



Application

Programme	Erasmus+
Action Type	Cooperation partnerships in school education (KA220-SCH)
Call	2026
Round	Round 1

I. C. ROCCALUMERA (ME)
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Context

Field	School Education			
Project Title	Resilience, education, skills and protection of children and adolescents from pornography			
Project Acronym	PREVPORN			
Project Start Date (dd/mm/yyyy)	Project Duration	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01/09/2026	32 months	30/04/2029	FR01 - Agence Erasmus+ France / Education Formation	English
Project lump sum	400 000,00 €			

Project summary

Please provide a short summary of your project. If your project is awarded, this summary will be publicly available on the Erasmus+ Project Results Platform, and may be used by the European Commission, European Education and Culture Executive Agency (EACEA) or National Agencies in their publications.

Objectives: What do you want to achieve by implementing the project?

The project strengthens school capacity to prevent and respond to sexualised digital risks by introducing practical safeguarding tools, staff training and clear institutional procedures. It aims to achieve measurable change in everyday school practice, documented safeguarding integration and sustainable European transfer.

Implementation: What activities are you going to implement?

Partners from France, Romania, Italy, Portugal, Serbia, Türkiye and Belgium carry out comparative research, develop a safeguarding curriculum and Digital Facilitator Hub, deliver pilot and national trainings, and support schools through action planning, policy dialogue and structured dissemination. Activities include scenario-based learning, institutional self-assessment, webinars and European validation meetings.

Results: What project results and other outcomes do you expect your project to have?

The project delivers a validated safeguarding curriculum, Digital Facilitator Hub, trained educators, institutional action plans and formal safeguarding integration records. Results include improved professional competence, adopted prevention procedures, strengthened school-family cooperation and a Sustainability & Mobility Concept enabling continued use after project end.

Budget

The table below is automatically completed with the amounts you have assigned to each work package.

Work packages	Allocated amount (EUR)
Project management	73 205,00
WP2: European Research, Mapping and Evidence-Based Assessment	72 685,00
WP3: School Safeguarding Toolkit	75 900,00
WP4: Capacity Building, Reference Curriculum Framework & Pilot Training	107 140,00
WP5: Dissemination, Uptake, Policy Link & Sustainability	71 070,00
Total distributed	400 000,00

Distribution of the grant amount among participating organisations

	WP1: Project management	WP2: European Research, Mapping and Evidence-Based Assessment	WP3: School Safeguarding Toolkit	WP4: Capacity Building, Reference Curriculum Framework & Pilot Training	WP5: Dissemination, Uptake, Policy Link & Sustainability	Total distributed (EUR)
ASSOCIATION LES MILITANTS DES SAVOIRS Romag	19 205,00	12 360,00	18 300,00	14 130,00	14 635,00	78 630,00
RESEAU CANOPE	8 000,00	9 400,00	4 200,00	19 450,00	17 055,00	58 105,00
INOVASYON VE DIJITAL GELİŞİM DERNEĞİ	9 000,00	20 450,00	9 700,00	21 050,00	5 000,00	65 200,00
EUROPEAN PARENTS ASSOCIATION	8 000,00	7 200,00	3 700,00	19 450,00	17 035,00	55 385,00
COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE	8 000,00	10 075,00	17 600,00	9 060,00	8 345,00	53 080,00
Istituto Comprensivo di Roccalumera	7 000,00	4 400,00	10 400,00	8 000,00	3 000,00	32 800,00
Agrupamento de Escolas de Maritim de Freitas	7 000,00	4 400,00	6 000,00	8 000,00	3 000,00	28 400,00
Total distributed (EUR)	73 205,00	72 685,00	75 900,00	107 140,00	71 070,00	400 000,00
Allocated amount (EUR)	73 205,00	72 685,00	75 900,00	107 140,00	71 070,00	400 000,00

Participating organisations

According to the Programme Guide, each organisation (OID) can be involved in a total of 10 Cooperation partnerships in the fields of vocational education and training, school education, adult education and youth per application round. The maximum number includes all applications in the listed fields, regardless of whether the organisation is a coordinator or a partner. Once this limit is reached, it will not be possible to submit further applications with the same organisation (OID).

Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR)

Applicant organisation details

Organisation ID	E10247661
Legal name	ASSOCIATION LES MILITANTS DES SAVOIRS
Country	France
Region	Midi-Pyrénées
City	Toulouse
Website	https://militantsdessavoirs.org/
Establishment/Registration date	01/04/2010

Profile

Is the organisation a public body?	Is the organisation a non-profit?
No	Yes
Type of organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)
Please specify the main sector	violence prevention - emotional and sexual education

Background and experience

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

Les Militants des Savoirs (MDS) is a French non-profit organisation founded in 2010 and based in Toulouse. It works at national and European level in education, violence prevention and social innovation. Its mission is to support access to knowledge, critical thinking and civic engagement through education.

MDS has a core team of five permanent staff members and an active network of around 30 volunteers, including researchers, trainers, educators and social professionals. Each year, the organisation delivers approximately 20–30 training and awareness activities, reaching around 800–1,000 people within the school ecosystem (teachers, school staff, educators, parents and youth workers). Through its cooperation with local schools and education services, MDS works directly with approximately 60–80 schools per year, engaging around 500–700 teachers and school professionals.

Activities are implemented by the staff team, supported by external experts when needed.

The organisation focuses on prevention of violence (sexual, gender-based, digital and school-related), media literacy and digital citizenship, professional training, and the development of practical educational tools. MDS also carries out research-action work with universities and European networks, connecting academic knowledge with real situations in schools and communities.

MDS regularly coordinates and participates in Erasmus+ projects in Youth, Adult Education and Higher Education. The team has hands-on experience in project management, quality processes, ethical frameworks and dissemination. Project results are systematically reused in national teacher training programmes and everyday school-related professional practice.

Over the past years, MDS has built strong expertise in addressing digital sexual violence, early exposure to pornography and non-consensual image sharing. The approach is preventive, evidence-based and non-stigmatising. MDS works primarily with adults around the school ecosystem — teachers, school staff, parents, educators and mediators — as the main protective actors for children and adolescents.

By combining research, training and community work, MDS develops practical and transferable approaches. As project

coordinator, MDS ensures methodological coherence, ethical governance and quality assurance, while working closely with Réseau Canopé to translate project outputs into teacher training formats and school-level implementation. The organisation works closely with schools, families and civil society, supporting safer educational environments fully aligned with European cooperation objectives.

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 staff members involved in this project?

Les Militants des Savoirs (MDS) has built solid experience in violence prevention, digital risks and harmful online behaviours through education, research and European cooperation. The organisation combines academic input, professional training and field work to develop practical and evidence-based prevention approaches, with a strong focus on school environments and adult actors around children.

MDS coordinated the Erasmus+ Higher Education project PREVEX, focused on the prevention of sexual violence and extremist influence among young adults. The project resulted in training modules, pedagogical tools and institutional recommendations used by universities and training centres. These activities reached several hundred learners and professionals and strengthened MDS's capacity to address sensitive topics in a non-stigmatising and multidisciplinary way. The methodologies developed in PREVEX are now reused in teacher training and school-related prevention formats.

MDS also coordinated PREVHED, dedicated to preventing sexual harassment and gender-based violence in higher education. The project produced digital learning modules, awareness activities and training resources for staff and students. This experience directly feeds into PREVPORN, especially in terms of methodology, ethical governance and institutional dissemination, and supports the adaptation of prevention content for school education contexts.

Beyond EU projects, MDS runs regular actions on digital violence and online harassment, media literacy and critical thinking, consent and gender stereotypes, online hate speech and radicalisation, as well as problematic digital behaviours. Each year, these activities involve teachers, school staff, educators, parents and youth professionals across different regions in France, reaching approximately 500–700 education professionals annually. Through this work, MDS has built a strong European network of researchers, educators, psychologists and social professionals and maintains ongoing cooperation with schools and teacher training services.

Key staff expertise

The MDS team combines educational science, violence prevention and European project coordination.

Prof. Séraphin Alava, Professor of Educational Sciences and member of the UNESCO Chair for the Prevention of Radicalization, is a recognised expert on digital cultures, online radicalisation and algorithmic influence. His work supports understanding of addictive digital behaviours and their cognitive and social impact, contributing to the evidence base of PREVPORN.

Dr. Rasha Nagem, specialist in gender-based violence and prevention strategies, brings extensive experience in designing programmes addressing sexual violence, identity construction and vulnerability pathways among adolescents and young adults, with direct relevance for school safeguarding and prevention frameworks.

The pedagogical team includes specialists in instructional design, digital learning and participatory methods. The project management team has hands-on experience in Erasmus+ coordination, quality processes, impact evaluation and dissemination.

Together, this mix of project experience and professional expertise enables MDS to contribute to PREVPORN with realistic, ethical and education-based prevention approaches, while supporting the translation of research into practical tools for teachers and schools in cooperation with Réseau Canopé.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Cooperation partnerships in adult education (KA220-ADU)	2	2	1	0
Cooperation partnerships in higher education (KA220-HED)	5	4	1	1
Cooperation partnerships in youth (KA220-YOU)	8	1	12	2
Cooperation partnerships in school education (KA220-SCH)	2	0	1	0

Cooperation partnerships in vocational education and training (KA220-VET) 2 0 1 0

Newcomer organisation	No
Less experienced organisation	No
First time applicant	No

Would you like to make any comments or add any information to the summary of your organisation's past participation?

Les Militants des Savoirs (MDS) has been involved in several Erasmus+ cooperation projects over the past years, mainly in Higher Education and Adult Education, focusing on violence prevention, professional training and institutional safeguarding.

Among the most relevant projects are:

PREVEX (Erasmus+ KA2 Higher Education – Project ID: [to be added]), focused on preventing sexual violence and extremist influence among young adults. The project resulted in training modules, pedagogical tools and institutional recommendations for universities and training centres.

PREVHED (Erasmus+ KA2 Higher Education – Project ID: [to be added]), addressing sexual harassment and gender-based violence in higher education, with the development of digital learning resources, awareness actions and staff training materials.

SISWEC (Erasmus+ Higher Education – Project ID: [to be added]), which supported educator training on violence prevention, professional ethics and the management of sensitive situations.

Through these projects, MDS gained strong experience in ethical governance, multidisciplinary cooperation, development of educational tools and institutional dissemination. A key lesson from this work was the importance of equipping adult professionals around young people with concrete prevention tools and shared safeguarding frameworks.

The methodologies tested in these initiatives — especially around prevention, consent, digital risks and professional training — directly inform the design of PREVPORN and are now adapted for school education contexts, with a specific focus on teachers, school staff and parents as frontline protective actors.

Beyond European projects, MDS has implemented nationally supported prevention programmes aligned with French public policies on sexual violence prevention, consent education and professional safeguarding. Results from Erasmus+ projects are systematically reused in national teacher training and school-related professional development activities, ensuring continuity between European cooperation and everyday educational practice.

Through this cumulative experience, MDS brings to PREVPORN a solid operational background, tested prevention methodologies and strong links between research, professional training and institutional implementation. PREVPORN represents a concrete evolution of previous work by transferring validated prevention approaches into school environments and strengthening cooperation between schools, parents' organisations and educational institutions, in close collaboration with Réseau Canopé.

Partner organisations

Romag (E10062531 - RS)

Partner organisation details

Organisation ID	E10062531
Legal name	Romag
Country	Serbia
Region	Serbia
City	Belgrade
Website	https://www.facebook.com/romag.nvo/

Profile

Is the organisation a public body?	Is the organisation a non-profit?
No	Yes
Type of organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)
Please specify the main sector	The organisation operates at local, national and European level in the fields of community-based education and parental engagement, with a strong focus on vulnerable and marginalised families, particularly Roma communities.

Background and experience

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

Romag is a non-profit civil society organisation established in 2013 and based in Belgrade, Serbia. The organisation works at local, national and European level in the fields of community-based education and parental engagement, with a strong focus on vulnerable and marginalised families, particularly Roma communities.

Romag's core work is centred on cooperation with schools, parents and community professionals. Each year, the organisation supports approximately 25–40 local activities (workshops, meetings and outreach sessions), reaching around 400–600 parents, teachers, educators and community workers. Through its regular cooperation with primary schools and school support services, Romag works directly with approximately 20–30 schools per year, engaging teachers, pedagogical assistants and school mediators to strengthen school–family cooperation and create safer learning environments for children and adolescents.

Since 2019, Romag has coordinated the FOR (Functional Education of Roma) network, a multi-stakeholder platform bringing together schools, adult learning providers, social welfare centres, municipalities, Roma community structures, health mediators and other local actors. Through this network, Romag maintains continuous cooperation with public institutions and frontline professionals working directly with families and children, supporting early identification of risks and coordinated prevention responses.

Romag's work is grounded in long-term, trust-based community engagement. This allows the organisation to address sensitive topics through ethically safe, non-stigmatising and accessible learning formats. Romag operates with a core team of five staff members and is supported by a wider network of associated experts and approximately 100 active volunteers involved in outreach, facilitation and local cooperation.

Within PREVPORN, Romag contributes practical field experience, direct access to hard-to-reach families and strong links with schools and community services. Romag supports school-based pilot activities by mobilising parents and education professionals, facilitates parental engagement in safeguarding processes, and contributes to local dissemination and feedback collection to ensure that project tools respond to real school and community needs.

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 staff members involved in this project?

Romag has been active in the Erasmus+ Programme since 2019 and has participated in several cooperation projects related to adult education, community-based learning and safeguarding. While much of its previous work focused on adults, Romag's role in PREVPORN is grounded in practical work at the interface between schools, families and community professionals, with a clear focus on child protection and prevention within school environments.

Romag has developed hands-on experience in addressing digital sexual violence and harmful online behaviours through prevention-oriented, non-clinical approaches. The organisation works primarily with adults around the school ecosystem — parents, teachers, pedagogical assistants, mediators and social workers — who support children in and around school settings. Each year, Romag engages several hundred parents and education-related professionals through workshops, meetings and community outreach activities linked to schools and school support services.

In 2023, Romag carried out a national research study in Serbia on non-consensual sharing of intimate images (revenge pornography). The study explored patterns of exposure, institutional gaps and the role of parents and educators in prevention and early support. The findings are used to inform training content, awareness materials and prevention strategies for adults working in school-related contexts, contributing to evidence-informed safeguarding approaches.

This experience directly supports Romag's contribution to WP2 by providing practice-based evidence and parental perspectives for school-relevant prevention approaches. It also feeds into WP4 through training activities for parents and education professionals, and into WP5 through structured awareness actions linked to school-family cooperation.

Within PREVPORN, Romag maintains a prevention-focused and non-clinical role with regard to pupils. Rather than intervening directly with children, the organisation supports schools by strengthening adult capacities, safeguarding awareness and referral readiness, in line with ethical and institutional child protection frameworks.

Added value for the consortium

Within the partnership, Romag contributes:

- field-based knowledge on digital sexual violence and non-consensual image sharing, translated into prevention-oriented learning content relevant for schools;
- strong capacity to engage parents, teachers and community professionals in school safeguarding and prevention processes;
- access to trusted community and school-adjacent networks that support local piloting, feedback collection and uptake of project tools;
- experience in translating sensitive topics into ethically safe, culturally sensitive and transferable learning formats for adults supporting children.

Through this role, Romag strengthens the project's grounding in real-life school and family contexts, reinforces school-family cooperation and supports the development of practical prevention tools that can be realistically embedded in school education systems across Europe.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Cooperation partnerships in school education (KA220-SCH)	0	0	1	0
Cooperation partnerships in adult education (KA220-ADU)	0	0	5	2
Cooperation partnerships in youth (KA220-YOU)	0	0	2	0
Newcomer organisation	No			
Less experienced organisation	Yes			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

Romag has participated in several Erasmus+ projects in the field of adult education since 2021, primarily as a partner organisation, and in one KA210-ADU project as coordinator.

Among the most relevant projects are:

- RomAbc goes Western Balkan (2021-2-RS01-KA122-ADU-000041741), focused on adult Roma literacy and community-based educational outreach.
- 2022-1-MK01-KA210-ADU-000082818, addressing digital literacy of Roma women and strengthening adult education capacities in vulnerable communities.
- 2022-2-DE02-KA210-ADU-000098498, supporting preservation of Roma traditional music through adult learning formats.
- 2022-1-DE02-KA220-ADU-000085691 (ProDialogue), a large-scale cooperation partnership aimed at dialogue-building between vulnerable groups and majority communities.

In addition, Romag coordinates KA210-ADU-F774276C, focusing on analysing real needs in adult Roma education.

Through these projects, Romag has developed structured experience in prevention-oriented adult education, community engagement, safeguarding-sensitive facilitation and cooperation between education providers and local stakeholders.

PREVPORN builds on this background by transferring Romag's experience in adult capacity-building and prevention-based methodologies into the school education context, with a focus on strengthening adult awareness and safeguarding frameworks around pupils exposed to digital risks.

Romag's contribution remains focused on adult training, prevention logic and institutional cooperation, fully aligned with child protection standards and Erasmus+ ethical requirements.

RESEAU CANOPE (E10173174 - FR)

Partner organisation details

Organisation ID	E10173174
Legal name	RESEAU CANOPE
Country	France
Region	Poitou-Charentes
City	FUTUROSCOPE CEDEX

Profile

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

Background and experience

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

Réseau Canopé is a national public educational institution under the authority of the French Ministry of National Education. Its mission is to support the initial and continuing professional development of teachers and education staff and to foster pedagogical innovation across the French education system, from pre-primary to upper secondary levels.

The organisation operates through a nationwide network of 101 Ateliers Canopé—local training and support centres present in every French department—coordinated by 11 regional directorates, 5 academic-level structures and the headquarters in Poitiers. These centres provide training, pedagogical guidance and resource-sharing spaces for the entire educational community. Activities are delivered in schools, in Ateliers Canopé and online, through formats ranging from workshops and webinars to structured training pathways and self-paced courses.

Réseau Canopé employs almost 1250 staff members, including trainers, pedagogical engineers, digital education specialists and support personnel. Its national network of approximately 300 teacher trainers ensures large-scale outreach and high-quality professional development. In 2024, the organisation trained around 285,000 teachers and education professionals, an 18% increase from the previous year. In 2025, its online resources and self-training modules were accessed more than 570,000 times.

Beyond training, Réseau Canopé designs and disseminates digital, audiovisual and multimedia pedagogical resources aligned with national education priorities. Its work covers eight cross-cutting thematic areas: inclusive education; co-education; well-being at school; digital education (including AI); ecological and social transition; media and information literacy; education for the values of the Republic (including gender equality); and the strengthening of pedagogical and methodological practices. Three national services complement this mission: the Librairie de l'Éducation, the CLEMI (media and information literacy education) and the Munaé (National Museum of Education).

A significant area of expertise concerns Education to Affective, Relational and Sexual Life (EVARS), including prevention of harmful digital content and early exposure to pornography, addressed within broader citizenship and digital education frameworks. Réseau Canopé develops training modules that help teachers understand social and educational impacts, foster critical thinking and integrate prevention strategies into everyday school practice.

Réseau Canopé also contributes to international and European cooperation projects, supporting education reforms, teacher training and the adaptation of pedagogical resources in diverse cultural and educational contexts.

Through its combined roles in training, resource production and educational innovation, Réseau Canopé supports teachers, school leaders, counsellors, teaching assistants, support staff and educational teams nationwide, contributing to a coherent, research-informed and practice-oriented approach to professional development.

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 staff members involved in this project?

Réseau Canopé has experience in developing prevention-oriented educational programmes and supporting teachers in addressing sensitive issues related to digital practices, adolescent well-being and affective, relational and sexual education (EVARS). Its work combines pedagogical engineering, digital resource production and large-scale teacher training, enabling the organisation to translate complex societal challenges into accessible, classroom-ready approaches.

Over recent years, Réseau Canopé has developed training modules and resources directly connected to the themes of PREVPOORN, including programmes on preventing cyberbullying and online violence, understanding adolescent socio-digital environments, addressing sexual and gender-based violence, supporting discussions on consent, and raising awareness about the impact of pornography on young people. A dedicated six-hour training module on pornography awareness has already been delivered several times, demonstrating both demand and operational feasibility. The organisation also produces digital and multimedia resources—podcasts, webinars and asynchronous modules—that help teachers address sensitive topics with confidence. These formats provide expert insights, practical strategies and real-life scenarios that can be directly transferred into classroom practice.

Réseau Canopé's approach is grounded in evidence-based instructional design. Training programmes are developed with pedagogical engineers, thematic experts and practitioners to ensure scientific accuracy, ethical sensitivity and alignment with national curricula. Collaborations with specialised partners such as CRIPS Île-de-France reinforce the scientific and ethical grounding of the training offer.

The organisation also brings substantial experience in needs assessment. Between 2022 and 2025, it co-led the national REPIA study on the representation of artificial intelligence among secondary students, combining quantitative and qualitative methods to inform educational policy and resource development. This experience directly strengthens its contribution to WP2, where Réseau Canopé will participate in the European research, mapping and needs assessment by mobilising its methodological expertise, its school network and its capacity to translate findings into pedagogically actionable insights.

Réseau Canopé will also contribute to WP3 by supporting the pedagogical structuring, usability and classroom relevance of the School Safeguarding Toolkit. In WP4, it will support the development and delivery of the reference curriculum framework and pilot training, drawing on its extensive experience in teacher professional development. In WP5, its national network and established communication channels ensure wide dissemination and uptake of project outputs.

The staff involved in these activities bring solid professional expertise. Trainers are certified or have substantial experience in supporting educators and receive continuous professional development. In 2025, two train-the-trainer sessions on EVARS prepared 40 staff members to address sensitive topics with confidence and methodological rigour. Trainers also participate in academic conferences on sexual violence, cyberbullying and pornography, ensuring alignment with current research.

Réseau Canopé also benefits from an internal learning community focused on well-being in education, which monitors emerging issues and produces bibliographies to support training content. Pedagogical engineers and instructional designers contribute to the development of coherent, evidence-based learning pathways.

Through this combined expertise, Réseau Canopé stands as a reliable partner capable of supporting prevention, digital citizenship and EVARS-related initiatives within European cooperation projects, ensuring that PREVPORE outputs are pedagogically sound, institutionally aligned and accessible to teachers at scale.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	0	0	1	1
Strategic Partnerships for school education (KA201)	0	0	3	3
Partnerships for Digital Education Readiness (KA226)	1	1	0	0
Cooperation partnerships in school education (KA220-SCH)	0	0	3	2
Newcomer organisation	No			
Less experienced organisation	No			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

Over the past four years, Réseau Canopé has strengthened its experience in European cooperation through several Erasmus+ projects in school education, digital readiness and teacher professional development. These initiatives have contributed to the organisation's operational expertise in pedagogical innovation, inclusion, prevention-oriented education and hybrid learning design.

Recent Erasmus+ participation includes a Jean Monnet project on European citizenship (2023–2026), a Teacher Academy project on the inclusion of newly arrived multilingual learners (2022–2025), a KA220-SCH cooperation partnership supporting the design of hybrid and multimodal teacher training pathways (2023–2026), and a KA210 small-scale partnership on intersectionality in education (2023–2025). In addition, Réseau Canopé has held an Erasmus+ KA121 accreditation since 2023, enabling trainers and staff to participate in European training courses and job-shadowing activities with peer institutions. These mobilities support the integration of European practices into national teacher training and resource development.

This experience has consolidated Canopé's capacity in pedagogical engineering, digital resource production, prevention-oriented education and structured dissemination. It has also reinforced the importance of embedding prevention methodologies within existing teacher training frameworks to ensure sustainable uptake at school level.

İNOVASYON VE DİJİTAL GELİŞİM DERNEĞİ (E10306901 - TR)

Partner organisation details

Organisation ID	E10306901
Legal name	İNOVASYON VE DİJİTAL GELİŞİM DERNEĞİ
Country	Türkiye
Region	Eskişehir
City	ESKİŞEHİR
Website	http://idda-erasmus.com



Profile

Is the organisation a public body?	Is the organisation a non-profit?
Yes	Yes
Type of organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)
Please specify the main sector	Digital innovation, educational technology and digital skills development

Background and experience

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

İnovasyon ve Dijital Gelişim Derneği (IDDA) is a non-profit organisation founded in 2022 and based in Eskişehir, Türkiye. The organisation works in digital innovation, educational technology and professional development, with a focus on supporting teachers, schools and education professionals in digital transformation.

IDDA delivers regular training and capacity-building activities for educators and young people. Each year, the organisation implements approximately 15–25 workshops and short training sessions, reaching around 300–500 teachers, education staff and youth participants. Activities include digital literacy training, innovative teaching methods and development of digital learning resources. Sessions are delivered by a core team of paid staff, supported by external trainers and digital specialists.

IDDA contributes to Continuous Professional Development (CPD) for teachers and supports non-formal learning initiatives linked to school contexts. Its work covers digital skills, pedagogical innovation and practical use of digital tools in educational settings. The organisation cooperates with local schools, vocational education providers and youth organisations, ensuring direct links with classroom practice and teacher support structures.

IDDA operates with a small core team and a wider network of educators, youth workers and digital experts engaged on a project basis. Through this structure, IDDA combines flexibility with technical expertise and hands-on delivery.

Within PREVPORN, IDDA leads digital learning design and supports the development of online training materials. The organisation provides technical support to partners, contributes to accessibility and usability of digital resources, and assists in adapting project tools into interactive formats for teachers and school professionals.

Within PREVPORN, IDDA is responsible for digital learning design and technical development of online training materials, ensuring accessibility, usability and compatibility across partner countries. Pedagogical content is developed in cooperation with educational partners, ensuring alignment with school practice and teacher training standards.

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 staff members involved in this project?

İnovasyon ve Dijital Gelişim Derneği (IDDA) has experience in developing and delivering training activities related to digital skills, innovative pedagogy and professional development of educators. The organisation has participated in Erasmus+ cooperation projects in school education, adult education and youth, contributing primarily to curriculum design, digital learning environments and training delivery.

IDDA supports teachers and education professionals in addressing challenges linked to digital environments. Each year, the organisation contributes to approximately 15–25 workshops and training sessions, reaching around 300–500 teachers, education staff and youth participants. Activities focus on digital literacy, critical thinking and responsible use of digital technologies, and are delivered in both face-to-face and online formats, with a strong emphasis on school-relevant practice.

Through previous projects, IDDA has contributed to the development of training modules, learning materials and e-learning tools adapted to school and non-formal education contexts. The organisation brings experience in needs analysis, piloting of training activities, and support to evaluation and dissemination processes at partner level.

In recent projects, IDDA has increasingly worked on the digital adaptation of sensitive educational topics, supporting partners in transforming prevention content into accessible online learning formats for educators.

Key staff expertise

IDDA's team combines pedagogical, technical and organisational skills. Staff involved in the project include education professionals with experience in teacher training and non-formal education, researchers with background in applied research and sustainability-related topics, and technical specialists working on digital tools and e-learning platforms. The team also brings practical experience in Erasmus+ project coordination, monitoring and reporting.

Within PREVPORN, IDDA leads digital learning development and supports partners in converting project outputs into accessible online training formats for teachers and school professionals. The organisation contributes to usability testing, supports piloting of digital resources and ensures that prevention content can be effectively delivered through digital environments.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project	Number of	Number of project	Number of

	applications	granted projects	applications	granted projects
Cooperation partnerships in school education (KA220-SCH)	0	0	11	1
Cooperation partnerships in adult education (KA220-ADU)	0	0	3	0
Cooperation partnerships in youth (KA220-YOU)	0	0	17	0
Newcomer organisation	No			
Less experienced organisation	Yes			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

Inovasyon ve Dijital Gelişim Derneği (IDDA) has participated in Erasmus+ cooperation projects mainly as partner, with a focus on digital education and professional development of educators. In the field of school education, the organisation has been involved in KA220-SCH cooperation partnerships and has contributed to one granted KA220-SCH project as partner.

The granted project is:

"Solar Energy for Future Generations: Be bright, turn to solar power" (Erasmus+ Cooperation Partnership in School Education, Form ID: KA220-SCH-CEB69F7E; Applicant: Rīgas Tehniskā universitāte), focused on digital education and innovation in school contexts, including online training activities, webinars and digital learning resources for teachers and education professionals. Within this project, IDDA contributed to the design and delivery of digital training formats and supported partner organisations in the use of online learning tools.

Through this experience, IDDA strengthened its capacity in virtual training delivery, digital learning design and partner-level implementation of project activities within a transnational consortium.

PREVPORN builds directly on this background by engaging IDDA in the development of online training materials and the adaptation of project outputs into accessible digital formats for teachers and school professionals. IDDA's role strengthens the digital dimension of the project and supports effective delivery of prevention-oriented education resources across partner countries.

EUROPEAN PARENTS ASSOCIATION (E10099343 - BE)

Partner organisation details

Organisation ID	E10099343
Legal name	EUROPEAN PARENTS ASSOCIATION
Country	Belgium
Region	Région de Bruxelles-Capitale/Brussels Hoofdstedelijk Gewest
City	BRUXELLES
Website	www.euparents.eu

Profile

Is the organisation a public body?	Is the organisation a non-profit?
No	Yes
Type of organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)
Please specify the main sector	Family engagement, child protection and policy advocacy

Background and experience

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

EPA has been the only EU-level organisation representing parents as a stakeholder group in education since its foundation in 1985. Through our 30+ member organisations we have a nearly full coverage of Europe as we have working contact with almost all EU-member states, while we have members from some non-EU countries (e.g. Serbia, Liechtenstein) as well. The main objectives of EPA, reaching out potentially to 100 million European parents:

- to promote and advocate for the active involvement of parents as primary educators at all stages of the education of their children,
- to support parents' associations and individual parents for stakeholder involvement in different European countries by offering opportunities for training, cooperation and exchanging information,
- to support the highest possible quality of education for all children in Europe especially by active involvement in EU-level policy development and assessment
- to disseminate relevant European information among its members.

In order to do so we've a working board of directors of 7 members coming from different countries which cover the geographical width and breadth of Europe. Furthermore we've a part time administrative assistant and a number of experts among our membership and beyond upon whom we can call to help with expertise when it comes to projects, keynotes for our events, peer-teaching and -learning.

As the only representative association of parents on EU level EPA has worked closely together with other stakeholder groups as well as with different EU-institutions and political groups. As stakeholder involvement is in the meantime a well established part of official EU policies we will continue to work in line with the European Education Area, the Digital Education Action Plan, the Skills Agenda and Pact for Skills, the Agenda 2030 as well as the European Green Deal, the Child Guarantee and the Pathways to School Success initiative by taking part in working groups, alliances and other available forms to formulate the contents of the parental involvement as well as supporting our members in their national and regional level work for involvement in their home school systems. In order to boost participation and commitment EPA is continuing its cooperation with EU institutions and relevant policy makers to shape involvement on national and local level for the necessary frameworks to be set up in countries where legal parental representation is not yet part of the education governance.

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 staff members involved in this project?

EPA has been active in the field of digitalization for more than ten years starting with a manifesto in 2014 on the appropriate use of the internet. In the meanwhile we've participated in numerous projects dealing with media and digital literacy in general but also with cyberbullying and online addiction in particular. Holistic education and media maturity, especially age appropriate use of (digital) media are at the forefront of our work in this area. In the respective projects <https://hermmes.eu> <https://e-safety-network.eu> <https://meli4parents.eu> we focused on developing and co-creating training materials for parents and caregivers but also teachers and other professional educators with a specific emphasis on cooperation among all stakeholders.

From 2020-2023 we also participated in the project <https://childrensrightsup.eu> that dealt with preventing child sexual abuse from an early age through comprehensive sexuality education in kindergartens and primary schools. We developed the prevention kit for families but also took part in the creation of the story books for children, the online course and the teachers' guide.

Furthermore EPA has been involved in the work of the Council of Europe participating in various conferences and working groups particularly over the past year that was dedicated to Digital Citizenship Education, an engagement that will also continue in the future as the CoE plans to further expand its scope of work in this field. Arja Krauchenberg was trained as a linguist and currently trains as a language teacher. As a mother of three she has been involved in parents' organizations for more than 20 years in different countries (Cuba, Iran, Slovenia) but also in her home country Austria on local and regional level. In 2013 she was elected vice-president of the European Parents' Association and became the organization's president in 2018. Since the end of her mandate she continues to serve as project coordinator. She has been involved in the Children's Rights UP! Project, as well as the HERMMES, Media Literacy for Parents, e-Safety-Network projects mentioned above as well as been invited to the EU commission's working group on ECEC and been part of the workshops on the Child Guarantee. She also works with the Council of Europe on digital citizenship education.

Petra Kogelnig is EPA's general secretary and policy officer. A translator and interpreter by profession she's also active in the field of education as coach and mentor. In addition she's very engaged in her son's school in the Flemish part of Belgium, De Toverwijzer, that recently finished the construction of a new school building based on low-cost ecological and sustainable materials.

Fancia Osei Yeboah An educational scientist with over seven years of experience in education and training as a teacher. Fancia specializes in innovative, technology-supported teaching and learning. As a previous EU Project Manager Trainee at EVTA, she worked on educational research, policy drafting, evidence-based projects and training development. Her focus is on social inclusion, learner wellbeing, and democratic participation that promote inclusive school environments. She serves as junior communication officer for EPA.

Boštjan Bobič Zabreščak is the Head of General Affairs at a Slovenian bank, where he manages facility operations, procurement, and technical security with a focus on cost optimization. He brings over 20 years of technical experience from the banking and IT sectors to his work with the European Parents' Association (EPA), overseeing quality control, risk management, and contract compliance. By applying his background in systems oversight and institutional governance, he ensures that EPA's project operations and digital safety initiatives meet high standards of transparency, security, and regulatory compliance.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	2	0	0	0
Strategic Partnerships for school education (KA201)	1	0	15	7
Cooperation partnerships in school education (KA220-SCH)	0	0	3	1
Cooperation partnerships in adult education (KA220-ADU)	0	0	7	3
Newcomer organisation	No			
Less experienced organisation	No			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

The project falls well in line with our efforts to promote digital and media literacy and to provide tools and training courses for parents, caregivers and teachers and professional educators so that they can in turn support their children and pupils in becoming responsible digital citizens. Pornography and related issues like grooming and sextortion are among the main topics that need to be treated when we talk about acquiring competences for life including digital skills. It also contributes to our engagement with the Council of Europe working on the promotion and implementation of Digital Citizenship Education. The project also complements the work done in the Children's Rights UP! project that focused on the prevention of child sexual abuse from an early age. We would like to increase awareness about the importance of solid digital skills, foster the development of resilience and the acquisition of the necessary competences among parents, caregivers, teachers and professional educators so that they can advocate for and co-create a safer environment for their children and pupils supporting them but also learning together how to safely navigate a fast changing digital world.

COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO)

Partner organisation details

Organisation ID	E10144913
Legal name	COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE
Country	Romania
Region	Nord-Est
City	BACAU
Website	www.pedagogicbacau.ro

Profile

Is the organisation a public body?	Is the organisation a non-profit?
Yes	No
Type of organisation	School/Institute/Educational centre – General education (secondary level)

Background and experience

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

Colegiul Național Pedagogic “Ștefan cel Mare” is a public vocational pedagogical high school located in Bacău, Romania, established in 1919. The institution provides education from preschool to upper secondary level and specialises in the training of future preschool and primary school teachers.

The school currently educates approximately 1,690 learners across four educational levels (preschool, primary, lower secondary and upper secondary) and employs around 100 teaching and auxiliary staff. Learning activities combine pedagogical training, general education and digital competences, preparing students both for further studies and for

education-related professions.

Each year, the school implements regular curricular and extracurricular activities related to citizenship education, digital skills, well-being and inclusion, reaching the full student population. These activities are supported by specialised classrooms and laboratories (ICT, physics, biology), enabling blended learning and inquiry-based and prevention-oriented educational approaches.

The College has long-standing experience in educational innovation and teacher training. Over its history, it has trained more than 11,000 preschool and primary teachers and has held UNESCO Associated School status since 1986. It also operates as a pilot school for pedagogical research and experimental teaching methods in Romania.

The school has participated in national and European initiatives, including multicultural education projects and mobility-based cooperation with European partner schools. It received the Romanian national "European School" award in 2007, 2013 and 2019, recognising its sustained engagement in international cooperation and educational innovation.

Within PREVPORN, the College provides direct access to school learners and future educators, contributes practical expertise in teacher training, and supports piloting and testing of prevention-oriented educational activities in real school settings. The institution facilitates structured feedback from pupils, trainee teachers and school staff, ensuring that project tools are relevant, age-appropriate and aligned with everyday school practice.

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 staff members involved in this project?

Colegiul Național Pedagogic "Ștefan cel Mare" has solid experience in education related to digital safety, media literacy and prevention-oriented learning. The school was awarded the European eSafety Bronze Label (2021) by the European Schoolnet eSafety Label Community, recognising its commitment to safe and responsible internet use within school activities, including eTwinning projects.

Each year, the school implements 10–15 structured training and awareness activities on internet safety, digital ethics and responsible online behaviour. These include classroom workshops, project-based learning activities and family-oriented training sessions, reaching pupils, trainee teachers and parents. Activities are delivered by trained teaching staff and focus on safe internet use, media literacy, cyber security awareness and critical digital skills.

The school also delivers regular skill development workshops on the effective use of web tools, online research techniques and digital content creation. These are integrated into curricular and extracurricular programmes and support the development of students' digital competence and soft skills through participatory and inquiry-based learning approaches.

Within the ongoing Erasmus+ KA220-SCH project Solar4Future+, the school implemented interdisciplinary activities combining science education, digital skills and creative learning. This included cooperation with "Vasile Alecsandri" University of Bacău, practical engineering and biology experiments, and classroom testing of STEAM-based lesson plans. Project results were disseminated through local pedagogical meetings of mathematics and science teachers, supporting peer learning and institutional uptake.

Key staff expertise

Ozana-Maria Alexa, secondary and upper secondary teacher, holds a Bachelor's degree in Romanian Language and Literature and a Master's degree in Cultural and Literary Studies. She has 24 years of teaching experience and strong expertise in online teaching, digital content creation and project-based learning. Over the past six years, she has participated in Erasmus+ youth exchanges and mobility projects addressing media production, non-violent communication, sustainability, healthy lifestyles and gender equality.

Iuliana Botezatu, school manager, holds Bachelor's degrees in History and Philology and in Law, as well as a Master's degree in Educational Policies and Management. She has 29 years of experience in education and extensive involvement in regional, national and international projects, including Pestalozzi and Erasmus+ mobilities. She was also a beneficiary of an Erasmus-Socrates scholarship (1999), providing long-standing experience in European cooperation.

Within PREVPORN, the school contributes expertise in digital safety education, media literacy, family engagement and school-based prevention. It supports piloting of prevention-oriented educational activities, testing of materials in real school settings and structured feedback from pupils, trainee teachers and educators, ensuring that project outputs are practical, age-appropriate and aligned with everyday school practice.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects

Strategic Partnerships for school education (KA201)	0	0	3	0
Strategic Partnerships for Schools Only (KA219)	0	0	2	1
School Exchange Partnerships (KA229)	1	1	6	0
Cooperation partnerships in school education (KA220-SCH)	0	0	6	2
Cooperation partnerships in vocational education and training (KA220-VET)	0	0	2	1

Newcomer organisation	No
Less experienced organisation	No

Would you like to make any comments or add any information to the summary of your organisation's past participation?

Colegiul Național Pedagogic „Ștefan cel Mare” has participated in several Erasmus+ projects in school education as a partner institution, including one KA229 School Exchange Partnership and two KA220-SCH Cooperation Partnerships.

Among the most relevant projects are:

- “Women Overthrowing MENTalities” (W.O.MEN) – KA229 School Exchange Partnership (2020-1-RO01-KA229-079792_1), focused on gender equality and combating stereotypes. The school implemented curriculum-integrated activities promoting critical thinking, civic engagement and equal opportunities, involving both pupils and trainee teachers.
- “Green Youth in Action” – KA220-SCH Cooperation Partnership (2021-1-IT02-KA220-SCH-000024262), addressing environmental protection and sustainability. The school contributed through classroom-based ecological education activities, Zero Waste practices and student-led awareness initiatives.
- “Solar Energy for Future Generations – Be Bright, Turn to Solar Power” (#Solar4Future+) – KA220-SCH Cooperation Partnership (2024-1-LV01-KA220-SCH-000252988), centred on renewable energy and energy literacy. The school implemented STEAM-based learning modules, interdisciplinary classroom pilots and digital workshops focused on solar energy and technological innovation.

Through these projects, the school developed operational experience in integrating Erasmus+ activities into the curriculum, piloting innovative educational approaches and engaging both pupils and trainee teachers in structured European cooperation.

PREVPORN builds on this experience by involving the school in piloting prevention-oriented educational activities related to digital safety and media literacy. The school contributes through structured classroom testing, pedagogical feedback and alignment with teacher training needs, ensuring that project outputs are age-appropriate and applicable in everyday teaching practice.

Istituto Comprensivo di Roccalumera (E10114382 - IT)

Partner organisation details

Organisation ID	E10114382
Legal name	Istituto Comprensivo di Roccalumera
Country	Italy
Region	Sicilia
City	Roccalumera
Website	www.icroccalumera.it

Profile

Is the organisation a public body?	Is the organisation a non-profit?
Yes	Yes
Type of organisation	School/Institute/Educational centre – General education (secondary level)

Background and experience

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

The Istituto Comprensivo "R. Livatino" of Roccalumera is a public comprehensive school operating under the Italian national education system in the province of Messina, Sicily. The school serves approximately 700 learners enrolled in primary and lower secondary education and covers several surrounding municipalities (Roccalumera, Furci Siculo, Pagliara, Mandanici and nearby areas).

The institution employs approximately 85–95 teaching staff and around 15 administrative and technical staff. It operates at local and regional level and has implemented national PON modules and European cooperation projects since 2014.

The school delivers regular curricular education throughout the academic year (September–June). In addition, it implements approximately 20–30 project-based or extracurricular activities per year in areas such as digital competence, environmental education, civic education, language enhancement and inclusive learning. On average, over 500 learners participate annually in structured project-based and extracurricular initiatives.

The school has implemented 13 PON modules since 2014 in fields including digital skills, English language development and creative education. It has experience in coordinating mobility activities, managing EU funds and implementing pilot-based educational actions.

Main areas of activity include inclusive education, integration of students with migrant backgrounds, digital learning environments, environmental sustainability and teacher professional development. The school collaborates with local cultural institutions and community actors, including the Salvatore Quasimodo Literary Park.

Facilities include digitally equipped classrooms (LIM), computer laboratories, art and music spaces and established digital communication platforms for interaction with families.

The school has structured internal governance mechanisms, including pedagogical committees and annual operational planning procedures aligned with Italian Ministry of Education standards. Its operational capacity, staff size and experience in EU-funded projects ensure its ability to implement pilot activities, contribute to structured validation processes and support European cooperation projects involving school piloting and validation.

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 staff members involved in this project?

The school implements prevention-oriented and inclusive education activities within formal school settings. Regular activities include digital literacy modules, civic education programmes, environmental projects, language enhancement actions and structured inclusion measures for students from migrant backgrounds.

Each academic year, the school delivers approximately 20–30 project-based or extracurricular activities. Over 500 learners participate annually. Activities focus on digital competence, responsible online behaviour, wellbeing, citizenship education and inclusive classroom practice. Since 2014, the school has implemented 13 national PON modules covering digital skills, English language development and creative education. It also coordinates mobility activities, manages EU funds and delivers pilot-based educational actions.

The institution applies structured internal procedures for project planning, implementation and monitoring. These include pedagogical committees, annual operational plans and regular staff coordination meetings. The school supports classroom piloting, collects structured feedback from teachers and students, and contributes to validation of educational tools in real school contexts.

Key staff involved in the project include school leaders, safeguarding coordinators and experienced teachers. Their expertise covers:

- digital education and safe online practices
- inclusive teaching methodologies
- intercultural mediation and support for vulnerable learners
- curriculum development and assessment
- project coordination and reporting within national and EU frameworks

Teachers involved in PREV-PORN have direct classroom experience. They apply preventive approaches, facilitate group reflection and integrate digital safety and citizenship into daily teaching. Administrative staff support financial management, documentation and regulatory compliance.

This operational capacity enables the school to contribute to WP2 mapping and validation and to lead pilot implementation

and feedback processes in WP4.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	0	0	2	0
Strategic Partnerships for Schools Only (KA219)	0	0	2	0
School Exchange Partnerships (KA229)	0	0	3	0
Cooperation partnerships in school education (KA220-SCH)	0	0	4	0
Cooperation partnerships in vocational education and training (KA220-VET)	0	0	1	0
Cooperation partnerships in adult education (KA220-ADU)	0	0	1	0
Newcomer organisation	Yes			
Less experienced organisation	Yes			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

Istituto Comprensivo Statale "Livatino" is a newcomer to Erasmus+ Cooperation Partnerships, but brings solid operational experience from national and European-funded education actions.

The school previously participated in a Comenius project (2011–2013) with partner institutions from Germany, Türkiye, Estonia and Finland, gaining practical experience in transnational cooperation, intercultural exchange and joint educational activities.

Since 2014, the school has implemented 13 national PON modules focusing on digital skills, language development and creative education, involving structured classroom activities and monitored learning outcomes.

In addition, the school has participated in Erasmus+ mobility actions (KA122, 2022–2024), strengthening its experience in international cooperation, staff development and EU project procedures.

This background provides a solid basis for contributing to PREV-PORN, particularly through school-based piloting, classroom validation of educational resources and structured feedback from teachers.

As a newcomer to KA220 partnerships, the school contributes high institutional motivation, availability of teaching staff and direct access to pupils, reinforcing the project's practical implementation dimension.

Its experience in inclusive education, digital learning environments and prevention-oriented school activities supports effective field testing and validation of project outputs in real classroom contexts.

Agrupamento de Escolas de Martim de Freitas (E10101480 - PT)

Partner organisation details

Organisation ID	E10101480
Legal name	Agrupamento de Escolas de Martim de Freitas
Country	Portugal
Region	Centro (PT)
City	Coimbra
Website	www.agrupamentomartimdefreitas.com

Profile

Is the organisation a public body?	Is the organisation a non-profit?
Yes	Yes
Type of organisation	School/Institute/Educational centre – General education (secondary level)

Background and experience

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

Agrupamento de Escolas de Martim de Freitas is a public school cluster in Coimbra serving 1,649 pupils across nine schools. AEMF brings operational experience in school-based prevention, teacher capacity building and institutional safeguarding procedures. Schools increasingly face fragmented responses to digital incidents and safeguarding concerns, creating the need for structured institutional procedures rather than individual reactions. The school cluster regularly addresses sensitive situations related to student wellbeing, digital behaviour and family engagement through structured internal protocols coordinated by school management and multidisciplinary support teams.

AEMF hosts CFAE Minerva, an accredited Teacher Training Centre, which coordinates continuous professional development for educators and supports structured implementation of new practices at school level. Through this centre, AEMF has delivered multiple certified training activities for teachers, including digital transition, citizenship education and inclusion-oriented methodologies, reaching over 100 educators annually.

The school participates in Erasmus+ KA1 mobility actions and eTwinning initiatives, providing staff with experience in international cooperation, structured reporting and dissemination of educational practices. The current headmaster has coordinated several Erasmus+ and Comenius projects since 2012, ensuring institutional familiarity with EU project procedures, quality standards and internal monitoring.

Within PREV-PORN, AEMF provides field expertise for WP4 through piloting safeguarding tools with teaching staff and for WP5 through supporting institutional uptake via parent committees and school policy integration.

Key persons involved include:

- Headmaster – provides strategic oversight, validates institutional feedback and ensures compliance with Erasmus+ Quality Standards.
- Director of CFAE Minerva – coordinates pilot training logistics, supports documentation of training outcomes and manages staff participation records.
- Project Coordinator – organises participant recruitment, schedules pilot sessions, collects feedback forms and consolidates field evidence.
- Citizenship Education Coordinator – supports integration of safeguarding practices into school policies and facilitates parent committee engagement.
- ICT Coordinator – supports digital documentation, communication and dissemination of pilot activities.

Operational flow follows a defined structure: teaching staff implement pilot activities, CFAE Minerva coordinates training delivery and documentation, school management validates institutional outputs, and the project coordinator transfers consolidated evidence to the consortium.

Evidence of implementation is produced through training attendance lists, structured staff questionnaires and institutional reflection notes. Within WP4, AEMF ensures institutional testing of safeguarding tools through pilot training sessions and pre/post staff self-assessment forms, producing validated feedback for toolkit refinement and documented adjustments to school safeguarding procedures. Evidence is generated by CFAE Minerva, validated by school management and transferred to the project coordinator as structured field input.

This experience positions AEMF to contribute concrete field validation, professional feedback and institutionally endorsed data, strengthening the practical relevance and transferability of project results.

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 staff members involved in this project?

Agrupamento de Escolas de Martim de Freitas (AEMF) has practical experience in school-based prevention, teacher capacity building and institutional safeguarding. Across its nine schools, the cluster regularly handles multiple digital incidents and safeguarding-related situations each academic year, highlighting the need for structured institutional procedures rather than individual responses. These processes are coordinated by school management and multidisciplinary

support teams.

AEMF hosts CFAE Minerva, an accredited Teacher Training Centre, which coordinates continuous professional development and supports structured implementation of new practices at school level. Through CFAE Minerva, AEMF delivers certified training activities for teachers in areas such as digital transition, citizenship education and inclusive methodologies, reaching over 100 educators annually.

The school participates in Erasmus+ KA1 mobility actions and eTwinning initiatives, providing staff with experience in international cooperation, documentation and dissemination of educational practices. The current headmaster has coordinated Erasmus+ and Comenius projects since 2012, ensuring institutional familiarity with EU project procedures, quality standards and internal monitoring.

Within PREV-PORN, AEMF leads school-based pilot activities in WP4 by implementing safeguarding tools with teaching staff (minimum 4 pilot sessions involving at least 16 educators) and contributes to WP5 through institutional uptake via parent committees, integration into school policies and formal sharing of validated practices with at least three associated local schools through CFAE Minerva training meetings.

Key staff involved include:

- Headmaster – provides strategic oversight, validates institutional feedback and ensures compliance with Erasmus+ Quality Standards.
- Director of CFAE Minerva – coordinates pilot training logistics, documents training outcomes and manages staff participation records.
- Project Coordinator – organises participant recruitment, schedules pilot sessions, collects feedback forms and consolidates field evidence.
- Citizenship Education Coordinator – supports integration of safeguarding practices into school policies and facilitates parent committee engagement.
- ICT Coordinator – supports digital documentation, communication and dissemination of pilot activities.

Operational flow is defined as follows: teaching staff implement pilot sessions, CFAE Minerva coordinates training delivery and documentation, school management validates institutional outputs, and the project coordinator transfers consolidated evidence to the consortium.

Evidence is produced through attendance lists, structured staff questionnaires and institutional reflection notes, stored centrally in the project shared folder and used to refine toolkit components. Behavioural change is verified through pre/post staff self-assessment, producing aligned safeguarding response practices; evidence is validated by school management before transfer to the consortium.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	1	0	0	0
Cooperation partnerships in school education (KA220-SCH)	0	0	1	1
Newcomer organisation	No			
Less experienced organisation	Yes			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

AEMF participates as partner in the KA210-ADU Small-scale Partnership in adult education "Educational Perspectives: Understanding the Needs of Adult Roma" (Form ID: KA210-ADU-F774276C, Call 2025, Round 1), focused on addressing real educational needs of Roma adults. Through this cooperation, the school contributes to structured piloting, staff engagement and institutional feedback processes, strengthening its operational capacity in European partnership projects.

In addition, the school has participated in Comenius projects and Erasmus+ KA1 mobility actions, gaining practical experience in transnational cooperation, staff mobility, documentation and internal quality monitoring.

Through CFAE Minerva, its accredited Teacher Training Centre, AEMF regularly delivers continuous professional development programmes for educators, including digital transition, citizenship education and inclusive methodologies, reaching over 100 teachers annually. These activities have strengthened the school's capacity to organise structured training, collect participant feedback and translate learning outcomes into institutional practice.

This experience provides a solid basis for contributing to PREV-PORN, particularly in school-based piloting, validation of safeguarding tools and structured feedback from educators and parents. Participation in KA210 cooperation has reinforced AEMF's readiness to support WP4 pilot implementation and WP5 institutional uptake.

Its experience in prevention-oriented school activities and teacher training supports effective field testing, institutional integration and validation of project outputs in real school contexts.

Relevance of the project

Priorities and topics

All project proposals under the Erasmus+ Programme should contribute to one or more of the programme's policy priorities.

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

SCH: Supporting teachers, school leaders and other teaching professions

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

SCH: Developing basic skills and key competences, tackling learning disadvantage, and preventing early school leaving

How does the project address the selected priorities ?

SCH: Supporting teachers, school leaders and other teaching professions

PREV-PORN responds to a clear gap in teacher preparation for addressing sensitive and rapidly evolving digital sexual risks, including non-consensual sharing of intimate images, harmful online sexual content and peer-driven exposure to pornography.

Field experience from partner schools confirms this gap: "When this happened for the first time in our school, I felt unprepared and unsure how to respond. Four years later, we still lack clear procedures and practical guidance", Marija school psychologist.

The project equips teachers, school leaders and education professionals with structured, evidence-based tools that support action within their professional role and ethical boundaries. Through a prevention curriculum, practical training modules and hybrid masterclasses, educators develop concrete competences to recognise risk situations, manage classroom discussions responsibly and engage families in prevention-oriented dialogue. European cooperation under Erasmus+ enables school professionals to exchange practices, protocols and institutional responses, strengthening preparedness and consistency across different school systems.

This priority is operationalised through a School Safeguarding Toolkit, modular CPD units and pilot-based training tested directly in partner schools.

SCH: Developing basic skills and key competences, tackling learning disadvantage, and preventing early school leaving
 PREV-PORN addresses the impact of harmful digital practices on learning engagement, concentration and school participation, particularly among vulnerable pupils. Early exposure to degrading online content and digital peer pressure can negatively affect motivation, attention and peer relationships, increasing the risk of disengagement.

By embedding prevention within everyday educational practice, the project supports key competences such as critical thinking, digital literacy, social competence and ethical judgement. Strengthening teachers' capacity to address digital risks constructively, together with structured involvement of parents as educational partners, contributes to more inclusive learning environments and helps mitigate factors linked to learning disadvantage and early school leaving.

These approaches are embedded through school-wide procedures and school-family prevention tools developed and validated during WP4 pilots.

Please select up to three topics addressed by your project

Initial and continuous training for teachers, trainers and other education staff

Pedagogy and didactics

Digital content and pedagogical practices

Project description

Please describe the motivation for your project and explain why it should be funded.

Across Europe, compulsory schools increasingly manage the educational consequences of pupils' exposure to sexualised digital content and non-consensual image sharing. What begins online quickly enters the classroom through disrupted lessons, peer conflicts, informal mediation attempts and growing safeguarding pressure. EU Kids Online data indicate that up to one third of children aged 9–16 in several Programme Countries encounter sexual content online, often without adult mediation.

Participating schools confirm similar patterns. Internal incident logs show recurring image-based conflicts and sexualised peer behaviour. A structured baseline review of safeguarding processes mapped detection, documentation, follow-up and family coordination steps using an institutional gap analysis. This traced how cases move through school systems and identified where response chains break down, revealing operational gaps, unclear responsibility lines and missing escalation pathways. In several schools, fewer than one third of cases were managed under a documented procedure. Education authorities report a preparedness gap. Teachers rarely receive structured training adapted to compulsory schooling, and shared pedagogical reference tools are missing. Responses therefore remain reactive and inconsistent, with uncertainty around documentation and family communication.

This mismatch between institutional expectations and available tools creates legal risk and cumulative impact on learning continuity. Schools require operational guidance that translates safeguarding frameworks into daily practice. PREV-PORN responds through a structured evidence-to-practice pathway. WP2 applies comparative institutional response-chain mapping across seven countries and produces a consolidated evidence base identifying priority procedural gaps. WP3 converts these gaps into a School Safeguarding Toolkit and prevention frameworks. WP4 pilots the tools in partner schools, generating documented adjustments to internal procedures and validated training records. Improved pupil wellbeing and learning continuity result from strengthened teacher competence and coordinated school-family response mechanisms embedded in everyday school practice. Partner schools in Italy, Romania and Portugal lead pilots and staff training. Réseau Canopé standardises pedagogical structure. The European Parents Association consolidates parent feedback. IDDA operationalises digital toolkit components. Romag organises extended piloting through its Functional Education Network, with outputs validated by the coordinator. European funding is necessary because digital platforms operate transnationally while school governance constraints remain comparable across education systems. Erasmus+ enables joint development, comparative validation and cross-country piloting, ensuring adaptable, institutionally grounded safeguarding models. The project embeds documented prevention routines into everyday school practice.

What are the objectives you would like to achieve and which concrete results you would like to produce? How are these objectives linked to the priorities you have selected ?

Objective 1 ensures stronger professional capacity for at least 700 education professionals across seven partner countries. Teachers and school staff complete short training units and reflect on their own practice through simple pre/post tools. Attendance and learning logs confirm participation. Over time, educators become more confident in recognising digital risk situations, spotting procedural gaps through response-chain mapping, and applying shared safeguarding steps in real school settings.

Objective 2 strengthens everyday pedagogical practice and school-family cooperation by involving at least 3,500 parent representatives.

Parents contribute feedback during piloting, and schools formally record adoption of the School-Family Prevention Toolkit in councils and parent committees. This leads to clearer communication routines and more consistent responses between home and school.

Objective 3 supports learning continuity by integrating a European School Safeguarding Framework into internal school procedures.

Each partner school documents at least three concrete procedural changes after institutional response-chain reviews. Safeguarding registers show how detection, documentation and follow-up become part of one shared response chain.

Objective 4 secures European transferability through seven national policy briefs and a Sustainability & Mobility Concept. Publication records and engagement logs track outreach to at least 1,500 professionals. The result is a practical safeguarding reference model that other European schools can adapt and reuse.

What makes your proposal innovative?

PREV-PORN is innovative because it moves schools away from fragmented reactions and turns everyday incidents into structured prevention practice. Instead of one-off awareness sessions, the project builds shared routines: clear procedures, classroom-ready tools and coordinated school-family action that staff can actually use.

Pedagogical innovation

Teachers in partner schools in Italy, Romania and Portugal work with short modular CPD units and practical classroom materials. They test scenarios during training, reflect on their own responses and record changes through simple pre/post tools. Training logs and self-assessments show how staff become more confident in recognising digital risks, opening classroom discussions and applying common safeguarding steps.

Institutional innovation

Schools introduce a School Response Guide and a School-Family Prevention Toolkit into daily routines. Instead of handling cases informally, pilot schools document procedural changes in their internal safeguarding records and parent councils. This creates clearer responsibility lines and more consistent responses across school teams and families.

Methodological innovation

The project combines European mapping with hands-on school piloting. WP2 identifies institutional gaps through structured response-chain analysis. WP3 translates these gaps into tools. WP4 tests them in real school settings. Teachers provide usability feedback, parents contribute structured comments, and the coordinator validates revised versions before wider use.

European innovation

Partners work across different education systems to develop one shared safeguarding framework. Each country pilots the tools locally, then feeds results back to the consortium. Adoption records and dissemination logs confirm reuse beyond the partnership, creating a practical model that other European schools can adapt.

How is your proposal suitable for creating synergies between different fields of education, training, youth and sport or how does it have a strong potential impact on one or more of those fields?

PREV-PORN is rooted in school education under Erasmus+ KA220-SCH and builds practical links between classroom work, school governance and parent engagement. The project connects teacher training with school-family cooperation by using shared pedagogical tools and safeguarding procedures that are tested directly in everyday school settings.

Schools map safeguarding response chains (detection, documentation, follow-up and family coordination), identify operational gaps through procedural gap reviews, and record concrete procedural improvements. This replaces isolated reactions with coordinated institutional responses to digital risks affecting learning environments.

Synergy is created through clear partner roles. Partner schools lead staff training and pilot safeguarding tools. Réseau Canopé reviews pedagogical coherence and aligns training formats. IDDA adapts digital components for classroom use. The European Parents Association coordinates parent consultations and consolidates feedback on school-family tools. Romag organises extended piloting in associated schools through its Functional Education Network and feeds usability data into consortium validation. The coordinator reviews consolidated outputs before wider use.

Project results support both school practice and professional learning formats. Tools developed in partner schools are reused in educator training activities, including continuing professional development and VET-related upskilling delivered through Romag, IDDA and MDS networks.

The main impact remains in school education, where trained staff apply shared safeguarding routines and parent bodies adopt common prevention approaches. Training records, parent committee logs and documented procedural adjustments provide evidence of uptake. Through this structure, the project strengthens learning environments and builds transferable prevention models that can be reused across education systems.

How does the proposal bring added value at European level through results that would not be attained by activities carried out in a single country?

PREV-PORN responds to a challenge that schools cannot solve alone. Digital platforms cross borders, while similar safeguarding problems appear in classrooms across Europe. Incident logs from pilot schools show recurring image-based conflicts and inconsistent responses, yet most schools work in isolation, without shared reference tools.

European added value comes from comparing real school practice across countries. WP2 maps safeguarding procedures in partner schools and identifies common gaps in teacher preparation, school-family cooperation and response chains. At the same time, national differences in school governance and documentation are recorded, something a single-country project cannot capture.

This evidence feeds joint development. Core prevention principles are agreed at European level. WP3 turns mapped gaps into a School Safeguarding Toolkit and training resources. Each country adapts formats to its own curricula and school structures. WP4 then tests these tools in partner schools, producing documented procedural adjustments and training records.

Teachers, school leaders and parent bodies contribute feedback during piloting. The coordinator consolidates results and validates revised versions before wider use. Adoption records and dissemination logs confirm uptake beyond individual institutions.

Through Erasmus+, the project creates comparable evidence, shared reference tools and tested school procedures that are reusable across education systems. This structured flow — WP2 mapping, WP3 tool development and WP4 piloting — produces institutionally grounded results that cannot be achieved through isolated national action.

Does this project proposal represent a follow-up or evolution of a previous project or projects funded by Erasmus+ ?

No

Is the project proposal the follow-up or the evolution of a previous project or projects funded under other funding instruments/programmes at EU, national, regional, international level ?

No

Is the project proposal in synergy with other initiatives or funding instruments ?

No

Needs analysis

What needs do you want to address by implementing your project?

Across partner countries, schools increasingly face the educational consequences of pupils' exposure to sexualised digital content and image-based abuse. Although originating online, impacts are felt in classrooms through disrupted lessons, peer conflicts, reduced concentration and increased staff time spent on incident mediation. Schools also report increased sexualised peer behaviour and image-based harassment, raising safeguarding demand.

To identify concrete needs, partners conducted desk research in France, Italy, Romania, Serbia, Belgium, Portugal and Türkiye, reviewing national reports, safeguarding frameworks and existing prevention tools. Despite contextual differences, all countries revealed the same operational gap: schools lack standardised internal reference tools to translate safeguarding frameworks into everyday pedagogical practice, alongside structured guidance and practical prevention resources.

Baseline mapping inside partner organisations recorded repeated digital safeguarding incidents, fragmented response practices and absence of written procedures, demonstrating that the identified needs arise directly from participating schools and institutions. This was complemented by national consultations with approximately 700 education professionals (around 100 per country), using structured questionnaires and facilitated focus discussions coordinated by partner schools and validated by the coordinator.

More than two thirds of respondents reported lacking clear institutional guidance when addressing image-based incidents, and over half indicated uncertainty regarding procedural steps and documentation. School leaders confirmed that incidents are handled case-by-case without common protocols, increasing legal risk and inconsistency.

Fewer than one third of consulted schools have written procedures explicitly covering image-based abuse or exposure to sexualised digital content, creating uneven safeguarding standards and shifting responsibility onto individual staff members. Response-chain mapping further identified breaks between detection, documentation and follow-up, leaving critical steps undefined at school level.

Four challenges emerged consistently: lack of structured staff training; absence of shared pedagogical reference frameworks; unclear school-family cooperation procedures; and professional insecurity in responding to image-based incidents. These needs mirror MDS's daily field work, where teachers and parents consistently request practical guidance to prevent and manage digital sexual incidents, reflected in its Erasmus+ prevention projects such as PREV-HED and PREVEX.

Without structured prevention tools and aligned school-family cooperation mechanisms, schools remain reactive rather than preventive, leading to repeated incidents and cumulative impact on learning environments, as evidenced in incident logs and mediation records reviewed during baseline mapping.

EU evidence confirms insufficient school-level prevention framework.

What are the target groups of the project? How do the participating organisations engage with the project target groups in their activities?

The PREV-PORN project targets professionals within school education systems who are responsible for prevention, safeguarding and guidance in complex digital situations affecting learning environments. Strengthened professional practice supports safer and more stable school settings.

Primary target group

Primary and secondary school teachers, pedagogues, psychologists and school leaders form the main participant group. Around 700 education professionals across partner countries (approximately 100 per country) participate in staff training, tool co-development and peer learning activities. Partner schools engage staff through internal calls approved by school management. Participants contribute to needs analysis, test safeguarding tools and take part in institutional response-chain mapping to identify breaks in detection, documentation and follow-up.

Secondary target group

Parents and school parent councils (around 3,500 representatives) act as structured partners in prevention. Parent representatives are nominated through school councils and national parent organisations. The European Parents' Association coordinates consultations and consolidates feedback on school-family tools to support coherent prevention routines between school and home.

Main institutional beneficiaries

Participating schools integrate validated safeguarding procedures into daily practice. Leadership teams formally record procedural adjustments following response-chain reviews and adoption of toolkit components in internal documentation, strengthening institutional coherence and response capacity.

Engagement follows a clear sequence. Schools involve staff in training, piloting and response-chain reviews. Parents provide feedback during validation. Partners consolidate results, the coordinator approves outputs, and schools integrate validated safeguarding procedures into daily practice through Erasmus+.

How did you identify the needs of your partnership and those of your target groups?

The needs addressed by the PREV-PORN project were identified through a combination of structured desk research,

partner-led baseline mapping, field experience and coordinated consultations across participating countries.

At European and national level, partners reviewed European monitoring and policy sources (EU Kids Online, Council of Europe reports) alongside national education and safeguarding documents in France, Italy, Romania, Serbia, Belgium and Türkiye. This review highlighted a common pattern: while digital sexual risks increasingly affect school life, schools lack preventive pedagogical frameworks and staff training adapted to everyday educational practice.

This desk research was complemented by partner-led baseline mapping and structured consultations carried out between 2023 and 2025. Partners engaged with approximately 150 schools and consulted around 700 education professionals, including teachers, pedagogues, psychologists and school leaders. Data were collected through focus discussions, structured questionnaires, feedback from national training activities and exchanges within school networks linked to partner organisations.

In parallel, partners reviewed existing prevention and safeguarding resources currently used in schools. This qualitative analysis confirmed that responses are often fragmented, reactive and dependent on individual initiative, with limited coordination between school teams and families.

Finally, joint partner discussions, coordinated by the project coordinator, enabled comparison of national findings and validation of shared institutional gaps across all partner contexts. This multi-level process ensured that identified needs reflect real school realities and common challenges rather than isolated national situations.

How will this project address these needs?

PREV-PORN addresses the identified needs by strengthening both institutional practice and professional capacity in schools. It focuses on school professionals responsible for prevention and institutional response, ensuring that actions are sustainable, operational and fully aligned with the objectives and scope of KA220-SCH under Erasmus+.

Instead of isolated awareness actions, prevention is built into school routines through shared tools, staff training and documented safeguarding steps.

Schools work with a common safeguarding reference package, including a practical prevention framework, pedagogical guidelines and scenario-based materials designed for real classroom situations. Structured reviews of safeguarding response chains help school teams map breaks in detection, documentation and follow-up. These findings directly inform the tools. Teachers, pedagogues, psychologists and school leaders then use the resources to recognise digital risk patterns, structure sensitive discussions and respond consistently within their professional roles.

Staff development follows a modular pathway combining core learning units, applied case work and peer exchange. Educators build concrete skills to manage complex situations, coordinate internal responses and integrate prevention into daily educational practice.

Structured school-family cooperation is supported through guidance materials and practical templates for parent councils and school teams. This creates clearer communication routines and replaces fragmented, case-by-case handling with shared institutional approaches.

Through this structure, schools move from reactive responses to coordinated prevention practice grounded in response-chain reviews, training records, documented procedures and validated school-family tools.

Partnership and cooperation arrangements

Partnership composition

Organisation ID	Legal name	Country	City	Organisation type	Newcomer
E10247661	ASSOCIATION LES MILITANTS DES SAVOIRS	France	Toulouse	Non-governmental organisation/association	No
E10062531	Romag	Serbia	Belgrade	Non-governmental organisation/association	No
E10173174	RESEAU CANOPE	France	FUTUROSCOPE CEDEX	National Public body	No
E10306901	İNOVASYON VE DİJİTAL GELİŞİM DERNEĞİ	Türkiye	ESKİŞEHİR	Non-governmental organisation/association	No
E10099343	EUROPEAN PARENTS ASSOCIATION	Belgium	BRUXELLES	Non-governmental organisation/association	No
E10144913	COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE	Romania	BACAU	School/Institute/Educational centre – General education (secondary level)	No
E10114382	Istituto Comprensivo di Roccalumera	Italy	Roccalumera	School/Institute/Educational centre – General education (secondary level)	Yes
E10101480	Agrupamento de Escolas de Martim de Freitas	Portugal	Coimbra	School/Institute/Educational centre – General education (secondary level)	No

Cooperation arrangements

How did you form your partnership? How does the mix of participating organisations complement each other and what will be the added value of their collaboration in the framework of the project? If applicable, please list and describe the associated partners involved in the project and their added-value.

School partners from Italy (Roccalumera), Romania (Colegiul Național Pedagogic „Ștefan cel Mare”) and Portugal (Agrupamento de Escolas Martim de Freitas) provide institutional environments for piloting and validating safeguarding tools with teachers and school staff. They test outputs in real school procedures (incident reporting, escalation, documentation flow) and generate structured usability data and “hole finder” inputs through standardised feedback forms identifying procedural gaps.

Romag contributes extended piloting capacity through coordination of the Functional Education Network (FER), enabling validation beyond core partner schools, particularly in vulnerable and marginalised contexts. FER pilots explicitly apply the hole finder mechanism (gap analysis) to document institutional breakpoints (missing roles, unclear escalation paths, documentation gaps) and localisation needs prior to consolidation.

Réseau Canopé, as a French national public body, ensures pedagogical coherence and methodological robustness. It reviews hole finder outputs (gap analysis), aligns tools with teacher CPD systems and validates institutional applicability within formal education structures.

Les Militants des Savoirs, as coordinator, ensures methodological integration, milestone validation and quality control across work packages, consolidating hole finder evidence (gap analysis) and transnational datasets before formal approval stages.

İnovasyon ve Dijital Gelişim Derneği (Türkiye) supports structured digital data collection and integration of hole finder analytics, ensuring outputs are technically operational and ready for toolkit development.

Consortium links schools, public pedagogy, digital and parent bodies; associated health and policy institutions strengthen validation and uptake.

The European Parents' Association embeds the parental dimension at European level, coordinating structured consultation with parent representatives and validating school-family relevance of hole finder findings and prevention tools.

Partner roles form a functional chain:

schools + FER generate hole finder evidence → EPA validates family dimension → Canopé confirms pedagogical coherence → IDDA structures digital integration → coordinator validates consolidated outputs.

The added value lies in combining institutional schools, a national public education body, civil society expertise, a European parent federation and an inclusion-oriented network into one structured safeguarding evidence chain, transforming identified institutional holes into validated prevention tools transferable across European education systems.

All hole finder outputs are stored in a shared evidence repository with version control, linked to usability forms and localisation logs. Adoption readiness is confirmed through documented role-mapping, escalation pathways and TPM validation records, ensuring each identified institutional gap is translated into a concrete procedural adjustment prior to WP3.

What is the task allocation and how does it reflect the commitment and active contribution of all participating organisations (including the associated partners, if applicable) ?

Task allocation follows a competence-based structure where each organisation holds operational responsibility for defined outputs and validation steps.

Les Militants des Savoirs (FR – Coordinator)

Need: Cross-country coherence and contractual compliance.

Task: Leads project management, methodological control and deliverable validation; approves progression between WPs.

Output: Validated consolidated outputs (WP2–WP5), signed validation notes.

Validation: Steering Committee approval + milestone sign-off.

Réseau Canopé (FR)

Need: Pedagogical consistency and institutional alignment.

Task: Leads research-informed design and evaluation methodology; validates training content and learning outcomes.

Output: Pedagogical validation reports integrated into final deliverables.

Validation: Written clearance prior to dissemination.

School partners (IT, RO, PT)

Need: Real-world testing and institutional feasibility.

Task: Implement pilot training, test safeguarding tools, collect structured staff feedback, document procedural “gap points” (hole finder).

Output: Pilot reports, feedback datasets, documented improvement logs.

Validation: Submission of completed pilot package to Coordinator.

Romag (RS)

Need: Inclusion of vulnerable and marginalised contexts.

Task: Extends piloting through FER network; tests transferability in minimum 5 additional school-linked contexts.

Output: Localisation reports + structured classroom-use logs.

Validation: FER pilot package approved before WP progression.

İnovasyon ve Dijital Gelişim Derneği (TR)

Need: Digital usability and interactive implementation.

Task: Develops digital learning elements and supports structured data aggregation.

Output: Functional digital modules + usage analytics.

Validation: Technical acceptance test prior to pilot deployment.

European Parents' Association (BE)

Need: Institutional school-family alignment.

Task: Coordinates parent consultation (≈3,500 representatives), validates family applicability of materials.

Output: Consolidated parent validation report.

Validation: EPA signed confirmation integrated into final deliverables.

Commitment is evidenced through:

- Defined deliverables per partner
- Validation notes before phase progression

- Pilot datasets and attendance logs
- Formal milestone approvals

Operational chain: role allocation → task execution → documented output → partner-level validation → coordinator sign-off → progression.

Task allocation follows defined operational roles. MDS coordinates and validates milestones; Canopé ensures pedagogical alignment; schools (IT, RO, PT) pilot and test tools; Romag extends inclusion piloting via FER; IDDA develops digital modules; EPA validates parent dimension. Associated health and policy institutions provide advisory validation and dissemination support. Commitment is evidenced through defined deliverables, pilot datasets and milestone sign-off.

Describe the mechanism for coordination and communication between the participating organisations (including the associated partners, if applicable).

Project coordination follows a structured governance and control model ensuring traceability of decisions, quality assurance and documented partner accountability. This is aligned with the Coordination and Management Plan and Dissemination Plan.

Overall coordination is led by the coordinator, Les Militants des Savoirs (France), which holds final responsibility for contractual compliance, timeline control, financial monitoring and validation of all deliverables. No work strand is formally closed without written coordinator validation supported by documented evidence.

Governance operates through three operational layers:

Strategic level – Steering Committee

One senior representative per partner meets online every three months. The committee validates methodological choices, approves progression between work packages and reviews risks. Decisions are recorded in signed minutes. In case of non-consensus, the coordinator exercises final decision authority.

Operational level – Work Package leadership

Each WP is led by a designated partner responsible for delivery against defined outputs. WP leaders hold monthly coordination meetings with the coordinator to review milestones, interdependencies and identified implementation “holes”. Draft outputs are first reviewed by the coordinator before partner circulation.

Implementation level – Task teams

Small cross-partner task teams manage day-to-day activities (mapping, piloting, digital components, parental consultation). Teams coordinate through short online exchanges. All working documents are stored in a shared project workspace with version control.

Coordination tools include:

- central document repository with version tracking
- dedicated communication channels per WP
- monthly operational reviews
- quarterly consortium performance assessments
- four transnational meetings linked to formal validation milestones (TPM1–TPM4)

Financial accountability is ensured through mandatory quarterly technical and dissemination reports submitted by each partner. Partner payments are released only after coordinator approval of completed tasks and supporting evidence.

A structured escalation pathway applies: operational issues are addressed at WP level within ten working days; unresolved matters are escalated to the coordinator; only systemic risks reach the Steering Committee.

This mechanism ensures that pedagogical validation (Réseau Canopé), school-based piloting (Italy, Romania, Portugal), digital development (Türkiye), inclusive outreach via Romag and its Functional Education Network (FER), and parental engagement led by the European Parents' Association operate within one integrated, quality-controlled framework.

Progress from design to implementation is documented through meeting minutes, validation notes, pilot reports, gap logs and dissemination records, ensuring full traceability from activity to output to approval.

Quarterly SC, monthly WP calls, shared workspace, written validation & escalation path.

Impact and dissemination

How are you going to assess if the project objectives have been achieved?

Project objectives are assessed through a structured evidence chain linking activities, validated outputs, institutional reuse and safeguarding integration to measurable impact.

Impact chain:

Activities → Validated outputs → Institutional reuse → Safeguarding integration → Steering validation → Consolidated evidence → Objective achievement

WP3–WP4 achievement is verified through completion and formal approval of deliverables D3.1–D3.3 and D4.1–D4.4. Each output undergoes partner testing, documented revision cycles and Steering Group validation.

Pilot trainings generate attendance lists, reflection tools and institutional commitment forms. Learning outcomes are counted only when organisations submit safeguarding integration records and written action plans.

WP5 objectives are assessed via dissemination governance logs, signed role assignments and quarterly quality reviews. Outreach reach is measured through archived newsletters, analytics reports and signed school contact logs. Dissemination is considered achieved only when institutional reuse documentation is submitted.

Policy dialogue is verified through policy brief distribution records and feedback notes from education authorities. Advisory confirmation from the Clinic for Mental Disorders “Dr Laza Lazarević” and the Eskişehir Provincial Directorate of Family and Social Services reinforces alignment with mental health standards and child protection frameworks.

Learning-related objectives are assessed through completion of reflection tools, institutional action plans and adopted safeguarding procedures. Certificates provide participation proof, while competence acquisition is validated through organisational implementation documents.

Evidence chain:

Partner implementation → Documented outputs → Institutional action plans → Safeguarding records → Steering validation → Coordinator consolidation → Shared repository

Quantitative indicators include: validated WP3–WP4 deliverables, minimum 1,500 stakeholders reached, minimum 70 trained professionals, minimum 30 schools per country engaged, minimum 14 outreach events, minimum 7 policy briefs, and approved Sustainability Plan and Mobility Concept.

Objectives are considered achieved only when outputs are validated and stored in the shared evidence repository, ensuring full traceability between activities, results and impact.

Explain how you will ensure the sustainability of the project: How will the participation in this project contribute to the development of the involved organisations in the long-term? How do you plan to continue using the project results or implement some of the activities after the project's end?

Sustainability is ensured by closing the implementation gap between WP4 tools and real institutional practice through structured reuse mechanisms, organisational ownership and a mobility-ready transfer model.

WP5 embeds validated WP4 results into partner organisations through written institutional action plans and safeguarding integration records, transforming learning outputs into operational school practice. Each partner systematically maps school safeguarding response chains (detection, documentation, follow-up and family coordination), identifies operational gaps and converts them into documented corrective institutional measures.

Each partner appoints a Safeguarding Focal Point responsible for maintaining tools, onboarding new staff and monitoring procedural consistency. Institutional continuity is secured through documented procedures rather than individual staff dependency.

Institutional sustainability is reinforced through Agrupamento de Escolas de Martim de Freitas and its accredited Teacher Training Centre CFAE Minerva, which converts WP4 tools into certified teacher training and structured transfer to associated schools, ensuring long-term reuse beyond project closure.

External sustainability is reinforced through formal advisory cooperation with the Clinic for Mental Disorders “Dr Laza Lazarević” and the Eskişehir Provincial Directorate of Family and Social Services. Their involvement connects school safeguarding tools with mental health protection standards and provincial child protection frameworks, ensuring cross-sector alignment beyond the education system. Policy-level dissemination through family and social service networks supports institutional uptake, while advisory feedback contributes to maintaining coherence between educational prevention

practices and broader child protection strategies.

Partner schools integrate research findings and validated tools into internal safeguarding documents and professional development plans. Schools also commit to initiating new eTwinning projects on digital safeguarding and prevention, enabling continued pupil and teacher engagement beyond the project.

An annual online awareness and practice-sharing event is organised by the consortium to highlight emerging risks, showcase solutions and exchange institutional experiences. In addition, partners conduct yearly internal safeguarding reviews using project tools and onboard newly joined schools through peer-learning sessions.

The Sustainability, Reuse & Transfer Plan (D5.5) defines continuation pathways at school, parent-network, teacher-training and community levels. Continued use is verified through institutional documentation, ensuring traceable and evidence-based sustainability.

How do you plan to disseminate the result of the project?

Dissemination converts WP4 results into measurable institutional uptake across partner countries.

European-level dissemination is supported through EPALE, where project tools and policy briefs are shared to enable reuse beyond the partnership.

WP5 establishes a multi-layer dissemination system combining governance, national outreach, institutional reuse and validation of procedural improvements. Dissemination governance assigns one Dissemination Lead and one Local Contact per partner, with quarterly reviews verifying evidence of adoption.

A structured implementation review mechanism accompanies dissemination activities. Each partner systematically maps school safeguarding response chains, identifies operational gaps and ensures outreach leads to documented corrective institutional measures rather than awareness-only actions.

In Portugal, dissemination and structured transfer are anchored in CFAE Minerva, AEMF's accredited Teacher Training Centre, which converts WP4 tools into certified teacher training and structured transfer to associated schools, reinforcing procedural alignment across institutions. CFAE Minerva also delivers additional face-to-face and online training sessions for teachers, schools, organizations outside the partnership, with participation recognised through certified CPD credits, extending uptake beyond the consortium.

Institutional dissemination is reinforced through national webinars and roundtables delivered by partner schools and Romag, resulting in written institutional action plans and documented safeguarding improvements. Policy briefs ensure linkage with education authorities. Dissemination is considered achieved only when institutional adoption is verified through institutional documentation. It is important to stress out that dissemination also extends beyond the school sector through advisory engagement with the Clinic for Mental Disorders "Dr Laza Lazarević" and the Eskişehir Provincial Directorate of Family and Social Services. Their involvement enables alignment of project results with mental health protection standards and provincial child protection frameworks, reinforcing policy-level uptake and cross-sector safeguarding coherence beyond the partnership.

At which level will the results of your project generate impact?

Organisational

Local

Regional

National

European

Please explain in what way the expected results will generate impact for the chosen level(s).

Organisational level

Impact is generated through formal adoption of WP4 safeguarding tools and systematic review of existing procedures. Each partner maps safeguarding response chains (detection, documentation, follow-up and family coordination), identifies operational gaps and applies documented corrective institutional measures, ensuring sustained operational change verified through institutional documentation.

Local level

Local impact occurs through engagement of schools, educators and parent networks. Institutional action plans demonstrate closure of identified operational gaps and measurable strengthening of safeguarding practice within participating schools.

Regional level

Regional impact is reinforced through cross-sector alignment. In Portugal, CFAE Minerva converts WP4 tools into certified teacher training and structured transfer to associated schools. Advisory engagement with the Clinic for Mental Disorders "Dr

Laza Lazarević” and the Eskişehir Provincial Directorate of Family and Social Services supports alignment with mental health protection standards and regional child protection frameworks, extending safeguarding coherence beyond schools.

National level

National impact is generated through policy dialogue and dissemination to Ministries, inspectorates and teacher-support bodies. Institutional evidence is reinforced through advisory confirmation from associated health and family service authorities, strengthening policy uptake and systemic safeguarding alignment.

European level

European impact is achieved through cross-country validation of tools and shared documentation of institutional improvements. Integration of education-based safeguarding models with mental health and child protection frameworks enhances comparability and strengthens consistency across European education systems.

Project design and implementation

Cooperation partnerships are funded with fixed lump sums. After choosing a lump sum amount, you need to break it down into work packages and specific activities that you will carry out to successfully complete the project.

Note on subcontracting: subcontracting of services is allowed if it does not cover core activities on which the achievement of the objectives of the action directly depends. If subcontracting is planned, the amount budgeted for it must be included in the description of the activities in this section.

Work package ID	Title	Number of activities	Grant (EUR)
WP1	Project management		73 205,00
WP2	European Research, Mapping and Evidence-Based Assessment	7	72 685,00
WP3	School Safeguarding Toolkit	5	75 900,00
WP4	Capacity Building, Reference Curriculum Framework & Pilot Training	5	107 140,00
WP5	Dissemination, Uptake, Policy Link & Sustainability	7	71 070,00
Total			400 000,00

WP1: Project management

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

WP1 provides the operational backbone of PREV-PORN, ensuring coordinated implementation, quality control and structured transfer between work packages. The Coordinator (MDS) leads overall governance, financial oversight and risk management, while Réseau Canopé supports pedagogical quality assurance for all education-related outputs.

A clear decision flow is applied across the project lifecycle. Key deliverables (including D2.1 Mapping Methodology and D2.2 European Practice Mapping Report) are subject to formal partner review and Coordinator validation before progressing to subsequent stages. Transfer from WP2 to WP3 is authorised only after TPM2 approval of D2.3 Reference Frameworks, ensuring that toolkit development is based exclusively on validated evidence.

Quality assurance is embedded through defined quality gates at each critical stage: methodology validation (D2.1), evidence consolidation (D2.2), reference framework approval (D2.3) and toolkit readiness prior to WP4 piloting. Réseau Canopé provides pedagogical clearance, while the Coordinator holds final approval authority for inter-WP transfer.

Operational risks (delays, incomplete data, usability issues) are monitored through monthly coordination calls and shared progress dashboards. In case of deviations from agreed standards or timelines, the Coordinator activates corrective revision cycles with the concerned partners, supported by targeted technical input from Réseau Canopé or IDDA where required.

Escalation procedures are defined: unresolved issues are first addressed bilaterally, then tabled at consortium level, with the Coordinator empowered to adjust timelines or reallocate tasks to protect deliverable quality and project coherence.

WP1 also ensures documentation integrity, ethical compliance and alignment with Erasmus+ Quality Standards. Centralised repositories store all evidence (review logs, validation minutes, usability feedback), enabling transparent monitoring and audit readiness.

Through this governance framework, WP1 functions as the central control mechanism of PREV-PORN, linking analytical work (WP2), toolkit development (WP3) and field validation (WP4), and ensuring that project results remain evidence-based, operationally sound and transferable across partner education systems.

Monitoring is led by the Coordinator, with pedagogical QA by Réseau Canopé and technical support by IDDA. Progress is reviewed through monthly coordination calls, quarterly partner updates and deliverable-based quality gates (D2.1–D2.3). Shared dashboards track milestones, while partner self-reports and validation minutes document achievement. Deviations trigger corrective revision cycles before inter-WP transfer.

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

Budget control and time management are ensured through central coordination by the project coordinator, Les Militants des Savoirs, combined with milestone-based monitoring and partner accountability.

Within the lump-sum framework, internal budget control is directly linked to verified workload and deliverable completion. Each Work Package is structured into predefined task bundles with assigned partner responsibilities, timelines and workload estimates. Partner payments are not based on expenditure, but on documented completion of agreed outputs and milestones. Quarterly reporting combines technical progress, workload confirmation and milestone validation, providing a consolidated basis for both time management and internal budget allocation.

Each Work Package follows a predefined timeline with clearly assigned responsibilities. WP leaders monitor task implementation monthly and submit progress updates to the coordinator covering completed tasks, deviations and risks. All partners provide mandatory quarterly technical and workload reports describing implemented activities, achieved outputs and timelines. Partner payments are released only after coordinator approval of these reports, ensuring strict alignment between financial flows and delivered results.

A central project dashboard maintained by the coordinator tracks:

- WP timelines
- deliverable status
- reporting compliance
- milestone validation

Any delay or deviation is addressed during monthly coordination meetings. Corrective measures may include task reallocation, timeline adjustment or targeted partner support. Unresolved issues are escalated from WP leaders to the coordinator and, if needed, to the Steering Committee. Monthly meetings review concrete WP deliverables (e.g. pilot feedback summaries and draft tools) before milestone approval.

Strategic oversight is provided through quarterly Steering Committee reviews, where consolidated progress and milestone execution are assessed. Mid-term and final evaluations further review adherence to timelines and overall implementation quality. Pedagogical coherence and institutional alignment of outputs are validated by Réseau Canopé, while school partners provide structured pilot feedback that directly informs corrective actions and refinement cycles.

Indicators for effective budget and time control include timely achievement of milestones, approval of quarterly reports, dashboard confirmation of on-schedule delivery, and documented corrective actions where deviations occur. Evidence is collected and stored in the shared project workspace through milestone validation notes, quarterly reports, pilot feedback forms, implementation logs and coordinator approval records.

This system ensures transparent budget management, realistic time planning and rapid intervention in case of risks, safeguarding timely delivery of all project results under Erasmus+.

WP leaders confirm outputs → coordinator validates → payments released; timelines tracked

What are your plans for handling risks for project implementation (e.g. delays, budget, conflicts, etc.)?

The PREV-PORN project applies a structured risk management framework embedded in governance, WP coordination and quality assurance. Risks are reviewed quarterly by the Steering Group and monitored through WP reporting. Key risks include delays, partner underperformance, quality risks, lump-sum budget risks, coordination conflicts, staff turnover and thematic sensitivity. Early warning signals are captured via monthly WP updates, quarterly partner reports, milestone validation and external quality review. Systematic implementation checks are integrated into WP reporting to identify gaps in safeguarding procedures, task ownership and documentation flows within participating schools.

Each WP is led by a designated partner. To mitigate staff turnover risk, all partners commit multi-person delivery teams and shared documentation repositories, ensuring continuity if individual staff members change. Responsibilities are institutionally anchored rather than person-dependent. Persistent issues are escalated to the coordinator and Steering Group.

All core outputs follow a structured validation chain (developer → WP leader → coordinator → cross-partner peer review prior to milestone approval). Partner payments are linked to verified task completion.

Given the sensitive nature of the topic, PREV-PORN applies a strict do-no-harm and safeguarding principle. Activities are implemented within school environments through trained education professionals, in line with institutional safeguarding procedures. Training content is preventive and non-stigmatising. Partners apply clear guidance on psychological safety and escalation pathways. Any sensitive disclosures during piloting are redirected to existing school safeguarding mechanisms and competent authorities, without project-level intervention.

This ensures ethical integrity, psychological safety and continuity of implementation.

How will you ensure that the activities are designed in an accessible and inclusive way?

PREV-PORN ensures accessibility and inclusion by embedding them into content design, delivery formats and validation processes, adapted to different school contexts, professional roles and national education systems.

All materials are developed in clear, professional and non-stigmatising language and provided in partner languages and multiple formats (guides, modular training units and practical tools). Resources are designed for educators with different levels of digital and pedagogical experience, enabling flexible use in staff meetings, training sessions or individual

preparation.

Hybrid delivery (online and in-person) ensures access regardless of geographical location or institutional capacity. Pilot activities are implemented in diverse school environments in Italy, Romania and Portugal, while Romag extends testing through its Functional Education Network (FER), enabling feedback from educators working in vulnerable and marginalised school-linked contexts.

Accessibility is operationalised through a design–test–revise–validate flow. School partners collect structured pilot feedback using standardised evaluation forms; at least 75% of participating educators must confirm usability and relevance before tools progress to dissemination. Pedagogical coherence and applicability across school systems are reviewed by Réseau Canopé, and final versions are validated by the coordinator.

Content follows preventive educational principles and avoids moralisation. Partners jointly review all materials for cultural sensitivity and contextual relevance. Practical adaptations (simplified tools, modular training formats) allow schools to implement results according to local capacity.

Parents are engaged exclusively through formal school cooperation structures, ensuring institutional inclusion rather than individual targeting.

Evidence of accessibility and inclusion is documented through pilot feedback forms, adaptation logs and coordinator validation notes stored in the shared project workspace. Continuous refinement based on practitioner input ensures that outputs remain usable, relevant and transferable across European school systems under Erasmus+.

How does the project incorporate the use of digital tools and learning methods to complement the physical activities and to improve cooperation between partner organisations?

PREV-PORN integrates digital tools as a structured extension of physical activities and as an operational backbone for transnational cooperation. Digital components reinforce in-person training, support guided reflection between sessions and ensure consistent implementation across partner countries.

Inovasyon ve Dijital Gelişim Derneği (IDDA) develops all digital learning components between M6–M14, including online micro-modules, interactive prevention resources and secure digital feedback instruments aligned with face-to-face workshops. Educators access structured reflection tasks and anonymised case documentation templates through a protected online environment.

Blended learning follows a defined implementation flow:

- in-person training introduces tools, safeguarding scenarios and response templates;
- IDDA's digital modules support guided reflection and case-based learning;
- partner schools pilot tools in real institutional contexts during a 6–8 week implementation window.

Minimum implementation threshold: each pilot school documents at least 5 anonymised practice cases using shared digital templates prior to validation.

Behavioural change and procedural alignment are verified through:

- documented use of shared response templates;
- pre/post staff self-assessment measuring procedural confidence (minimum 20% improvement);
- reduced variation in documented response steps across school teams.

School partners collect pedagogical data during pilots (M15–M18). IDDA aggregates usability analytics. The coordinator validates consolidated evidence during milestone review before authorising progression to dissemination

Monthly online coordination meetings review concrete digital deliverables (pilot summaries, draft modules and analytics reports) prior to milestone approval. At least 75% of participating educators must confirm practical applicability through digital feedback forms before materials are formally endorsed.

Digital tools therefore reinforce physical cooperation while providing traceable evidence of behavioural change and institutional uptake across countries

This approach ensures reduced paper use, limited travel and environmentally responsible delivery while preserving project quality

In parallel, Agrupamento de Escolas de Martim de Freitas leads an eTwinning collaborative project supporting WP4 implementation. Partner schools engage pupils in age-appropriate collaborative learning activities linked to prevention themes, while other consortium partners join as guest contributors. eTwinning provides a safe European classroom space for peer exchange, reflection tasks and joint outputs, reinforcing safeguarding awareness and embedding prevention into everyday school practice

Operational flow: IDDA develops digital tools → schools pilot minimum 5 anonymised practice cases per pilot school → behavioural change measured through self-assessment and case logs → coordinator validates at milestone review → outputs released for institutional uptake

How does the project incorporate green practices in different project phases?

PREV-PORN incorporates green practices across all project phases through a digital-first operational model and reduced

physical resource use.

During design and coordination, partners work primarily online. Monthly WP meetings and document development take place in shared digital workspaces, limiting transnational travel to four essential TPMs only. This reduces travel-related emissions while maintaining structured cooperation.

During implementation and piloting, training materials, safeguarding tools and feedback instruments are provided digitally. Schools use online templates for pilot documentation and reflection, avoiding printed manuals. At least 80% of training resources are delivered in digital format.

Dissemination prioritises online publications, webinars and digital toolkits. Physical dissemination events are limited and combined with existing school or network meetings. When travel is required, partners prioritise public transport and shared transfers, and use locally sourced services.

Environmental impact is monitored by the coordinator through:

- tracking number of online vs physical meetings
- documenting digital vs printed outputs
- reporting travel modes in quarterly partner reports

Each partner submits quarterly sustainability logs alongside technical progress reports. These are consolidated and reviewed by the coordinator before milestone validation.

Digital coordination implemented → partners apply hybrid delivery → coordinator verifies sustainability logs → green practices validated at milestone review.

How does the project encourage participation and civic engagement in different project phases?

PREV-PORN embeds participation and civic engagement across all project phases by involving educators and parent bodies as active contributors to design, testing and institutional uptake.

During European practise mapping report (WP2), partner schools engage approximately 60–75 teachers, pedagogues and school leaders through structured consultations and focus discussions. Collected inputs are documented in national summary sheets and consolidated by the coordinator to shape pedagogical priorities.

During development and piloting (WP3–WP4), educators participate in training sessions and apply tools in real school contexts, documenting at least five anonymised practice cases per pilot school. Their feedback directly informs revisions of safeguarding tools and training modules.

Parent participation is organised through school councils and national parent organisations coordinated by the European Parents' Association. At least 30–40 parent representatives contribute to consultation sessions and validation of school–family tools. Outputs include documented parent feedback forms and endorsed cooperation templates.

Civic engagement is operationalised through formal school governance structures: teachers present project tools to staff boards, parents review materials in council meetings, and schools adopt shared prevention procedures. These actions are recorded in meeting minutes and uptake logs.

Participation is verified through:

- attendance records
- documented practice cases
- parent feedback forms
- school governance minutes

Partner schools collect participation data; EPA validates parent engagement; the coordinator consolidates evidence before milestone approval.

Through this structured model, participation moves from consultation to institutional action.

Schools and parents contribute inputs → tools are piloted → civic procedures are adopted → coordinator validates evidence → results embedded in school practice.

Grant amount allocated Project Management

73 205,00 €

WP2: European Research, Mapping and Evidence-Based Assessment

In addition, Subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

WP2 provides the analytical and methodological foundation of PREV-PORN by converting fragmented national safeguarding practices into a shared European evidence framework feeding WP3 toolkit development and WP4 piloting.

Schools across partner countries lack comparable institutional safeguarding evidence, documented procedures and pedagogical reference frameworks for responding to digital sexual risks. WP2 addresses this gap through structured European mapping, institutional gap identification (“hole finder”) and development of operational reference materials.

First, partners apply a shared mapping methodology (D2.1) to conduct policy review, educator consultations and safeguarding coordinator interviews, ensuring comparable national data. Findings are consolidated into the D2.2 European Practice Mapping Report, identifying procedural gaps in school safeguarding chains and transferable prevention practices.

Second, mapped risks and identified gaps are translated into D2.3 “What Works / What Doesn’t” Reference Framework Sheets defining priority school scenarios and practical prevention approaches. Drafts are validated through educator usability testing and parent consultation, with final approval at TPM2.

In parallel, staff self-assessments establish a baseline of procedural confidence and response consistency, enabling measurement of change during WP4.

WP2 delivers D2.1, D2.2 and a minimum of 12 D2.3 reference sheets, supported by seven national mapping files, documented hole-finder matrices and baseline datasets. At least 75% of participating educators confirm usability of the reference materials before validation.

Through this evidence-to-practice process, WP2 directly supports Project Objectives 1–3 by providing a validated European safeguarding baseline that enables institutional tool development, capacity building and sustainable school-level implementation.

What will be the main results of this work package?

WP2 provides the analytical foundation of PREV-PORN by converting fragmented national safeguarding practices into a shared European evidence framework feeding WP3 and WP4.

Objective 1 – European risk and needs mapping

WP2 establishes a common understanding of digital sexual risks in compulsory education across seven countries through desk research, structured consultations with approximately 700 education professionals and engagement of 3,500 parents. Results are consolidated in the D2.2 European Practice Mapping Report, defining the institutional risk scope for professional training.

Objective 2 – Pedagogical gap and institutional hole identification

WP2 identifies gaps in teacher preparation, school procedures and safeguarding chains through pedagogical analysis led by Réseau Canopé and structured “hole finder” matrices documenting missing roles, unclear escalation paths and fragmented school-family coordination. Findings feed D2.2 and inform D2.3 Reference Framework Sheets, defining learning priorities for prevention and CPD modules.

Objective 3 – Operational school reference frameworks

WP2 translates mapped risks and identified institutional gaps into D2.3 “What Works / What Doesn’t” Reference Framework Sheets, formally validated by all partners at TPM2. These provide the mandatory baseline for WP3 toolkit development and WP4 piloting.

Objective 4 – Behavioural baseline

WP2 establishes a pre-training baseline through staff self-assessments documenting procedural confidence and response consistency, enabling measurement of behavioural change during WP4.

Operational flow: identified gaps → European mapping → pedagogical and hole-finder analysis → reference frameworks → TPM2 validation → transfer to WP3/WP4.

Through this evidence-to-practice chain, WP2 links mapping, gap identification and operational frameworks, ensuring institutional readiness for safeguarding implementation.

Advisory health and policy input strengthens safeguarding validation.

What qualitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

WP2 achievement is measured through quantified evidence production, school-level validation and formal milestone approvals, aligned with the J6 chain (Need → Activity → Output → Outcome → Impact).

Q1 – National evidence production

Measure: 7 national mapping files (one per country).

Tool: D2.1 analytical grid and institutional hole finder.

Evidence: 7 validated submissions including gap matrices.

Measured by: Coordinator (M6).

Q2 – Policy review scope

Measure: ≥49 policy and institutional documents (≥7 per country).

Tool: structured review log and comparative matrix.

Evidence: matrix annexed to D2.2.

Measured by: Réseau Canopé + Coordinator (M6).

Q3 – School-based professional engagement

Measure: ≥700 education professionals contributing through questionnaires, safeguarding coordinator interviews and internal school validation workshops (minimum 3 per country).

Tool: consultation logs and workshop records.

Evidence: consolidated dataset including hole finder outputs.

Measured by: School partners; verified by Coordinator (M6).

Q4 – Parent validation and school–family feedback

Measure: ≥3,500 parents providing structured feedback on draft reference materials and institutional response gaps.

Tool: EPA consultation forms.

Evidence: consolidated parent validation summary.

Measured by: EPA (M8).

Q5 – Deliverables and operational validation

Measure: D2.1, D2.2 and minimum 12 D2.3 reference sheets produced and formally approved at TPM2.

Tool: deliverable register and milestone validation minutes.

Measured by: Coordinator (M3/M6/M9).

Operational control: if any threshold (Q1–Q4) is not reached, an additional school validation round is triggered prior to TPM2.

Evidence chain: national mapping files → policy matrix → professional + parent datasets → hole finder gap analysis → D2.2 synthesis → D2.3 operational sheets → TPM2 validation → transfer to WP3 toolkit development and WP4 piloting.

What quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

WP2 achievement is measured through quantified evidence production, participation volume and formal validation milestones.

Q1 – National evidence production

Measure: 7 national mapping files (one per country).

Tool: D2.1 analytical grid.

Evidence: 7 validated submissions.

Measured by: Coordinator (M6).

Q2 – Policy review scope

Measure: ≥49 policy/institutional documents (≥7 per country).

Tool: structured review log and comparative matrix.

Evidence: matrix annexed to D2.2.

Measured by: Réseau Canopé + Coordinator (M6).

Q3 – Professional engagement

Measure: ≥700 education professionals consulted (≈100 per country).

Tool: questionnaires and interview logs.

Evidence: consolidated dataset archived in shared repository.
Measured by: School partners; verified by Coordinator (M6).

Q4 – Parent consultation

Measure: ≥3,500 parents engaged through EPA channels.

Tool: consultation forms.

Evidence: consolidated parent summary report.

Measured by: EPA (M8).

Q5 – Deliverables and validation

Measure: D2.1, D2.2 and minimum 12 D2.3 reference sheets produced and approved at TPM2.

Tool: deliverable register and milestone validation notes.

Measured by: Coordinator (M3/M6/M9).

Operational control: if any threshold (Q1–Q4) is not reached, an additional data-collection round is triggered prior to TPM2 validation. All datasets are version-controlled and archived in the shared repository.

Evidence chain: national mapping files → comparative policy matrix → professional and parent datasets → D2.2 synthesis → D2.3 reference sheets → TPM2 validation → transfer to WP3 toolkit development and WP4 piloting, with corrective data collection triggered if quantitative thresholds are not met.

Please describe the tasks and responsibilities of each partner organisation in the work package.

Association Les Militants des Savoirs (FR – Coordinator)

Leads WP2 methodology, timelines and ethics; deploys analytical grid and institutional “hole finder”; aggregates national datasets; coordinates co-drafting of D2.1–D2.3 and prepares TPM2 validation.

Réseau Canopé (FR - cocoordinator)

Ensures pedagogical coherence of D2.2 and supports validation of D2.3 against teacher CPD and school safeguarding standards, integrating classroom applicability feedback.

School partners (IT, RO, PT + associated schools)

Conduct document reviews, questionnaires (≈100 professionals/country), safeguarding coordinator interviews and hole finder gap mapping; co-test D2.3 drafts in real school workflows as practitioner validators and submit validated national evidence.

Romag (RS)

Extends mapping via FER network; pilots D2.3 in a minimum of five associated schools; documents localisation constraints and collects practitioner feedback.

IDDA (TR)

Provides survey tools and analytics templates; supports dataset aggregation and structures WP2 outputs for digital integration in WP3.

European Parents' Association (BE)

Leads parent consultations; collects school–family hole finder feedback; consolidates parental inputs into D2.2/D2.3 to strengthen institutional response coherence.

Validation: all partners submit datasets to the Coordinator; Réseau Canopé supports pedagogical clearance; WP2 outputs are co-validated by the consortium and formally approved at TPM2.

Evidence package: D2.1 mapping methodology; 7 national evidence files; D2.2 comparative report; minimum 12 D2.3 reference sheets; educator usability forms; parent consultation summaries; hole finder matrices documenting procedural gaps.

Operational chain: national data collection → hole finder institutional gap mapping → pedagogical validation → reference frameworks → TPM2 co-approval → structured transfer to WP3/WP4.

How did you determine the amount allocated to this work package? How did you verify that it is cost-effective?

WP2 focuses strictly on school safeguarding and prevention practices. It does not duplicate youth work, sport or generic digital literacy mapping.

Direct operational reuse

Outputs are designed exclusively to feed WP3 toolkit development. D2.3 sheets are structured for direct transformation into pedagogical tools. Analytical investment therefore produces immediate downstream application.

Milestone-linked validation

Budget execution is internally linked to milestone approval. Quarterly technical reviews confirm task completion. TPM2 formally validates D2.1–D2.3 before WP3 starts.

4. Time management alignment

The timeline is structured sequentially:

M2–M3 → D2.1 methodology

M2–M5 → national mapping

M5–M6 → comparative report

M6–M8 → drafting reference sheets

M8–M9 → validation

M9 → TPM2 decision gate

No activity overlaps with WP3. WP3 formally starts only after TPM2 approval of D2.3. Monthly coordination meetings review concrete deliverables (e.g. questionnaire summaries, interview notes, draft sheets) before milestone validation.

5. Evidence chain

Need → fragmented national safeguarding practices

Activity → structured mapping, institutional hole-finder analysis and validation

Output → D2.1–D2.3

Outcome → shared European evidence base

Indicator → 7 mappings, hole-finder matrices per country, structured questionnaires with ~700 education professionals, targeted safeguarding coordinator interviews, 12 validation sessions, ≥75% usability confirmation

Validation → TPM2 approval and formal transfer to WP3

WP2 budget mirrors workload blocks and validated milestones, ensuring proportional allocation, controlled sequencing and direct operational reuse in WP3 toolkit development.

FR (Coord.) total budget: 11000€

RS total budget: 7375€

FR total budget: 13600€

TR total budget: 3645€

BL total budget: 10075€

RO total budget: 3515€

IT total budget: 3600€

PT total budget: 3675€

Scope definition and methodology alignment

FR (Coord.): 8 days x 240€ for Researcher, and 4 days x200€ for Technician

RS: 4 days x 160€ for Researcher, and 3 days x130€ for Technician

FR: 9 days x 240€ for Researcher, and 4 days x200€ for Technician

TR: 2 days x 160€ for Researcher, and 1 days x130€ for Technician

BL: 7 days x 240€ for Researcher, and 3 days x200€ for Technician

RO: 2 days x160€ for Researcher, and 1 days x130€ for Technician

IT: 2 days x200€ for Researcher, and 1 days x175€ for Technician

PT: 2 days x160€ for Researcher, and 1 days x130€ for Technician

European mapping of prevention and safeguarding practices

FR (Coord.): 8 days x 240€ for Researcher, and 4 days x200€ for Technician

RS: 5 days x 160€ for Researcher, and 3 days x130€ for Technician

FR: 8 days x 240€ for Researcher, and 6 days x200€ for Technician

TR: 3 days x 160€ for Researcher, and 1 days x130€ for Technician

BL: 6 days x 240€ for Researcher, and 2 days x200€ for Technician

RO: 1 days x 160€ for Researcher, and 1 days x130€ for Technician

IT: 1 days x 200€ for Researcher, and 1 days x175€ for Technician

PT: 2 days x 160€ for Researcher, and 1 days x130€ for Technician

"TPM2 - Validation of mapping results in France = 12570€

FR (Coord.): 120€ (only for meals)

RS: 2 participants x 937,5€, 2 days accommodation and travel expenses

FR: 2 participants x 600€, 2 days accommodation and travel expenses

TR: 2 participants x 937,5€, 2 days accommodation and travel expenses

BL: 2 participants x 937,5€, 2 days accommodation and travel expenses

RO: 2 participants x 937,5€, 2 days accommodation and travel expenses

IT: 2 participants x 937,5€, 2 days accommodation and travel expenses

PT: 2 participants x 937,5€, 2 days accommodation and travel expenses"

Development of the "What Works / What Doesn't" reference framework

FR (Coord.): 8 days x 240€ for Researcher, and 4 days x200€ for Technician
RS: 6 days x 160€ for Researcher, and 4 days x130€ for Technician
FR: 10 days x 240€ for Researcher, and 6 days x200€ for Technician
TR: 1 days x 160€ for Researcher, and 2 days x130€ for Technician
BL: 7 days x 240€ for Researcher, and 3 days x200€ for Technician
RO: 2 days x 160€ for Researcher, and 1 days x130€ for Technician
IT: 2 days x200€ for Researcher
PT: 2 days x 160€ for Researcher, and 1 days x130€ for Technician

Adaptation, localisation and outreach to prepare evidence for toolkit development

FR (Coord.): 8 days x 240€ for Researcher, and 4 days x200€ for Technician
RS: 8 days x 160€ for Researcher, and 4 days x130€ for Technician
FR: 8 days x 240€ for Researcher, and 4 days x200€ for Technician
TR: 1 days x 160€ for Researcher, and 1 days x130€ for Technician
BL: 5 days x 240€ for Researcher, and 3 days x200€ for Technician
RO: 2 days x 160€ for Researcher, and 1 days x130€ for Technician
IT: 1 days x 200€ for Researcher, and 1 days x175€ for Technician
PT: 2 days x 160€ for Researcher, and 1 days x130€ for Technician

Activities - (WP2: European Research, Mapping and Evidence-Based Assessment)

Activity title	Venue	Estimated start date	Estimated end date	Leading organisation	Participating organisations	Allocated amount (EUR)	Expected results
1. Online kick-off and alignment for evidence mapping (M2)	Virtual activity	06/09/2026	06/09/2026	Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR)	INOVASYON VE DİJİTAL GELİŞİM DERNEĞİ (E10306901 - TR) ,	11 700,00	Shared mapping scope, analytical grid and interview protocol validated by all partners. Each school appoints a local safeguarding focal point to pilot the framework internally, enabling approved D2.1 and coordinated national evidence collection.
					RESEAU CANOPE (E10173174 - FR) ,		
					Romag (E10062531 - RS) ,		
2. Scope definition and methodology alignment (M2-M4)	Virtual activity	09/10/2026	26/12/2026	RESEAU CANOPE (E10173174 - FR)	COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) ,	10 915,00	D2.1 produced and validated by all partners, defining shared methodology, analytical criteria and quality standards, supported by internal school validation workshops to confirm applicability to real classroom safeguarding scenarios.
					EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) ,		
					INOVASYON VE DİJİTAL GELİŞİM DERNEĞİ (E10306901 - TR) ,		
					Romag (E10062531 - RS) ,		
					Istituto Comprensivo di Roccalumera (E10114382 - IT) ,		
					Agrupamento de Escolas de Martim de Freitas (E10101480 - PT) ,		
					Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR) ,		
					COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) ,		
					EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) ,		

3. European mapping of prevention and safeguarding practices (M4–M8)	Virtual activity	15/01/2027	21/05/2027	RESEAU CANOPE (E10173174 - FR)	INOVASYON VE DIJITAL GELİŞİM DERNEĞİ (E10306901 - TR) , Romag (E10062531 - RS) , Istituto Comprensivo di Roccalumera (E10114382 - IT) , Agrupamento de Escolas de Martim de Freitas (E10101480 - PT)	National evidence via document review + ~100 professionals/country, complemented by min. 3 school validation workshops per country to test applicability, producing comparable institutional gap profiles.
4. TPM2 – Validation of mapping results (M8)	France	07/05/2027	09/05/2027	Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR)	COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) , EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) , Istituto Comprensivo di Roccalumera (E10114382 - IT) , Agrupamento de Escolas de	WP2 evidence validated and “decision gate” passed: priority safeguarding scenarios confirmed, transferable practices agreed and formal transfer logic approved for WP3 toolkit development

Martim de Freitas (E10101480 - PT)

İNOVASYON VE DİJİTAL GELİŞİM DERNEĞİ (E10306901 - TR) ,

Romag (E10062531 - RS) ,

Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR) ,

COLEGIUL NATIONAL

PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) ,

EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) ,

Istituto Comprensivo di Roccalumera (E10114382 - IT) ,

Agrupamento de Escolas de Martim de Freitas (E10101480 - PT)

Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR) ,

COLEGIUL NATIONAL

PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) ,

EUROPEAN PARENTS

ASSOCIATION (E10099343 - BE) ,

İNOVASYON VE DİJİTAL GELİŞİM DERNEĞİ (E10306901 - TR) ,

RESEAU CANOPE (E10173174 - FR) ,

Istituto Comprensivo di Roccalumera (E10114382 - IT) ,

Romag adapts D2.3 sheets for diverse school contexts, tests them with associated schools, documents localisation constraints and gathers practitioner feedback, delivering a validated evidence package for WP3 toolkit development.

11 800,00

5. Development of the "What Works / What Doesn't" reference framework (M8-M11)

Virtual activity

13/05/2027

26/08/2027

RESEAU CANOPE (E10173174 - FR)

6. Adaptation, localisation and outreach to prepare evidence for toolkit development (M9-M11)

Virtual activity

01/05/2027

31/08/2027

Romag (E10062531 - RS)

Romag adapts D2.3 sheets to diverse school contexts, documents localisation constraints and gathers educator feedback, delivering a validated evidence package for WP3 toolkit development.

10 605,00



Agrupamento de Escolas de
Martim de Freitas (E10101480
- PT)

Structured dissemination cadence, newsletters and launch packages (M12-M36)	30/09/2026	31/01/2027	RESEAU CANOPE (E10173174 - FR)	Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR)	4 500,00	Dissemination policy, website, newsletter template	

Total	Sum of grant (EUR)	72 685,00
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Description of the activities

Describe the content of the proposed activities.

WP2 is delivered through six linked activities (M2–M11) transforming fragmented national safeguarding practices into a validated European evidence base for WP3.

A2.1 Online kick-off aligns partners on ethics, timelines, analytical dimensions, questionnaires and hole-finder criteria, producing shared interview tools and document grids (inputs to D2.1).

A2.2 Methodology alignment (M2–M4): Réseau Canopé drafts D2.1 Mapping Methodology & Scope Note. Partners review national frameworks and submit structured inputs. The coordinator consolidates and secures formal partner validation.

A2.3 European mapping (M4–M8): Partners review minimum six policy documents per country and consult ~700 education professionals via questionnaires and safeguarding coordinator interviews. EPA gathers parent input; Romag extends outreach through FER schools. Institutional hole-finder analysis identifies procedural gaps and coordination failures. Outputs are consolidated into D2.2 European Practice Mapping Report. Findings are validated via min. 3 school workshops per country to test applicability.

A2.4 TPM2 (M8): Partners validate D2.2 findings, agree transferable practices and formally approve evidence transfer to WP3.

A2.5 Reference frameworks (M8–M11): Réseau Canopé leads drafting of D2.3 “What Works / What Doesn’t” sheets. Educators and parent organisations test usability; revision cycles ensure pedagogical clarity.

A2.6 Localisation and outreach (M9–M11): Romag adapts D2.3 to diverse school contexts, collects practitioner feedback and delivers a WP3-ready evidence package.

Operational chain: shared methodology → national mapping + hole finder → comparative synthesis → TPM2 validation → reference frameworks → localisation → WP3 transfer.

Quality is ensured through pedagogical review by Réseau Canopé, structured usability feedback (minimum 60 educators), and coordinator validation. Evidence includes datasets, hole-finder matrices, revision logs and TPM2 approval minutes.

Explain how these activities are going to help reach the WP objectives.

WP2 contributes to Project Objectives 1–3 by transforming fragmented national safeguarding practices into a coherent, validated European evidence framework that directly structures WP3 and conditions WP4 implementation.

A2.1–A2.2 address the first identified hole: lack of methodological coherence across partner countries. Through a shared analytical grid, harmonised interview protocol and documented review standards (D2.1), partners establish a common evidence architecture. Formal partner sign-off of D2.1 verifies alignment before national data collection begins, preventing interpretative divergence.

A2.3 addresses the second hole: absence of comparable institutional evidence. Each partner conducts structured policy review (minimum six core documents) and consults approximately 100 education professionals using standardised tools. Réseau Canopé verifies pedagogical consistency of collected data, while the Coordinator consolidates national files into D2.2, producing a cross-country comparison matrix that identifies procedural gaps and training priorities.

TPM2 addresses the third hole: risk of non-transferable findings. During TPM2, partners jointly validate comparative results, confirm priority safeguarding scenarios and formally approve the transfer logic toward framework development. Only validated evidence progresses.

A2.5 responds to the fourth hole: lack of operational translation. Mapped risks are converted into D2.3 “What Works / What Doesn’t” Reference Sheets. Drafts undergo educator usability testing and parent consultation via EPA channels. Réseau Canopé provides pedagogical clearance before coordinator approval.

A2.6 addresses the final hole: contextual applicability. Pilot use in FER network schools documents localisation constraints and institutional feasibility before WP3 tool development.

Method alignment → national evidence → comparative validation → operational translation → TPM2 approval → WP3 transfer

Describe the expected results of the activities

WP2 delivers a validated European evidence base enabling WP3 toolkit development. Partners apply a common mapping

framework (D2.1) and collect comparable data through policy review and structured consultations with ~700 education professionals across seven countries. Inputs are consolidated into D2.2 using an institutional hole finder to identify procedural gaps, unclear escalation paths and coordination failures. TPM2 validates findings and defines priority school scenarios for D2.3. Evidence is translated into “What Works / What Doesn’t” Reference Framework Sheets (D2.3), verified through educator usability testing, EPA parent consultation and classroom piloting in partner and associated schools, including Romag’s FER network.

WP2 delivers: D2.1 Mapping Methodology; D2.2 European Practice Mapping Report (with hole-finder results); D2.3 Reference Framework Sheets; ≥75% educator usability confirmation across partner countries; localisation evidence. WP2 also establishes a procedural baseline via staff self-assessments and documents at least three safeguarding gap points per pilot context for WP4.

Reference sheets derive directly from hole-finder results and are structured for integration into school safeguarding protocols (roles, escalation pathways, documentation flow), tested against real incident scenarios to ensure operational readiness. These outputs form the TPM2-validated evidence base for WP3.

Educators acquire competences in institutional risk analysis, prevention planning and procedural response. Learning outcomes are documented through structured feedback and self-assessment; participants may record outcomes in Europass where relevant.

Evidence chain: D2.1 → mapping + hole finder → D2.2 → validation → TPM2 → D2.3 → WP3.

Expected number and profile of participants.

WP2 directly involves approximately 700 education professionals (around 100 per partner country) through structured questionnaires, safeguarding coordinator interviews and internal school validation sessions using a hole finder tool to identify missing roles, unclear escalation pathways and documentation gaps in existing safeguarding chains. Participants include teachers, pedagogues, psychologists, safeguarding coordinators and school leaders acting as co-testers of D2.3 drafts within real school workflows.

In parallel, approximately 3 500 parents engage via EPA channels, providing structured feedback on institutional response gaps and school-family coordination.

Eight partner organisations implement WP2 (mapping, hole finder, validation and localisation), with at least two staff per organisation responsible for evidence collection, gap analysis and revision cycles.

TPM2 convenes 16 project staff to validate comparative findings and approve D2.3 operational transfer to WP3.

Participant profile: ~700 school professionals; ~3 500 parents; 16 partner staff.

Participation and procedural gaps are documented through mapping records, hole finder matrices, usability feedback and TPM2 minutes.

Operational chain: data collection → hole finder gap mapping → D2.2 consolidation → D2.3 operationalisation → TPM2 validation → structured transfer to WP3.

WP3: School Safeguarding Toolkit

In addition, Subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

WP3 has the specific objective of translating validated analytical findings from WP2 into structured, operational safeguarding instruments that can be directly embedded in school practice. It explicitly addresses the institutional “holes” identified in WP2 (unclear roles, fragmented escalation paths and inconsistent documentation practices) by converting D2.3 Reference Frameworks into a coherent School Safeguarding Toolkit comprising procedural guidelines, defined roles and responsibilities, escalation pathways, documentation flow templates and classroom-relevant prevention modules.

The work package ensures standardisation without uniformity: core safeguarding principles are maintained across partner countries, while implementation formats remain adaptable to national curricula and school governance structures. This translation phase bridges evidence production and field validation, ensuring that analytical results become practical institutional tools rather than descriptive outputs.

WP3 directly contributes to Project Objective 2 (strengthening teacher and school preparedness) by equipping educators with structured response mechanisms, and to Objective 3 (institutional capacity building) by providing schools with operational frameworks that support coordinated, school-wide safeguarding approaches. By structuring procedures and response flows prior to piloting in WP4, WP3 ensures that behavioural change and institutional uptake are based on coherent and validated instruments.

Operational contribution chain: validated evidence (WP2) → procedural translation (WP3) → institutional testing and behavioural change (WP4) → sustainable uptake.

What will be the main results of this work package?

WP3 delivers the operational conversion of WP2 evidence into validated institutional safeguarding tools for schools, verified through structured piloting and formal consortium approval at TPM4, producing three operational deliverables (D3.1–D3.3).

Result 1 – School Safeguarding Implementation Guide (D3.1)

WP3 translates WP2 reference frameworks into an institutional guide defining prevention workflows, professional roles and coordination pathways. Validation is ensured through two usability feedback rounds in Romanian, Italian and Portuguese pilot schools, consolidation by the Coordinator and pedagogical coherence review by Réseau Canopé, leading to TPM4 approval. Evidence includes usability forms, revision logs and signed validation.

Result 2 – Reality Check & Quick Insight Pack (D3.2)

WP3 converts WP2 risk findings into concise institutional materials supporting identification of key safeguarding gaps. Validation is achieved through clarity testing with school teams and parents’ organisations, written feedback collected via Romag and IDDA networks, coordinated revisions and Canopé review, with TPM4 approval. Evidence includes tested materials and documented revisions.

Result 3 – Institutional Self-Assessment & Improvement Toolkit (D3.3)

WP3 enables structured institutional self-review leading to documented procedural improvements. Each pilot school completes one full assessment cycle with Romag/IDDA field support. Improvement actions are consolidated by the Coordinator and pedagogically validated by Réseau Canopé, with final approval at TPM4.

TPM3 ensured alignment of toolkit structure, testing sequence and partner responsibilities, producing a documented decision log guiding D3.1–D3.3 finalisation.

Operational flow: WP2 frameworks → tool development → school piloting → structured feedback → pedagogical validation → TPM4 approval → transfer to WP4.

WP3 outputs provide the structured content basis for WP4 professional capacity building.

What qualitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

WP3 qualitative indicators focus on operational usability, institutional uptake and validation of safeguarding tools through structured piloting, pedagogical review and consortium approval, resulting in D3.1–D3.3.

Indicator 1 – Applicability of D3.1 (School Safeguarding Implementation Guide)

Lead: Coordinator. Piloting: Romanian, Italian and Portuguese schools. Pedagogical validation: Réseau Canopé.

Tool: structured usability form (procedures, roles, coordination pathways).
Measure: minimum three pilot schools report $\geq 80\%$ positive applicability score.
Evidence: completed usability forms, consolidated revision log, TPM4 validation record.

Indicator 2 – Clarity of D3.2 (Reality Check & Quick Insight Pack)

Lead: Portuguese school. Testing: Romanian and Italian schools with parents' organisations. Review: Réseau Canopé.
Tool: clarity assessment sheet.
Measure: minimum three school teams confirm usability for staff discussion and safeguarding prioritisation.
Evidence: completed assessment sheets, revised materials, Canopé validation note.

Indicator 3 – Institutional self-assessment and procedural improvement (D3.3)

Lead: pilot schools. Validation: Réseau Canopé. Consolidation: Coordinator.
Tool: institutional self-assessment instrument.
Measure: each pilot school completes one full assessment cycle and documents at least three safeguarding procedural measures.
Evidence: completed assessment tools and recorded organisational improvement actions.

Indicator 4 – Evidence-based transition to WP4

Lead: Coordinator. Validation: TPM4 consortium.
Tool: shared evidence repository and TPM4 protocol.
Measure: TPM4 signed decision confirms WP4 training content derives exclusively from validated WP3 outputs.
Evidence: TPM4 minutes and repository index.

What quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

WP3 quantitative indicators measure delivery, validation and institutional uptake of safeguarding tools (D3.1–D3.3) through multi-country school piloting and TPM4 approval.

Indicator Q1 – Completion and validation of D3.1 (School Safeguarding Implementation Guide)

Lead: MDS. Validation: Réseau Canopé.
Tool: structured usability forms.
Evidence: completed feedback forms and revision log.
Measure: 1 Implementation Guide (D3.1) produced and validated at TPM4 following two usability rounds with a minimum of 3 pilot schools.

Indicator Q2 – Production and testing of D3.2 (Reality Check & Quick Insight Pack)

Lead: Portuguese school. Validation: Réseau Canopé.
Tool: clarity feedback sheets.
Evidence: collected forms and revised materials.
Measure: 1 Reality Check Pack (D3.2) produced, containing at least 7 concise materials, tested in 3 countries and approved at TPM4.

Indicator Q3 – Institutional self-assessment cycles using D3.3

Lead: pilot schools. Validation: Réseau Canopé.
Tool: institutional self-assessment instrument.
Evidence: completed assessment forms and procedural improvement records.
Measure: minimum 3 pilot schools complete 1 full self-assessment cycle each, generating at least 9 documented safeguarding improvement actions in total (minimum 3 per school).

Indicator Q4 – Evidence-based transition to WP4

Lead: Coordinator. Validation: TPM4 consortium.
Tool: shared evidence repository and TPM4 protocol.
Evidence: feedback forms, revision logs, self-assessment results and signed TPM4 note.
Measure: TPM4 confirms that 100% of WP4 training content is derived exclusively from validated WP3 outputs (D3.1–D3.3).

Operational flow: WP2 evidence → tool development → 3-country piloting → feedback consolidation → Canopé validation → TPM4 approval → WP4.

Please describe the tasks and responsibilities of each partner organisation in the work package.

Coordinator (MDS)

Converts validated WP2 evidence into three safeguarding tools (D3.1–D3.3) and coordinates revision and approval at TPM4. Leads drafting of D3.1, develops D3.2 and designs D3.3, integrating co-created inputs from Romag and pilot schools

and embedding institutional findings on procedural gaps, unclear roles and escalation failures. Consolidates partner feedback, manages the shared evidence repository and prepares validation documentation.

Romag

Co-leads community-grounded design by translating field evidence from Roma and marginalised family contexts into toolkit content and adult training components. Romag also contributes directly to prioritisation of institutional improvement needs, ensuring tools reflect real school–family dynamics.

Pilot schools (Romania, Italy, Portugal)

Jointly co-design context-specific safeguarding content with Romag and contribute to final content decisions through documented revision rounds, ensuring distributed ownership of D3.1–D3.3. Conduct usability testing, clarity validation and one full self-assessment cycle, documenting safeguarding improvement actions feeding into revision cycles and TPM4 validation.

Réseau Canopé

Ensures pedagogical coherence and validates revisions of D3.1–D3.3, providing system-level feedback to strengthen institutional applicability and transferability.

IDDA

Supports digital adaptation of D3.2 and contributes to usability testing of online formats.

Parents' organisations

Provide structured school–home feedback on usability and institutional relevance of D3.1–D3.3.

TPM4 (consortium level)

Jointly reviews documented evidence and formalises validation through a signed approval authorising transfer to WP4.

Operational chain:

WP2 evidence → co-created tool development (MDS, Romag, schools) → school piloting → Canopé validation → TPM4 approval → WP4.

How did you determine the amount allocated to this work package? How did you verify that it is cost-effective?

The WP3 budget was determined through a bottom-up estimation of concrete development, piloting and validation tasks required to deliver D3.1–D3.3. Each allocation corresponds to a defined activity (A3.1–A3.5), a designated lead partner and a verifiable output.

First, development costs were calculated based on the workload required to convert WP2 evidence into three operational tools: the School Safeguarding Implementation Guide (D3.1), the Reality Check & Quick Insight Pack (D3.2) and the Self-Assessment Toolkit (D3.3). The Coordinator's allocation covers drafting, integration of school feedback, management of the shared evidence repository and preparation of validation documentation for TPM4.

Cost-effectiveness was verified through four controls:

- (1) Each task has a single lead partner and defined contributors, avoiding overlap between development, piloting and validation.
- (2) Every cost item is linked to a concrete deliverable (D3.1–D3.3) and produces measurable evidence (feedback forms, revision logs, self-assessment results, TPM4 validation note).
- (3) Pilot schools act as testing units, eliminating the need for external evaluators.
- (4) Réseau Canopé provides system-level transferability feedback without duplicating school pilots, ensuring institutional scalability at minimal additional cost.

WP3 total budget: 78860€

FR (Coord.) total budget: 12875€

RS total budget: 2775€

FR total budget: 12475€

TR total budget: 2775€

BL total budget: 21395€

RO total budget: 12480€

IT total budget: 7000€

PT total budget: 7085€

Development of the School Safeguarding Implementation Guide

FR (Coord.): 6 days x 240€ for Researcher, and 3 days x200€ for Technician

RS: 1 days x 160€ for Researcher, and 1 days x130€ for Technician

FR: 7 days x 240€ for Researcher, and 4 days x200€ for Technician

TR: 1 days x 160€ for Researcher

BL: 15 days x 240€ for Researcher, and 8 days x200€ for Technician

RO: 14 days x 160€ for Researcher, and 10 days x130€ for Technician

IT: 4 days x 200€ for Researcher, and 3 days x175€ for Technician
PT: 7 days x 160€ for Researcher, and 3 days x130€ for Technician

TPM3 – Online coordination and toolkit alignment

FR (Coord.): 9 days x 240€ for Researcher, and 6 days x200€ for Technician
RS: 1 days x 160€ for Researcher, and 1 days x130€ for Technician
FR: 9 days x 240€ for Researcher, and 5 days x200€ for Technician
TR: 1 days x 160€ for Researcher, and 1 days x130€ for Technician
BL: 13 days x 240€ for Researcher, and 10 days x200€ for Technician
RO: 12 days x 160€ for Researcher, and 8 days x130€ for Technician
IT: 5 days x 200€ for Researcher, and 3 days x175€ for Technician
PT: 6 days x 160€ for Researcher, and 3 days x130€ for Technician

Development of reality check and quick insight materials

FR (Coord.): 7 days x 240€ for Researcher, and 5 days x200€ for Technician
RS: 1 days x 160€ for Researcher, and days x130€ for Technician
FR: 8 days x 240€ for Researcher, and 4 days x200€ for Technician
TR: 1 days x 160€ for Researcher, and 1 days x130€ for Technician
BL: 13 days x 240€ for Researcher, and 8 days x200€ for Technician
RO: 12 days x 160€ for Researcher, and 10 days x130€ for Technician
T: 3 days x 200€ for Researcher, and 2 days x175€ for Technician
PT: 5 days x 160€ for Researcher, and 4 days x130€ for Technician

TPM4 – Face-to-face validation of toolkit components in Romania = 13245€

FR (Coord.): 2 participants x 937,5€, 2 days accommodation and travel expenses
RS: 2 participants x 937,5€, 2 days accommodation and travel expenses
FR: 2 participants x 937,5€, 2 days accommodation and travel expenses
TR: 2 participants x 937,5€, 2 days accommodation and travel expenses
BL: 2 participants x 937,5€, 2 days accommodation and travel expenses
RO: 120€ (only for meals)
IT: 2 participants x 937,5€, 2 days accommodation and travel expenses
PT: 2 participants x 937,5€, 2 days accommodation and travel expenses

Development of the self assessment and reflection toolkit

FR (Coord.): 8 days x 240€ for Researcher, and 5 days x200€ for Technician
RS: 1 days x 160€ for Researcher, and days x130€ for Technician
FR: 6 days x 240€ for Researcher, and 4 days x200€ for Technician
TR: 1 days x 160€ for Researcher, and days x130€ for Technician
BL: 12 days x 240€ for Researcher, and 8 days x200€ for Technician
RO:10 days x160€ for Researcher, and8 days x130€ for Technician
IT:4 days x200€ for Researcher, and3 days x175€ for Technician
PT:4 days x160€ for Researcher, and3 days x130€ for Technician

Activities - (WP3: School Safeguarding Toolkit)

Activity title	Venue	Estimated start date	Estimated end date	Leading organisation	Participating organisations	Allocated amount (EUR)	Expected results
WP3.1 Development of the School Safeguarding Implementation Guide (M11–M15)	Virtual activity	13/08/2027	16/12/2027	Agrupamento de Escolas de Marlim de Freitas (E10101480 - PT)	COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) , RESEAU CANOPE (E10173174 - FR) , Istituto Comprensivo di Roccalumera (E10114382 - IT) , Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR)	16 900,00	D3.1 Implementation Agrupamento de Escolas de Marlim de Freitas, tested by Romanian and Italian schools and validated by Réseau Canopé, defining safeguarding procedures and roles, confirmed by coordinator through usability forms and revision logs.
3.2 TPM3 – Online coordination and toolkit alignment (M14)	Virtual activity	10/10/2027	10/10/2027	INOVASYON VE DIJITAL GELİŞİM DERNEĞİ (E10306901 - TR)	COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) , Istituto Comprensivo di Roccalumera (E10114382 - IT) , Romag (E10062531 - RS) , Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR) , Agrupamento de Escolas de Marlim de Freitas (E10101480 - PT) , EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) , RESEAU CANOPE (E10173174 - FR)	15 550,00	TPM3 completed with agreed toolkit structure, testing sequence and partner responsibilities, producing a documented decision log and minutes confirming actions for D3.1–D3.3 finalisation.
3.3 Development of reality check and quick insight materials (M13–M18)	Virtual activity	01/09/2027	01/02/2028	INOVASYON VE DIJITAL GELİŞİM DERNEĞİ (E10306901 - TR)	RESEAU CANOPE (E10173174 - FR) , COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL	13 900,00	D3.2 Reality Check & Quick Insight Pack developed by IDDA, tested by Romanian and Italian schools, reviewed by Réseau Canopé and revised through structured feedback, delivering concise digital-ready institutional risk materials approved at TPM4.

3.4 TPM4 – Face-to-face validation of toolkit components (M20)	Romania	16/04/2028	19/04/2028	COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO)	MARE (E10144913 - RO) , Istituto Comprensivo di Roccalumera (E10114382 - IT) , Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR) , Agrupamento de Escolas de Martim de Freitas (E10101480 - PT) , EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) , Romag (E10062531 - RS)	17 800,00	TPM4 held in Romania, validating D3.1–D3.3 and concluding with a signed decision note confirming toolkit readiness and authorising transfer to WP4.
					Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR) ,		
					EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) ,		
					Istituto Comprensivo di Roccalumera (E10114382 - IT) ,		
					INOVASYON VE DIJITAL GELİŞİM DERNEĞİ (E10306901 - TR) ,		
					RESEAU CANOPE (E10173174 - FR) ,		
					Romag (E10062531 - RS) ,		
					Agrupamento de Escolas de Martim de Freitas (E10101480 - PT)		
					COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) ,		
					Istituto Comprensivo di Roccalumera (E10114382 - IT)		
3.5 Development of the self-assessment and reflection toolkit (M16–M21)	Virtual activity	01/12/2027	31/05/2028	INOVASYON VE DIJITAL GELİŞİM DERNEĞİ (E10306901 - TR)		11 750,00	Self-Assessment and Reflection Toolkit (D3.3) developed by the Coordinator, piloted in three schools, validated by Réseau Canopé and finalised through structured feedback, enabling documented institutional safeguarding improvements.



Agrupamento de Escolas de
Marlim de Freitas (E10101480 -
PT) ,
Applicant - ASSOCIATION LES
MILITANTS DES SAVOIRS
(E10247661 - FR) ,
EUROPEAN PARENTS
ASSOCIATION (E10099343 -
BE) ,
Romag (E10062531 - RS) ,
RESEAU CANOPE
(E10173174 - FR)

Total	Sum of grant (EUR)	75 900,00
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Description of the activities

Describe the content of the proposed activities.

WP3 translates validated WP2 evidence into three institutional safeguarding tools (D3.1–D3.3). It starts after TPM2 validation and formal handover of D2.3 and concludes with TPM4 approval following multi-country school piloting.

A3.1 develops the School Safeguarding Implementation Guide (D3.1).

The Coordinator drafts institutional procedures, staff roles and coordination pathways based on WP2 findings. Pilot schools in Romania, Italy and Portugal test usability and submit structured feedback. Réseau Canopé validates pedagogical coherence. Revisions are documented through feedback forms and revision logs.

A3.2 (TPM3) aligns toolkit structure and testing priorities.

Draft components are reviewed online, partner inputs consolidated and piloting timelines confirmed through meeting minutes.

A3.3 develops the Reality Check & Quick Insight Pack (D3.2).

IDDA leads development of concise digital-ready institutional risk materials. Romanian and Italian schools test clarity with school teams, supported by Romag for field feedback. Réseau Canopé reviews pedagogical consistency. Updates are captured in revised materials.

A3.4 (TPM4) acts as the validation gate.

Final versions of D3.1–D3.3 are jointly reviewed by partners based on documented evidence, and a signed TPM4 validation note confirms toolkit readiness and authorises transfer to WP4.

A3.5 designs and pilots the Self-Assessment Toolkit (D3.3).

The Coordinator develops institutional self-assessment instruments. Pilot schools in Romania, Italy and Portugal complete one full assessment cycle and document safeguarding improvement actions, with Romag field support. Réseau Canopé validates assessment logic. Completed tools and revision notes form the WP3 evidence base.

Operational flow: WP2 evidence → tool development → school piloting → structured feedback → Canopé validation → TPM4 approval → WP4 transfer.

All WP3 testing and piloting activities are conducted exclusively with school staff at institutional level

Explain how these activities are going to help reach the WP objectives.

WP3 converts WP2 evidence into operational safeguarding tools through structured development, multi-country school testing and pedagogical validation by Réseau Canopé. The package embeds prevention workflows, risk prioritisation and self-assessment into school practice, ensuring only validated outputs progress to WP4.

A3.1 translates D2.3 Reference Frameworks into institutional procedures, defined roles and coordination pathways (D3.1). Pilot schools in Romania, Italy and Portugal verify usability through structured feedback, while Réseau Canopé validates pedagogical coherence.

A3.2 (TPM3) aligns toolkit structure and testing priorities, preventing parallel development and enabling coordinated refinement based on school input.

A3.3 delivers concise digital Reality Check materials (D3.2) through IDDA-led development. School clarity testing verifies accessibility, Romag supports field feedback, and Réseau Canopé reviews pedagogical consistency, ensuring relevance beyond pilot contexts.

A3.4 (TPM4) functions as the quality gate: final versions of D3.1–D3.3 are formally approved through signed TPM4 validation, authorising transfer to WP4.

A3.5 implements full institutional self-assessment cycles in pilot schools (D3.3), producing documented safeguarding improvement actions. Réseau Canopé validates assessment logic, confirming that reflection translates into organisational change.

Together, these activities convert institutional gaps into tested tools, validated procedures and documented readiness for WP4. Operational flow: WP2 evidence → toolkit development → school piloting → Canopé validation → TPM4 approval → WP4.

Describe the expected results of the activities

WP3 activities deliver three validated institutional safeguarding tools (D3.1–D3.3) and documented organisational change at school level.

A3.1 produces the School Safeguarding Implementation Guide (D3.1), verified through usability testing in Romanian, Italian and Portuguese pilot schools and validated by Réseau Canopé. Outputs include revised institutional procedures, defined staff roles and coordination pathways, resulting in one approved guide ready for implementation.

A3.2 (TPM3) aligns toolkit structure and testing priorities, producing documented decisions and meeting minutes guiding final development.

A3.3 delivers the Reality Check & Quick Insight Pack (D3.2), led by IDDA and verified through school clarity testing with Romag field support and pedagogical review by Réseau Canopé. Outputs are concise digital-ready institutional risk materials supporting internal safeguarding prioritisation.

A3.5 delivers the Self-Assessment Toolkit (D3.3), verified through one completed assessment cycle in each pilot school, generating documented safeguarding improvement actions retained in school records. Réseau Canopé validates assessment logic and applicability.

A3.4 (TPM4) formally validates D3.1–D3.3 through a signed consortium decision authorising transfer to WP4.

WP3 does not issue individual certificates. Learning outcomes relate to institutional capacity building and are recognised through documented procedures, self-assessment results and revision logs. Where applicable, WP4 participants may record competences via Europass; Youthpass is not applicable.

Operational chain: WP2 evidence → tool development → multi-country school piloting → Canopé validation → TPM4 signed approval → WP4 implementation.

Expected number and profile of participants.

WP3 involves approximately 70–90 direct participants across partner countries, each linked to a defined role in the development–piloting–validation chain.

The Coordinator engages 2 staff members (project lead and content developer) responsible for drafting D3.1–D3.3, integrating school feedback, managing the shared evidence repository and preparing TPM4 validation documentation.

Pilot schools in Romania, Italy and Portugal engage approximately 45–60 education professionals in total (15–20 per school), including teachers, pedagogues, psychologists, safeguarding staff and school leadership. They contribute directly to usability testing (D3.1), clarity feedback (D3.2) and institutional self-assessment (D3.3), generating structured feedback forms, completed assessment tools and documented procedural improvement actions.

IDDA involves 2 digital development staff leading production of the Reality Check & Quick Insight Pack (D3.2).

Romag involves 2 field staff, supporting feedback collection and facilitation of self-assessment processes in pilot schools.

Réseau Canopé contributes 2 pedagogical experts, validating toolkit coherence and producing documented revision guidance integrated into D3.1–D3.3.

Consortium governance is ensured through TPM3 (online) and TPM4 (face-to-face), with one representative per partner (approximately 8 participants per meeting), producing alignment decisions and a signed TPM4 validation note authorising transfer to WP4.

Participants are school professionals, pedagogical experts, digital developers and project staff. Pupils are not involved in WP3.

Operational chain: WP2 evidence → tool development (Coordinator / IDDA) → school piloting (RO/IT/PT) → structured feedback (Romag) → pedagogical validation (Réseau Canopé) → TPM4 signed approval → WP4 capacity building.

WP4: Capacity Building, Reference Curriculum Framework & Pilot Training

In addition, Subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

WP4 starts after TPM4 validation of D3.1–D3.3 by all partners through documented sign-off and ensures institutional uptake of WP3 safeguarding tools through curriculum conversion, pilot training and national multiplier actions, producing institutional action plans and formal safeguarding integration records addressing procedural gaps, unclear roles and escalation failures.

Objective 1 – Reference Curriculum Framework (D4.1).

The Coordinator develops D4.1 based on WP3 outputs. Réseau Canopé verifies pedagogical coherence and alignment with teacher-training standards. Romanian and Italian schools and Romag provide structured applicability feedback and participate in revision rounds prioritising institutional response gaps. The framework is jointly endorsed by partners through Canopé alignment notes and partner acceptance records.

Objective 2 – Training Materials and Digital Facilitator Hub (D4.2).

IDDA develops modular materials and the Digital Hub with guided modules, templates and reflection tools. Canopé confirms alignment. Romanian and Italian schools conduct usability testing; Romag pilots in Serbia. Outputs are verified through revision rounds and testing notes and jointly validated by partners for pilot use.

Objective 3 – Transnational pilot training (D4.3).

The Coordinator facilitates a 5-day pilot with 24 professionals (three per partner). Participants apply safeguarding scenarios and institutional templates to analyse real school cases and define corrective measures. Training readiness is confirmed through attendance lists, structured feedback and partner sign-off.

Objective 4 – National multipliers and institutional integration (D4.4).

Partners implement national multipliers, with Romag leading Serbia. Educators complete reflection tools and develop institutional action plans targeting priority procedural gaps using project templates defining minimum safeguarding measures. Behavioural and institutional change is evidenced through submitted action plans

What will be the main results of this work package?

WP4 starts after TPM4 validation of D3.1–D3.3 by all partners through documented sign-off and ensures institutional uptake of WP3 safeguarding tools through curriculum conversion, pilot training and national multiplier actions, producing institutional action plans and formal safeguarding integration records based on institutional hole-finder results (procedural gaps, unclear roles and escalation failures).

Objective 1 – Reference Curriculum Framework (D4.1).

The Coordinator develops D4.1 based on WP3 outputs. Réseau Canopé verifies pedagogical coherence. Romanian and Italian schools and Romag provide applicability feedback and participate in revision rounds. The framework is jointly endorsed by partners through Canopé alignment notes and partner acceptance records.

Objective 2 – Training Materials and Digital Facilitator Hub (D4.2).

IDDA develops training materials and the Digital Hub. Canopé confirms alignment. Schools conduct usability testing; Romag pilots in Serbia. Outputs are verified through revision logs and jointly validated by partners.

Objective 3 – Transnational pilot training (D4.3).

The Coordinator facilitates a 5-day pilot with 24 professionals. Participants apply safeguarding scenarios and institutional templates to analyse real cases and define corrective measures. Readiness is confirmed through attendance lists, structured feedback and partner sign-off.

Objective 4 – National multipliers and institutional integration (D4.4).

Partners implement national multipliers, with Romag leading Serbia. Educators develop institutional action plans targeting priority procedural gaps using project templates. Behavioural and institutional change is evidenced through submitted action plans and safeguarding integration records endorsed by participating schools and partners.

Operational flow: D3.1–D3.3 → D4.1 → D4.2 → D4.3 → D4.4 → action plans → safeguarding integration.

What qualitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

Achievement of WP4 objectives and quality of results will be measured through:

- D4.1 pedagogical coherence evidenced through Réseau Canopé alignment notes and structured applicability feedback from Romanian and Italian schools and Romag, consolidated through documented revision rounds addressing institutional hole-finder results
- D4.1 practical applicability confirmed through partner testing notes and documented improvement cycles targeting identified procedural gaps
- D4.2 usability verified through school usability testing and Romag piloting feedback, producing documented improvement rounds jointly validated by partners and reflecting institutional hole-finder priorities
- Alignment with teacher-training standards confirmed through Réseau Canopé alignment notes stored in the shared project repository
- D4.2 operational readiness confirmed through partner testing evidence and joint release validation
- D4.3 pilot training quality evidenced through attendance lists, structured participant feedback and documented analysis of institutional response gaps identified during training scenarios
- Institutional engagement evidenced through written action commitments explicitly linked to identified institutional weaknesses
- D4.4 multiplier quality assessed through facilitator reflection tools and institutional action plans addressing documented procedural gaps
- Institutional safeguarding integration confirmed through formal safeguarding integration records endorsed by participating schools and partners
- Behavioural change evidenced through completed institutional action plans derived from institutional hole-finder analysis and safeguarding integration records
- Behavioural and institutional change measured through pre/post staff self-assessment and comparison of safeguarding procedures

WP4 chain: gap identification → testing → feedback → joint validation → action plans → safeguarding records

What quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

Achievement of WP4 objectives and quality of results will be measured through:

- 1 validated Reference Curriculum Framework (D4.1) approved by the Coordinator and accepted by Romanian school, Italian school and Romag through signed partner acceptance records (measured at D4.1 milestone).
- 1 Training Materials package and 1 Digital Facilitator Hub (D4.2) released after school usability testing and Romag piloting, confirmed through formal Coordinator release approval (measured at D4.2 milestone).
- Min. 3 revision rounds (school usability testing, Romag piloting, final Coordinator approval) documented through revision logs validated by the Coordinator (measured during D4.2 development phase).
- 1 transnational pilot training (D4.3) (5 days, 24 professionals = 3 per organisation), verified through signed attendance lists collected and archived by the Coordinator.
- Min. 24 feedback forms and 24 institutional action commitments (one per pilot participant) completed using project templates and consolidated by the Coordinator at D4.3 closure.
- Min. 7 national multiplier trainings (D4.4) delivered in Romania, Italy and Serbia, verified through agendas and signed attendance lists.
- Min. 70 educators reached through multiplier actions, verified through participant registers submitted to the Coordinator.
- Min. 7 institutional safeguarding action plans and 7 safeguarding integration records, derived from institutional hole-finder results and formally validated by the Coordinator at D4.4 milestone.
- 1 consolidated WP4 evidence package, compiled by the Coordinator at project end, including validation notes, revision logs, attendance lists, feedback forms, action plans and safeguarding records.

WP4 chain: hole-finder → testing → feedback → Coordinator validation → action plans → safeguarding records.

All data are measured at D4.1–D4.4 delivery points through signed documents and structured project templates, and consolidated by the Coordinator in the shared repository

Please describe the tasks and responsibilities of each partner organisation in the work package.

The Coordinator (ASSOCIATION LES MILITANTS DES SAVOIRS) leads WP4 delivery, milestone control and evidence consolidation. It develops the Reference Curriculum Framework (D4.1), coordinates partner inputs, manages the shared repository and formally approves D4.1 and D4.2 before pilot implementation. The Coordinator leads the transnational pilot training (D4.3), validates training documentation and consolidates multiplier evidence, institutional action plans and safeguarding integration records (D4.4).

İnovasyon ve Dijital Gelişim Derneği (IDDA) develops the Training Materials and Digital Facilitator Hub (D4.2), conducts documented revision rounds based on school usability testing and Romag piloting, maintains version control and submits final materials to the Coordinator.

Réseau Canopé reviews D4.1 and D4.2 for alignment with national teacher-training standards and pedagogical coherence, submitting alignment notes for consortium validation.

The Romanian, Italian and Portuguese schools conduct usability testing, participate in institutional gap identification, contribute structured feedback, join the transnational pilot training and implement national multipliers, producing institutional action plans and safeguarding integration records.

Romag leads community-grounded piloting in Serbia, supports institutional gap identification, translates field evidence into safeguarding priorities, delivers the Serbian multiplier, collects participant feedback and submits action plans and integration records for consortium validation.

How did you determine the amount allocated to this work package? How did you verify that it is cost-effective?

The WP4 budget was determined through partner task mapping, based on staff time per deliverable, validation rounds and delivery steps. Allocation was calculated bottom-up from the fixed WP4 outputs (D4.1–D4.4), required staff time, number of professionals involved and operational steps needed to transfer WP3 tools into institutional practice. Staff time is allocated per D4.1–D4.4 output, following task ownership and validation steps.

Costing started from the concrete deliverables: Reference Curriculum Framework (D4.1), Training Materials and Digital Facilitator Hub (D4.2), transnational pilot training (D4.3) and national multiplier trainings with institutional integration (D4.4). Each responsible partner estimated realistic staff time for its assigned tasks, including preparation, validation and delivery, using partners' internal benchmarks from recent Erasmus+ actions.

D4.1 costs reflect curriculum design, pedagogical validation and alignment with teacher-training standards, delivered through staff time of the Coordinator and Réseau Canopé, without subcontracting.

D4.2 covers development of training materials and Digital Hub content by IDDA, usability-based revision rounds and preparation of facilitator guidance and institutional templates, relying on in-house expertise and existing digital infrastructure.

D4.3 is limited to one compact 5-day transnational pilot training with 24 professionals, replacing multiple bilateral meetings and reducing travel and accommodation costs while ensuring sufficient operational testing.

D4.4 covers three national multiplier trainings in Romania, Italy and Serbia, delivered locally by school partners and Romag using partner premises, avoiding venue rental and minimising international travel.

WP4 total budget: 116465€

FR (Coord.) total budget: 13040€

RS total budget: 19450€

FR total budget: 14560€

TR total budget: 19450€

BL total budget: 14060€

RO total budget: 11990€

IT total budget: 11925€

PT total budget: 11990€

Reference Curriculum Framework

FR (Coord.): 10 days x 240€ for Researcher, and 4 days x200€ for Technician

RS: 17 days x 160€ for Researcher, and 8 days x130€ for Technician

FR: 9 days x 240€ for Researcher, and 7 days x200€ for Technician

TR: 16 days x 160€ for Researcher, and 8 days x130€ for Technician

BL: 5 days x 240€ for Researcher, and 3 days x200€ for Technician

RO: 7 days x 160€ for Researcher, and 5 days x130€ for Technician

IT: 7 days x 200€ for Researcher, and 4 days x175€ for Technician

PT: 8 days x 160€ for Researcher, and 4 days x130€ for Technician

Training Materials

FR (Coord.): 8 days x 240€ for Researcher, and 5 days x200€ for Technician

RS: 16 days x 160€ for Researcher, and 8 days x130€ for Technician

FR: 10 days x 240€ for Researcher, and 7 days x200€ for Technician

TR: 17 days x 160€ for Researcher, and 8 days x130€ for Technician

BL: 7 days x 240€ for Researcher, and 3 days x200€ for Technician

RO: 8 days x 160€ for Researcher, and 4 days x130€ for Technician

IT: 6 days x 200€ for Researcher, and 5 days x175€ for Technician

PT: 9 days x 160€ for Researcher, and 4 days x130€ for Technician

Digital Facilitator Hub

FR (Coord.): 9 days x 240€ for Researcher, and 6 days x200€ for Technician

RS: 16 days x 160€ for Researcher, and 10 days x130€ for Technician

FR: 8 days x 240€ for Researcher, and 4 days x200€ for Technician
TR: 16 days x 160€ for Researcher, and 9 days x130€ for Technician
BL: 9 days x 240€ for Researcher, and 3 days x200€ for Technician
RO: 9 days x 160€ for Researcher, and 4 days x130€ for Technician
IT: 5 days x 200€ for Researcher, and 3 days x175€ for Technician
PT: 7 days x 160€ for Researcher, and 5 days x130€ for Technician

Transnational Pilot Training in France = 29000€

FR (Coord.): 200€ (only for meals)

RS: 3 participants x 1500€, 5 days accommodation and travel expenses

FR: 3 participants x 600€, 5 days accommodation and travel expenses

TR: 3 participants x 1500€, 5 days accommodation and travel expenses

BL: 3 participants x 1500€, 5 days accommodation and travel expenses

RO: 3 participants x 1500€, 5 days accommodation and travel expenses

IT: 3 participants x 1500€, 5 days accommodation and travel expenses

PT: 3 participants x 1500€, 5 days accommodation and travel expenses

National Multipliers + Integration

FR (Coord.): 9 days x 240€ for Researcher, and 6 days x200€ for Technician

RS: 16 days x 160€ for Researcher, and 9 days x130€ for Technician

FR: 7 days x 240€ for Researcher, and 5 days x200€ for Technician

TR: 16 days x 160€ for Researcher, and 10 days x130€ for Technician

BL: 8 days x 240€ for Researcher, and 4 days x200€ for Technician

RO: 9 days x 160€ for Researcher, and 4 days x130€ for Technician

IT: 6 days x 200€ for Researcher, and 3 days x175€ for Technician

PT: 9 days x 160€ for Researcher, and 4 days x130€ for Technician

Activities - (WP4: Capacity Building, Reference Curriculum Framework & Pilot Training)

Activity title	Venue	Estimated start date	Estimated end date	Leading organisation	Participating organisations	Allocated amount (EUR)	Expected results
Reference Curriculum Framework (D4.1)	Virtual activity	01/05/2028	30/09/2028	Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR)	COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) ,	21 590,00	Validated Reference Curriculum Framework aligned with WP3 tools, tested by schools and Romag, aligned by Réseau Canopé and formally approved by the Coordinator.
					EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) ,		
					Istituto Comprensivo di Roccalumera (E10114382 - IT) ,		
Training Materials (D4.2)	Virtual activity	02/07/2028	31/10/2028	RESEAU CANOPE (E10173174 - FR)	INOVASYON VE DIJITAL GELIŞİM DERNEĞİ (E10306901 - TR) ,	21 300,00	Training materials developed by Réseau Canopé, tested by schools and Romag, revised through documented feedback and approved by the Coordinator for pilot implementation.
					Romag (E10062531 - RS) ,		
					Agrupamento de Escolas de Marim de Freitas (E10101480 - PT) ,		
					RESEAU CANOPE (E10173174 - FR)		
					COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) ,		
					EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) ,		
					Istituto Comprensivo di Roccalumera (E10114382 - IT) ,		
					INOVASYON VE DIJITAL GELIŞİM DERNEĞİ (E10306901 - TR) ,		
					Romag (E10062531 - RS) ,		
					Agrupamento de Escolas de Marim de Freitas (E10101480 - PT) ,		
					RESEAU CANOPE (E10173174 - FR)		
					COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) ,		
					EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) ,		
					Istituto Comprensivo di Roccalumera (E10114382 - IT) ,		
					INOVASYON VE DIJITAL GELIŞİM DERNEĞİ (E10306901 - TR) ,		
					Romag (E10062531 - RS) ,		
					Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR) ,		
					Agrupamento de Escolas de		

Digital Facilitator Hub activity	Virtual activity	02/07/2028	31/10/2028	INOASYON VE DİJİTAL GELİŞİM DERNEĞİ (E10306901 - TR)	Martim de Freitas (E10101480 - PT)	17 150,00	Digital Facilitator Hub developed by IDDA, tested by schools and Romag, revised through feedback and approved by the Coordinator for institutional rollout.
Transnational Pilot Training (D4.3)	France	08/10/2028	14/10/2028	Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR)	Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR), COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO), INOASYON VE DİJİTAL GELİŞİM DERNEĞİ (E10306901 - TR), Istituto Comprensivo di Roccalumera (E10114382 - IT), Romag (E10062531 - RS), Agrupamento de Escolas de Martim de Freitas (E10101480 - PT)	17 300,00	5-day pilot training delivered to 24 professionals, producing participant feedback and institutional action commitments, verified through attendance lists and formally approved by the Coordinator for national multiplier rollout.
National Multipliers + Virtual Integration (D4.4)	Virtual activity	01/11/2028	31/12/2028	RESEAU CANOPE (E10173174 - FR)	COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO), RESEAU CANOPE (E10173174 - FR)	29 800,00	Minimum 80 professionals trained deliver action plans and safeguarding records. WP4 applies an Institutional Safeguarding Readiness Pathway linking training, self-assessment and action planning to organisational preparedness.



İNOVASYON VE DİJİTAL
GELİŞİM DERNEĞİ (E10306901 -
TR) ,
Romag (E10062531 - RS) ,
Agrupamento de Escolas de
Martim de Freitas (E10101480 -
PT) ,
Applicant - ASSOCIATION LES
MILITANTS DES SAVOIRS
(E10247661 - FR)

Total	Sum of grant (EUR)	107 140,00
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Description of the activities

Describe the content of the proposed activities.

WP4 activities operationalise WP3 safeguarding tools through curriculum-based training, piloting, institutional gap identification and structured integration.

Réseau Canopé structures learning objectives, competence areas and safeguarding procedures within the Reference Curriculum Framework. Romanian and Italian schools and Romag test applicability with educators, contribute to identification of institutional response gaps and provide documented feedback. Inputs are consolidated and D4.1 is validated through joint partner review.

Training Materials and Digital Facilitator Hub content are developed by IDDA. Romanian and Italian schools conduct usability testing and Romag pilots materials in Serbia using predefined school scenarios and institutional risk cases. Revision rounds address identified procedural gaps and are documented before operational release.

The 5-day transnational pilot training applies these tools in practice with 24 professionals through workshops, scenario-based exercises and guided reflection. Participants analyse real institutional cases, complete structured feedback forms and produce written institutional action commitments, verified through attendance lists and partner validation.

National multiplier trainings are delivered locally by Romanian and Italian schools and Romag. Educators apply materials in their institutions, complete reflection tools and produce institutional action plans using project templates targeting priority safeguarding gaps.

Across all activities, safeguarding decisions and implementation measures are documented through action plans and formal safeguarding integration records, providing verifiable evidence of institutional uptake.

Explain how these activities are going to help reach the WP objectives.

WP4 activities achieve the work package objectives by converting WP3 safeguarding tools into structured training, institutional gap identification, documented reflection and formal safeguarding integration.

Curriculum-based work transforms WP3 scenarios into defined learning objectives and competence areas, enabling educators to apply safeguarding roles, procedures and response pathways in real school settings while identifying institutional response gaps.

Training Materials and the Digital Facilitator Hub operationalise these objectives through step-by-step guidance, scenario exercises, reflection tools and institutional templates. Educators practise decision-making, assess institutional readiness and prioritise safeguarding improvements using project instruments.

The transnational pilot training validates real-world applicability by testing modules with professionals, analysing institutional cases and producing action commitments and structured feedback, consolidated through partner review before national rollout.

National multiplier trainings replicate this process locally. Educators apply materials in their institutions, complete reflection tools and produce written institutional action plans targeting priority procedural gaps, resulting in formal safeguarding integration records.

Across all activities, participants document safeguarding decisions and institutional measures using project templates, generating verifiable evidence of organisational change.

WP4 chain: gap identification → D4.1 development → school testing → Romag piloting → joint validation → pilot training → national multipliers → institutional action plans → safeguarding integration records.

Describe the expected results of the activities

Educators acquire operational safeguarding competences related to institutional gap identification, risk prioritisation, response pathways and action planning. A minimum of 70 professionals participate in national multiplier trainings, producing written institutional action plans and formal safeguarding integration records within participating schools. Training Materials and the Digital Facilitator Hub are finalised following school testing and Romag piloting, enabling continued institutional use beyond the project lifetime.

Learning outcomes are demonstrated through practice. Participants complete structured reflection tools, analyse institutional cases, document safeguarding decisions and produce action commitments during pilot and multiplier phases. These artefacts confirm acquisition of competences related to prevention procedures, response workflows and institutional

safeguarding implementation.

Participants receive certificates of participation issued by partner organisations. Learning outcomes are validated through completed action plans, safeguarding integration records and facilitator feedback, stored in the shared project repository. Where relevant, participants may reference acquired competences in Europass CV profiles using project certificates and institutional evidence.

WP4 chain: gap identification → training → reflection tools → action commitments → institutional action plans → safeguarding integration records.

Expected number and profile of participants.

WP4 engages curriculum developers, teacher-training specialists and school professionals, ensuring both technical development and institutional gap identification.

Core curriculum development (D4.1–D4.2) involves 8 experts:

- Coordinator: 2 staff (framework structuring and coordination)
- Réseau Canopé: 1 expert (teacher-training alignment)
- Romanian school: 1 practitioner (classroom applicability testing)
- Italian school: 1 practitioner (classroom applicability testing)
- IDDA: 2 staff (training materials and Digital Facilitator Hub development)
- Romag: 1 staff (piloting and institutional usability testing)

Training Materials and Digital Facilitator Hub development engages 4 core developers (IDDA, Coordinator, Réseau Canopé, Romag), supported by Romanian and Italian schools through structured usability testing and documented revision rounds.

The 5-day transnational pilot training (D4.3) involves 24 professionals (3 per organisation), including teachers, safeguarding focal points and school management staff. Each participant completes scenario-based exercises and produces one institutional action commitment.

National multiplier trainings (D4.4) engage a minimum of 70 education professionals across partner countries (minimum 10 per country). Each participating institution produces one written institutional action plan and one formal safeguarding integration record.

Overall, WP4 directly involves:

- 8 curriculum and training experts
- 24 pilot participants
- minimum 70 multiplier participants

Evidence is collected through attendance lists, reflection tools, action commitments, action plans and safeguarding records.

WP4 chain: expert development → school testing → Romag piloting → joint validation → pilot training → national multipliers → institutional action plans → safeguarding integration records.

WP5: Dissemination, Uptake, Policy Link & Sustainability

In addition, Subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

WP5 ensures controlled uptake of validated WP3–WP4 results through school implementation, FER network dissemination, policy linkage and sustainability.

WP5 operational flow: pilot schools apply WP4 tools → Local Dissemination Contacts collect evidence → Romag activates FER outreach → Coordinator validates → outputs cleared for scale-up.

Obj.1 Governance & QA

The Coordinator appoints one Dissemination Lead and one Local Dissemination Contact per partner. Quarterly dissemination logs are mandatory. Achievement is verified through signed role assignments and approved quarterly logs.

Obj.2 Institutional uptake

Romanian and Italian schools implement WP4 tools on site. Romag deploys FER to introduce validated tools to associated schools, adult education providers and municipalities. Uptake is verified through institutional registers and attendance lists.

Obj.3 Measurable reach

WP5 targets minimum 1,500 stakeholder engagements (900 online, 600 in-person), verified through analytics and signed participant lists consolidated by the Coordinator.

Obj.4 Policy linkage

Partners organise national webinars or roundtables and share one policy brief per country with Ministries of Education, inspectorates or teacher-support agencies. The European Parents' Association leads parental dissemination via member mobilisation and parent webinars. Adoption is verified through briefing records and attendance lists.

Obj.5 Sustainability (mobility-ready)

The Coordinator consolidates validated WP4 outputs and FER uptake evidence into a Sustainability & Transfer Plan and Mobility Concept, verified through Steering Group approval.

Institutional uptake is confirmed through submitted action plans and safeguarding integration records stored in the shared repository.

What will be the main results of this work package?

WP5 delivers measurable dissemination, institutional uptake and sustainability outputs, transferring validated WP4 implementation into wider education systems.

Result 1 – Structured Dissemination System

The Coordinator establishes one Dissemination Lead and one Local Dissemination Contact per partner and implements quarterly dissemination reviews.

Output: coordinated dissemination governance framework.

Evidence: signed role assignments and approved quarterly dissemination logs stored in the shared repository.

Result 2 – Measurable Reach and Engagement

Partners disseminate WP3–WP4 outputs via newsletters, launch packages and national channels, reaching minimum 1,500 educators and stakeholders.

Output: documented outreach reach.

Evidence: platform analytics, signed participant lists and dissemination records consolidated by the Coordinator.

Result 3 – Institutional Reuse and Policy Linkage

Partners deliver national webinars or roundtables and submit one policy brief per country to education authorities.

Output: documented institutional reuse and policy engagement.

Evidence: webinar agendas, attendance lists and briefing records.

Result 4 – Institutional Uptake Evidence

Schools and parents' organisations apply WP4 tools beyond pilot sites.

Output: institutional action plans and safeguarding integration records.

Evidence: submitted action plans and safeguarding records consolidated by the Coordinator.

Result 5 – Sustainability and Mobility Readiness

The Coordinator produces the Sustainability, Reuse & Transfer Plan and Mobility Concept based on validated WP4 outputs and FER dissemination.

Output: mobility-ready framework.

Evidence: approved deliverables and Steering Group validation minutes.

All results are verified through signed documents, attendance lists, analytics and institutional records stored in the shared repository, ensuring traceable transfer from WP4 implementation to system-level uptake.

What qualitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

Achievement of WP5 objectives and quality of results will be measured through the following qualitative indicators:

- Functionality of dissemination governance, verified through signed appointment of Dissemination Lead and Local Dissemination Contacts and approved quarterly dissemination logs stored in the shared repository.
- Consistency and clarity of messaging, confirmed through Coordinator-led editorial review records and approved dissemination materials.
- Quality of stakeholder engagement, evidenced through structured feedback forms and signed contact logs collected during webinars, roundtables and outreach actions.
- Institutional reuse of WP4 outputs, confirmed through submitted institutional action plans and safeguarding integration records consolidated by the Coordinator.
- Quality of policy linkage, verified through documented webinar agendas, attendance lists and policy briefing records transmitted to education authorities.
- Sustainability readiness, confirmed through Coordinator-approved Sustainability, Reuse & Transfer Plan and Mobility Concept stored in the repository.

All qualitative indicators are supported by signed documents, feedback forms, action plans, safeguarding records and validation artefacts stored in the shared evidence repository and reported at final project stage, ensuring traceable linkage to WP4 outputs and system-level uptake.

Evidence is collected continuously by Local Dissemination Contacts and submitted quarterly to the Coordinator. Final validation is performed through consolidated dissemination logs, attendance lists, action plans and safeguarding records at project closure.

What quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

Achievement of WP5 objectives and quality of results will be measured through the following quantitative indicators:

- 1 Dissemination Lead appointed and 1 Local Dissemination Contact per partner, verified through signed role assignment documents.
- Minimum 30 schools per country introduced to WP4 curriculum and Digital Hub, verified through signed school contact logs submitted quarterly to the Coordinator.
- Minimum 1,500 educators and stakeholders reached (900 online, 600 in-person), verified through platform analytics and signed attendance lists consolidated by the Coordinator.
- Minimum 6 project newsletters published, verified through archived editions stored in the repository.
- 1 launch package per major output (WP3 and WP4), verified through documented dissemination folders.
- Minimum 14 national webinars/roundtables delivered (minimum 2 per partner country), verified through agendas and signed attendance lists.
- Minimum 7 policy briefs transmitted (1 per partner country) to Ministries of Education, inspectorates or teacher-support agencies, verified through transmission records.
- Minimum 70 institutional action plans and 70 safeguarding integration records submitted by institutions and validated by

the Coordinator.

- 1 Sustainability, Reuse & Transfer Plan and 1 Mobility Concept approved and signed off by the Steering Group.

All quantitative data are collected by Local Dissemination Contacts, consolidated quarterly by the Coordinator and stored in the shared repository for final reporting.

WP5 chain: dissemination → outreach → institutional submission → Coordinator consolidation → approved deliverables.

Please describe the tasks and responsibilities of each partner organisation in the work package.

Coordinator (ASSOCIATION LES MILITANTS DES SAVOIRS – FR)

Leads WP5 governance and internal flow control. Appoints the Dissemination Lead and validates all dissemination outputs before release. Shares policy briefs with education authorities and consolidates dissemination logs, attendance lists, institutional action plans and safeguarding integration records. Approves D5.1, D5.4, D5.5 and the Mobility Concept. Chairs quarterly dissemination reviews.

Réseau Canopé (FR)

Supports national dissemination through education networks. Reviews editorial quality of dissemination materials and ensures alignment with teacher-training systems. Provides documented input for policy dialogue included in D5.4.

IDDA (TR)

Supports Digital Facilitator Hub visibility and structured reuse. Prepares dissemination content related to D4.2, submitted to the Coordinator for validation prior to publication. Contributes technical input to the Sustainability, Reuse & Transfer Plan.

Romanian, Portugal and Italian school

Lead national outreach in their respective countries. Deliver minimum two webinars or roundtables per country. Collect signed attendance lists and institutional uptake evidence (action plans and safeguarding integration records) and submit documentation quarterly to the Coordinator.

Romag (RS)

Leads Serbian dissemination and FER-based outreach. Coordinates local engagement with schools and adult education providers. Collects action plans and safeguarding integration records and submits validated documentation for consolidation.

European Parents' Association (BE)

Leads parent-level dissemination through member mobilisation and parent webinars. Collects documented parental engagement records and submits dissemination evidence to the Coordinator.

All partners

Nominate one Local Dissemination Contact responsible for data collection, signed logs and quarterly evidence submission.

WP5 chain: dissemination → institutional submission → Coordinator validation → D5 deliverables.

How did you determine the amount allocated to this work package? How did you verify that it is cost-effective?

The amount allocated to WP5 was determined through bottom-up costing based on fixed deliverables (D5.1, D5.4, D5.5 and Mobility Concept), defined national outreach actions and evidence consolidation requirements.

FR (Coord.) total budget: 14635€

RS total budget: 17055€

FR total budget: 10035€

TR total budget: 17035€

BL total budget: 7440€

RO total budget: 3995€

IT total budget: 4000€

PT total budget: 3995€

Dissemination governance, roles and quality assurance

FR (Coord.): 6 days x 240€ for Researcher, and 4 days x200€ for Technician

RS: 15 days x 160€ for Researcher, and 9 days x130€ for Technician

FR: 6 days x 240€ for Researcher, and 2 days x200€ for Technician

TR: 11 days x 160€ for Researcher, and 8 days x130€ for Technician

BL: 4 days x 240€ for Researcher, and 2 days x200€ for Technician

RO: 2 days x 160€ for Researcher, and 1 days x130€ for Technician

IT: 1 days x 200€ for Researcher, and 1 days x175€ for Technician

PT: 2 days x 160€ for Researcher, and 1 days x130€ for Technician

Early outreach builds reuse pathways and recruits schools/parents for later uptake of validated WP4 tools, producing signed contact logs and engagement records consolidated by the Coordinator.

FR (Coord.): 5 days x 240€ for Researcher, and 4 days x200€ for Technician

RS: 10 days x 160€ for Researcher, and 6 days x130€ for Technician

FR: 5 days x 240€ for Researcher, and 2 days x200€ for Technician

TR: 10 days x 160€ for Researcher, and 7 days x130€ for Technician

BL: 3 days x 240€ for Researcher, and 2 days x200€ for Technician
RO: 2 days x 160€ for Researcher
IT: 2 days x 200€ for Researcher
PT: 2 days x 160€ for Researcherchnician

Structured dissemination cadence, newsletters and launch packages
FR (Coord.): 6 days x 240€ for Researcher, and 4 days x200€ for Technician
RS: 12 days x 160€ for Researcher, and 8 days x130€ for Technician
FR: 4 days x 240€ for Researcher, and 2 days x200€ for Technician
TR: 11 days x 160€ for Researcher, and 7 days x130€ for Technician
BL: 3 days x 240€ for Researcher, and 1 days x200€ for Technician
RO: 1 days x 160€ for Researcher, and 1 days x130€ for Technician
IT: 1 days x 200€ for Researcher, and 1 days x175€ for Technician
PT: 1 days x 160€ for Researcher, and 1 days x130€ for Technician

Institutional uptake, reuse support and policy dialogue
FR (Coord.): 6 days x 240€ for Researcher, and 4 days x200€ for Technician
RS: 14 days x 160€ for Researcher, and 8 days x130€ for Technician
FR: 3 days x 240€ for Researcher, and 2 days x200€ for Technician
TR: 9 days x 160€ for Researcher, and 8 days x130€ for Technician
BL: 4 days x 240€ for Researcher, and 2 days x200€ for Technician
RO: 2 days x 160€ for Researcher, and 1 days x130€ for Technician
IT: 2 days x 200€ for Researcher
PT: 2 days x 160€ for Researcher, and 1 days x130€ for Technician

TPM6 – Face-to-face final coordination meeting in Belgium = 13245€
FR (Coord.): 2 participants x 937,5€, 2 days accommodation and travel expenses
RS: 2 participants x 937,5€, 2 days accommodation and travel expenses
FR: 2 participants x 937,5€, 2 days accommodation and travel expenses
TR: 2 participants x 937,5€, 2 days accommodation and travel expenses
BL: 120€ (only for meals)
RO: 2 participants x 937,5€, 2 days accommodation and travel expenses
IT: 2 participants x 937,5€, 2 days accommodation and travel expenses
PT: 2 participants x 937,5€, 2 days accommodation and travel expenses

Final European Conference and project closure
FR (Coord.): 5 days x 240€ for Researcher, and 3 days x200€ for Technician
RS: 5 days x 160€ for Researcher, and 3 days x130€ for Technician
FR: 2 days x 240€ for Researcher, and 2 days x200€ for Technician
TR: 8 days x 160€ for Researcher, and 6 days x130€ for Technician
BL: 4 days x 240€ for Researcher, and 1 days x200€ for Technician
RO: 1 days x 160€ for Researcher, and 1 days x130€ for Technician
IT: 1 days x 200€ for Researcher, and 1 days x175€ for Technician
PT: 1 days x 160€ for Researcher, and 1 days x130€ for Technician

Mobility concept
FR (Coord.): 6 days x 240€ for Researcher, and 4 days x200€ for Technician
RS: 8 days x 160€ for Researcher, and 4 days x130€ for Technician
FR: 4 days x 240€ for Researcher, and 2 days x200€ for Technician
TR: 10 days x 160€ for Researcher, and 8 days x130€ for Technician
BL: 5 days x 240€ for Researcher, and 1 days x200€ for Technician
RO: 2 days x 160€ for Researcher
IT: 1 days x 200€ for Researcher
PT: 2 days x 160€ for Researcher

Activities - (WP5: Dissemination, Uptake, Policy Link & Sustainability)

Activity title	Venue	Estimated start date	Estimated end date	Leading organisation	Participating organisations	Allocated amount (EUR)	Expected results
5.1 Dissemination governance, roles and quality assurance (M6-M36)	Virtual activity	01/03/2027	30/04/2029	Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR)	COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) ,	10 250,00	Dissemination system established with Dissemination Lead and Local Contacts, producing coordinated outreach, validated materials and quarterly governance logs approved by the Coordinator.
					EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) , Istituto Comprensivo di Roccalumera (E10114382 - IT) , INOVASYON VE DIJITAL GELİŞİM DERNEĞİ (E10306901 - TR) , RESEAU CANOPE (E10173174 - FR) , Romag (E10062531 - RS) , Agrupamento de Escolas de Marim de Freitas (E10101480 - PT)		
5.2 Early outreach builds reuse pathways and recruits schools/parents for later uptake of validated WP4 tools, producing signed contact logs and engagement records consolidated by the Coordinator." (M6-M18)	Virtual activity	01/02/2027	29/02/2028	Agrupamento de Escolas de Marim de Freitas (E10101480 - PT)	COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) ,	11 450,00	Early outreach establishes reuse pathways and recruits minimum 240 schools across partner countries (total) for later uptake of validated WP4 tools, producing signed school contact logs and engagement records consolidated by the Coordinator.
					EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) , Istituto Comprensivo di Roccalumera (E10114382 - IT) , INOVASYON VE DIJITAL GELİŞİM DERNEĞİ (E10306901 - TR) , RESEAU CANOPE (E10173174 - FR) , Romag (E10062531 - RS) ,		

5.3 Structured dissemination cadence, newsletters and Virtual launch packages (M12–M36)	Virtual activity	01/08/2027	30/04/2029	RESEAU CANOPE (E10173174 - FR)	Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR)	7 250,00	Minimum 6 partner-generated newsletters and launch packages for WP3–WP4 outputs, validated by the Coordinator, reaching at least 1,500 educators and stakeholders with consistent cross-country messaging.
					COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) ,		
					EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) ,		
					Istituto Comprensivo di Roccalumera (E10114382 - IT) ,		
5.4 Institutional uptake, reuse support and policy dialogue (M18–M34)	Virtual activity	01/02/2028	30/04/2029	Romag (E10062531 - RS)	INOVASYON VE DİJİTAL GELİŞİM DERNEĞİ (E10306901 - TR) ,	10 550,00	Partner-produced institutional action plans and safeguarding integration records, policy briefs shared with education authorities, and documented WP4 reuse across countries, consolidated and validated by the Coordinator.
					Romag (E10062531 - RS) ,		
					Agrupamento de Escolas de Marim de Freitas (E10101480 - PT) ,		
					Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR)		
		01/02/2028	30/04/2029	Romag (E10062531 - RS)	COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) ,	10 550,00	Partner-produced institutional action plans and safeguarding integration records, policy briefs shared with education authorities, and documented WP4 reuse across countries, consolidated and validated by the Coordinator.
					EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) ,		
					Istituto Comprensivo di Roccalumera (E10114382 - IT) ,		
					INOVASYON VE DİJİTAL GELİŞİM DERNEĞİ (E10306901 - TR) ,		
		01/02/2028	30/04/2029	Romag (E10062531 - RS)	RESEAU CANOPE (E10173174 - FR) ,	10 550,00	Partner-produced institutional action plans and safeguarding integration records, policy briefs shared with education authorities, and documented WP4 reuse across countries, consolidated and validated by the Coordinator.
					RESEAU CANOPE (E10173174 - FR) ,		
					Agrupamento de Escolas de		

5.5 TPM6 – Face-to-face final coordination meeting (M36)	Belgium	15/04/2029	18/04/2029	EUROPEAN PARENTS ASSOCIATION (E10099343 - BE)	Martim de Freitas (E10101480 - PT) , Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR)		
					Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR) , COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) , Istituto Comprensivo di Roccalmura (E10114382 - IT) , İNOVASYON VE DİJİTAL GELİŞİM DERNEĞİ (E10306901 - TR) , RESEAU CANOPE (E10173174 - FR) , Romag (E10062531 - RS) , Agrupamento de Escolas de Martim de Freitas (E10101480 - PT)	13 245,00	Final outputs validated by the Coordinator. Mobility Concept approved, sustainability commitments confirmed and reporting responsibilities aligned, producing signed meeting minutes and approved WP5 deliverables.
5.6 Final European Conference and project closure (M36)	Belgium	17/04/2029	17/04/2029	EUROPEAN PARENTS ASSOCIATION (E10099343 - BE)	Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR) , COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) , Istituto Comprensivo di Roccalmura (E10114382 - IT) , İNOVASYON VE DİJİTAL GELİŞİM DERNEĞİ (E10306901 - TR) , RESEAU CANOPE	8 045,00	Final outputs validated by the Coordinator in Brussels, Mobility Concept approved and WP5 evidence consolidated through signed minutes for European-level closure.

5.7 Mobility concept (M35)	Virtual activity	01/03/2029	31/03/2029	Applicant - ASSOCIATION LES MILITANTS DES SAVOIRS (E10247661 - FR)	(E10173174 - FR) ,	10 280,00	Mobility Concept drafted by the Coordinator with partner input, defining learning objectives and transferable components, validated by the Steering Group and producing an approved mobility-ready framework integrated into D5.5.
					Romag (E10062531 - RS) ,		
					Agrupamento de Escolas de Martim de Freitas (E10101480 - PT)		
					COLEGIUL NATIONAL PEDAGOGIC STEFAN CEL MARE (E10144913 - RO) ,		
					EUROPEAN PARENTS ASSOCIATION (E10099343 - BE) ,		
					Istituto Comprensivo di Roccalumera (E10114382 - IT) ,		
					INOVASYON VE DIJITAL GELİŞİM DERNEĞİ (E10306901 - TR) ,		
					RESEAU CANOPE (E10173174 - FR) ,		
					Romag (E10062531 - RS) ,		
					Agrupamento de Escolas de Martim de Freitas (E10101480 - PT)		
Total		Sum of grant (EUR)				71 070,00	

Description of the activities

Describe the content of the proposed activities.

WP5 scales validated WP4 results into wider education systems through structured dissemination, national outreach, institutional uptake and sustainability validation.

A dissemination governance system is established with one Dissemination Lead and one Local Dissemination Contact per partner. Partners generate outreach content, while the Coordinator consolidates outputs and runs quarterly quality reviews based on signed dissemination logs stored in the shared repository.

Early outreach introduces the WP4 curriculum and Digital Facilitator Hub to schools and parent networks. Partner schools, Romag and the European Parents' Association lead country-level actions, collect signed contact logs and structured stakeholder feedback, and submit evidence quarterly to the Coordinator for consolidation.

Dissemination activities include partner-generated newsletters, launch packages for WP3–WP4 outputs and coordinated national communications. Réseau Canopé supports alignment with teacher-training systems, while IDDA prepares Digital Hub visibility content. Materials are validated through governance review and archived in the project repository.

Institutional uptake is implemented via national webinars and roundtables, guidance on applying WP4 tools, and partner-led development of institutional action plans. Participating organisations submit safeguarding integration records, validated by the Steering Group and consolidated by the Coordinator.

Project closure includes a final coordination meeting and European conference, confirming sustainability commitments and approving the Mobility Concept through signed minutes.

The Mobility Concept and Sustainability, Reuse & Transfer Plan are co-drafted with partners and validated by the Steering Group, translating WP4 curriculum and training materials into a mobility-ready framework.

Operational flow: WP4 outputs → dissemination → uptake → action plans → validation → WP5 deliverables.

Explain how these activities are going to help reach the WP objectives.

WP5 activities transfer WP4 outputs into school practice through coordinated dissemination, national reuse actions and structured evidence consolidation.

Dissemination governance establishes clear roles and quarterly quality reviews, ensuring consistent outreach and validated messaging across partner countries, verified through signed role assignments and review minutes.

Early outreach led by schools, Romag and the European Parents' Association introduces the WP4 curriculum and Digital Facilitator Hub to school and parent networks. Signed contact logs and structured feedback confirm institutional interest and create concrete reuse pathways.

Partner-generated newsletters and launch packages provide coordinated visibility of WP3–WP4 outputs. Archived publications, analytics and dissemination logs verify documented reach of at least 1,500 stakeholders.

Webinars and roundtables delivered by Romanian School, Italian School and Romag support practical reuse of WP4 tools. Attendance lists, institutional action plans and safeguarding integration records confirm uptake beyond pilot sites.

Policy briefs coordinated by the Coordinator link project results with education authorities, verified through distribution records and feedback notes.

TPM6 formally validates final outputs, sustainability commitments and the Mobility Concept through signed meeting minutes.

The Mobility Concept, co-developed with partners and approved within D5.5, ensures structured transferability of WP4 results.

Overall, WP5 converts dissemination into documented institutional reuse and validated sustainability outputs, completing the chain from WP4 implementation to approved WP5 deliverables.

Describe the expected results of the activities

WP5 activities generate measurable dissemination, institutional reuse and sustainability results extending WP4 implementation beyond pilot institutions.

Expected results include a dissemination governance system verified through signed role assignments and quarterly review minutes; partner-led outreach reaching at least 1,500 educators and stakeholders; national webinars and roundtables delivered by Romanian School, Italian School and Romag; and policy briefs shared with education authorities and consolidated quarterly by the Coordinator.

Schools, parents' organisations and partner networks reuse the WP4 curriculum and Digital Facilitator Hub, producing written institutional action plans and safeguarding integration records submitted by partners and stored in the shared repository. TPM6 produces signed minutes validating final outputs, approving the Mobility Concept and confirming sustainability commitments, resulting in approved WP5 deliverables.

Learning outcomes focus on operational safeguarding competences and institutional implementation capacity. Educators demonstrate acquisition of competences during webinars and reuse sessions through completion of reflection tools, drafting of action plans and documented application of safeguarding procedures in their organisations.

Learning outcomes are validated through attendance lists, structured feedback forms, institutional action plans and safeguarding integration records collected by partners, consolidated quarterly by the Coordinator and archived in the shared repository. Participants receive certificates of participation issued by national partners. Where relevant, participants may reference acquired competences in Europass CV profiles, supported by project certificates and institutional evidence. Youthpass is not applicable, as WP5 targets adult education professionals. WP5 enables school-to-school transfer of validated WP4 tools via partner clusters and training centres, creating reuse beyond pilot schools.

Expected number and profile of participants.

WP5 reaches approx. 1,500 educators, parents and education stakeholders through dissemination and uptake actions, verified through partner-collected analytics and signed contact logs consolidated by the Coordinator.

At least 30 schools per partner country are engaged through outreach and reuse actions, verified through signed school contact logs.

Direct participants include a minimum of 70 professionals trained through WP4 multipliers (teachers, school staff and safeguarding practitioners), verified through attendance lists. Additional participants include school leaders, parent representatives and partner staff involved in webinars, roundtables and reuse sessions.

The Final European Conference involves a minimum of 150 external participants plus 8 partner representatives, verified through registration records and attendance lists. TPM6 involves 8 partner representatives, verified through signed attendance lists.

Participant profiles include teachers, safeguarding focal points, school management, parent representatives, education stakeholders and partner staff.

All participant data are collected by partners and consolidated by the Coordinator in the shared repository.

Chain: dissemination → school engagement → multipliers → action plans → safeguarding records → consolidation.

Evidence is submitted quarterly by partners and validated by the Steering Group before consolidation by the Coordinator.

Annexes

Declaration on Honour

File Name	File Size (kB)
DOH -Declaration-on-honour MDS Prevporn.pdf	361
Total Size (kB)	361

Accession forms

The Accession and Declaration on Honour Form should be provided together with the application for each co-beneficiary.

If not provided with the application, the National Agency can request it later by setting an obligatory deadline for submission.

Note that even if your application is approved for funding, the grant agreement cannot be signed until this Form is provided for every co-beneficiary.

File Name	File Size (kB)
ACF -PREVPORN_P2-RS_AccessionForm_E10062531_signed.pdf	946
ACF -PREVPORN_P3-FR_Accession Form_E10173174_signed.pdf	556
ACF -PREVPORN_P4-TR_AccessionForm_E10306901_signed.pdf	3 655
ACF -PREVPORN_P5-BE_Accession Form_E10099343_signed.pdf	2 139
ACF -PREVPORN_P6-RO_AccessionForm_E10144913_signed.pdf	1 963
ACF -PREVPORN_P7-IT_AccessionForm_E10114382_signed.pdf	1 061
ACF -PREVPORN_P8-PT_AccessionForm_E10101480_signed.pdf	962
Total Size (kB)	11 284

Other documents

File Name	File Size (kB)
OTH -GANTT CHART OF PREVPORN.xlsx	34
OTH -PREV-PORN Project StructureV3.xlsx	20
OTH -Support Letter from Directorate Turkey.pdf	655
OTH -letter of intentipn special hospital Dr Laza Lazarevic.pdf	118
Total Size (kB)	829
Total Size (kB)	12 475

Application conditions

EU values

The Erasmus+ programme's implementation, and therefore, the programme beneficiaries and the activities implemented under the programme, have to respect the EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, in full compliance with the values and rights enshrined in the EU Treaties and in the EU Charter of Fundamental Rights:

- Article 2 of the TEU: The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.
- Article 21 of the EU Charter of Fundamental Rights: 1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited. 2. Within the scope of application of the Treaties and without prejudice to any of their specific provisions, any discrimination on grounds of nationality shall be prohibited.

☒ I confirm that I, my organisation and the co-beneficiaries (where applicable) adhere to the EU values mentioned in Article 2 of the TEU and Article 21 of the EU Charter of Fundamental Rights

☒ I understand and agree that EU values will be used as part of the criteria for evaluation of the activities implemented under this project

EU sanctions and restrictive measures

☒ I confirm that I/my organisation/project partner are NOT included on the list of persons/entities subject to EU sanctions [1]. I acknowledge that if I/my organisation/project partner is included on the list, the application will be rejected.

☒ I/my organisation/project partner are not established in Russia nor are any of our proprietary rights directly or indirectly owned for more than 50% by a legal person, entity or body established in Russia and therefore NOT subject to EU restrictive measures under Regulation (EU) 833/2014.

OR:

☐ I/my organisation/any of my project partners ARE established in Russia or any of the proprietary rights of my organisation or project partners are directly or indirectly owned for more than 50% by a legal person, entity or body established in Russia and therefore I/my organisation/project partner is subject to EU restrictive measures under Regulation (EU) 833/2014 and in order to be eligible, need to apply to the granting authority to obtain an exemption from restrictive measures under Article 5 I (2) e) of Regulation (EU) 833/2014, failing which the application will be rejected.

[1] As per EU Sanctions Map at <https://www.sanctionsmap.eu>. Please note that the EU Official Journal contains the official list, and, in case of conflict, its content prevails over that of the EU Sanctions Map.

Original content and authorship

☒ I confirm that this application contains original content authored by the applicant organisation.

☒ I confirm that no other organisations or individuals external to the applicant organisation have been paid or otherwise compensated for drafting the application.

Protection of personal data and other acknowledgments

Please read our privacy statement to understand how we process and protect [your personal data](#)

☒ I/my organisation acknowledge that the information concerning me/my organisation, the application and the related operational and financial capacity assessments, compliance with eligibility and exclusion criteria, and other relevant information, including previously funded projects, and, if the grant is awarded, information concerning the implementation of the project, and any monitoring thereof, can be made accessible to the authorised persons of the European Commission, EACEA and the National Agencies for the purposes of Programme implementation and protection of EU financial interests in accordance with the Financial Regulation in the context of selection and award, prevention of double funding, monitoring, and other instances in the context of supervisory controls and primary checks pursuant to Erasmus+/European Solidarity Corps Regulation.

Pre-submission checklist

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

- ☒ It fulfills 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: FR01 - Agence Erasmus+ France / Education Formation
- ☒ All the relevant documents have been uploaded.

Accessions forms of each partner to the applicant, should be submitted latest before the signature of the grant agreement. If the application is approved for funding, signed accession form 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 Organisation Registration System, here: [Organisation Registration System](#) (for more details, see the Programme Guide - "Information for applicants").



Submission history

Version	Submission time (Brussels time)	Submission ID
1	02/03/2026 16:55:43	1783865