b>40428.00 EUR</b>

### Intellectual Output Budget Details 945350555

Organisation	Associacio La Xixa Teatre
Country of the Organisation	Spain

<b>Category of Staff</b>	<b>No. of Working Days</b>	<b>Grant per Day</b>	<b>Grant</b>
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	115	137.00 EUR	15755.00 EUR
<b>Total</b>	<b>115</b>		<b>15755.00 EUR</b>

### Intellectual Output Budget Details 948738377

Organisation	Agrupamento de Escolas do Barreiro
Country of the Organisation	Portugal

Category of Staff	No. of Working Days	Grant per Day	Grant
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	62	137.00 EUR	8494.00 EUR
<b>Total</b>	<b>62</b>		<b>8494.00 EUR</b>

### Intellectual Output Budget Details 949677628

Organisation	CESIE
Country of the Organisation	Italy

Category of Staff	No. of Working Days	Grant per Day	Grant
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	44	214.00 EUR	9416.00 EUR
<b>Total</b>	<b>44</b>		<b>9416.00 EUR</b>

### Intellectual Output Budget Details 910927389

Organisation	Fundació per a les Escoles Parroquials-L'Esperança
Country of the Organisation	Spain

Category of Staff	No. of Working Days	Grant per Day	Grant
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	15	137.00 EUR	2055.00 EUR
<b>Total</b>	<b>15</b>		<b>2055.00 EUR</b>

### Intellectual Output Budget Details 944828695

Organisation	I.C. Cassarà-Guida
Country of the Organisation	Italy

Category of Staff	No. of Working Days	Grant per Day	Grant
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	22	214.00 EUR	4708.00 EUR
<b>Total</b>	<b>22</b>		<b>4708.00 EUR</b>



## Output Title O3



Output Title

Working on transitions from home: Resources for Families to Facilitate Diversity-based Transitions from Primary to Secondary School to prevent ESL

Output Type

Learning / teaching / training material – Manual / handbook / guidance material

Start Date (dd-mm-yyyy)

11-09-2019

End Date (dd-mm-yyyy)

10-06-2021

Output Description (including: elements of innovation, expected impact and transferability potential)

Shape: 40 page pdf booklet in English, Spanish, Italian and Portuguese downloadable from the project website for free (Creative Commons License) accompanied by 3 country specific brochures (one for each country).

The booklet will have a professional final layout that is attractive and facilitates its use by the target group.

Objective: To provide information and resources to the families to be able to support their children in the transition process from Primary to Secondary education, with a particular focus in early ESL prevention. The booklet will focus in providing families – taking into account their diversities – with the necessary resources to:

- Get properly informed about the school system and school choices, and support their children in their school choice
- Support their children in creating a future vision of their educational path
- Identify difficulties their children are facing during the transition and have information on how to handle or look for help in this situations
- Foster the child's motivation from home to establish a successful professional life, with particular focus on social mobility of those children whose circumstances and socialization are disadvantaged.
- Engage families with a diversity oriented educational focus in order to understand their strengths, as well as understanding diversity as an asset

Content: The resources provided will take into account the heterogeneity of both the children and the families regarding cultural, linguistic, educational and socio-economic level. The booklet will written in an easy to understand manner – where pictures and pictograms will conduct the families throughout the relevant questions, steps and choices to address the transition and convert this challenging stage into a leadership-building, motivational and educational family journey. Its main structure and contents are:

- Easy to understand descriptions of the school system, school choices and professions (specific to each partner country)
- Questions and guidelines to map the competencies and interests of the children
- Roadmaps of competencies in relation to the different professional orientations and disciplinary interests
- Questions to identify strong and weak points in relation to transition, as well as difficulties or obstacles which might affect the transition of the children
- Orientation questionnaires in regards to future occupations and interests
- Stories about transitions, schools and choices, with guidelines of how the family can be involved in facilitating and/or improving the challenges posted in these situations
- A country specific brochure in pdf (one for Italy, one for Spain, one for Portugal) with easy to understand descriptions of the school system, school choices and professions specific to each

partner country

Target: families and students

Dissemination: partner schools will disseminate the booklet among their families with help of their parent organizations, as well as the foreseen dissemination activities in the Dissemination Plan and the E1-E3 multipliers which includes families.

Innovation, impact and transferability: With the booklet we intend to reach families. Based on our experiences, children who live in families where the parents present low educational level and/or do not speak the local languages and/or are unfamiliar with the school system, do not have the chance to get the necessary family support needed in their transition and in their school choices leading to increased risk of ESL for the students. Therefore we plan to offer material for the families, which will differ from the methods, materials, knowledge and information of what the schools are offer, and which does not tend to take into consideration the difficulties many families are encountering when trying to support their children during Primary to Secondary transitions. We want to create a booklet, which contains information for the parents, and the children as well - we encourage them to think and decide together, to understand that school choice affects the life choice, and that our personality and previous knowledge and our abilities help in our choices. To think and decide as a family assures a strong feedback, a possibility for making common decisions, a possibility to talk with and about the children in this very important stage of their education and development.

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

The planned activities for IO3 are:

O3/A1: IO preparation and methodological design.

O3/A2: Revision and commenting of the pedagogical methodology by all partners.

O3/A3: Developing of the stories, case studies and theoretical content

O3/A4: Developing of resources

O3/A5: Drafting

O3/A6: Methodological evaluation

O3/A7: Translating

O3/A8: Layout

O3/A9: Disseminating

The task distribution among partners is:

AEB: Lead role: Developing general guidelines for the resources; organizing and follow-up; write-up of general parts; putting all material together.

All: drafting their country-specific material, contributing to content development, cross-checking the materials, translating, disseminating.

La Xixa: IO layout (booklet and brochure).

CESIE: methodological evaluation and assessment of the IO quality.

Leading Organisation

Agrupamento de Escolas do Barreiro

Media

Book

Paper Brochures

Participating Organisations

Associacio La Xixa Teatre CESIE Fundació per a les Escoles Parroquials-L'Esperança I.C. Cassarà-Guida

Languages

English Italian Portuguese Spanish

## Intellectual Output Budget

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

Id	Organisation	Administrative Support Staff	Managers	Teachers/Trainers/Researchers	Technicians	Grant
1	Agrupamento de Escolas do Barreiro	0.00 EUR	0.00 EUR	8083.00 EUR	0.00 EUR	8083.00 EUR
2	Associacio La Xixa Teatre	0.00 EUR	0.00 EUR	7946.00 EUR	0.00 EUR	7946.00 EUR
3	CESIE	0.00 EUR	0.00 EUR	7918.00 EUR	0.00 EUR	7918.00 EUR
4	Fundació per a les Escoles Parroquials-L'Esperança	0.00 EUR	0.00 EUR	1233.00 EUR	0.00 EUR	1233.00 EUR
5	I.C. Cassarà-Guida	0.00 EUR	0.00 EUR	2782.00 EUR	0.00 EUR	2782.00 EUR
Total		0.00 EUR	0.00 EUR	27962.00 EUR	0.00 EUR	27962.00 EUR

## Intellectual Output Budget Details 948738377

Organisation

Agrupamento de Escolas do Barreiro

Country of the Organisation

Portugal

Category of Staff	No. of Working Days	Grant per Day	Grant
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	59	137.00 EUR	8083.00 EUR
<b>Total</b>	<b>59</b>		<b>8083.00 EUR</b>

### Intellectual Output Budget Details 945350555

Organisation	Associacio La Xixa Teatre
Country of the Organisation	Spain

Category of Staff	No. of Working Days	Grant per Day	Grant
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	58	137.00 EUR	7946.00 EUR
<b>Total</b>	<b>58</b>		<b>7946.00 EUR</b>

### Intellectual Output Budget Details 949677628

Organisation	CESIE
Country of the Organisation	Italy

Category of Staff	No. of Working Days	Grant per Day	Grant
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	37	214.00 EUR	7918.00 EUR
<b>Total</b>	<b>37</b>		<b>7918.00 EUR</b>

### Intellectual Output Budget Details 910927389

Organisation	Fundació per a les Escoles Parroquials-L'Esperança
Country of the Organisation	Spain

Category of Staff	No. of Working Days	Grant per Day	Grant
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	9	137.00 EUR	1233.00 EUR
<b>Total</b>	<b>9</b>		<b>1233.00 EUR</b>

### Intellectual Output Budget Details 944828695

Organisation	I.C. Cassarà-Guida
Country of the Organisation	Italy

<b>Category of Staff</b>	<b>No. of Working Days</b>	<b>Grant per Day</b>	<b>Grant</b>
Managers	0	0.00 EUR	0.00 EUR
Technicians	0	0.00 EUR	0.00 EUR
Administrative support staff	0	0.00 EUR	0.00 EUR
Teachers/Trainers/Researchers	13	214.00 EUR	2782.00 EUR
Total	13		2782.00 EUR

## Multiplier Events

Do you plan to include Multiplier Events in your project?

Yes

## Multiplier Events Summary

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

ID	Leading Organisation	Event Title	Starting Period	Grant
E1	Associacio La Xixa Teatre	E1 - Local Open Orientation Forum	03-2021	4500.0 0 EUR
E2	CESIE	E2 - Local Orientation Forum	03-2021	4500.0 0 EUR
E3	Agrupamento de Escolas do Barreiro	E3 - Local Orientation Forum	03-2021	4500.0 0 EUR
E4	Associacio La Xixa Teatre	E4 - DREAMS International Conference on Smooth Transitions. Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL	05-2021	8000.0 0 EUR
Total				21500. 00 EUR



## Multiplier Event Details E1

Event Title

E1 - Local Open Orientation Forum

Country of Venue

Spain

Start Date (dd-mm-yyyy)

31-03-2021

End Date (dd-mm-yyyy)

29-04-2021



## Event Description (Including : Targets groups and objectives)

The Open Orientation Forums are 3 hours one-day events that will take place locally in each partner country.

**Aim:** Increase awareness in the whole systems about the forces impacting on successful primary to secondary school transition and how this is a key stage for ESL prevention.

**Objectives:** To showcase theatre developed by pupils experiencing transition, involved and engage teachers, families and counsellors in finding solutions to support the best and most fruitful types of transitions

### Programme:

- Welcome and presentation of the DREAMS project results
- Introduce the main information about the school transition for students and family
- Presentation of the Forum Theatre plays created by students (teachers who participated in the C2 staff training will prepare the plays with their students)
- Carrying out of an Open Forum debate in relation to Primary to Secondary transition based on the input given by the students in their Forum Theatre play.
- Closing and evaluation of the event.

### Methodology:

The methodology of the event is based on Process Theatre, an approach that synthesizes Process Work and Forum Theatre which will have been refined during IO2 in a way that involves participants in both IO2 and C2 in co-designing short micro-theatre plays (2 to 5 minutes of time) to show the essence of the difficulties faced in transition from Primary to Secondary school. This Forum Theatre plays are combined with Open Forums to debate and research with students, families, teachers, tutors, counselors and other relevant stakeholders like local authorities and policy-makers. These are one day events (3 hours long), supporting equal participation for pupils, teachers, parents and counselors, and which are open to policy-makers and local authorities.

Each piece of theatre is designed locally by teachers that participated in C2 to show local issues and challenges. The audience is invited to interact with the theatre plays presented to improve the outcomes for the protagonists. These interventions lead to learning about what works and what doesn't and deepens learning about what the real issues are, that need to be fixed. Using mapping processes from Process Work this interaction and emergence of themes as internal and external forces is facilitated and mapped graphically and solutions are highlighted for the theatre so that in the second part of the event during the Open Forum these are debated to find a solution that could work on a systemic level and action plans are made.

### Target groups:

The main target groups of the event are students transitioning from Primary to Secondary School, teachers from Primary and Secondary schools, families, teachers, tutors, counselors and other relevant stakeholders like local authorities and policy-makers. We expect 45 local participants from outside the school and about 40 participants from the school to attend from the different target groups.

### Impact:

The primary impact will be on a memorable awareness raising process for all participants by

providing a different approach to common orientation days. All participants will have increased awareness of the issues affecting transition. Pupils will have increased sense of agency being able to influence and be part of the change that is happening rather than experiencing it from a more disempowered place. Teachers would also benefit from recognising the concerns of the pupils and also their sense of agency and the talents and contributions they can make.

#### Organization:

The event will be co-organized by an organization committee formed by the partners in each country and other relevant stakeholders involved (parent school council, etc).

The event will be held at either a school or a community center near the local schools to facilitate participation, depending on the agreement reached by the organizing committee.

#### Tasks involved:

- Outreach to schools, parents groups, administrators and counsellors to advertise the events, prepare theatre by teachers who attended the C2 staff training,
- Prepare materials for engagement, facilitation of the forum, video recording, action planning recording and evaluations of participant experiences.

#### Intellectual Outputs Covered

The Transition from Primary to Secondary Education to prevent ESL from a Diversity Perspective in Spain, Italy and Portugal: Best Practices

Bridging the Gap: Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL. A Handbook for Teachers and Counsellors.

Working on transitions from home: Resources for Families to Facilitate Diversity-based Transitions from Primary to Secondary School to prevent ESL

#### Leading Organisation

Associacio La Xixa Teatre

#### Participating Organisations

Fundació per a les Escoles Parroquials-L'Esperança

### Multiplier Event Budget

ID	Organisation	Country of the Organisation	Local Participants	Foreign Participants	Grant per Local Participant	Grant per Foreign Participant	Grant
1	Associacio La Xixa Teatre	Spain	45	0	100.00 EUR	200.00 EUR	4500.00 EUR
<b>Total</b>							<b>4500.00 EUR</b>



## Multiplier Event Details E2

Event Title

E2 - Local Orientation Forum

Country of Venue

Italy

Start Date (dd-mm-yyyy)

31-03-2021

End Date (dd-mm-yyyy)

29-04-2021

## Event Description (Including : Targets groups and objectives)

The Open Orientation Forums are 3 hours one-day events that will take place locally in each partner country.

**Aim:** Increase awareness in the whole systems about the forces impacting on successful primary to secondary school transition and how this is a key stage for ESL prevention.

**Objectives:** To showcase theatre developed by pupils experiencing transition, involved and engage teachers, families and counsellors in finding solutions to support the best and most fruitful types of transitions

### Programme:

- Welcome and presentation of the DREAMS project results
- Introduce the main information about the school transition for students and family
- Presentation of the Forum Theatre plays created by students (teachers who participated in the C2 staff training will prepare the plays with their students)
- Carrying out of an Open Forum debate in relation to Primary to Secondary transition based on the input given by the students in their Forum Theatre play.
- Closing and evaluation of the event.

### Methodology:

The methodology of the event is based on Process Theatre, an approach that synthesizes Process Work and Forum Theatre which will have been refined during IO2 in a way that involves participants in both IO2 and C2 in co-designing short micro-theatre plays (2 to 5 minutes of time) to show the essence of the difficulties faced in transition from Primary to Secondary school. This Forum Theatre plays are combined with Open Forums to debate and research with students, families, teachers, tutors, counselors and other relevant stakeholders like local authorities and policy-makers. These are one day events (3 hours long), supporting equal participation for pupils, teachers, parents and counselors, and which are open to policy-makers and local authorities.

Each piece of theatre is designed locally by teachers that participated in C2 to show local issues and challenges. The audience is invited to interact with the theatre plays presented to improve the outcomes for the protagonists. These interventions lead to learning about what works and what doesn't and deepens learning about what the real issues are, that need to be fixed. Using mapping processes from Process Work this interaction and emergence of themes as internal and external forces is facilitated and mapped graphically and solutions are highlighted for the theatre so that in the second part of the event during the Open Forum these are debated to find a solution that could work on a systemic level and action plans are made.

### Target groups:

The main target groups of the event are students transitioning from Primary to Secondary School, teachers from Primary and Secondary schools, families, teachers, tutors, counselors and other relevant stakeholders like local authorities and policy-makers. We expect 45 local participants from outside the school and about 40 participants from the school to attend from the different target groups.

### Impact:

The primary impact will be on a memorable awareness raising process for all participants by providing a different approach to common orientation days. All participants will have increased

awareness of the issues affecting transition. Pupils will have increased sense of agency being able to influence and be part of the change that is happening rather than experiencing it from a more disempowered place. Teachers would also benefit from recognising the concerns of the pupils and also their sense of agency and the talents and contributions they can make.

#### Organization:

The event will be co-organized by an organization committee formed by the partners in each country and other relevant stakeholders involved (parent school council, etc).

The event will be held at either a school or a community center near the local schools to facilitate participation, depending on the agreement reached by the organizing committee.

#### Tasks involved:

- Outreach to schools, parents groups, administrators and counsellors to advertise the events, prepare theatre by teachers who attended the C2 staff training,
- Prepare materials for engagement, facilitation of the forum, video recording, action planning recording and evaluations of participant experiences.

#### Intellectual Outputs Covered

The Transition from Primary to Secondary Education to prevent ESL from a Diversity Perspective in Spain, Italy and Portugal: Best Practices

Bridging the Gap: Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL. A Handbook for Teachers and Counsellors.

Working on transitions from home: Resources for Families to Facilitate Diversity-based Transitions from Primary to Secondary School to prevent ESL

#### Leading Organisation

CESIE

#### Participating Organisations

I.C. Cassarà-Guida

### Multiplier Event Budget

ID	Organisation	Country of the Organisation	Local Participants	Foreign Participants	Grant per Local Participant	Grant per Foreign Participant	Grant
1	CESIE	Italy	45	0	100.00 EUR	200.00 EUR	4500.00 EUR
<b>Total</b>							<b>4500.00 EUR</b>



## Multiplier Event Details E3

Event Title

E3 - Local Orientation Forum

Country of Venue

Portugal

Start Date (dd-mm-yyyy)

01-03-2021

End Date (dd-mm-yyyy)

29-04-2021

## Event Description (Including : Targets groups and objectives)

The Open Orientation Forums are 3 hours one-day events that will take place locally in each partner country.

**Aim:** Increase awareness in the whole systems about the forces impacting on successful primary to secondary school transition and how this is a key stage for ESL prevention.

**Objectives:** To showcase theatre developed by pupils experiencing transition, involved and engage teachers, families and counsellors in finding solutions to support the best and most fruitful types of transitions

### Programme:

- Welcome and presentation of the DREAMS project results
- Introduce the main information about the school transition for students and family
- Presentation of the Forum Theatre plays created by students (teachers who participated in the C2 staff training will prepare the plays with their students)
- Carrying out of an Open Forum debate in relation to Primary to Secondary transition based on the input given by the students in their Forum Theatre play.
- Closing and evaluation of the event.

### Methodology:

The methodology of the event is based on Process Theatre, an approach that synthesizes Process Work and Forum Theatre which will have been refined during IO2 in a way that involves participants in both IO2 and C2 in co-designing short micro-theatre plays (2 to 5 minutes of time) to show the essence of the difficulties faced in transition from Primary to Secondary school. This Forum Theatre plays are combined with Open Forums to debate and research with students, families, teachers, tutors, counselors and other relevant stakeholders like local authorities and policy-makers. These are one day events (3 hours long), supporting equal participation for pupils, teachers, parents and counselors, and which are open to policy-makers and local authorities.

Each piece of theatre is designed locally by teachers that participated in C2 to show local issues and challenges. The audience is invited to interact with the theatre plays presented to improve the outcomes for the protagonists. These interventions lead to learning about what works and what doesn't and deepens learning about what the real issues are, that need to be fixed. Using mapping processes from Process Work this interaction and emergence of themes as internal and external forces is facilitated and mapped graphically and solutions are highlighted for the theatre so that in the second part of the event during the Open Forum these are debated to find a solution that could work on a systemic level and action plans are made.

### Target groups:

The main target groups of the event are students transitioning from Primary to Secondary School, teachers from Primary and Secondary schools, families, teachers, tutors, counselors and other relevant stakeholders like local authorities and policy-makers. We expect 45 local participants from outside the school and about 40 participants from the school to attend from the different target groups.

### Impact:

The primary impact will be on a memorable awareness raising process for all participants by

providing a different approach to common orientation days. All participants will have increased awareness of the issues affecting transition. Pupils will have increased sense of agency being able to influence and be part of the change that is happening rather than experiencing it from a more disempowered place. Teachers would also benefit from recognising the concerns of the pupils and also their sense of agency and the talents and contributions they can make.

#### Organization:

The event will be co-organized by an organization committee formed by the partners in each country and other relevant stakeholders involved (parent school council, etc).

The event will be held at either a school or a community center near the local schools to facilitate participation, depending on the agreement reached by the organizing committee.

#### Tasks involved:

- Outreach to schools, parents groups, administrators and counsellors to advertise the events, prepare theatre by teachers who attended the C2 staff training,
- Prepare materials for engagement, facilitation of the forum, video recording, action planning recording and evaluations of participant experiences.

#### Intellectual Outputs Covered

The Transition from Primary to Secondary Education to prevent ESL from a Diversity Perspective in Spain, Italy and Portugal: Best Practices

Bridging the Gap: Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL. A Handbook for Teachers and Counsellors.

Working on transitions from home: Resources for Families to Facilitate Diversity-based Transitions from Primary to Secondary School to prevent ESL

#### Leading Organisation

Agrupamento de Escolas do Barreiro

#### Participating Organisations

### Multiplier Event Budget

ID	Organisation	Country of the Organisation	Local Participants	Foreign Participants	Grant per Local Participant	Grant per Foreign Participant	Grant
1	Agrupamento de Escolas do Barreiro	Portugal	45	0	100.00 EUR	200.00 EUR	4500.00 EUR
<b>Total</b>							<b>4500.00 EUR</b>



## Multiplier Event Details E4

### Event Title

E4 - DREAMS International Conference on Smooth Transitions. Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL

### Country of Venue

Spain

### Start Date (dd-mm-yyyy)

30-05-2021

### End Date (dd-mm-yyyy)

28-06-2021

### Event Description (Including : Targets groups and objectives)

Two Day International Conference that will take place in June 2021. The objective of the multiplier event is to disseminate the results of the project outputs, increase the impact of the project and develop competences knowledge teachers, families, tutors, school leaders and authorities in facilitating diversity-based transitions from Primary to Secondary School to prevent ESL.

#### Target group:

The main target groups of the event are teachers from Primary and Secondary schools, families, teachers, tutors, counselors and other relevant stakeholders like local authorities and policy-makers. Approximately 100 participants are expected to attend the event from different European countries, particularly those from the partner organizations.

#### Detailed content:

Presentation of the DREAMS project  
Presentation and dissemination of project IOs  
Round-tables on DREAMS thematic and methodological approaches  
Teacher workshop  
Participatory presentation of workshop results  
Evaluation and assessment of the event

#### Steps

1. Logistic preparation (preparing conference program, dissemination material, space, travelling and accommodation of participants, etc.)
2. Dissemination for event attendance by target groups
3. Hosting the Conference
4. Evaluation of the event
5. Documentation of the event

## Intellectual Outputs Covered

The Transition from Primary to Secondary Education to prevent ESL from a Diversity Perspective in Spain, Italy and Portugal: Best Practices

Bridging the Gap: Facilitating Diversity-based Transitions from Primary to Secondary School to prevent ESL. A Handbook for Teachers and Counsellors.

Working on transitions from home: Resources for Families to Facilitate Diversity-based Transitions from Primary to Secondary School to prevent ESL

## Leading Organisation

Associacio La Xixa Teatre

## Participating Organisations

Agrupamento de Escolas do Barreiro

CESIE

Fundació per a les Escoles Parroquials-L'Esperança

I.C. Cassarà-Guida

## Multiplier Event Budget

ID	Organisation	Country of the Organisation	Local Participants	Foreign Participants	Grant per Local Participant	Grant per Foreign Participant	Grant
1	Associacio La Xixa Teatre	Spain	60	0	100.00 EUR	200.00 EUR	6000.00 EUR
2	CESIE	Italy	0	5	100.00 EUR	200.00 EUR	1000.00 EUR
3	Agrupamento de Escolas do Barreiro	Portugal	0	5	100.00 EUR	200.00 EUR	1000.00 EUR
<b>Total</b>							<b>8000.00 EUR</b>



## Learning, Teaching, Training Activities

### List of Activities

Do you plan to include transnational learning, teaching or training activities in your project?

Yes

In case you plan to include learning, teaching or training activities please encode them here.



ID	Activity Title	Leading Organisation	Activity Type	Field	Starting Period	No. of Participants	No. of Accompanying Persons	Grant
C1	C1 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early ESL prevention.	CESIE	Short-term joint staff training events	SCHOOLS	02-2020	16	0	7964.00 EUR
C2	C2 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early prevention of ESL.	Agrupamento de Escolas do Barreiro	Short-term joint staff training events	SCHOOLS	11-2020	25	0	13350.00 EUR
<b>Total</b>								<b>21314.00 EUR</b>



## Activity Details (C1)

Field

SCHOOLS

Activity Type

Short-term joint staff training events

Activity Title

C1 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early ESL prevention.

**Activity Description (including profile of participants per organisation, goals and results of the activity)****Title of the training:**

Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early ESL prevention.

**Participants:**

2 staff members from La Xixa and CESIE, 4 staff/teachers from L'Esperança, AEB, ICSCG

Duration: 4 days (after second partner meeting); 28 hours of training.

**Training objectives:**

- Develop project conceptual framework for diversity, transition and ESL prevention during transition stage
- Share partner knowledge and experience in Forum Theatre
- Share partner knowledge and experience in Process Work
- Train partner staff in Forum Theatre
- Train partner staff in Process Work
- Integrate Forum Theatre and Process Work into project process and results
- Develop the initial planning outlines and content for Teacher Workshops (C2), Student Pilots (IO2), and Open Orientation Forums (E1-E3).

**Justification:**

All project partner staff have different experiences and knowledge in relation to diversity, transition, ESL, Forum Theatre and Process Work. Each partner is expert in one or more of these areas, and during this training we will provide the learning space necessary for knowledge transfer to assure all partner staff involved in the DREAMS project can fully implement the project in their local territories.

**Pedagogical approach:**

The training will follow a collaborative learning approach, where each partner will take the lead in their area of expertise, providing the participants with the necessary theoretical background and practical activities. Participants will be actively engaged in all training activities to innovate, bring together partner knowledge, adapt it to project contents, and evaluate the different contents and activities of the training.

**Content:**

The content of the training will address:

- Diversity, transition and Early School Leaving
- Forum Theatre methodology
- Process Work methodology
- Application of the previous methods to school education

(For more detail on content see DREAMS Methodological Rationale attached to the form.)

**Program:**

Day 1: Diversity and transitions as rites of passage, critical incidents and managing conflict - concepts and activities (Lead by La Xixa)

Day 2: Current practices in transition and school management of diversity – each school presents their experience (Lead by

Day 3: Forum Theatre and Process Work Methodology (Lead by La Xixa)

Day 4: Adaptation of the methods to each project IO (Lead by IO leaders); initial planning of Teacher



Workshops (C2) and Student Pilots (IO2); evaluation and closing (lead by CESIE)

Note: since the training will take place after the second partner meeting, travel expenses for 2 of the participants per partner will be covered by the budget assigned to travel for the partner meeting.

Leading Organisation

CESIE

Participating Organisations

Agrupamento de Escolas do Barreiro

Associacio La Xixa Teatre

Fundació per a les Escoles Parroquials-L'Esperança

I.C. Cassarà-Guida

Duration (days)

4

Country of Venue

Italy

Starting Period

02-2020

## Groups of Participants



ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	CESIE / Italy	0-9 km	4	2	0	848.00 EUR
2	I.C. Cassarà-Guida / Italy	10-99 km	4	4	0	1776.00 EUR
3	Agrupamento de Escolas do Barreiro / Portugal	500-1999 km	4	4	0	2246.00 EUR
4	Associacio La Xixa Teatre / Spain	0-9 km	4	2	0	848.00 EUR
5	Fundació per a les Escoles Parroquials-L'Esperança / Spain	500-1999 km	4	4	0	2246.00 EUR
<b>Total</b>						<b>7964.00 EUR</b>

Group 1, Activity C1 (C1 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early ESL prevention. )

Organisation / Country

CESIE / Italy

Activity Type

Short-term joint staff training events

Duration (days)

4

Country of Venue

Italy

No. of Participants

2

No. of Accompanying Persons

0

**Total No. of Participants and accompanying persons**

2

**Group Budget**
**Travel**

Distance Band	0-9 km
No. of Participants	2
Grant per Participant	0.00 EUR
Total Travel Grant	0.00 EUR

**Exceptional Costs for Expensive Travel**

No. of Participants	0
Description and Justification	
Grant (EUR)	0.00 EUR

**Individual Support**

No. of Participants	2
Duration per Participant (days)	4
Grant per Participant	424.00 EUR
Total (for Participants)	848.00 EUR
No. of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0.00 EUR
Total (for Accompanying Persons)	0.00 EUR
Total Individual Support Grant	848.00 EUR

Group 2, Activity C1 (C1 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early ESL prevention. )



Organisation / Country

I.C. Cassarà-Guida / Italy

Activity Type

Short-term joint staff training events

Duration (days)

4

Country of Venue

Italy

No. of Participants

4

No. of Accompanying Persons

0

Total No. of Participants and accompanying persons

4

Group Budget

Travel

Distance Band	10-99 km
No. of Participants	4
Grant per Participant	20.00 EUR
Total Travel Grant	80.00 EUR

Exceptional Costs for Expensive Travel

Individual Support

No. of Participants	4
Duration per Participant (days)	4
Grant per Participant	424.00 EUR
Total (for Participants)	1696.00 EUR
No. of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0.00 EUR
Total (for Accompanying Persons)	0.00 EUR
Total Individual Support Grant	1696.00 EUR

### Group 3, Activity C1 (C1 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early ESL prevention. )

Organisation / Country

Agrupamento de Escolas do Barreiro / Portugal

Activity Type

Short-term joint staff training events

Duration (days)

4

Country of Venue

Italy

No. of Participants

4

No. of Accompanying Persons

0

Total No. of Participants and accompanying persons

4

### Group Budget

## Travel

Distance Band	500-1999 km
No. of Participants	2
Grant per Participant	275.00 EUR
Total Travel Grant	550.00 EUR

## Exceptional Costs for Expensive Travel

### Individual Support

No. of Participants	4
Duration per Participant (days)	4
Grant per Participant	424.00 EUR
Total (for Participants)	1696.00 EUR
No. of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0.00 EUR
Total (for Accompanying Persons)	0.00 EUR
Total Individual Support Grant	1696.00 EUR

## Group 4, Activity C1 (C1 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early ESL prevention. )

Organisation / Country

Associacio La Xixa Teatre / Spain

Activity Type

Short-term joint staff training events

Duration (days)

4

**Country of Venue**

Italy

**No. of Participants**

2

**No. of Accompanying Persons**

0

**Total No. of Participants and accompanying persons**

2

**Group Budget**
**Travel**

Distance Band	0-9 km
No. of Participants	2
Grant per Participant	0.00 EUR
Total Travel Grant	0.00 EUR

**Exceptional Costs for Expensive Travel**
**Individual Support**

No. of Participants	2
Duration per Participant (days)	4
Grant per Participant	424.00 EUR
Total (for Participants)	848.00 EUR
No. of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0.00 EUR
Total (for Accompanying Persons)	0.00 EUR
Total Individual Support Grant	848.00 EUR



Group 5, Activity C1 (C1 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early ESL prevention. )

Organisation / Country

Fundació per a les Escoles Parroquials-L'Esperança / Spain

Activity Type

Short-term joint staff training events

Duration (days)

4

Country of Venue

Italy

No. of Participants

4

No. of Accompanying Persons

0

Total No. of Participants and accompanying persons

4

Group Budget

Travel

Distance Band	500-1999 km
No. of Participants	2
Grant per Participant	275.00 EUR
Total Travel Grant	550.00 EUR

Exceptional Costs for Expensive Travel



## Individual Support

No. of Participants	4
Duration per Participant (days)	4
Grant per Participant	424.00 EUR
Total (for Participants)	1696.00 EUR
No. of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0.00 EUR
Total (for Accompanying Persons)	0.00 EUR
Total Individual Support Grant	1696.00 EUR

## Activity Budget

Budget Items	Grant
Travel	1180.00 EUR
Individual Support	6784.00 EUR
Total	7964.00 EUR



## Activity Details (C2)

Field

SCHOOLS

Activity Type

Short-term joint staff training events

Activity Title

C2 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early prevention of ESL.

**Activity Description (including profile of participants per organisation, goals and results of the activity)****Title of the training:**

Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early prevention of ESL.

**Participants:**

2 staff members from La Xixa and CESIE, 7 staff/teachers from AEB, L'Esperança, ICSCG

Duration: 4 days (after third partner meeting); 28 hours of training.

**The objectives of the workshop are:**

- to try out, disseminate and validate Forum Theatre and Process Oriented Psychology applied to Diversity-based Primary to Secondary Transition to prevent ESL from the teacher's' perspective.
- to develop teacher skills and competences related to assuring a smooth and diversity based transition in order to prevent ESL
- to develop teacher awareness and self-awareness in relation to diversity, inclusivity and leadership building

The workshops are targeted at Primary and Secondary School teachers, tutors, counselors, and school staff in general.

20 teachers (4 from each partner country) and 2 staff from the partner organizations are expected to attend the workshops.

**The sessions will have the following content:**

- Presentation of the DREAMS project, overview of the research findings (IO1), introduction to diversity-based and inclusive pedagogy
- Introduction to Forum Theatre and Process Work; self-awareness and transition
- Applying Forum Theatre and Process Work to transition from a diversity-based and inclusive pedagogical focus for early ESL prevention. Evaluation of the workshop.

**The tasks to prepare and carry out the teacher workshops are:**

- Creating the methodology (during the C1 Staff Training and IO2 piloting)
- Planning and preparing of the workshops
- Preparing dissemination content (poster, program, registration forms, online dissemination material, etc.)
- Dissemination for teacher recruitment (in schools, stakeholder meetings, online dissemination, etc.)
- Participant registration and selection
- Carrying out the workshops (28 hours by two trainers)
- Collecting and analysing workshop evaluation by the teachers
- Partner evaluation of the workshops
- Readjusting workshop methodology and content according to partner and teacher evaluations
- Preparing certificates for recognition of training.

Note: since the training will take place after the third partner meeting, travel expenses of 2 persons per partner participants will be covered by the budget assigned to travel for the partner meeting.



Leading Organisation

Agrupamento de Escolas do Barreiro

Participating Organisations

Associacio La Xixa Teatre

CESIE

Fundació per a les Escoles Parroquials-L'Esperança

I.C. Cassarà-Guida

Duration (days)

4

Country of Venue

Portugal

Starting Period

11-2020

Groups of Participants

ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Agrupamento de Escolas do Barreiro / Portugal	0-9 km	4	7	0	2968.00 EUR
2	Associacio La Xixa Teatre / Spain	0-9 km	4	2	0	848.00 EUR
3	CESIE / Italy	0-9 km	4	2	0	848.00 EUR
4	Fundació per a les Escoles Parroquials-L'Esperança / Spain	500-1999 km	4	7	0	4343.00 EUR
5	I.C. Cassarà-Guida / Italy	500-1999 km	4	7	0	4343.00 EUR
<b>Total</b>						<b>13350.00 EUR</b>

**Group 1, Activity C2 (C2 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early prevention of ESL.)**

Organisation / Country

Agrupamento de Escolas do Barreiro / Portugal

Activity Type

Short-term joint staff training events

Duration (days)

4

Country of Venue

Portugal

No. of Participants

7

No. of Accompanying Persons

0



## Total No. of Participants and accompanying persons

7

## Group Budget

## Travel

Distance Band	0-9 km
No. of Participants	7
Grant per Participant	0.00 EUR
Total Travel Grant	0.00 EUR

## Exceptional Costs for Expensive Travel

No. of Participants	0
Description and Justification	
Grant (EUR)	0.00 EUR

## Individual Support

No. of Participants	7
Duration per Participant (days)	4
Grant per Participant	424.00 EUR
Total (for Participants)	2968.00 EUR
No. of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0.00 EUR
Total (for Accompanying Persons)	0.00 EUR
Total Individual Support Grant	2968.00 EUR

Group 2, Activity C2 (C2 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early prevention of ESL.)

**Organisation / Country**

Associacio La Xixa Teatre / Spain

**Activity Type**

Short-term joint staff training events

**Duration (days)**

4

**Country of Venue**

Portugal

**No. of Participants**

2

**No. of Accompanying Persons**

0

**Total No. of Participants and accompanying persons**

2

**Group Budget**
**Travel**

Distance Band	0-9 km
No. of Participants	2
Grant per Participant	0.00 EUR
Total Travel Grant	0.00 EUR

**Exceptional Costs for Expensive Travel**

No. of Participants	0
Description and Justification	
Grant (EUR)	0.00 EUR

**Individual Support**



No. of Participants	2
Duration per Participant (days)	4
Grant per Participant	424.00 EUR
Total (for Participants)	848.00 EUR
No. of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0.00 EUR
Total (for Accompanying Persons)	0.00 EUR
Total Individual Support Grant	848.00 EUR

Group 3, Activity C2 (C2 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early prevention of ESL.)

Organisation / Country

CESIE / Italy

Activity Type

Short-term joint staff training events

Duration (days)

4

Country of Venue

Portugal

No. of Participants

2

No. of Accompanying Persons

0

Total No. of Participants and accompanying persons

2

Group Budget

## Travel

Distance Band	0-9 km
No. of Participants	2
Grant per Participant	0.00 EUR
Total Travel Grant	0.00 EUR

## Exceptional Costs for Expensive Travel

### Individual Support

No. of Participants	2
Duration per Participant (days)	4
Grant per Participant	424.00 EUR
Total (for Participants)	848.00 EUR
No. of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0.00 EUR
Total (for Accompanying Persons)	0.00 EUR
Total Individual Support Grant	848.00 EUR

## Group 4, Activity C2 (C2 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early prevention of ESL.)

Organisation / Country

Fundació per a les Escoles Parroquials-L'Esperança / Spain

Activity Type

Short-term joint staff training events

Duration (days)

4





Country of Venue

Portugal

No. of Participants

7

No. of Accompanying Persons

0

Total No. of Participants and accompanying persons

7

Group Budget

Travel

Distance Band	500-1999 km
No. of Participants	5
Grant per Participant	275.00 EUR
Total Travel Grant	1375.00 EUR

Exceptional Costs for Expensive Travel

Individual Support

No. of Participants	7
Duration per Participant (days)	4
Grant per Participant	424.00 EUR
Total (for Participants)	2968.00 EUR
No. of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0.00 EUR
Total (for Accompanying Persons)	0.00 EUR
Total Individual Support Grant	2968.00 EUR



## Group 5, Activity C2 (C2 - Forum Theatre and Process Oriented Psychology to address a diversity-based Primary to Secondary Transition for early prevention of ESL.)

Organisation / Country

I.C. Cassarà-Guida / Italy

Activity Type

Short-term joint staff training events

Duration (days)

4

Country of Venue

Portugal

No. of Participants

7

No. of Accompanying Persons

0

Total No. of Participants and accompanying persons

7

## Group Budget

### Travel

Distance Band	500-1999 km
No. of Participants	5
Grant per Participant	275.00 EUR
Total Travel Grant	1375.00 EUR

## Exceptional Costs for Expensive Travel



No. of Participants	0
Description and Justification	
Grant (EUR)	0.00 EUR

### Individual Support

No. of Participants	7
Duration per Participant (days)	4
Grant per Participant	424.00 EUR
Total (for Participants)	2968.00 EUR
No. of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0.00 EUR
Total (for Accompanying Persons)	0.00 EUR
Total Individual Support Grant	2968.00 EUR

### Activity Budget

Budget Items	Grant
Travel	2750.00 EUR
Individual Support	10600.00 EUR
Total	13350.00 EUR

### Background Information

What is the added value of these learning, teaching or training activities (including long-term activities) with regards to the achievement of the project objectives?

The Joint Staff Training planned in activity C1 has the following added value regarding the objectives of the DREAMS project:

- It will allow to generate a diversity-based focus for the research and best-practice search for IO1 with particular emphasis on gender, cultural diversity and minority groups as ESL gaps, as well as on discrimination, bullying and any forms of violence.
- It will allow partners to share their knowledge and experience in order to create a specific and innovative methodology to address the identified needs based on Process Oriented Psychology and Theatre of the Oppressed (addressed by IO2 and IO3).
- It will allow for the creation and planning of the Teacher Workshop (C2), Student Pilots (IO2) and Open Orientation Forums (E1-E3).

The Joint Staff Training for Schools Staff planned in activity C2 has the following added value regarding the objectives of the DREAMS project:

- It will allow to try out, disseminate and validate Forum Theatre and Process Oriented Psychology applied to Diversity-based Primary to Secondary Transition to prevent ESL from the teachers' perspective.
- It will allow to develop teacher skills and competences related to assuring a smooth and diversity based transition in order to prevent ESL
- It will allow to develop teacher awareness and self-awareness in relation to diversity, inclusivity and leadership building
- It will contribute to the dissemination and sustainability of the DREAMS project

The trainings gives an added value to project cohesiveness and rigor in that they will take place after the partner meetings, so that all project components can be fully taken into account and at the same time follow a cost-effective calendar.

How will you select, prepare and support participants and ensure their safety? Please describe the practical arrangements including training, teaching or learning agreements, if applicable.

Each partner will be responsible for selecting the participants that will be part of the C1 and C2 Joint Staff Training. Each partner will select the participants following the criteria of transparency, coherence and relevance, to assure that participants can fully undertake their tasks in knowledge transfer during the training, as well as transfer the skills and knowledge acquired within the training back to their organization and schools. The criteria for participant selection are:

- Ability to transfer experiences and learning outcomes to others inside and outside the partner organization
- Candidate curriculum and its relevance to the training and project subject areas and methodologies
- Training expertise in one of the project methodologies to be able to lead the corresponding part of the training

Each partner will be responsible for developing pedagogical material (theoretical and practical) to teach it to the other participants.

Skype meetings will be held in order to agree on the final training agenda, content distribution and training program, as well as distribution of logistic tasks regarding preparation of training materials, preparation and sharing of material needed prior to the training, training recording, evidence and information gathering for the write-up of the corresponding reports, and evaluation.

The host partners, CESIE for C1 and AEB for C2, will be responsible to provide all details necessary concerning travel, accommodation and space logistics, including all proper insurance.

All partners are responsible to assure training participants comply with agreements regarding travel and training preparation (including the necessary linguistic preparation if required). Meetings will be held by all partners with their two selected participants in order to inform, agree and clear any training-related tasks at least two months before the training, and one week before the training. An evaluation meeting will be held by the partner organization with the two training participants to verify full completion of the training, and further distribution of tasks for the integration of the training in both the project and the partner organization.

All activities and practical arrangements will be agreed upon and developed so that participants have the following material:

- The training program and content are communicated in writing
- Practical information concerning travel, accommodation, and insurance and safety considerations will be provided in writing by the host organization.
- A list of preparatory information for the training will be provided (such as materials and resources that should be prepared/studied prior to the training, suggestions concerning adequate clothing in accordance to training needs – indoors and outdoors activities involved in the training, list of key competences necessary to have been achieved prior to the training, intercultural preparation resources, recommended readings, etc.)
- Dissemination material in order to inform any relevant organization of the training and its contents

Please also describe the arrangements for recognition or validation of the learning outcomes of the participants in learning, teaching or training activities. Will your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates?

During the training, we will revise the different EU professional accreditations, certifications and documents in order to have partners update their Europass CV with training learning activities and outcomes. At the end of the training all participants who participated will have at least an updated Europass CV, and will have revisited how to engage with other EU accreditations and platforms for professional development (School Education Gateway, eTwinning, etc.)

By the end of the training, the group of participants for C1 – who will be the lead trainers in charge for the DREAMS project implementation, transferability and impact – and participants for C2 will have a unified presentation card in form of the Europass CVs, one for each of the trainers, which will be available in the project website. The process of preparing this documents will facilitate project dissemination, as well as validate the learning outcomes and results of the trainings such as:

- Quality, excellence and innovation in training for staff fostered among the different partners institutions participating in the training
- Structured training programs with new approaches have been prepared in order to assure adequate and innovative knowledge transfer adapted to project context, activities and competence requirement of target groups
- Internalization and European collaboration fostered among the different partner institutions and schools participating in the training
- Participants have acquired competences and skills in order to work with and train the DREAMS project target groups (students, teachers, families, etc.) using all project methods (Forum Theatre and Process Work)
- Participants have acquired competences and skills in assessing students' strengths, skills and developmental needs in relation to transition for early prevention of ESL in a way which is compatible for comparison among different partner countries.
- Participants have acquired competences and skills to develop expected DREAMS project results.

In order to assure accreditation at national level, participants will receive a certificate validating the learning outcomes with recognition from all DREAMS partner institutions.



## Special Costs

## Special Needs Support

ID	Organisation	Country of the Organisation	No. of Participants With Special Needs	Description and Justification	Grant (EUR)
Total					0.00 EUR

## Exceptional Costs



ID	Organisation	Country of the Organisation	Description and Justification	Grant (EUR)
1	CESIE	Italy	Brochures IO3 - print	500.00 EUR
2	Agrupamento de Escolas do Barreiro	Portugal	Brochures IO3 - print	500.00 EUR
3	Agrupamento de Escolas do Barreiro	Portugal	Video IO1	1200.00 EUR
4	Associacio La Xixa Teatre	Spain	Videolessons IO2	4500.00 EUR
5	Associacio La Xixa Teatre	Spain	Video E1	600.00 EUR
6	Agrupamento de Escolas do Barreiro	Portugal	Video E3	600.00 EUR
7	Associacio La Xixa Teatre	Spain	General video of the project - promotional	800.00 EUR
8	Associacio La Xixa Teatre	Spain	Video IO1	1200.00 EUR
9	Agrupamento de Escolas do Barreiro	Portugal	Joint staff training room rent	600.00 EUR
10	Associacio La Xixa Teatre	Spain	Brochures IO3 - print	500.00 EUR
11	Associacio La Xixa Teatre	Spain	Project we design and domain for 5 years	2200.00 EUR
12	CESIE	Italy	Joint staff training room rent	800.00 EUR
Total				14000.0 0 EUR





Follow-up

Impact

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

The Consortium expects the impact of the project on the three main target groups:

1. Students will gain a feeling of safety and welcome at school, they know where to go when there is inappropriate teasing, bullying or social exclusion and report the school responds to their signals and requests. Students will develop capacity to reflect on their representation of school and learning, exploring the possibility of positive connections to learning, connecting school to this idea.
2. Teachers, counselors and tutors (tutors/social workers, etc.) will develop and use specific skills to support transition processes in school, using preventive approach to ESL. They will become change makers in their schools and communities, more over they will support positive psychology in classrooms and this will impact their professional self-satisfaction.
3. Parents and families – their role is very important in the project as parents and primary caretakers are people out of the educational system, but without their support children cannot overcome stress, which appears in school. This is why the project will give a special attention to this target group, informing, educating, involving, and supporting them to understand different stages of child's development and how to react and overhead critical moments at home and at school.
4. School administrators, local authorities, decisionmakers involved in education: will get acquainted with the methods proposed as measures to facilitate transition and mitigate the influence of the ESL risk factors we detected.
5. Participating organisations: while all partners have already some expertise in the domains of the project, the final results will benefit from partners' complementary expertise and offer products that will be new for the partners. This implies skill development for the staff members and also the inclusion of new activities in the offer of trainings of these organisations.
6. Partner schools will have the training and resources to apply a full diversity-based transition program within their school communities for ESL prevention.

Additionally, local schools authorities and policy makers will benefit as well. Knowledge how to overcome ESL situation in schools will be developed during the project life cycle (strategy for interventions, promotion of supportive social behaviour, to combat with social exclusion, etc.). European examples will be presented to project participants; this will stimulate adaptation of good practices on local level and contribute to the supportive policy development.

Summarising, it is important to underline that:

- Project participants dealing with ESL will raise their awareness on the topic and will be encouraged to take a more critical view on their educational system. This project will create an opportunity to gain publicity about the topic on local level, bring different stakeholders for an active discussion and use of newly created learning materials and good practice in daily work. As a result, from discussing problems and offering & receiving competent answers new partner networks will be created.
- Participants of the project events will be better prepared and more confident solving professional and personal challenges in regards to ESL, they will become more aware of their own responsibility in this process, thus personal reflection and knowledge dissemination will multiply awareness activities on local and EU levels.
- Diverse partners (different backgrounds) bring diverse viewpoints and international overview to the topic, such transdisciplinary research and development approach impacting quality of the project materials, project participants will gain new competence and skills and will have better trained staff through the open learning content.

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

The project has local and European added value as it provides valuable and innovative methods and tools to decrease the high level of ESL in EU countries. The partnership of the project has a wide range of expertise in working with target groups (schools, teachers, students, policy makers), as well as the expertise in implementing new educational methods and tools, such as development of pedagogical material, facilitating services, non-formal education etc. Thus, this transnational dimension ensures:

- 1) That the needs of the wide range learners with (fewer opportunities) will be taken into consideration while developing projects' intellectual outcomes;
- 2) Sharing of good educational practices and methods to develop the effective pedagogical material for use in the formal system of education;
- 3) Exchanges of international practises will support review and update of professional teacher's portfolio strengthening the role of intermediary, who can support, guidance and concrete material to work with tutors, parents and students to assure a successful transition between Primary and Secondary school that will tackle ESL with special attention to gender and diversity.

The development of such innovative intellectual outcomes with the European dimension cannot be achieved by organisation on local level, as international inputs are necessary for the creation of innovative know-how. As so the project will have a great impact on teachers and students in local, regional and national levels, as all partners' organisations will continuously apply the developed outputs in training and re-training of them the new period 2017-2020. This will contribute to the main targets of the EUROPE 2020 strategy (To reduce the share of early school leavers to 10% from the current 15%) and support the country-specific recommendations for review of educational system, attractiveness of teachers' profession, prevention of the ESL

([http://ec.europa.eu/europe2020/making-it-happen/country-specific-recommendations/index\\_en.htm](http://ec.europa.eu/europe2020/making-it-happen/country-specific-recommendations/index_en.htm))

- EU COUNCIL RECOMMENDATION on the 2016 national reform programme of Spain;
- EU COUNCIL RECOMMENDATION on the 2016 national reform programme of Italy;
- EU COUNCIL RECOMMENDATION on the 2016 national reform programme of Portugal.

How?

- The workshops/open forums/school events will offer key support in the knowledge transfer to influence changes of education system and policy, and engage and raise interest of policy makers in the research evidence base and results demonstrating impact on improving the achievement levels of disadvantaged students and those at risk of early school leaving.
- Dissemination and visibility of the positive impact and results will bring the project to the attention at the national and EU level, providing visibility of the gained results and appeared institutional changes to wider public.
- The newly established cooperation network among partner organisations will enhance cooperation between schools, NGOs, policy developers active in the field of teaching/learning and innovation in schools and support adaptation of internationally approved practices on local and regional levels.
- Support for the establishing of DREAMS project transition practices in non-partner schools that pertain to partner school communities after project completion. Partners will provide support to schools to introduce and adapt DREAMS pedagogical innovations within their curricula as activities to address diversity-based transitions for ESL prevention.

How will you measure the previously mentioned impacts?

To measure the previously mentioned impacts the Consortium will use the impact indicators and the methodology for their assessment. This will be clearly outlined and specified in the Impact and Sustainability Plan that will be developed in the initial project stage and validated by partners in the kick-off meeting. Our “Quality and Evaluation Framework” will pin down the necessary measures to ensure that our products are good quality and fulfill their objectives. For each intellectual output and project activity that we will share with members of the target group it will define the relevant levels of “impact”: a) reaction (eg: satisfaction from a workshop) b) learning outcomes c) changes in attitudes or behaviours d) changes on a systemic / structural level (at schools or education institutions) and will propose measures to be able to collect feedback on these levels.

The Quality and Evaluation Framework together with the Impact and Sustainability Plan, which will both be updated during the lifetime of the project, will be based on such tools as surveys, focus group interviews, participatory evaluation sessions, feedback analysis, reports from schools on student and teacher learning achievements, etc. will be used by partners on national and EU levels.

- Impact on students and parents will be monitored by doing in-depth focus-group interviews before and after the project activities.
- Impact on teachers will be evaluated during reflection sessions.
- Impact on school environment will be monitored through stakeholder committee meetings underlying importance of awareness rising campaign and creation of interest for the topic between persons, who will be not involved directly into project activities. School management team will be asked to present a qualitative school evaluation based on primarily defined methodology.
- The impacts on the partner organisations will be measured by the conceptual framework - UNESCO’S Five Pillars of Education. During partnership meetings, the partner organisations will be asked to complete the evaluation form and reflect on their learning achievements and future project priorities in regard to project activities.

## Dissemination and Use of Project's Results

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

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

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

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

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



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

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

If relevant, please provide any other information you consider appropriate to give a full understanding of your dissemination plan and its expected impact (e.g. how you have identified which results are most relevant to disseminate; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

## Sustainability

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

The project foresees the development of an Impact and Sustainability Plan which will be validated in the first partner meeting, and which will include specific information and actions to undertake in order to generate cross-sectorial synergies and assure project activities and dissemination are fruitful for project sustainability.

The activities planned within the project, media, databases, and Smooth Transition Toolkit will ensure the sustainability and use of the project's outputs after its life span. These are the following:

- Learning activity - C1 and C2 Short-term joint staff training events;
- Multiplying events (E1-E4);
- School Pilots (implemented in IO2)
- Dissemination and communication tools (websites of the project and of partners, Facebook, Twitter, Youtube of the project and of partners).
- Stakeholder and school database
- Stakeholder meetings
- Partner contact databases
- The Smooth Transition Toolkit available online, which includes project IO results and handbooks with project news, and resources, and segmented by target group using tags.

The Consortium commits to implement the developed outputs IO1-IO3 within the management and pedagogical framework of their organisations. 35 staff members and teachers prepared within learning activity C1 and C2, along with trained participants in E4 Final Conference workshop will continue to implement the created methodology in the future trainings for teachers and parents so, it is expected that after the project end partner organizations will ensure training of around 200 individuals in the frames of different local/international projects and initiatives.

More than 40 teachers involved in project activities will be motivated to use developed methodology beyond the official partnership. In this way, project insures capacity to use project results by target groups on local level through the target groups. As each year teachers work with bigger groups of new students and parents, they will apply gained knowledge to work with them and multiply impact. More than 100 students who will participate in E1-E3 will be able to share gained knowledge with their classmates, contributing to the knowledge dissemination and awareness raising processes on local level.

More than 190 participants of the E1-E4 will support the mainstreaming of the project's results into national and European educational and social policies, especially to the target of the Europe 2020 strategy (Target - To reduce the share of early school leavers to 10% from the current 15% and increase the share of the population aged 30-34 having completed tertiary from 31% to at least 40%).

The Consortium expects that project managers and E1-E3 participants will act as multipliers to explore the possibility of using developed methodology in their daily work with students/parents and colleagues (tutors/social workers/counsellors).

It is expected that newly created prevention approach can be used out of the schools as well (for example: Youth centres, Non-formal centers of Education, etc.), as no additional resources will be needed for ensuring the sustainability of this activity in their work.

It is important to underline, that social media plays a key role in the sustainability process. This is why

the Consortium will use Facebook, Twitter and Youtube to reach targets groups and exploit project results. Additionally, Europe's online platform for school education - School Educational Gateway (<http://www.schooleducationgateway.eu>), eTwinning and Erasmus+ Project Results platform will be used for the dissemination and sustainability reasons, the material created in the frames of the project will be provided in the Teacher Academy subdivision ensuring involvement of wide range specialists into the use of the innovative outputs.

The national groups on Facebook, Twitter and Youtube will provide platform for continuing discussions and feedbacks from students, parents, teachers, tutors, counselors and school authorities regarding the project topic, activities and results, partners should ensure in total 100 participants across these platforms. Each partner is responsible for the management of these groups during the project and two years after its ending.

## Annexes

The maximum number of all attachments is 11 and the maximum total size is 10240 KB.

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

<b>File Name</b>	<b>File Size (kB)</b>
------------------	-----------------------

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

<b>File Name</b>	<b>File Size (kB)</b>
------------------	-----------------------

Please attach any other relevant documents.

<b>File Name</b>	<b>File Size (kB)</b>
------------------	-----------------------

Total Size (kB)	0
-----------------	---





## Checklist

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

- It fulfils the eligibility criteria listed in the Programme Guide.
- All relevant fields in the application form have been completed.
- You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: ES01 Servicio Español para la Internacionalización de la Educación (SEPIE)

## Please also keep in mind the following:

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

The documents proving the legal status of the applicant must be uploaded in the participants' portal (for more details, see Part C of the Programme Guide - 'Information for applicants').

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

## Data Protection Notice

### PROTECTION OF PERSONAL DATA

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

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

- I agree with the Specific Privacy Statement on Data Protection