



R4C

Reflecting for Change

Deliverable 6.2

**Report of the affiliation programme with existing
EU Projects & Initiatives**



Co-funded by the
Erasmus+ Programme
of the European Union

This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no 607858

Document Control Page

WP/Task	WP6 Dissemination and Sustainability / T2 Affiliations with existing EU Projects & Initiatives (OSOS, EEPN, SELFIE)
Title	Report of the affiliation programme with existing EU Projects & Initiatives
Due date	31.10.2021
Submission date	31.10.2021
Abstract	This document describes the activities that were organised in cooperation with other projects and initiatives. It also includes decisions from common meetings and plans for coordinated activities from different projects.
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Dissemination level	<input type="checkbox"/> internal <input checked="" type="checkbox"/> public <input type="checkbox"/> confidential

Document Control Page

Version	Date	Modified by	Comments
1	01.10.2021	Luca Laszlo	First version, with input from EA and EDEN
1.1	15.10.2021	Nikos Zygouritsas	Second version with input from CITTA and NUCLIO
2	30.10.2021	Nikos Zygouritsas, Sofoklis Sotiriou	Review, Final editing

Executive summary

Throughout the lifespan of the R4C project, the partnership has considered networking and clustering activities as major factors of the viability and the effectiveness of the project's results. The R4C consortium has established an effective communication and collaboration with the Joint Research Centre of the European Union and the European Education Policy Network, the ERASMUS+ European Policy Network on Teachers and School Leadership. Additionally, the R4C consortium capitalized on the work of the OSOS Coordination Action that has created a large network of open schools in Europe.

The R4C project partners ensured that the project created synergies and collaborations with other relevant Erasmus plus projects as well as with various national projects and initiatives. These synergies create the widest possible impact of the project and support its sustainability.

This document describes the activities that were organised in cooperation with other projects and initiatives. It also includes decisions from common meetings and plans for coordinated activities from different projects. The document is structured into three chapters that present the different levels of collaboration.

Chapter 1 presents the affiliation activities and collaboration with the the Joint Research Centre of the European Union and the European Education Policy Network, the ERASMUS+ European Policy Network on Teachers and School Leadership on a policy level.

Chapter 2 presents the affiliation activities and collaboration with European projects on an implementation level throughout Europe.

Chapter 3 the affiliation activities and collaboration with initiatives on national and local level.

Chapter 4 is the summary of the document.

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1 Affiliation activities and collaboration with projects on policy level

Reflecting for Change (R4C) project has been designed to promote the use of self-reflection tools as a vehicle to support innovation and systemic change in schools. It proposes an innovation support framework (School Innovation Academy) and a roadmap to schools seeking to introduce a change culture that ensures a meaningful uptake of sustainable innovation, with an emphasis on achieving improved learning outcomes as set by the Europe 2020 strategy. R4C has highlighted the potential of self-reflection tools like SELFIE to act as a starting point - and by interconnecting the ICT-base innovation with the school openness - towards the development of an integrated plan towards innovation: by using as a reference this well-established self-reflection process and based on its results, 300 schools were guided to set up a roadmap and their innovation strategy to become an innovative ecosystems. The project has brought together key stakeholders who have the potential to generate systemic impact with their activities and to transfer the projects outcomes and findings at policy level.

The R4C project looked at how schools can be supported in using these tools to understand the current position of the organisation and build on the results to define and implement suitable action plans **by providing a step by step support mechanism for school heads and teachers**. R4C studied the actual processes and unique pathways (rather than looking simply into variations in scores) from self-reflection results to concrete actions in the school as a learning ecosystem, in key areas such as Teacher CPD, school management, school openness, technology integration, innovation uptake, community engagement, social responsibility and others. R4C capitalized on the work of the **OSOS Coordination Action** that has created a large network of open schools in Europe. OSOS has been designing and orchestrating a movement across the EU to transform schools into sites where science teaching is a shared responsibility between leaders, teachers and students. Open Schooling has spread: there are over 1 100 schools participating, in 12 member countries.

Throughout the lifecycle of the project, the R4C consortium has built a very strong collaboration with the Joint Research Center, the European Commission's science and knowledge service that has developed and is running the SELFIE tool.

1.1 Joint Research Center

The Reflecting for Change (R4C) project aimed at proposing an advanced support framework, as well as a set of core policy recommendations, to schools seeking to introduce a type of holistic change that will ensure a meaningful uptake of sustainable innovation, with an emphasis on achieving improved learning outcomes as set by the Europe 2020 strategy. R4C was a Forward-Looking Cooperation Project that promotes the use of self-reflection tools to support innovation and systemic change in education and training institutions. These projects highlight good practice in using and, in particular, following-up results from the SELFIE for schools self-reflection tool developed by the European Commission. Forward-Looking Cooperation Projects (FLCPs) are large-scale projects with the aim to identify, test, develop or assess innovative policy approaches that have the potential of becoming mainstreamed and improving education and training systems.

Innovation and systemic change in education can be slow to take root. Developing the innovative and entrepreneurial potential of education institutions, or successfully integrating digital technologies, requires a holistic approach. This means planning for innovation and change in, for example, pedagogies, infrastructure, organisational capacity, human resource management and institutional strategies. There is a considerable need to

support and involve a broad set of stakeholders (eg educational leaders, educators, administrative staff, students and external stakeholders) so that each institution can respond to the need for institutional change and development in a meaningful, comprehensive and strategic way.

Improving and modernising education and training systems is a key priority for the EU. The Europe 2020 strategy acknowledges that a fundamental transformation of education and training is needed to provide the knowledge, skills and competences required for Europe to remain competitive. Educational organisations such as schools and universities have to evolve and adapt in order to achieve their core mission: to educate students to be successful in a complex and interconnected world that faces rapid technological, cultural, economic and demographic change. The use of self-reflection tools can be a way to support organisational change towards identifying goals of sustainable innovation, defining actions and achieving improved learning outcomes.

Throughout the lifecycle of the project, the R4C consortium has built a very strong collaboration with the Join Research Center, the European Commission's science and knowledge service that has developed and is running the SELFIE tool. This collaboration took off during the Project Coordinators` Meeting of Forward- Looking Cooperation Projects, which took place on Wednesday 12 and Thursday 13 February 2020.

Members of the Join Research Center participated in various R4C activities and events that further elaborated this collaboration:

- The R4C Virtual Summer School (6/7/20 – 10/7/20). The summer school aimed to familiarise participants with the open schooling approach that provides a powerful framework for school heads and teachers to engage, discuss and explore: how schools need to evolve, transform and reinvent; how schools facilitate open, more effective and efficient co-design, co-creation, and use of educational content tools and services for personalized science learning and teaching; how schools can become innovation incubators and accelerators. It has been designed to promote the use of self-reflection tools as a vehicle to support innovation and systemic change in schools. It proposes an innovation support framework and a roadmap to schools seeking to introduce a change culture that ensures a meaningful uptake of sustainable innovation. It focused on the use of self-reflection tools as a valid way to support innovation and systemic change in education. Participants explored how schools may move from self-reflection to developing a comprehensive plan of action that utilises the results of a self-evaluation exercise, but, crucially, in combination with fundamental principles and mechanisms of European educational policy for schools. Dr. Nikoleta Giannoutsou, Project leader at the Human Capital and Employments section of JRC, presented the latest developments of SELFIE and explored possibilities of cooperation with the R4C schools.
- The Open Classroom 2020 conference "Open and distance education: New challenges and perspectives" took place on November 6-8, 2020. It uniquely combined modern technological solutions (zoom, youtube and Second Life) and offered an unforgettable experience to all participants being a unique hybrid conference. The conference was co-organized by Ellinogermaniki Agogi, the Institute for Educational Policy and the European Distance and e-Learning Network - EDEN. Dr. Nikoleta Giannoutsou, Project

leader at the Human Capital and Employments section of JRC, was one of the keynote speakers of the conference.

R4C was heavily involved in the planning of the second SELFIE forum in collaboration with the SELFIE team in the Joint Research Center. The second SELFIE Forum (7-8 October 2021) brought the SELFIE community together. School leaders, teachers, students, trainers, national coordinators, policy makers, researchers, practitioners and future potential users participated. The Forum focused on providing ideas and inspiration for schools to create their own action plan and take a step forward in terms of their digital empowerment. It was organised by the Joint Research Centre in association with the Directorate General for Education and Culture, and with the collaboration of the Directorate General for Employment, Social Affairs and Inclusion. R4C participated in the workshop: “Best practices of SELFIE in Projects funded by European Commission”, which aimed to provide inspiration but also practical ideas to schools on how they can use SELFIE to develop their digital capacity.

This collaboration enabled synergies and strengthened the link between projects and their policy context. These synergies are described below:

1.2 Forward Looking Cooperation Projects

1.2.1 SELFIE – Digital Schools Awards



The **SELFIE – Digital Schools Awards** (www.digitalschoolsawards.com) Forward-Looking project embeds the SELFIE tool within an existing digital education programme, one that is highly successful in **Ireland, Northern Ireland and Scotland**. The two projects have been examining ways to revamp the existing Digital Schools Award Programme (DSA) by embedding SELFIE within the programme and explore how it can be extended to additional European countries. They focused on providing supports to the schools involved so they can use their SELFIE data to enhance digital education in their schools. Using a range of digital tools schools have opportunities to engage in a range of professional learning experiences, all designed to assist them in embedding digital technology more into the lives of teachers and students.

1.2.2 SELFIE HELpeR & Pedagogical innovation Assistant (SHERPA)



SELFIE HELpeR & Pedagogical innovation Assistant (SHERPA) (<http://sherpa4selfie.eu/>) mission is to enhance innovation in schools by supporting self-assessment processes for making better use of digital technology in teaching and learning. SHERPA helps to onboard a greater number of schools across Europe in the SELFIE process and scaffolds them in operationalising their SELFIE results on how to enhance teaching practices and school digital strategies. The SHERPA project aims at widening, deepening and accelerating digital innovation in European schools by improving SELFIE-driven data-inspired and participatory decision making in the school development process. SHERPA develops two tools: **SELFIE Helper**, a chatbot system that assists schools to use the SELFIE platform, providing them with real-time help in resolving their specific user issues and the **SELFIE Pedagogical Toolkit**, a comprehensive package to help schools transform their SELFIE results into concrete innovation strategies and actions for employing digital technologies more effectively in teaching and learning. The two projects have been working closely together to coordinate their activities and outcomes in order to provide a more integrated service to the schools.

1.3 European Education Policy Network on Teachers and School Leaders



The European Education Policy Network on Teachers and School Leaders is a Europe-wide network of relevant organisations (policymakers, practitioners, researchers and stakeholders) to promote co-operation, policy development and implementation at different governance levels, and to support the European Commission’s policy work on teachers and school leaders. This network is building on existing activities developed at European level, especially initiatives and projects supported through European Union programmes in the field of education. The coordinator of the 4-year project that started in January 2019 is the European School Heads Association and the network currently includes 29 partners from 18 countries.

The EEPN Network works on a topic assign by the European Commission every year, and in their second implementation year, the network has worked on the topic “New roles and competences for teachers and school leaders in the digital age”. With the European School Heads Association being the coordinator, and Ellinogermaniki Agogi as one of the leadership members of EEPN, consortium members of R4C, the priorities set in Reflecting4Change also appear in the final policy recommendations written by EEPN, supported by the entire network, thus providing a great influence on future education policy making.

The policy recommendations of the second year of the EEPN projects are the following:

1. Raise awareness of the benefits and challenges of using digital technologies in all aspect of education, education management and school leadership in order to ensure adequate digital skills and competence and their inclusion across the whole curriculum, whilst respecting the essential social interaction of school life and learning and holistic education.
2. Ensure sustainable investment in digital infrastructure of schools and in the initial education and continuous professional development of teachers, school leaders and education support personnel, to ensure the mindful and inclusive use of digital tools in pedagogies while respecting the professional, scientific and pedagogical autonomy of the teachers and school leaders.
3. Seek sustainable public investment to foster the development of active citizenship, media literacy, digital literacy and the critical thinking of teachers, school leaders and students.
4. Raise awareness of issues related to data protection, disinformation, intellectual property rights and cyber-violence in order to promote the active and mindful participation of all school actors in community life and in wider society.
5. Ensure equal access to high quality and free of charge continuous professional development for school leaders, teachers, education staff, and teacher educators, to support digital confidence and competence and ensure the best use of digital technologies, in connection with curricular and pedagogical training which stimulates interactive learning by taking into account the social context of the students.
6. Foster the development and update the initial education of teachers, school leaders and teacher educators in order to meet the requirements of education in the digital age and to adapt to the challenges of the society as a whole. This requires special

attention to training on digital technologies, blended learning, communication and time-management, and on scientific, pedagogical and curricular training while improving the quality of online teacher training without hindering the value of face-to-face interaction.

7. Prioritise the development of digitally mature schools as supportive learning and working environments for all school actors, by promoting democratic leadership and whole school approaches that include the active participation of school leaders, teachers, students and parents in the school community.
8. Counter the socio-digital divide by ensuring an inclusive use of digital technologies in accordance with students' curricular and educational needs, and guarantee equal and equitable access and opportunities for all everywhere in Europe to digital tools, instruments, programs and platforms for all students, particularly socio-economically disadvantaged schools and school actors by strengthening the social interaction between school leaders, teachers, students and parents when dealing with inclusion and diversity.
9. Promote the use of digital technology to support collaborative school leadership and school participation in wider community partnerships
10. Seek democratic governance and active participation at the European, national, regional and local levels from the early stages of process of decision making, on designing and implementing decisions on digitalisation strategies and the digitalisation of schools, teaching and school leadership, with the active involvement of the education social partners (education trade union and education employers) and education stakeholders (students' unions, parents' organisations, etc) in the design, implementation and governance of education policies.
11. Ensure a good balance between the use of digital technology and face-to-face educational provision to support the quality and inclusiveness of education and safeguard the social value of education as the presence of the students and professionals and the school's physical spaces.
12. Foster research on the risks and benefits of digitalisation in all areas of education, connect with the experiences of education authorities, school leaders, teachers, students, and parents in different countries, collaboratively develop concept for practice, and identify effective digital pedagogies with their active involvement.

All these policy recommendations when implemented will help strengthening a supportive political environment for schools in Europe wishing to innovate themselves towards openness and e-maturity.

2 Affiliation activities and collaboration with projects on implementation level

The R4C project through affiliation activities has created a European-wide network of interested schools/teachers, research institutions, and other stakeholders that were regularly informed about project developments, invited in project activities, exchanged results and to participated in events. The R4C project has collaborated with the following European funded projects in supporting schools and educators to foster school innovation on implementation level:

2.1 DIMELI4AC

	<p>R4C organized common training activities (webinars) with the Erasmus+ project DIMELI4AC which pioneers to develop pilot-test and evaluate a tool kit which supports schools to establish their own DIGITAL MEDIA LITERACY ACTION PLAN in order:</p> <ul style="list-style-type: none"> • To empower young students to become responsible, critical, global citizens for the digitalised and connected world we live in, while creating blended learning opportunities to acquire digital and media literacy skills to safeguard democracy and common values. • To utilise the non-working time of schools in order to set up ON-LINE AND IN-HOUSE DIGITAL MEDIA LITERACY LABS and OBSERVATORIES based on SYNERGIES to be created among teachers, parents, schools, organisations, stakeholders which will endorse the CAMPAIGN and sign the MEMORANDUM OF DIMELI4AC COMMITMENT. • To introduce the idea of an interactive ASSESSMENT TOOL in the form of a GAME based on an AVATAR (DC-MELI) where students follow various challenges in order to be AWARDED the BADGE showing a respectful, responsible and safe use of the technology based on the digital citizenship and democratic values and critical thinking. • To strengthen the profiles of teachers and in doing so to upgrade the quality of teaching/ learning services provided in formal schooling. • To promote whole school approaches towards dealing with cross-sectoral issues.
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2.2 InSTEAM

	<p>R4C collaborated with the Erasmus+ project InSTEAM and included the components of inclusion and STEAM education produced within the project InSTEAM in training activities. Several groups of teachers in Portugal used this approach to engage their students in the development of community projects related to Climate Change and the importance of recycling and renewable energy. implementation The InSTEAM project aims to create a</p>
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	series of learning resources that allow for more individualized, inclusive and personalized STEAM (Science, Technology, Engineering, Arts and Mathematics) learning. The goal is to establish pathways for inclusive, innovative and interdisciplinary environmental STEAM education that reduces disparities in access to and engagement with digital STEAM education.
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2.3 Raising awareness about natural disasters through the development of best practices and serious games (rAn)

	<p>R4C collaborated with the Erasmus+ project rAn in providing to schools and teachers innovative resources to develop projects that address their needs based on the R4C School Innovation Model. Schools opted to the topic of natural disasters taking advantage of the resources produced within the Raising Awareness for Natural Disaster Project. The rAn project aimed at assisting children at primary education to cope with emergency situations, by developing a serious game for raising their awareness about natural disasters and emergency preparedness. The main objective of the game is for the player to survive a disaster and develop a resilient community in view of periodic geological hazards. The serious game is based on a dynamic storyboard supported by interactive elements such as quizzes, puzzles and mini-games. Along with the serious game, rAn developed a Facilitator’s Guide which provides a full overview of all the serious game features.</p>
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2.4 Polar Star

	<p>R4C collaborated with the Erasmus+ project in providing ideas and resources to schools resources to develop projects that address their needs based on the R4C School Innovation Model. The Polar Star description for STEAM interventions was the choice of teachers that took the astronomy route as a means to promote interdisciplinary learning opportunities for the students while developing their community interventions. Polar Star brings together state-of-the-art learning pedagogies and combine them with exciting activities that focus on contemporary science, thus helping teachers to introduce STEAM successfully in their class. At the same time the project focuses on the development of students’ key skills and competences as well as deepening their knowledge of fundamental science principles, increasing their appreciation of science and technology and their role in today’s societies. The project team combines innovative learning techniques like inquiry learning and the design thinking approach along with other cutting-edge educational tools into one seamless methodology, that will allow teachers to shift towards a student-centered type of teaching.</p>
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2.5 Space EU

	<p>R4C collaborated with the Erasmus+ project Space EU on the exhibition “Step into Space” which opened its gates to students and teachers of all levels from Monday, November 23, 2020. It presents key points of space conquest, the applications of space technology in our daily lives, how</p>
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	<p>satellites are used for monitoring weather phenomena, the natural environment and the impact of human activity and much more. We talk to visitors about spacecraft traveling beyond the boundaries of the solar system in search of new worlds. How could we communicate with them? In which language;</p> <p>Young visitors are invited to design the cover of their own space science magazine at the end of the visit. Selected covers will be permanently “installed” in the virtual exhibition. The experience of visiting the virtual world can be transferred to students via the internet using a communication platform. The duration of the visit is from 45 to 60 minutes. The virtual world exhibition can be found in Second Life at the address https://maps.secondlife.com/secondlife/DBC%20Research/119/240/26</p> <p>R4C has offered guided tour to schools via the Webex communication platform (invited by educators as speakers / guides through their school accounts) or via the Zoom platform. spaceEU is a European-funded project that fosters a young, creative and inclusive European space community</p> <p>spaceEU implements an exciting space outreach and education programme to spark the interest of young people in STEAM (Science, Technology, Engineering, Arts and Maths), and to encourage them to consider space-related careers. The project inspires and broadens young minds, develops a sense of European and global citizenship, and through our shared human relationship with space, fosters long-term partnerships between people from different countries and cultural backgrounds. spaceEU also lays the groundwork for the possible future establishment of a Knowledge Innovation Community (KIC) in the field of space.</p>
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3 Affiliation activities and collaboration with initiatives on national and local level

3.1 Greece

3.1.1 Build your own seismograph contest

Seismology in school education can promote scientific literacy at all levels but its benefits go far wider than simply providing scientific knowledge about this natural phenomenon. It provides the basis for informed action to protect lives and property on local, regional, and national levels.

In the framework of the R4C project, Ellinogermaniki Agogi in collaboration with the Geodynamic Institute of the National Observatory of Athens and the Institute of Educational Policy organize the educational contest "Make your own digital seismograph" for primary and secondary school students.

Groups of students are invited in collaboration with their teachers to construct a digital model of an improvised seismograph and describe the entire construction process in a presentation accompanied by photographic or other audiovisual material and a digital model.

The collaboration project addresses the challenge of the study of a physical phenomenon with great societal impact and proposes pedagogical practices based on inquiry-based methods that are more effective in science education. The objective of this combination is on one hand to increase children's and student's interest in science, on how science is made and how it affects everyday life, and on the other to stimulate teacher motivation on up-taking innovative teaching methods, subjects and practices to enrich and renew the science curriculum.

The key is to provide increased opportunities for cooperation and collaboration between schools across European countries (mainly countries of the European South that experiencing seismic activity) and encourage relationships between stakeholders of both formal and informal education by establishing a network of schools that study real data, do real analysis of real seismic activity in real time and present their results to their communities.

3.1.2 Design Challenge - ACM Interaction Design and Children (IDC) conference 2021

The R4C project collaborated with the organisers of the ACM Interaction Design and Children (IDC) conference 2021 of the Design Challenge for students:

"Our daily life has been changed drastically after the outbreak of COVID-19. We cannot meet, learn or play in the same way as before. We now need to build new, inclusive and creative ways to deal with the challenges we are facing.

This year, the Interaction Design and Children 2021 conference invites children to participate in a Design Challenge titled "(Re)imagining a world after COVID-19". We invite children all over the world to (re)imagine the post-pandemic world and submit their vision of how technology can help to make the world one they would like to live in.

There are plenty of questions we would like to ask children to think about when dreaming of the world after this pandemic has ended. Some examples are the following:

- *How will we have lunch together with friends in remote places by sharing sights, sounds, smells, and tastes?*
- *How will we find and maintain friendships all over the world overcoming time-zone differences?*

- *How will we play together no matter what different languages we speak?*
- *How will we spend time and share memories with our grandparents?*
- *How will we care for those who are lonely, who need food, clean water, a shelter or other support?*

We would like to see your vision of how technology could help to make all the above and even more to happen. What would this technology look like? How would it work? How would this technology tackle one or more of local yet global problems? There are no wrong answers, only plenty of creativity. Design it, draw it, build it and tell us about it!"

3.2 Italy

In Italy, the R4C national coordinator Città della Scienza collaborated with Microsoft and provided webinars to schools. Microsoft offers free training for teachers and school managers, in this case to the audience of teachers at schools of all levels in the Campania Region - with the involvement of the School Office of the Campania Region and Città della Scienza of Naples - and has proposed a work schedule with three webinars.

The initiative was aimed at spreading the potential of Microsoft technologies to support teachers and school managers in the acquisition of new digital skills useful for facing the transition from distance to hybrid teaching.

Microsoft webinars (<http://www.cittadellascienza.it/notizie/webinar-di-formazione-microsoft-citta-della-scienza-e-usr-campania/>) were structured as follows: Application presentation (Microsoft); Practical case (USR); Methodological intervention (CdS), Questions (teachers and managers). "Parameters and methods of evaluation of scientific subjects for digital schools" was the topic elaborated with the R4C framework.

3.3 Portugal

R4C was implemented in Portugal during a very important moment for education in the country. In April 2020, the Portuguese government launched an Action Plan for the Digital Transition with the main pillar being the Digital Empowerment of People (<https://eportugal.gov.pt/en/noticias/governo-lanca-plano-de-acao-para-a-transicao-digital>). It was composed of 12 main objectives among which a specific list of measures for the field of school education. The specific actions for schools were summarized in an Action Plan for the Digital Development of Schools (<https://www.dge.mec.pt/pcdd/pdde.html>). The plan was based on the framework of DiciCompEdu and the main domain of interventions are related to professional engagement, teaching and learning process, assessment and teachers CPD. Schools were invited to self-reflect on their adoption of digital tools and resources at the various levels and to assess the competence profile of their teaching staff members.

NUCLIO launched a call for schools and presented R4C as a strong support program for the materialization of the development plan, for the support to the CPD component and its subsequent implementation. Headmasters and teachers greatly appreciated this support as a strong ally for the demanding task of rethinking schools. The results of these alliances established during R4C were very encouraging and the collaboration with the schools will continue even after the project officially ended.

4 Conclusions

The R4C consortium has made significant effort to develop collaboration with other projects and initiatives in the field, under the same Action Line but also with projects funded from other Action Lines of previous or current EU programmes. Here, the role of the EU's Joint Research Centre and the SELFIE team, whose work concerns the educational authorities of EU countries, was rather crucial. Right from its start, the R4C project has established a sincere and fruitful collaboration with the Joint Research Centre of the European Union and other Forward-Looking Projects. On the same policy level, the collaboration with the European Education Policy Network is another example of concrete interaction and cooperation.

At the same time, the R4C consortium has collaborated with different Erasmus + project on an implementation level. These collaborations offered to the participating schools and teachers a plethora of resources and ideas and supported them in fostering digital school innovation in every day school practices.

Finally, in the three countries (Greece, Italy and Portugal) where implementation activities took place, the R4C partnership established national and local synergies to support schools and teachers.

These synergies have created the widest possible impact of the project and support its sustainability while the networking and clustering activities acted as major factors of the viability and the effectiveness of the results of the R4C project