



INCLUSIVE FUTURE

T3.1. Methodological framework for trainings, curriculum, and guidelines for the recruitment process: Incorporating methodology workshops and revision strategies



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1. Introduction

1.1. Purpose of the Framework

The primary purpose of this framework is to establish a robust roadmap for enhancing the capacity of educators to effectively integrate and deliver sustainability education.

This framework governs the methodology for the following specific project activities:

- Recruitment: The selection of participants for international mobility.
- International Mobility (T3.2): A 3-day training event in Reus, Spain, for school teachers and directors.
- Local Training (T3.3): The replication of training at the national level, reaching at least 20 teachers per partner country.
- School Workshops (T3.4): Practical face-to-face sessions to prepare staff for student laboratories.
- Laboratories (T3.5): Practical sustainability activities involving children and parents.

1.2. Alignment with Project Outputs and EU Standards

To ensure consistency across the project lifecycle, this framework is strictly aligned with the outputs of Work Package 2 and European standards:

- The GreenComp Framework: All training curricula defined in this framework will be guided by the principles of GreenComp, the European Sustainability Competence Framework, ensuring that learning outcomes are standardized and recognised at the European level.



- The Inclusive Pedagogical Model (WP2): The training methodology will be designed to familiarise participants with the "Inclusive Pedagogical Model for Teaching, Learning and Assessment of Sustainability Competences in Schools" developed in Task 2.4.
- Integration with the Online Course (MOOC): The face-to-face trainings (T3.2 and T3.3) will focus on the practical application of the content developed for the MOOC in Task 2.5. The training is not a repetition of the MOOC, but a hands-on extension of it.

1.3. Risk Mitigation Strategy

This framework incorporates specific strategies to mitigate Risk R3.1, which identifies the danger of the framework being "too generic" or "lacking coherence".

To address this, the framework requires:

- Contextualization: The curriculum must not be a "one-size-fits-all" solution; it must allow for adaptation to diverse national contexts (e.g., specific environmental challenges in Spain vs. Finland) based on the needs assessments conducted in WP2.
- Iterative Design: The framework is not static; it incorporates a revision strategy. Feedback from the initial international mobility (T3.2) must be analysed and used to refine the curriculum before the rollout of local trainings (T3.3) to ensure effectiveness and relevance.
- Stakeholder Consultation: The development of this framework involves "methodology workshops" to incorporate feedback from partners and stakeholders, ensuring the guidelines are practical and inclusive.

2. Guidelines for Participant Recruitment

2.1. Roles and Responsibilities

Open Europe, as the WP3 Lead, and **CEICSEM** are jointly responsible for establishing the official recruitment guidelines and selection criteria.

All Partners are responsible for implementing these guidelines at the national level. Each partner must disseminate the call for participants, ensure an impartial selection process, and contract the selected educators.



2.2. Target Audience

The recruitment process targets educational professionals capable of driving change within their institutions. Eligible candidates include:

- **Primary and Secondary School Teachers:** Specifically, those interested in integrating sustainability competences into their existing curricula.
- **School Directors and Principals:** Leaders capable of implementing school-wide sustainability strategies.
- **Priority Groups:** Special consideration should be given to educators working in schools located in **rural, low-income, or segregated areas**, aligning with the project's specific objective (SO2) to address educational disparities.

2.3. Mandatory Selection Criteria

To ensure the "cascade" training model works effectively, partners must evaluate candidates based on the following weighted criteria:

- **Multiplication Capacity (High Priority):** The candidate must demonstrate the ability and willingness to organize and lead local trainings for peers upon their return. They must be committed to training at least **20 local teachers/principals** in their home country.
- **Involvement and Commitment:** The candidate must show a high level of motivation to participate in all phases of the project, including the online course, mobility, and local workshops.
- **Potential Impact:** The candidate must demonstrate how they intend to use the materials and the "Inclusive Pedagogical Model" to improve the quality of education within their specific school context.
- **Language Proficiency:** Candidates selected for the international mobility in Spain must possess at least a **B1 level of English** to ensure they can actively communicate and understand the topics discussed during the 3-day training.

2.4. Prerequisites

It is a mandatory prerequisite that all selected participants for international mobility must have **successfully completed the Online Course (MOOC)** developed in WP2 *before* attending the training in Spain. This ensures the mobility focuses on practical application rather than theoretical basics.



2.5. Selection Process and Transparency

Criteria must be made public from the beginning of the selection process. Partners must explain conditions, dates, and deadlines to all interested persons to ensure transparency.

Documentation:

- **Registration Form:** Candidates must fill out a registration form that includes a pre-assessment of their knowledge and goals.
- **Participant Agreement:** Selected participants must sign a formal agreement with the partner organization outlining their rights (e.g., travel insurance, funding) and obligations (e.g., conducting local training, reporting).

3. Curricular Framework and Pedagogical Approach

3.1. Methodology

The training adopts a **non-formal learning methodology**, chosen specifically for its flexibility, adaptability, and participatory nature. Unlike formal training, which is often rigid, this approach allows for the adaptation of the curriculum to the specific needs, contexts, and preferences of the participants.

The pedagogical approach will adhere to the following principles:

- **Student-Centred and Participatory:** The training will not consist of passive instruction. It will be designed to be interactive, placing the learner at the centre of the process to foster ownership of the sustainability concepts.
- **Practical Application of Theory:** The training is not intended to repeat the theoretical content of the Online Course (MOOC) developed in WP2. Instead, the methodology focuses on the **practical application** of the MOOC content. Participants must learn *how* to implement the "Inclusive Pedagogical Model" in their specific school environments.
- **GreenComp Alignment:** All methodological choices will align with the **European Sustainability Competence Framework (GreenComp)**. The pedagogy will support the development of knowledge, skills, and attitudes that empower learners to think critically about complex sustainability problems.
- **Action-Oriented Learning:** The methodology of the training will encourage "action competence." It should utilise **inquiry-based learning** and **project-based learning**



techniques to help students and teachers not only understand environmental issues but also develop solutions and take action within their communities.

- **Inclusive Design:** The methodology used in the training will be inherently inclusive, providing strategies for differentiated instruction to ensure that sustainability education is accessible to all students, including those from vulnerable groups or rural/segregated areas.

3.2. Core Content Areas

The curriculum for the International Mobility (T3.2) and Local Trainings (T3.3) will cover the following core modules, derived from the project's specific objectives:

- **The Inclusive Pedagogical Model:** Detailed instruction on the model developed in Task 2.4 for teaching, learning, and assessing sustainability competences.
- **Sustainability Competences (GreenComp):** Deep dive into the four areas of GreenComp: embodying sustainability values, embracing complexity in sustainability, envisioning sustainable futures, and acting for sustainability.
- **Pedagogical Innovation:** Techniques for implementing innovative, learner-centred teaching practices in the classroom.
- **Assessment Strategies:** Methods for evaluating student progress in sustainability competences, moving beyond traditional academic measures to assess behavioural changes and critical thinking.

3.3. Expected Learning Outcomes

By the end of the training sessions, participants are expected to:

- Understand and be able to navigate the **GreenComp framework**.
- Be capable of **integrating sustainability competences** into their existing subject curricula (interdisciplinary approach).
- Possess the skills to organize **local workshops and laboratories** for colleagues and students.
- Be prepared to act as **"Change Agents"** within their institutions, driving the transition toward green and inclusive schools.



4. Implementation Phases

4.1. Phase 1: Train-the-Trainer (International Mobility - T3.2)

Objective

The primary objective of this phase is to train a core group of educators (School Teachers and Directors) who will act as "**Change Agents**" and lead the subsequent local replication of the training in their respective countries.

Format and Location

- **Type:** 3-day face-to-face international training course.
- **Location:** Carrer Boule, 3 - Reus, Spain.
- **Host Organization:** Open Europe
- **Timing:** 5 – 7 May 2026

Participant Composition

- **Trainees:** Each partner organization must send **1 schoolteacher or school principal** selected based on the recruitment guidelines defined in Task 3.1. Given that some partners are not schools, these partners will select external teachers with whom they collaborate. It is mandatory for each selected participant to sign a formal agreement with the sending partner organisation, detailing their rights and obligations.
- **Experts:** Each partner organization will also send **1 accompanying person/expert**. These experts are not passive observers; they are responsible for delivering specific sessions during the mobility, ensuring a collaborative and transnational training environment. The participants can be experts in the subject (sustainability inclusive pedagogy) or digital, non-formal education skills.
- **Total Attendance:** Approximately 20 participants (2 per partner).¹

¹ According to the project's cost-effectiveness strategy, the International Mobility for schoolteachers and directors (T3.2) in Reus, Spain, is scheduled to take place back-to-back with the Interim Transnational Project Meeting (TPM - Task 3.6). The TPM will involve 20 participants (2 per partner) and will be hosted by Open Europe. There is a budget for 3 participants.



Curriculum Focus

- Participants will become familiar with the **Inclusive Pedagogical Model for Teaching, Learning and Assessment of Sustainability Competences in Schools** (developed in WP2).
- The sessions will focus on the **practical application** of the content from the Online Course (MOOC). Since participants must have completed the MOOC beforehand, this mobility will not cover basic theory but will instead focus on "how-to" implementation strategies.

Logistics and Requirements

- **Language:** A minimum of **B1 level English** is required for all participants to ensure effective communication and understanding of the topics.
- **Preparation:**
 - OpenEurope has already uploaded the ["Info Pack"](#) with information about logistics to the common Gdrive.
 - The final agenda will be prepared and uploaded at least **1 month** before the training (5th April).

Certification

Participants in this international mobility will receive a certificate of attendance and the **Europass Mobility** documents to formally record the competences and experiences acquired.

OpenEurope will provide the information needed to issue Europass Mobility.

This task is associated with the following deliverable and milestone.

Deliverable

- **ID: D3.1**
- **Title: 3-day International Mobility for schoolteachers and directors in Spain**
- **Type:** Demonstrator, pilot, prototype
- **Dissemination Level:** Sensitive
- **Due Date:** Month 15 – May 2026
- **Description:** This deliverable consists of the invitation, agenda, signed presence list, evaluation report, and feedback questionnaire. It must document the participation of 20 people (schoolteachers and directors) for a duration of 3 days, utilizing the training materials developed in WP2 (T2.4 & T2.5).



Milestone

- **ID: MS8**
- **Title: 3-day International Mobility for schoolteachers and directors in Spain**
- **Lead Beneficiary:** Open Europe
- **Due Date:** Month 15 – May 2026
- **Description:** A 3-day mobility event in Reus, Spain, organized by Open Europe. In this training, participants will become familiar with the Inclusive Pedagogical Model for Teaching, Learning, and Assessment of Sustainability Competences in Schools and learn how to practically apply the MOOC content.
- **Means of Verification:** An article summarizing the 3-day mobility on the project's website with a photo gallery, social media posts, and testimonials (written and video) from participants.

4.2. Phase 2: Local Replication (Local Trainings - T3.3)

Objective

The core of the WP3 capacity-building strategy relies on the "cascade effect." In this phase, the teachers and school directors who attended the international mobility in Spain (Phase 1) transition into the role of **trainers**. Their objective is to replicate the training they received, transferring the knowledge of the *Inclusive Pedagogical Model* and the practical application of the MOOC to their local peers.

Roles and Responsibilities

- **Escola Pia de Catalunya (EPC):** Acts as the **Task Leader** for T3.3, coordinating the overall implementation and reporting of local trainings across the consortium.
- **Partner Organizations:** All partners are responsible for overseeing the organization of training in their respective countries, ensuring the selected "Change Agent" teachers fulfil their commitment to train colleagues.

Target Audience and KPIs

Primary Target: Local schoolteachers, school directors, and school counsellors.

Key Performance Indicators:

- Each partner must implement **2 local trainings**.
- Each training must involve at least **10 participants**.



- **Total Reach:** A minimum of **20 trained educators per partner** (Total project target: 200 local participants).

Training Format and Duration

Duration: Each local training course must have a total duration of **25 hours**.

To maximize participation and adapt to local constraints, the framework allows for a **flexible implementation format**.

The suggested way of implementing this course is:

- Introductory session (online or f2f) to present the project and the course.
- The participants study the content of the MOOC by themselves with the possibility of asking questions to the teacher that is implementing the course.
- Final session (online or f2f) to clarify doubts and share impressions.

The teachers do not need to adapt the material, partners share the presentations from the training. Partners will need to translate the content and give it to the teacher.

Flexible session format: The 4-hour face-to-face component of the workshops may be delivered in two separate sessions (e.g., 2+2 hours), provided the total duration and learning objectives are maintained.

MOOC completion deadline: All Team of Teachers have been formally notified that completing the MOOC is **mandatory by 30 April 2026**. All consortium partners have been informed by email and are requested to notify their respective teachers accordingly.

Language: The training must be conducted in the **local language** of the partner country to ensure full accessibility and inclusion.

Curriculum Adaptation: While the content replicates the T3.2 International Mobility, the framework allows trainers to adapt the materials to the specific educational context and needs of their country. This addresses the risk of the training being "too generic" (Risk R3.1).

Assessment and Verification

- Partners must collect **signed presence lists** for every session.
- Participants must complete an **evaluation report/feedback questionnaire** upon completion.



- A specific deliverable (D3.2) will be produced to report on these activities in Month 17.

Reporting requirements (all partners): To prepare D3.2, ULisboa will request the following evidence from all partners upon completion of their local trainings: signed presence lists, agenda, photos, a short Word report (2–3 page summary), social media posts (links or screenshots), and testimonials (written or video, if available).

Operational timeline note: The official deadline for D3.2 is 31 July 2026 and for D3.3 is 30 September 2026. Given that these deadlines fall partly during the summer period, partners are encouraged to plan flexibly. Some EU countries begin the school year in August or September, making September a valid month for workshop delivery. The key requirement is that all partner documentation is submitted in time for the consolidated reports to be uploaded to the Sygma platform by the respective deadlines. The exact operational schedule will be confirmed at the next consortium online meeting.

This task is associated with the following deliverable and milestone.

Deliverable

- **ID: D3.2**
- **Title:** Local trainings in partner countries to replicate the international training at the local level
- **Type:** Demonstrator, pilot, prototype
- **Dissemination Level:** Sensitive
- **Due Date:** Month 17 – July 2026
- **Description:** This deliverable must document the execution of the local trainings. It requires the collection of invitations, agendas, signed presence lists, evaluation reports, and feedback questionnaires. The documentation must prove the participation of **200 people** (schoolteachers and directors) across the consortium for a duration of **25 hours** per training, utilizing the materials from T2.4 and T2.5.

Milestone

- **ID: MS9**
- **Title: Local trainings in partner countries to replicate the international training at the local level**
- **Lead Beneficiary:** Escola Pia de Catalunya (EPC)
- **Due Date:** Month 17 – July 2026
- **Description:** Completion of the "cascade" phase where teachers trained in international mobility organize 2 local trainings in two different schools in their



country (10 participants each). The goal is to transfer acquired knowledge to at least 20 teachers or principals per partner.

- **Means of Verification:** An article summarizing the training on the project's website with a photo gallery, posts on social media, and testimonials (written and video) from the participants.

4.3. Phase 3: Internal Capacity Building (School Workshops - T3.4)

Objective

The primary goal of this phase is to expand the project's reach within the participating schools by preparing the wider teaching staff to conduct practical sustainability activities. These workshops serve as a specific preparation ground for the subsequent **Laboratories with Children (T3.5)**, ensuring teachers are confident in facilitating hands-on experiments.

Roles and Responsibilities

- **Universidade de Lisboa (ULISBOA):** Acts as the **Task Leader** for T3.4. Given their expertise in STEM and experiential learning, they oversee the methodology for these practical workshops.
- **All Partners:** Responsible for organising the face-to-face workshops in their local schools, involving staff beyond the core group trained in previous phases.

Target Audience

The workshops targets "**other teachers and school staff**" within the partner schools who did not participate in the mobility in Reus — that is, teachers and school staff not present at the international training. This ensures the "whole-school approach" advocated by the GreenComp framework.

Format and Duration

- **Format:** These must be **Face-to-Face (F2F)** sessions held on school premises to allow for physical interaction with materials.
- **Duration:** Each workshop has a duration of **4 hours**.

Curriculum Focus

- This phase is strictly **practical**. The content focuses on the specific experiments and activities to be carried out with children in the laboratories.



- The methodology promotes **interactive and hands-on learning**, equipping teachers with the specific tools and confidence required to lead student groups in experimental settings.

Workshop Materials Package

ULisboa's role as Task Leader for T3.4 is primarily methodological and coordinative at consortium level, rather than directly producing all workshop content. ULisboa's main responsibility is to define and guide the overall structure and methodology of the workshops implemented by partners in their respective countries. The materials are not expected to be developed entirely from scratch: partners can use the presentations delivered during the international training in Reus, translate them into their local language, and provide them to the teachers who will run the workshops. The Workshop Materials Package follows a blended format combining the following elements:

- **Foundation:** Incorporate key principles from the **Inclusive Pedagogical Model (D2.4)** and the **MOOC (D2.5)** to ensure theoretical consistency.
- **Practical Activity Guides:** Detailed "how-to" guides for sustainability experiments (e.g., energy efficiency kits, waste repurposing, or biodiversity mapping).
- **Inclusion Toolkit:** Specific "differentiated instruction" strategies to ensure children from disadvantaged or rural areas can participate fully.
- **Assessment Tools:** Simple rubrics based on the **GreenComp framework** to evaluate the sustainability competences developed during the laboratories.

A **blended package** is required, consisting of digital and physical copies.

- **Digital:** Downloadable PDF lesson plans, instructional videos or expert interviews (repurposed from the MOOC), and interactive presentation slides.
- **Physical:** Printed activity cards, checklists, and potentially "lab kits" containing essential materials for the student activities.

Delivery model: The workshops are not delivered by the partner organisations directly. The teachers who participated in the mobility in Reus act as **"Change Agents"** and are responsible for delivering the training sessions in their schools or local networks. Each partner organisation's role is to coordinate and supervise this process at national level, ensure teachers receive translated materials, and support the organisation of the sessions.



ULisboa's consortium coordination role therefore includes: (1) providing guidance to partners on the structure and content of the workshop materials package; (2) collecting information from partners on the workshops implemented; and (3) preparing the final consolidated deliverable (D3.3) and uploading it to the SYGMA platform by **30 September 2026**.

Practical Activity Examples for Teachers

The workshops (T3.4) aim to prepare teachers for student-led laboratories. Examples of activities include:

- **The "Energy Audit" Simulation:** Teachers learn to guide students in using simple sensors to measure light and heat loss in their school.
- **Circular Economy Lab:** A practical guide for teachers to lead "upcycling" sessions where students create functional items from local waste, building on the project's green transition goals.
- **Intercultural Biodiversity Mapping:** An activity where children and parents document local flora and fauna, fostering the "Change Agent" role and community engagement.

Key Performance Indicators (KPIs)

- **Number of Events:** 1 workshop per partner (Total 10 workshops).
- **Participation:** At least **10 participants** per workshop (Total 100 participants).

This task is associated with the following deliverable and milestone.

Deliverable

- **ID:** D3.3
- **Title:** Workshop Materials Package
- **Type:** Demonstrator, pilot, prototype
- **Dissemination Level:** Sensitive
- **Due Date:** Month 19 – September 2026
- **Description:** This deliverable documents the execution of the face-to-face workshops. It must include the invitation, agenda, signed presence list, evaluation report, and feedback questionnaire. The documentation must cover the participation of **100 people** (schoolteachers and directors) in workshops with a duration of **4 hours**, utilizing the training materials developed in T2.4 and T2.5.

Milestone



- **ID: MS10**
- **Title: Conducting the face-to-face Workshop Session**
- **Lead Beneficiary:** Universidade de Lisboa (ULisboa)
- **Due Date:** Month 19 - September
- **Description:** The successful organization of face-to-face workshops in schools, involving other teachers and school staff. These workshops consist of practical activities designed to prepare teachers for the laboratories with children.
- **Means of Verification:** An article summarizing the event on the project's website with a photo gallery, posts on social media, and testimonials (written and video) from the participants.

4.4. Phase 4: Student & Parent Laboratories (T3.5)

Objective

This phase constitutes the practical piloting of the project's pedagogical approach. The objective is to move beyond theory and implement **innovative teaching practices** that foster active learning and critical thinking regarding sustainability issues among children. Crucially, this phase aims to foster a "green intercultural activity" by actively involving **parents** in the educational process, thereby extending the impact into the wider community.

Roles and Responsibilities

- **Big Bang School (BBS)** acts as the **Task Leader** for T3.5. and Escola Pia de Catalunya (EPC) as a co-leader. **BBS** is the intended technical lead for the laboratory implementation, the administrative responsibility for the resulting deliverable (D3.4) and the milestone verification (MS11) is assigned to **EPC**.
- **All Partners:** Responsible for organizing and executing the laboratories in schools within their respective countries.

Target Audience and Composition

- The laboratories target **primary and secondary students** (ages 10-16) and their **parents/families**.
- **Inclusivity:** The activity must be designed to be accessible to diverse groups, aligning with the project's goal to support students from vulnerable or marginalized backgrounds.



Format and Duration

- **Format:** These are **Face-to-Face (F2F)** practical sessions focused on "sustainability education activities".
- **Duration:** Each laboratory session must last **4 hours**.
- **Content:** The sessions must involve hands-on experiments or activities defined in the detailed plans drawn up by the partners. These activities are the direct application of the skills teachers acquired during the T3.4 School Workshops.

Key Performance Indicators (KPIs)

- **Volume:** Each partner must organize **3 laboratories** in different schools.
- **Participation:** Each laboratory must involve at least **10 children and their parents** (Total target: 300 participants across the consortium).
- **Risk Mitigation (R3.3):** To address the risk of resistance or scepticism from parents or students, the framework requires:
 - o **Engagement:** Involving stakeholders in the planning phase to ensure buy-in.
 - o **Teacher Support:** Ensuring teachers are thoroughly prepared (via T3.4) to facilitate these sessions confidently to ensure the validity of the results.

Assessment and Deliverable (D3.4)

- o **Feedback:** After each session, feedback must be collected from participants (students and parents) via questionnaires to assess effectiveness.
- o **Reporting:** The execution of this phase is documented in **Deliverable 3.4 (Due Month 22)**, which must include invitations, agendas, signed presence lists, and evaluation reports.

This task is associated with the following deliverable and milestone.

Deliverable

- **ID: D3.4**
- **Title: Laboratories with children and parents**
- **Type:** Demonstrator, pilot, prototype
- **Dissemination Level:** Sensitive
- **Due Date:** Month 22 – December 2026



- **Description:** This deliverable serves as the formal documentation of the laboratory sessions. It must include the invitation, agenda, signed presence list, evaluation report, and feedback questionnaire. The documentation must verify the participation of **300 people** (children and parents) across the consortium for a duration of **4 hours**, utilizing the training materials developed in T2.4 and T2.5.

Milestone

- **ID:** MS11
- **Title:** **Laboratories with children and parents**
- **Lead Beneficiary:** Big Bang School (BBS)
- **Due Date:** Month 22 (M22)
- **Description:** The successful realization of **3 laboratories per partner country** (total of 30 laboratories). Each laboratory must involve a minimum of 10 children and parents for a duration of 4 hours, focusing on practical sustainability activities .
- **Means of Verification:** An article summarizing the laboratories on the project's website with a photo gallery, posts on social media, and testimonials (written and video) from the participants.

4.5 Interim Transnational Project Meeting (TPM)

- **Task Identification:** Task 3.6
- **Host Organization:** Open Europe
- **Location:** Reus, Spain.
- **Duration:** 2 days

The meeting is scheduled to take place **back-to-back** with the "3-day International Mobility for schoolteachers and directors" (Task 3.2). This arrangement is a specific measure adopted to ensure cost-effectiveness by optimizing travel and accommodation expenses.

Objectives and Agenda

The primary purpose of this interim meeting is to coordinate the consortium midway through the project implementation. Specific agenda items include:

- **Evaluation:** Partners will evaluate the activities that have already been carried out up to that point.



- **Review of Training:** Particular importance will be attached to the international training (T3.2) that will have "just taken place" immediately prior to the meeting.
- **Planning:** The consortium will plan the next steps of the project.

Participants

- **Composition:** The meeting will involve **2 participants per beneficiary** organization.
- **Total Attendance:** The proposal estimates greater than **25 attendees**, consisting of 2 in-person participants per project partner and 1 representative per Associated Partner (likely attending online).

Note about the participants in Reus (Training and TPM)

According to the project's cost-effectiveness strategy, the International Mobility for schoolteachers and directors (T3.2) in Reus, Spain, is scheduled to take place back-to-back with the Interim Transnational Project Meeting (TPM - Task 3.6). The TPM will involve 20 participants (2 per partner) and will be hosted by Open Europe. There is a budget for 3 participants.

Considering that the Budget allows for 3 participants, the profile of the participants could be:

- 1 project manager (for the TPM) + 1 teacher /researcher (to deliver 1 session in the training) + 1 schoolteacher or director (to participate in the training)
- If the same person can act as Project manager and teacher researcher, there is the possibility to invite 2 schoolteachers / directors to participate in the training.

5. Revision Strategies and Quality Assurance

5.1. Revision Cycle

The framework is not a static document. It will incorporate a **revision strategy** that follows an iterative development process. The cycle is defined as follows:

1. **Drafting:** Initial framework creation based on GreenComp and WP2 outputs.
2. **Review:** Internal methodology workshops to refine the draft.



3. **Testing (T3.2):** The 3-day International Mobility in Spain serves as a pilot to test the curriculum with the core group of teachers.
4. **Revision:** Immediate analysis of feedback from the International Mobility (collected via evaluation reports).
5. **Finalization:** Updating the framework before the rollout of Local Trainings (T3.3) to ensure lessons learned are applied.

Alignment with Project Quality Assurance: This process must be conducted in close collaboration with the project's **Quality Assurance Plan (Task 1.4)** led by **RCISD**. The methodology tasks (including T3.1) are explicitly linked to the "Product Level" quality evaluation, ensuring that the resulting framework meets the high standards required for European policy experimentation

5.2. Iterative Design

To address **Risk R3.1** (the risk of the framework being too generic or lacking coherence), this framework mandates an iterative design process that integrates the findings from Work Package 2 into the WP3 training materials.

Integration of WP2 Needs Analysis

The curriculum development for the International Mobility (T3.2) and Local Trainings (T3.3) must be directly informed by the Focus Groups conducted in Task 2.2.

- **Input:** The framework must utilize the "Final compilation report" from the 10 focus groups held with school directors and teachers.
- **Application:** Training modules must address the specific "needs, challenges, and barriers" identified by these stakeholders regarding the implementation of sustainability education in their specific contexts (e.g., rural vs. urban challenges).

The "Pilot" Function of International Mobility

The **3-day International Mobility in Reus (T3.2)** serves as the practical **pilot phase** for the training framework. It is not merely a training event but a testing ground for the curriculum.

- **Evaluation:** Immediately following the mobility, the "evaluation report" and "feedback questionnaires" (Deliverable 3.1) must be analysed to identify gaps in the *Inclusive Pedagogical Model's* practical application.



- **Revision Protocol:** Based on this feedback, **OpenEurope** and **CEICSEM** must issue a revised version of the training materials before they are released for the Local Trainings (T3.3).

Local Adaptation Protocol

While the core methodology (GreenComp principles, Inclusive Pedagogical Model) remains standardized, the framework grants partners the authority to adapt the *delivery* of Local Trainings (T3.3) to fit national constraints.

- **Flexibility:** Partners may adjust the format (Face-to-Face, Online, or Blended) and the specific examples used to ensure cultural relevance in their respective countries.
- **Language:** Materials must be translated and adapted into the local languages (BG, ES, HU, RO, FI, EL, PT, TR) to ensure full accessibility for local teachers

5.3. Assessment Tools

To ensure the high quality of the "Capacity Building" phase and to verify the achievement of learning outcomes, the framework mandates the use of specific assessment tools at three distinct stages of the training lifecycle:

Pre-Training Assessment (Needs & Expectations)

- **Tool: Pre-assessment Form** (integrated into the Registration Form).
- **Implementation:** All participants selected for the International Mobility (T3.2) and Local Trainings (T3.3) must complete this form prior to the event.
- **Purpose:** The form must collect data on the participants' current level of knowledge regarding sustainability and their specific goals and expectations for the training. Trainers must use this data to tailor the specific programme to the participants' needs.

Process Monitoring (Attendance & Participation)

- **Tool:** Signed Presence Lists.
- **Implementation:** Daily attendance sheets must be signed by participants for every day/session of the International Mobility, Local Trainings, and School Workshops.
- **Purpose:** These lists serve as the primary means of verification to prove that the activity took place and that the Key Performance Indicators (KPIs) regarding



participant numbers (20 for mobility, 200 for local training, 100 for workshops) were met.

Post-Training Evaluation (Satisfaction & Impact)

- **Tool: Standardized Feedback Questionnaire / Evaluation Sheet.**
- **Implementation:** Immediately following the conclusion of any training event (Mobility, Local Training, Workshop, or Lab), an evaluation sheet must be distributed to participants (either physically or via digital tools like Google Forms).
- **Content:** The questionnaire must address three main objectives:
 1. Collect feedback on the activity itself (logistics, content, trainers).
 2. Evaluate the immediate impact on the participants (knowledge acquired).
 3. Identify best practices and areas for improvement.
- **Reporting:** The data collected from these questionnaires must be synthesized into an **Evaluation Report** which forms a mandatory part of Deliverables D3.1, D3.2, D3.3, and D3..

Competence Assessment (Student & Teacher Learning)

- **Approach:** Beyond satisfaction, the framework requires the assessment of **Sustainability Competences**.
- **Methodology:** Since traditional academic measures are often insufficient for sustainability education, the assessment must use **innovative evaluation methods** (e.g., rubrics based on GreenComp, self-reflection tools) to measure behavioural changes, critical thinking, and "action competence".
- **Application:** Teachers trained in T3.3 must learn to apply these assessment strategies to their students during the Laboratories (T3.5).

6. Certification and Recognition

6.1. International Level

Europass Mobility For the participants of the **International Mobility in Spain (T3.2)**, the framework mandates the use of European standard tools to validate the learning outcomes acquired abroad.



- **Instrument:** The **Europass Mobility** document must be issued to every teacher and school director attending the 3-day training in Reus.
- **Purpose:** This document is required to formally record the specific knowledge, skills, and competences acquired during the mobility, particularly regarding the *Inclusive Pedagogical Model* and *GreenComp* framework. It supports transparency and comparability of skills across Europe.
- **Responsibility:** The issuance of Europass Mobility certificates is a joint administrative task. The sending organization initiates the document, while the host organization validates the acquisition of competences. Although the format is uniform across the EU, the specific digital workflow is governed by the regulations of the respective National Europass Centres.

6.2. Local Level

Certificates of Attendance For the **Local Trainings (T3.3)** and **School Workshops (T3.4)**, the framework establishes a standardized approach to recognition at the national level.

- **Nature of Certification:** Since the project operates under **non-formal training methods**, participants do not receive officially recognized government degrees. However, documentation is mandatory to validate professional development.
- **Instrument:** All participants must receive a **Certificate of Attendance**.
- **Content Requirements:** To ensure the certificate has value for the educator's professional portfolio, it must explicitly detail:
 - o The **topics covered** (e.g., Application of the WP2 MOOC, Sustainability Competences).
 - o The **duration** of the training (e.g., 25 hours for local training).
 - o The **learning outcomes** achieved.
- **Issuance:** Partner organizations are responsible for issuing these certificates to the teachers and staff they train locally.



7. Logistics and Administration

7.1. Mobility Management and Preparation

To ensure high-quality implementation of the **International Mobility (T3.2)**, the framework mandates strict timelines and support mechanisms:

Pre-Departure Preparation

- **Info Pack:** The host organization, **OpenEurope**, has already uploaded to the shared folder a logistical "Info Pack" including accommodation and venue details. The final detailed **Agenda** will be provided at least **1 month** prior.
- **Participant Support:** Sending partners must provide selected participants with preparation covering funding rules, legal issues, interculturality, and the specific training methodology.
- **Language Requirement:** All participants in the international mobility program must possess a minimum of **B1 level English** to ensure effective communication and comprehension of the curriculum.
- **Insurance Coverage:** For international mobility in Spain, sending partners are strictly required to provide participants with comprehensive **travel insurance**. This policy must cover:
 - o Medical assistance.
 - o Accident insurance.
 - o Civil liability and legal assistance.
 - o Costs related to trip cancellation, interruption, or loss/delay of luggage.

Local Training Logistics

For **Local Trainings (T3.3)** and **School Workshops (T3.4)**, partners must ensure venues meet the specific needs of the participants.

Inclusion Support: The registration form must allow participants to indicate special needs. Partners must address these by providing necessary resources, such as travel allowances for those in remote areas or computer equipment/internet access for those lacking digital tools.



7.2. Participant Agreements and Documentation

To ensure transparency and commitment, the relationship between the partner organizations and the selected educators must be formalised.

Participant Agreement

Every educator selected for international mobility must sign a formal **agreement** with their sending organisation. This document must clearly outline their **rights** (e.g., funding, insurance) and **obligations** (e.g., full attendance, conducting local replication training).

Registration and Pre-Assessment

- Candidates must complete a **Registration Form** that includes a **Pre-assessment** section.
- This assessment collects data on the participant's current knowledge level regarding sustainability and their specific goals. Trainers must use this data to tailor the program to the group's needs.

8. Connection with the next activities

8.1. Transition to School Certification (Link to WP 4)

The capacity building and piloting activities in WP3 serve as the mandatory preparatory phase for the **Certification and Recognition** process in Work Package 4.

- **From Piloting to Certification:** The schools that successfully implement the **School Workshops (T3.4)** and **Laboratories (T3.5)** will be the primary candidates for the **Green Certification Program (T4.4)**. The practical experience gained in WP3 ensures these schools meet the criteria to be awarded Bronze, Silver, or Gold certification.
- **Training of Certificators:** The pedagogical insights gained from the **Local Trainings (T3.3)** will inform the development of the **Blended training for "certificators" (T4.3)**. Selected educators who excelled in WP3 may be identified as potential candidates to become "certificators" for other schools.

8.2. Scaling Impact: From Laboratories to Sustainable School Days (Link to WP 5)

The internal experimentation phase moves toward public engagement and community-wide dissemination in WP 5.



- **Scaling Up Activities:** The **Laboratories with children and parents (T3.5)**, which are controlled pilot sessions (300 participants), serve as the prototype for the larger **Sustainable School Days (T5.8)**. These "School Days" are broader community events expected to reach over 500 participants, scaling up the activities tested in WP3 to a public festival format.
- **Dissemination of Materials:** The **Workshop Materials Package (D3.3)** created in WP3 will be transformed into **Key Exploitable Results (KERs)**. Specifically, the lesson plans and activity guides will be packaged as **KER3 (Educational Materials and Teaching Resources)** and disseminated via the project platform to ensure long-term use beyond the consortium.

8.3. Policy Feedback Loop (Evidence for Advocacy)

The data collected during the WP3 training and experimentation phases provides the evidentiary basis for the project's policy advocacy efforts.

- **Data for Policy Briefs:** The **Evaluation Reports** from the International Mobility (D3.1) and Local Trainings (D3.2) will directly feed into the development of the **Policy Brief (T5.4)**. The challenges and successes identified by teachers during WP3 will provide the qualitative data necessary to make evidence-based recommendations at the **National Policy Roundtables**.
- **Validation of the Model:** The successful completion of the "cascade" training model (from international to local to student level) verifies the **Inclusive Pedagogical Model's** effectiveness, allowing the consortium to advocate for its mainstreaming into national education policies.

9. Timeline of the activities by tasks

See the following table with the [Timeline of the activities by Tasks](#).

Annexes

Annex I: Participant Selection and Management

- **[Registration Form \(Template\)](#):** A standard form for participants to register for training, including fields for special needs (inclusion) and GDPR consent.



- **Pre-Assessment Form**: A questionnaire to be filled out *before* training to assess the participants' baseline knowledge of sustainability and their expectations (to be integrated into the registration process).
- **Participant Agreement (Template)**: A contract template between the sending organization and the teacher, outlining rights, obligations (attendance, conducting local training), and financial/insurance details.

Annex II: Implementation and Logistics Templates

- **Invitation Letter (Template)**: A standard invitation format to be sent to schools/teachers for Local Trainings and Workshops (Required for Deliverables D3.1 - D3.4).
- **Signed Presence List (Template)**: A mandatory attendance sheet template to be signed by participants for every session (Required for verification of KPIs).

Annex III: Evaluation and Quality Assurance Tools

- **Feedback Questionnaire (Post-Training)**: A standardized evaluation form for participants to rate the content, trainers, and logistics immediately after the event (Required for Deliverables D3.1 - D3.4).
- **Evaluation Report (Template)**: A reporting template for partners to summarize the quantitative data (from feedback forms) and qualitative observations after each training activity.

Annex IV: Certification and Recognition

- **Certificate of Attendance (Template)**: A standard design for the certificates to be issued to participants of Local Trainings and School Workshops, detailing learning outcomes and hours attended.
- **Europass Mobility Instructions**: Guidelines for the host partner (Open Europe) on how to issue Europass Mobility documents for the International Mobility participants.





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