

# D1.3. Action Plan for the Collaboration between Inclusion4Schools and the parallel running RIA projects



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## Inclusion4Schools Project Summary

The emerging European context is to a large extent characterized by widening and deepening inequalities, the crisis of democracy, and the disintegration of communities. It is especially the case in the Central-Eastern European semiperipheral, post-socialist context, where there is a growing tendency of rearticulating authoritarian, nationalist, neoconservative discourses, which are increasingly infiltrating the political landscape within and beyond Europe. This „retrotopia“ is conducive to the hegemonic production of an imaginary social homogeneity, which consequently stirs up reactionary xenophobia, fear, and hatred through the construction of external intruders (e.g. the migrant) and enemies within (e.g. the Roma). Such a milieu steeped in fear tears up old wounds and produces new divisions as well, hence the construction of new walls – symbolically, as well as physically. Since the leitmotif of this programme is primarily educational, the proposed action targets such (imaginary, symbolic, and real) walls of exclusion which are intended to segregate children (based on class, ethnicity, gender, etc.), which are meant to divide and alienate the local communities to which those children nonetheless belong, thus actively (re)producing inequalities. **In contrast to the power-relations of exclusion, the culture of silence, and the reproduction of unjust structures, the project aims to foster and promote pedagogical relations of inclusion, a culture of dialogue, and the transformation of unjust structures through education.** Running in parallel to the research and innovation actions the central objectives of the proposed action are

- (1) to support and coordinate community schools (as being central to the constitution and maintenance of cohesive local communities) and their respective communities of practice, and
- (2) to create a place and culture of sharing (knowledge, praxis, solidarity) between such communities by initiating and coordinating the convergence and synergies of local, regional and transnational communities.

The expected impact of the proposed project is to contribute to the European initiatives and interventions that aim at reversing inequalities. Adopting a mission-oriented, impact-focused approach to address the specific challenges of the call, synergies will be enhanced between the relevant stakeholders through coordinating and supporting the cooperation between teachers, researchers, local communities and other relevant stakeholders (such as policy-makers), in order to generate networks of policy development and to promote the policy uptake of the project.

### Partners:

Participant No	Participant organisation name	Country
1 (Coordinator)	<a href="#">John Wesley Theological College</a>	Hungary
2	<a href="#">Regional Centre for Information and Scientific Development</a>	Hungary
3	<a href="#">C.E.G.A. Foundation</a>	Bulgaria
4	<a href="#">J. Selye University</a>	Slovakia
5	<a href="#">Oltalom Charity Society</a>	Hungary
6	<a href="#">Albanian National Orphans Association</a>	Albania



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## List of abbreviations

D	Deliverable
DoA	Description of Action
EC	European Commission
EU	European Union
GA	Grant Agreement
H2020	Horizon 2020
I4S	Inclusion4Schools
M	Month
MS	Milestone
OLAF	European Anti-Fraud Office
PCO	Project Coordinator
R&I	Research and Innovation
RIA	Research and innovation actions
RV	Review
STI	Science, Technology and Innovation
WP	Work package



# 1. Aims of collaboration with the two parallel running RIA projects

The project envisages strong cooperation between Inclusion4Schools and the two parallel running Research and Innovation Actions (RIA projects) funded under the same topic: H2020-SC6-TRANSFORMATIONS-2020: Enhancing access and uptake of education to reverse inequalities. One of them is PIONEERED - Pioneering policies and practices tackling educational inequalities in Europe with Grant Agreement number 101004392, the other is SMOOTH - Educational Common Spaces. Passing through enclosures and reversing inequalities with GA 101004491.

Both RIA projects started on the 1st of March 2021 and I4S project were invited to both of the kick-off meetings. But even before that, in February 2020 we were able to connect; thus setting the contact successfully, before the first actual meeting the leaders of the three projects funded by Horizon 2020 shared objectives, methodological considerations of their own objectives. In the meeting organized by RCISD online autumn 2021, purposes and creating a Collaboration Action Plan were discussed together.

Inclusion for Schools not only interacts with the RIA projects but enhances synergies and cooperation between other relevant projects selected under this topic. Generating networks the highest possible outreach and dissemination of the project and its results are envisaged. Through organizing awareness-raising events in the countries of the consortium (4) and in the countries of the parallel running research and innovation actions (6) broad information dissemination activities will be undertaken to inform the citizens about the projects' developments and increase European engagement to reverse inequalities. Inclusion4Schools will demonstrate how the projects' outcomes, innovative solutions can influence and as a result change our lives. Through our activities a better public recognition of the problem of growing inequality as a threat to economic growth, democracy and equal opportunities for future generations is expected.

## 2. Our vision and our goals

Some of the proposed actions of the Action Plan for Cooperation have been started, but most of them remain outstanding, since the parallel running RIA projects under the topic TRANSFORMATIONS-22-2020; Enhancing access and uptake of education to reverse inequalities started only in March 2021, less than a year before the submission of this deliverable. However, feedback and many recommendations have been collected from partners, collaboration was drawn up already and will be included in the Action Plan for Cooperation and now after the first year of the Inclusion4Schools project.





FIGURE 1: ACTION PLAN FOR COLLABORATION

The Action Plan for Cooperation has to be understood as a working paper that reflects the current situation, proposes appropriate measures, and gains momentum through the combination, coordination and adaptation of the individual measures. This makes the Action Plan for Cooperation the ideal document to be updated from time to time, summarizing and outlining all measures aimed at strengthening strategic processes how to enhance access and uptake of education to reverse inequalities and promote the intensive use of existing cooperation instruments, or, where necessary, introducing new, coherent and complementary or joint cooperation instruments.

The vision of our cooperation is twofold: 1) to communicate and disseminate projects' results together joining forces; 2) collaboratively increase European engagement to reverse inequalities. In order to achieve our vision, several specific goals have been drawn up together with the RIA projects. The Action Plan for Cooperation describes the general concept underlying these goals, with particular emphasis on those measures that were planned to be further developed and implemented by the partners of the Inclusion4Schools consortium through the expansion of previous and ongoing coordination activities.

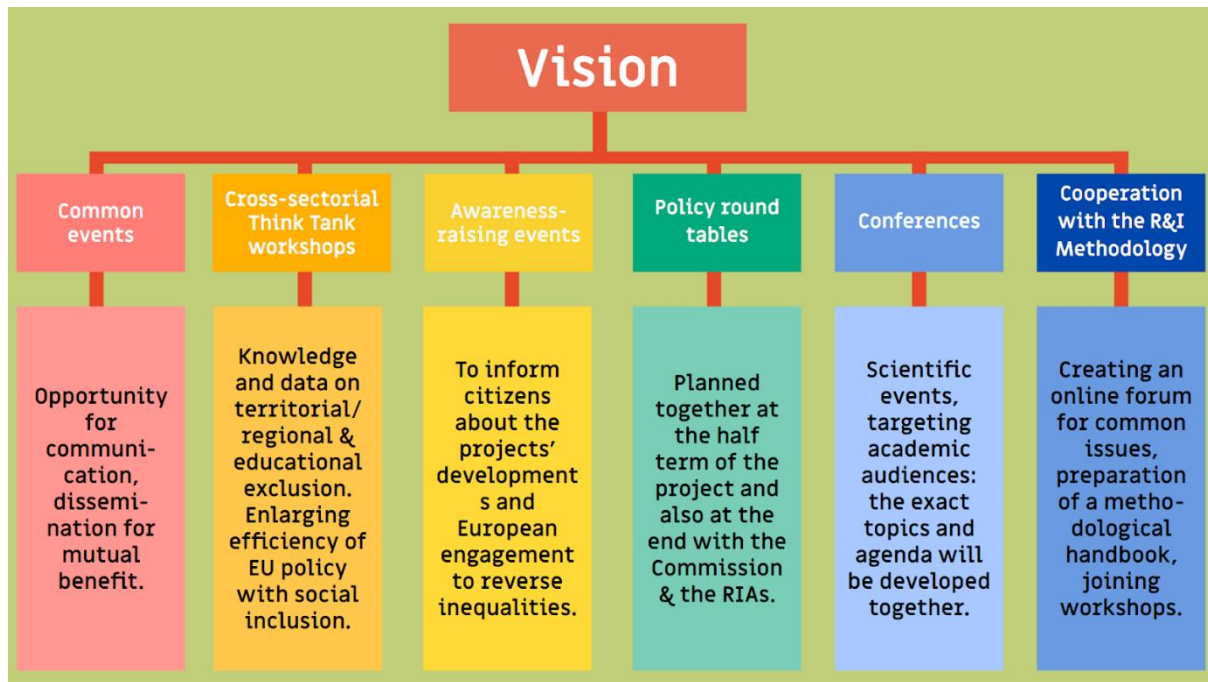


FIGURE 2: OUR VISION

By the end of 2021, several meetings have been held with the representatives of each project. Project partners presented six specific goals for cooperation, namely:

1. Common events where cooperation is envisaged;
2. Cross-sectorial Think Tank workshops;
3. Awareness raising events;
4. Policy round tables;
5. Conferences;
6. Development of the R&I Methodology.

## Common events

To raise awareness, on events and forums organised by Inclusion4Schools European partners representing different networks of researchers, civil society organisations but also policy maker will discuss their activities, their problems and needs, and their expectations and proposals for future cooperation related collaboration actions. These events serve as an opportunity for communication, dissemination for mutual benefit



of the three projects. The events are independent of each other but can be organised back-to-back with the events of the fellow projects. Applying a mission-oriented, impact-focused approach, the I4S consortium will reach out to the countries involved in the parallel running research and innovation actions and contribute to their success, therefore we will invite the two RIA projects to every public event organized by Inclusion4Schools.

### These events of the I4S are the following:

Event name	No.	Participants
Meetings with the ongoing RIAs	2	representatives of the three projects funded by H2020
Awareness Raising Events	10	citizens + other projects and initiatives on the object
Cross-sectorial think tank workshops	12	representatives of independent sociological, educational and statistical research institutes and associations, major higher education institutions, local and national authorities, and anti-segregation NGOs
Policy round table in Brussels	2	Commission + Representatives of the three projects funded by H2020
Online Methodological Workshops	2	representatives of the three projects funded by H2020 and other invited representatives of educational research and administration
International Conferences (with live broadcasting)	3	representatives of the three projects funded by H2020 and other research groups interested in the topic, policymaker, etc.

FIGURE 3: COMMON EVENTS PLANNED

## Cross-sectorial Think Tank workshops

In various countries of Europe, although efforts have been made for a hundred of years to harmonize data and statistical categories, this is still insufficient, that is why our goals are to:

- Enhance access and application of knowledge and data on territorial/regional and educational exclusion;
- Coordinate and support interdisciplinary and cross-sectoral think-tanks to develop ideas and suggestions in order to enlarge the efficiency of the EU policy concerning social inclusion;
- With different stakeholders from the involved countries of the 3 projects, at least 12 events (conferences, workshops, seminars) will be organized together.

4 think tank workshops are planned in the I4S consortium countries (in Hungary, Albania, Bulgaria and Slovakia) and 4 further ones in the RIA consortium countries and at least 4 more online I4S will be responsible for the agenda, booking the location, paying for the room and catering, publishing the results, etc. On the other hand, RIA colleagues will support the I4S team finding experts to invite to the workshops. There



will be a detailed timing in a few weeks' time: when to recruit participants, when to send out invitations, questionnaires, materials, agenda.

When finding the experts, the snowball method will be used: appointing one person first, who can name all the other experts to be involved into the think tank. Academic persons are easy to find, while more help is needed to identify the right persons from NGOs or political parties. At the same time, I4S consortium members also find experts through desktop research in these countries and use contacts from Task 4.4. Clustering with other relevant projects and initiatives.

Through the work of these think tanks, Inclusion4Schools will support the RIAs' in developing their own methodological recommendations as part of their final reports. For that purpose, two methodological workshops will be additionally organized online with the main focus on the RIAs' activity and methodological experience.

## Awareness-raising events

To inform citizens about the projects' developments and European engagement to reverse inequalities, there will be 10 events after April 2022, 4 events in the countries of the consortium, 6 events in the countries of the RIA projects. With these acts we would like to inform citizens, demonstrate the projects' outcomes, and gain public recognition of the problem of growing inequality as a threat to economic growth, democracy and equal opportunities for future generations.

Also, I4S will exploit planned RIA events to participate and present the possibilities of cooperation.

The concept of events is already developed with the lead of RCISD, responsible for I4S WP6 Communication and dissemination. After final approval the concept note and the agenda will be immediately shared with RIA projects.

## Policy round tables

Two policy round tables are planned together at the half term of the project and also at the end. These are planned to be organized in Brussels.

- First policy round table in Brussels: with the Commission & the RIA projects planned to be held by August 2022 (M22 in I4S project)
- Second policy roundtable in Brussels: with the Commission & the RIA projects planned by December 2023 (M38 in I4S).

## Conferences

I4s project plans 3 international conferences in Hungary, with at least 100 participants. Participants will be: the 3 project partners, partners from further projects & initiatives, scientists, civil society organizations, policy makers.

The exact topics and agenda will be developed together: these will be more scientific events than the awareness raising events and will target academic audiences.



At the same time the RIA projects' conferences also serve as a possibility to disseminate project outcomes. The three projects therefore exchange many times at different conferences on methodology, lessons learnt and project achievements.

## Cooperation in the development of the R&I Methodology

The Collaboration Action Plan aims to provide new momentum for enhanced R&I cooperation throughout Europe. It was designed as an umbrella for all further measures that had to be prepared and initiated by the partners of the Inclusion4Schools consortium.

Accompanying actions will be taken to facilitate joint research activities especially through different activities that facilitate or support capacity and institution building, but also policy development.

Measures will be elaborated to

- engage exchange of experiences,
- get an overview on responsible institutions and to have the opportunity to get an insight into practical work in important areas,
- deepen knowledge of the implementation and the administrative procedures of the relevant national instruments to reverse inequalities

### Actions planned:

- Online forum where we can discuss research and development methodological issues
- Preparation of a methodological handbook
- Joint methodological workshops; online discussion of methodological ideas developed

Creating online and offline platforms for debates over the main theoretical-methodological questions concerning the RIA projects Promoting intersectional, comparative and multidisciplinary approaches in research and innovation for o mapping and interpreting the expectations of schools and their clientele, o thorough and complex analyses of the communities' social, economic, cultural context and predicament, o developing comparative, multi-sited, transnational research and innovation agendas. Creating recommendations for the harmonization and mutual enrichment of various instances of quantitative and qualitative methodologies, drawing largely on the RIAs' research and innovation experiences and conclusions. Establishing platforms for collecting, sharing and disseminating methodological considerations with practical examples drawing on the recommendations of the CSA's and RIAs' researchers.

As already discussed, one of the basic motivations of the proposed action is connected to the fact that the identification of segregated/disadvantaged groups, schools or communities is a non-standardized process in Europe. Inclusion4Schools aims at collecting suggestions of a think-tank of different professional groups with a central



role of RIAs in it, for the developing the methodology for identifying the key factors which lead to segregation. Through the work of these think tanks, Inclusion4Schools will support the RIAs' in developing their own methodological recommendations as part of their final reports. For that purpose, two methodological workshops will be additionally organized online with the main focus on the RIAs' activity and methodological experience.

To support the development of the R&I Methodology, Inclusion4Schools also plans the following activities:

**1: Knowledge Sharing Platforms for schools at national and international level:**

An online platform has been created for the purpose of sharing the pedagogical experiences of schools with majority underprivileged students. Interaction between these schools makes it possible to exchange locally developed techniques and methods which are successful in improving the students' educational progress.

**2: Online Communication Platforms for school-university partnership at national level:**

Inclusion4Schools will establish online communication platforms to make it possible to liaise with partners, including school teachers in the respective communities and tutors in the universities participating in the collaboration projects. Exchange of ideas and actual, on the spot experiences can be shared easily, also problem-solving, decision-making challenges can be discussed.

**3: Report on school-university partnership and recommendations to teacher training institutes:**

Inclusion4Schools invites universities in the countries of the Consortium partners to participate in professional collaboration between schools/communities and higher educational institutions (especially in the field of initial teacher education and in programmes designed for in-service teachers studying for continuous development). The expected outcome of the collaboration is that the harmonization of what universities offer and what the public schools need improves efficiency and assists in the process of empowerment through education.

**4: Recommendations to educational managers of public education:**

The recommendations to the educational management that will be prepared by Inclusion4Schools should contain those particular stances which clearly represent the educational needs of the local communities, and - based on these needs - should give suggestions to develop such local curricula and educational practices which formalizes those methods and contents.



### **5: Recommendations to local authorities:**

The main principles of recommendations should comprise such guidelines which suggest that the local authorities should act as facilitators and providers of resources of the initiatives of the residents so that they could exercise control over their lives, i.e. they are capable to plan and organize actions to achieve locally relevant desired goals.

### **6: Methodological Workshops**

I4S project's methodological considerations will be collected which will be shared and discussed with the RIA projects as well. Inclusion4Schools will support the RIAs' in developing their own methodological recommendations as part of their final reports. For that purpose two methodological workshops will be additionally organized online with the main focus on the RIAs' activity and methodological experience.

- MS12: First Online Methodological Workshop for RIAs, Wesley by M27
- MS13: Second Online Methodological Workshop for RIAs, Wesley by M32

### **7: Knowledge sharing portal for researchers**

The promising methodological considerations collected by Inclusion4Schools will be made open in 2023 with the RIA projects as well through the Knowledge Sharing Platform.

### **8: Handbook on R&I Methodology**

After all the different events planned with the RIA projects, Inclusion4Schools will publish a handbook that would consist of the most promising methodological considerations or approaches on researching educational inequalities. The handbook will not only serve as a blueprint of the project's innovative nature, but it will also inform the wider community and would contribute to the transnational/transdisciplinary uptake of the methodological agendas developed.

## **3. Schedule and implementation**

When drawing up the frame of cooperation, vision and goals of the three projects, the following three phases for cooperation were sentenced.

- Phase 1: first contact and establishment of cooperation
- Phase 2: drawing up the goals, developing the Action Plan
- Phase 3: implementation and conclusions





FIGURE 4: SCHEDULE OF COOPERATION

## Phase 1: first contact and establishment of cooperation

The first phase from February 2021 to February 2022 was dedicated to setting up cooperation between the three projects: PIONEERED, SMOOTH and Inclusion4Schools. I4S project started on the 1st of November 2020, later, in December 2020 the RIA projects were identified. I4S partners still had to wait until February 2021 due to GDPR issues to get the contact details and reach out to the coordinators of each RIAs. Both coordinators were kind enough to invite I4S project representatives to the kick-off meetings, letting the team introduce and set the cooperation.

- 17 March 2021 (M5): SMOOTH project’s kick-off
- 24 March 2021 (M5): PIONEERED project’s kick-off

Later, I4S partners invited the leaders of the projects to attend the first interim meeting that was held online due to COVID-19 restrictions and pandemic situation instead of in Budapest. This is considered as the first meeting that took place in June. Before the first meeting partners shared the introduction of their projects, the objectives of them together with methodological considerations developed since the kick-off meetings. Both RIA projects representatives actively participated and supported the conversation with their experiences, questions and feedback.

- 17 June 2021 (M9): Participation of the two RIA projects at the first interim meeting of the Inclusion4Schools (CSA) project.

At the beginning of September 2021, the coordinators of the three projects gathered online to discuss the goals of cooperation in more detail. Each above-mentioned goals of our cooperation were identified, consultation about the collaboration and the Action Plan took place.

- 9 September 2021 (M11): Bilateral meeting with the RIA projects

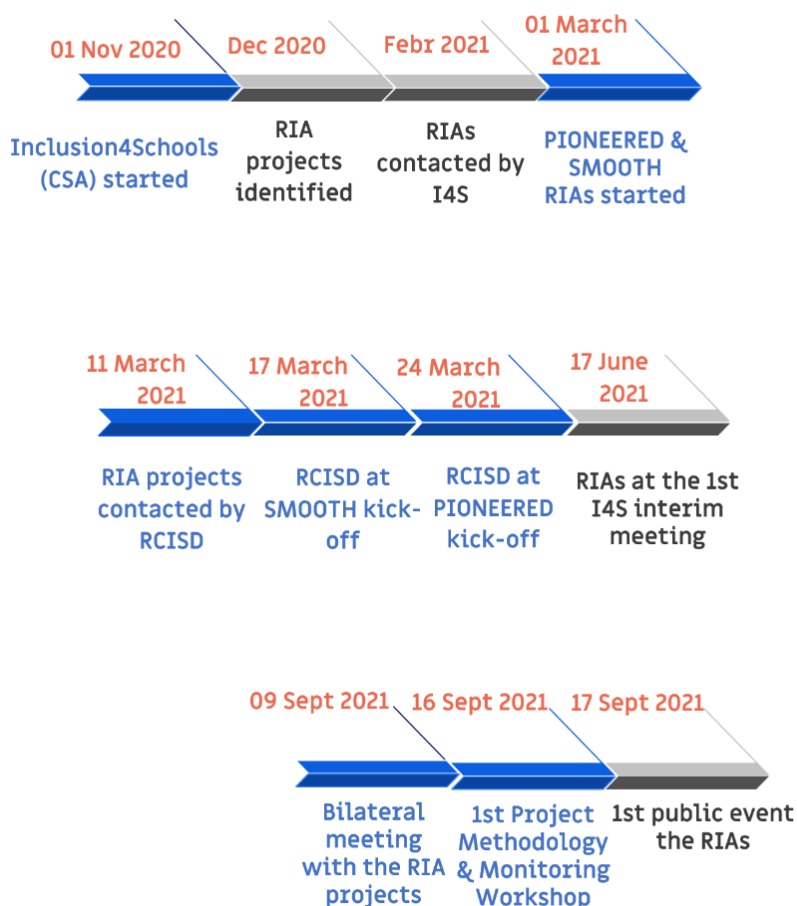


FIGURE 5: MEETINGS PERFORMED BY M22

Still in September 2021, the representatives of RIONEERED and SMOOTH participated on the First project Methodology and Monitoring workshop together with the First public event. Again, the representatives actively joined in, supporting the roundtable discussion on the short movie, sharing methodological considerations with best practices and possible pitfalls.

- 16 September 2021 (M11): First Project Methodology & Monitoring Workshop online
- 17 September 2021 (M11): First public event in cooperation with the parallel running RIA projects online

## Planned milestones with the RIA projects/timeline for meetings:

- MS1: First meeting with the two supported and parallel running RIA projects in Slovakia, RCISD, M10: conducted
- MS3: First public event in cooperation with the parallel running RIA projects in Budapest, RCISD, M12: implemented
- MS12: First Online Methodological Workshop for RIAs, Wesley, M27
- MS13: Second Online Methodological Workshop for RIAs, Wesley, M32
- MS16: First International Conference in collaboration with the two ongoing RIAs, RCISD, M22
- MS17: Second International Conference in collaboration with the two ongoing RIAs, RCISD, M36

## Phase 2: drawing up the goals, developing the Action Plan

After the first meetings and the definition of common goals, the three projects drafted the very first plan for cooperation already on the 17<sup>th</sup> March 2021. RCISD from the I4S consortium drafted the actual Collaboration Action Plan; this document in order to officialise the cooperation between the parties by February 2022.

Evaluation and benchmarking are foreseen to introduce European “good practices” and to propose possible approaches. It is understood that RIA project partners are willing to cooperate, ready to support the development of the Action Plan. Thus, the first version was sent out for comments and feedback and possible extensions.

## Phase 3: implementation and conclusions

The Action Plan is considered a living document between partners supporting the actual work being implemented. As the second year started in I4S and soon in the RIAs, several of the defined events will take place. Therefore, the implementation of the goals is continuously ensured.

### Exchange of information

It is foreseen that - like in the first project year - strong cooperation, regular meetings, exchange of information can be expected. It is the responsibility of I4S to keep the RIAs updated, informed. On the other hand, RIA projects will share information about possible project events I4S can join to.

### Dissemination of Information

The widest possible dissemination of information is a top priority, not only in order to promote the strengths and dynamics of the outcomes of the three projects, but also





to raise awareness in the I4S, PIONEERED and SMOOTH project countries and to demonstrate existing options, strengths and dynamics throughout Europe.

RCISD, WP6 Leader, together with the entire Consortium, is responsible for the dissemination and communication activities throughout the project implementation period. Inclusion4Schools coordinates and supports dissemination and outreach activities of other relevant selected projects and initiatives financed under this topic, and with other relevant projects funded by Horizon 2020 as well as with other European and/or international programmes. RCISD leads the development and implementation of the initial strategy at the early stages of the project, to foster the synergies of project's activities and to ensure the harmonized fulfillment of the communication and dissemination objectives, which are:

- to create awareness about the project and communicate the project activities, results and conclusions to the widest possible audience
- to target and engage specific audiences and stakeholders that will benefit from the project results and to captivate their interest in the outcomes
- to plan, design, implement, monitor and evaluate a set of dissemination activities As stated above, a first version of the dissemination and communication plan and the associated actions for the Inclusion4Schools project have been defined and are presented below. To guarantee its constant maximum efficacy, modifications to this strategy will be considered and adopted as the project progresses, arising from the monitoring of the activities.

With different stakeholders from the involved countries of the 3 projects, at least 12 events (conferences, workshops, seminars) will be organised together. I4S will be responsible for the agenda, booking the location, paying for the room and catering, publishing the results, etc. On the other hand, RIA colleagues will support the I4S team finding experts to invite to the workshops. When finding the experts, the snowball method will be used: appointing one person first, who can name all the other experts to be involved into the think tank. Academic persons are easy to find, while more help is needed to identify the right persons from NGOs or political parties.

## **Conclusions**

Lessons learnt and conclusions will be collected continuously and right after each step of cooperation. These lessons can be later adapted to the next events/meetings to strengthen the effectiveness of collaboration.



## 4. Impact

As a result of our cooperation, the tree project foresees the following impacts:

- Better public recognition of the problem of growing inequality as a threat to economic growth, democracy and equal opportunities for future generations is expected;
- Citizens informed about challenges people with less privileged social backgrounds face;
- Public opinion shaped by changing perceptions and stereotypes;
- More informed citizens about the possibilities of reversing inequalities;
- Empowered influencers to manage positive change in their community;
- Formalization of community forums or themed interest groups strengthened;
- Learning opportunities to develop offered for community forums and interested groups;
- Specific knowledge and understanding regarding the project supported;
- Best practices exchanged;
- Project results, achievements and outcomes shared with the widest possible audience;
- Having recommendations to national data services on how they can have more standardized data bases for relevant data of social inequalities and divers types of disadvantages;
- Recommendations to community authorities on how they can build a forum or a think-tank for discussing the problems which affect the processes resulting in segregation in schools and how they can reverse these tendencies;
- Handbook on R&I Methodology about how the R&I projects can integrate the community-centred approach into their research methodology;
- Educational research and development activities supported to address social inequalities, mainly through the discussion of methodological issues at international level;
- Methodological recommendations to the stakeholders provided.



## 5. Sustainability

Follow up is the Achilles heel of any project. We are aware that a long-term partnership does not emerge automatically; it requires participants' commitments in the partnership and tangible proposals for the mutually beneficial actions. The planned exploitation measures will secure widespread outcomes and impacts overall; results and best practices will be disseminated in and outside Europe. The cooperation will not end with the termination of the project; the partners will continue these activities. The proposed action is a stepping-stone towards the systematic international cooperation which will evolve into a sustainable partnership through tailor-made measures.

Partners' attention will be drawn on the importance of assistance that should be offered by national and European programmes and other initiatives in such a way as to build on existing experiences, to assure the compatibility of new institutions and measures with already existing structures in the Europe and, last but not least, to make full use of available opportunities.

From I4S project, Oltalom is responsible for exploitation and sustainability, will ensure the long-term impact of the cooperation between the tree projects. As the two RIA projects' termination is 3 years and I4S is 48 months long, the ultimate lead for having transformative practices sustainable in the long run relies on I4S project partners. At the same time, regular update (in M30 and M48 officially) on the Exploitation will also be conducted by Oltalom which will contain specifics on the cooperation with the RIAs, what worked best, what caused a challenge and how we could mitigate these challenges.

All public materials compiled together with the RIAs will be made available and will be accessible even after the projects' lifetime.

Cooperation under Task 4.4. with other relevant initiatives will also continue after the project, enabling other dedicated groups, future projects to fight against the replication of segregation reversing inequalities in the society more effectively using our materials as a support.

Ensuring the capacity to continue to perform and deliver project benefits to the target group after the project funding period ends, I4S partners will share the outcomes, findings of all three projects on relevant future events, platforms and with target audiences of all three projects. Commitment to ensure the long/term impact is strong among all three project partners.

