

Inclusion4Schools

D4.1 Knowledge Sharing Online Portal for Supporting Initiatives and Projects in the Community-Centred Approach



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Scope

This online knowledge-sharing/knowledge management portal is developed for every country involved into the project, in order to collect, publish, analyze and make public knowledge of praxis, practical know- hows, and professional experiences. Self-reflections, excerpts, essays, summaries of networking experiences., conclusions, knowledge, outcomes and emerging intra-network initiatives shall be collected, published and analyzed on this knowledge-sharing platform, which should additionally contribute to both the evaluation and dissemination of transformative practices in the community-centred approach. Video-recordings of seminars and conferences, as well as published materials and drafts are also to be uploaded to this platform.

Revisions

Version	date	comments	author name and position (author, Task leader, WP leader, PCO, other)
_v1	27-02-2023	first version	György Mészáros (Wesley) (task leader)
_v2	28-02-2023	second version	Zsuzsanna Hanna Biró (PCO, Wesley)

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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 executing the task

Participant No	Participant organisation name	Country
1 (Coordinator)	John Wesley Theological College	Hungary
2	Regional Centre for Information and Scientific Development	Hungary
3	C.E.G.A. Foundation	Bulgaria
4	J. Selye University	Slovakia
5	Albanian National Orphans Association	Albania

1. Introduction

The purpose of this deliverable is to present the development of the project portal from the perspective of knowledge sharing. This report is linked to two earlier ones, which also describe the portal: D3.1 and D5.1.

The D3.1 deliverable presented the development of a portal for sharing good practices, mainly for schools. This document does not repeat the content and technical features listed there, but only refers to them. A second report, D5.1, has recently been produced, showing how the new features of the portal will be used to share knowledge from R&I projects, facilitate communication between researchers and link research and practice, drawing on the experiences and materials from the Inclusion4Schools, PIONNERED and SMOOTH projects. This deliverable does not repeat information elaborated there, but rather refers to them.

This report focuses on the knowledge sharing perspective and shows how the portal will act as a platform for sharing for different actors, mainly in line with the objectives of WP3 and linked to the goals of WP4 as well.

2. Conceptual background

2.1. Knowledge sharing

In the emerging European context, the importance of knowledge sharing has increased. **Solutions to complex problems such as educational inequalities, lack of inclusion, segregation may be found in a collaborative way, mobilising multiple knowledge.** Knowledge sharing is therefore a key dimension of the Inclusion4Schools project.

Knowledge sharing is beneficial if, on the one hand, it involves a wide range of relevant actors and, on the other hand, if each actor can engage in the process in a way that is appropriate to its knowledge and experience. Knowledge sharing as conceptualised in the project involves researchers, teachers, other practitioners, NGO members, communities, but in different roles. It is important to promote the sharing of knowledge and experience by all, and to learn from others what is relevant to them. In terms of content, it is also important to link the material to be shared to the objectives of the project. The long-term objectives are to reduce educational inequalities and promote inclusion. The more immediate objectives are to promote practices in this area, to collect relevant research, to link practices and research.

Linking theory and practice, academic research and pedagogical and organisational practices is an important dimension of knowledge sharing. Researchers and academics can transfer knowledge relevant to practitioners, while practitioners can enrich research and theory through their experience. Practice itself is also a research field for researchers, but in a participatory approach the boundaries between researcher and practitioner are blurred. Knowledge sharing can also be joint research in which everyone participates according to their own competences.

Not only can knowledge be generated by linking practice and theory, but knowledge from practical experience should also be shared. In this area in particular, it is important that knowledge sharing does not mean simply adopting a good practice (as a recipe), but learning from it: integrating good practice experiences to create a new, context-dependent good practice. In other areas, it is also important to note that knowledge sharing is never a completely one-way process, but is in principle a dialogic act. This dialogue is not necessarily a real conversation with those sharing practices, research results, theories, etc. When another actor adapts the same practice, theory, result, he or she might get in touch with the context of knowledge, with its stakeholders, at least in an indirect way: for example, by asking questions about the extent to which and how it is possible to take up and adapt the knowledge in question.

It is clear from the above description that **there are several levels of knowledge sharing:**

- The basic level is the transmission of knowledge through dissemination to target groups (through specific materials), and its uptake and subsequent application and usage by them.
- A deeper level is when the target groups have the opportunity to engage in a real dialogue with the knowledge sharers, to ask questions, seek advice, etc.
- A still deeper level is when knowledge sharing is back and forth, with mutual enrichment between the actors.

- And finally, the deepest level is when something is created together, a new result from the different pieces of knowledge: a new knowledge element.

Our project aims to foster all levels of inclusion and engagement, and will focus in particular on promoting deeper levels and collaboration through the portal.

Numerous knowledge sharing platforms and portals already exist, in the field of educational inequalities and inclusion too. It is important to clarify how the site proposed in this project is innovative in this area.

The portal brings together all the aspects below to bring something new to the field of European knowledge sharing in the field of projects dealing with disadvantaged pupils:

- its explicit aim is to provide an opportunity to link research, theory and practice;
- to address a wide range of actors: researchers, teachers, members of other organisations, community representatives, etc.
- it promotes the use of a wide range of knowledge-sharing tools: events, workshops, projects, dialogues, joint action research, etc.
- making knowledge available in a variety of forms: essays, research reports, practice reports, good practice papers, webinars, e-learning materials, self-evaluation questionnaires, etc.
- allows overcoming language barriers through built-in translation
- its approach puts the community at the centre
- seeks to promote the sharing of transformative practices.

These last two key concepts of our project are worth explaining separately.

2.2. A Community-Centred Approach

The community-centred approach is one of the key concepts of the project and includes several dimensions. First and foremost, it expresses the view that the only way to address the problems of disadvantage and educational inequality is to involve and engage communities of learners. Schools often focus on the pupils' schooling in everyday life. However, overcoming disadvantage and creating greater equality is only possible if children's communities are included and taken into account in the solutions. Action from the top alone will not be effective if communities are not involved. This also implies an emancipatory approach: empowerment of the minorities involved is important in addressing inequalities. Participation is therefore a paramount criterion for the activities promoted by the project.

Community-centredness also refers to the idea of the school as a node in a community network. School solutions are effective when they involve the organisations and communities surrounding the school: families, institutions, NGOs, minority organisations. Their involvement at different levels is key.

Finally, the community dimension also suggests the importance of thinking in terms of the community in all activities and actions. Community is a metaphor for the values of dialogue, connection and belonging that we want to organise knowledge sharing and all project activities around.

2.3. Transformative practices

Another key concept is transformative practices, that has already been explained in our previous report.

While the language of best and next practice in education may sound attractive and progressive, both are deeply embedded in a particular approach to education that tends to ignore its own value judgements along which it decides what is 'best' or 'next'. The insistence on 'what works' is already linked to specific, value-laden objectives (efficiency, quality, etc.) which may be questionable from an educational point of view. If education is understood as transformative practice, the answer to the question of what practice is desirable cannot be derived from what is already measured and what actually works. Transformative teaching practice refers to the linking of action and reflection in order to be able to make critical judgements about what counts as 'good' and desirable teaching practices when engaging with them. **The transformative nature of such practice stems from its explicit aim to change the coordinates of the social structures in which 'good' education and 'best' practice are defined. The term transformative practice, as distinct from the commonly used terminology of best or good practice, can help to avoid the simplistic interpretation implicit in the original concept.** The latter may lead institutions to find solutions to their problems without reflecting on the complexity of pedagogical situations. All educational practice is embedded in a system and a specific context, and is characterised by explicit or implicit values. When schools try to find answers to problems, achieve objectives and promote certain activities, they should not simply adopt solutions that have worked somewhere, somehow. They must take a systemic approach to their practice and take into account the context in which they operate. They must also develop their own paths by critically reflecting on the values that guide their actions.

At this point in the development of the portal, it is important to highlight two dimensions. On the one hand, 'transformative practice' is another (alternative) name for the term "good practice". Thus, it is important to underline that we do not distinguish between transformative and non-transformative practices, but we offer this concept to share (good) practices, and thus draw attention to their transformative quality and the process behind their application. Our aim with the portal is therefore to make the term itself understood, to spread it, and thus to help different actors to reflect differently on their own good practices as well as on the application of good practices in general. They should not seek to pass on or adopt tried and tested recipes, but to think in terms of processes that can be used in their own context, reflecting on the values behind the practices and how they transform children and the environment, and in particular how the practices can be situated in wider social structures. Second, it is important to see that transformativity has different dimensions and levels. Not all activities can equally target these levels. In connection with the sharing of practices, we would like to provide the participants with tools on the website that help them to evaluate their own good practices and those to be adapted along the dimensions of transformativeness. This means a kind of barometer that provides criteria, but basically wants to promote a self-evaluation process.

3. The knowledge-sharing portal

The main function of the portal is therefore to promote knowledge sharing in a broad sense between the different actors, in the perspective of these two concepts. This means sharing experiences, practices, research results, theories, approaches in various forms. Beyond sharing, the website also aims to promote cooperation in the sense of community. New features in this area will bring innovative elements to the website.

The portal already exists and has been reported on. Since then, participants have started to use it to share good practices, but it is evident that more efforts are needed to reach a wider audience. An improved version of the original portal is now being developed. A report on the online platform for R&I projects is already available. This deliverable focuses on other knowledge sharing.

The single portal makes it important that target groups can find the information relevant to them on the portal. The introductory description and search filters for the portal will help in this. The main target groups are: teachers, NGO representatives, researchers and members of other organisations (municipalities, minority municipalities, child protection institutions, community organisations, etc.). The various participants will be able to use the search functions to find the material they need, to contact other players and to engage in joint activities through the portal. The platform can therefore serve both passive forms of dissemination and engagement. In order to achieve this involvement, it is not enough to create and offer a portal, but it is necessary to promote involvement in various forms:

- sharing the portal at events
- consciously linking the portal to project events
- promote the use of the portal at offline community events
- use the portal features to organise live community events
- provide offline and offline assistance (training) to potential participants in using the portal

Each target group can participate in the platform in the following ways:

Researchers:

- share their research results with other stakeholders in education and communities,
- they can find potential research material on the portal,
- connect with potential research subjects,
- they can find potential research participants, identify potential researchers, plan and carry out joint research.

You can also use the portal's features to identify potential researchers, set up collaborative research projects and follow up on them.

Schools and teachers:

learn about the concept of transformative practices and educational inclusion in general through the uploaded materials (research and other) and the e-learning interface linked to the portal,

- conduct a pedagogical self-evaluation (for the institution or for their own practices),
- share their own good practices,
- adapt the experiences and good practices of others to their own context,
- engage in dialogue with other actors in search of new solutions,
- plan and organise joint activities with others.

Members of other organisations and communities, like teachers and schools, can be present on the platform as practitioners, taking advantage of its features with a stronger focus on general socio-community knowledge.

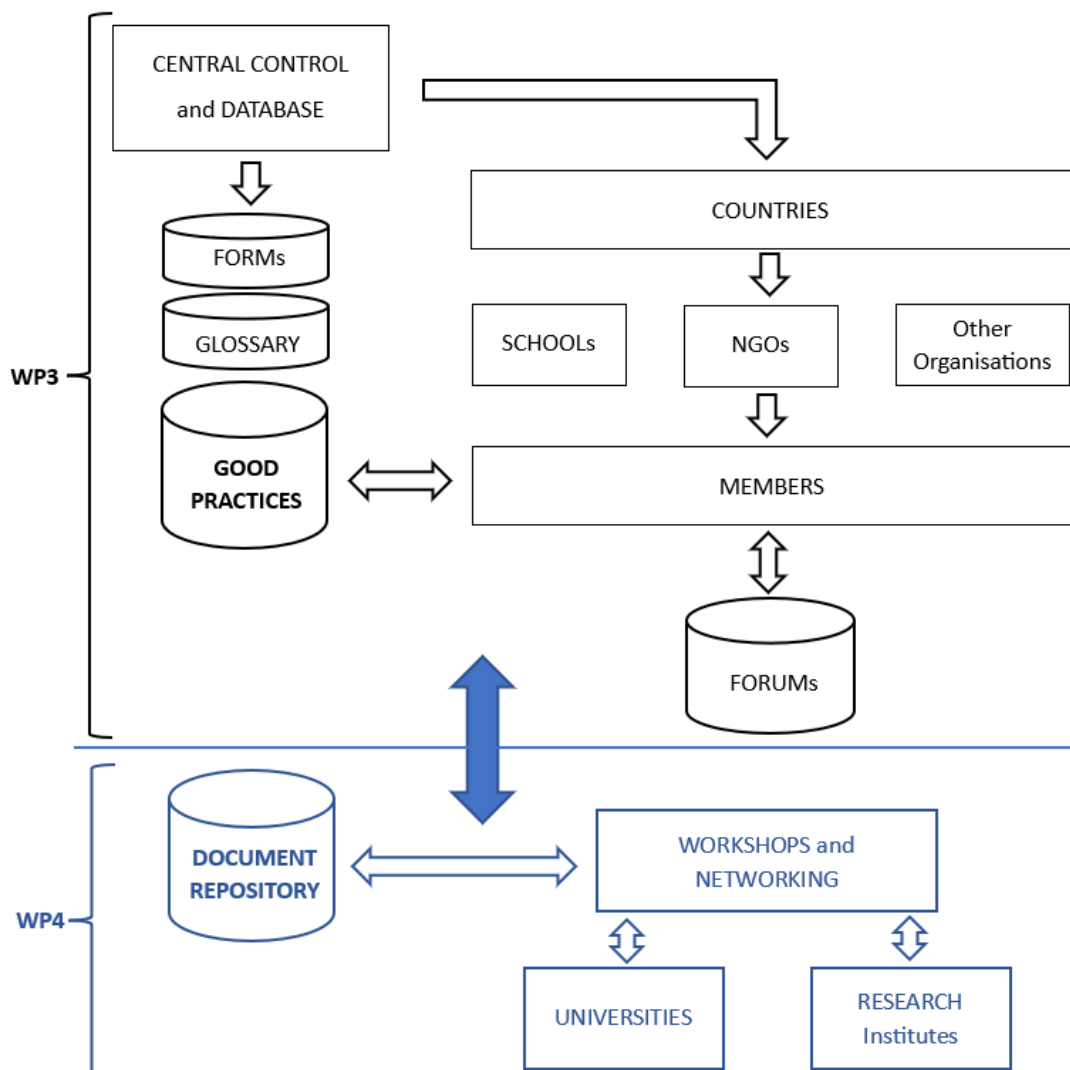
The highest level of participation is participatory action research, where researchers and practitioners can work together. The platform's explicit aim is to promote such participatory activities.

4. Features of the portal: technical characteristics and potential usage

4.1. Introduction

The portal's mission is to put the community-centered approach into practice as a working system. This requires defining the basic units of the community and their higher structures, furthermore the functions and control mechanisms of each level. Technical solutions must be adapted to these organizational issues.

In the figure below, the black lines show a schematic drawing of the portal that implements the objectives of WP3. The blue lines in the figure illustrate the structure that implements the requirements of WP4.



The focus is on describing and sharing good (transformative) practices in schools. It follows that the basic organizational unit of the community is the school, more generally the institutions associated with schools. Materials and communication here are mainly national, with a central coordination.

For a workable solution, it is essential that there is an appropriate balance and consistency between freedom at the local level and central control. The system components that ensure this are:

- The main tools for central management are the school self-evaluation questionnaires and good practice questionnaires (forms). The categories and keywords that occur here are entered in the central Glossary. Questions, keywords and their explanations are automatically translated into all languages, but can be proofread. This system ensures that searches in different languages give the same results.
- Automatic translation with proofreading allows communication between communities in different countries. But there is a further organizational precondition: a transparent registration and authorization system. Who can create a material, who can see it, who can modify it and who can authorize its publication.
- The registration system is hierarchical: central administrators approve the registration of national administrators, who approve the registration of schools (institutions) and institutional administrators. Finally, they can authorize the registration of persons belonging to the institution.
- There are two levels of access to the materials: materials marked as “Work” are only visible to the community within the institution and material marked as “Public” are visible to all users.
- The Forum is used for informal communication. Any member can create a forum, anyone can join it and write posts and comments. All communications are automatically translated into all languages, so each forum member can read each other’s posts in their own language.

It also focuses on community communication, but with some additional features that substantially modify the demands towards the portal. The three most important aspects are:

- Broadening the range of materials to be managed.
- With joining of universities and research institutes, a new range of participants must be served.
- Networking represents a higher level of communication between participants and community organization.

Practically all technical elements that are already included in the portal for WP3 are needed: the registration system, the central questionnaires, the glossary, the proofreading process and the search system for materials. In addition, WP4 needs access to school materials and communication with schools.

For WP4, the portal needs to be significantly extended in terms of functionality, but all of this is also useful for improving the capabilities of the portal regarding WP3.

After this general introduction, the report presents the different old and new features of the portal. On the next screenshots, the new structure of the portal can be seen:

Inclusion4Schools Portal

REFRESH English GUEST GUEST

This portal has been developed in the frame of the Inclusion4Schools project and aims to bring together schools, NGOs and other actors of education to share their experiences and good practices.

The objective of the Inclusion4Schools project is to support segregated schools in underprivileged areas. We aim to facilitate inclusive school communities by helping the institutions to create and strengthen bonds with their immediate social environments. This website provides a communication platform where schools and various stakeholders can share all of their ideas, methods which can be transformative for their own communities.

Log in

E-mail *

Password *

LOG IN

Keep me logged in

[Forgot password?](#)

[Have not signed up yet? Then sign up!](#)

Good Practices

The core of the portal is sharing and disseminating good practices. This platform serves as a learning space where interested partners could learn from the experiences of others.

By clicking on this link, registered users can share their good practices by

- creating a presentation of slides or posts (in which they can describe the practice) and
- answering a short questionnaire.

The latter will help to share good practices as experiences and make it easier for others to find what they are interested in.

Inclusion4Schools Portal

REFRESH English GUEST GUEST

Document Catalog

It is an online database of uploaded documents relevant to the Inclusion4Schools project: you can upload any digital material, like texts (Word, pdf, text...), presentations (Power Point), sheets (Excel), pictures and videos. A website or YouTube link can be also an item.

You can create a "catalog card" to each item which consists of two parts:

- a centrally defined form with the main parameters of the item (title, author, topic, etc.).
- a slide with free text to summarize the content of the item.

The catalog entry will be automatically translated to all languages. The translations of central keywords are proofread, this way the provide an unambiguous search system for all languages.

Events

The catalog of events contains description of ongoing and future events, and also an archive of past events.

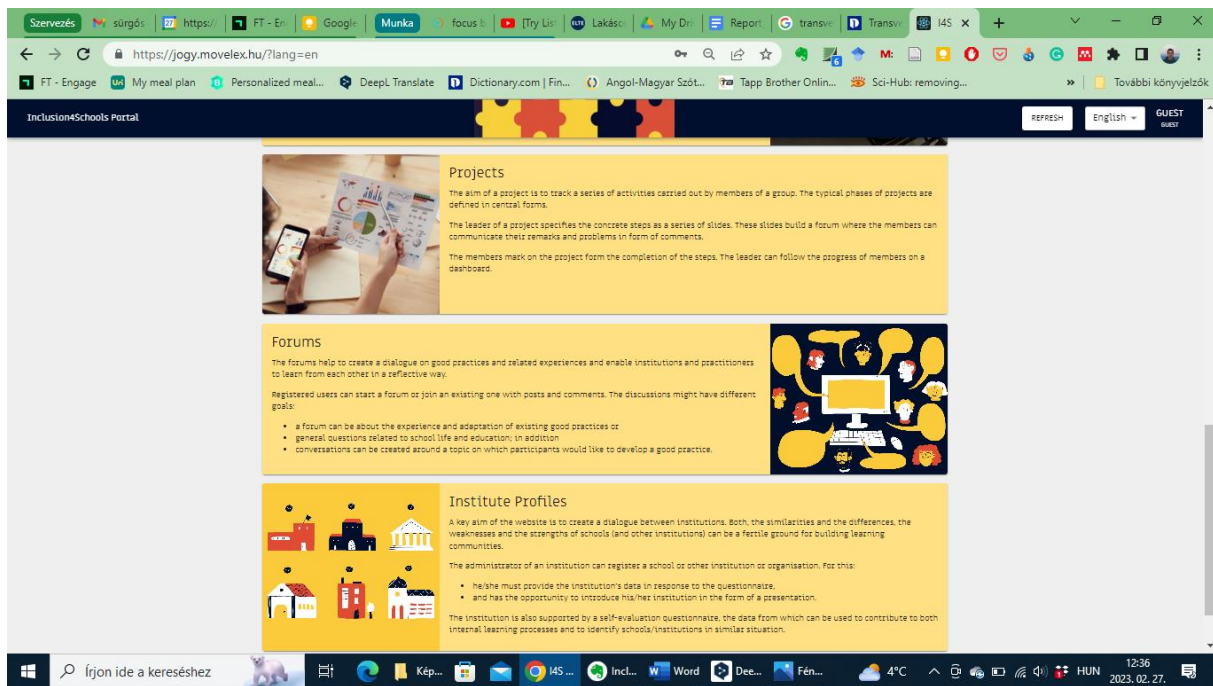
Any registered member can announce an event. A centrally defined form describes the necessary data to fill, but it can be adjusted to the specific circumstances of the event. E.g. different data are needed to an online event than a live event, and the subject can also vary on a large scale.

A potential target group can be addressed. Interested members can join the event by filling the prepared registering form, after the event they can give feedback.

Workshops

A workshop is a cooperative work of a closed group with a specific purpose. This can be collecting, analyzing or discussing materials in different fields, like practical knowhows, academic researches or methodologies.

The final outcome of a workshop can be a presentation published for the addressed target group like schools, communities, academics or policy makers. The cooperation of the members is helped by an internal forum, but the final summary can be commented by the wide public as well.



4.2. Good practices

An existing function that is designed to allow participants to share good practices. The questionnaire linked to the practices already guides participants to pay attention to the transformative dimensions of the practices. Good practices can be linked to a forum where actors can engage in dialogue about the practice.

The questionnaire editor for school profiles and good practices had been designed for a relatively static, infrequently changing data structure in the previous version of the portal. The materials, actors and activities to be addressed in WP4 and in the new phase of WP3 are much broader in scope and are expected to change more dynamically. Therefore, the editing of questionnaires and forms and the proofreading process is simplified technically in the new version.

4.3. Forums

An important and essential function of the portal is the forums section, which provides an opportunity for dialogue. Forums can be launched on a variety of topics. The facilitators of the portal will be responsible for launching forums on relevant topics to promote dialogue between the different actors. Discussions can also be opened on a specific transformative practice or other topic, which can then be used as a basis for further initiatives: events, joint documenting, joint workshops or projects.

The users can create tags and attach documents to the posts.

Szervezés sürgős https:// FT - En Google Munka focus i (Try Lis Lakásc My Dr Report transv D Transv I4S x +

https://jogy.movelex.hu/modul/23847?view=survey&lang=en

FT - Engage My meal plan Personalized meal... DeepL Translate Dictionary.com | Fin... Angol-Magyar Szót... Tapp Brother Onlin... Sci-Hub: removing... További könyvjelzők

New Forum

Editing Language: English SET THE EDITING LANGUAGE CORRECTLY. IT CAN NOT BE CHANGED LATER.

Title

Normal B I U List Table Link Image Video

Drop an image or video file here | Or click here to select an image or video file

OR ADD A YOUTUBE URL


Tags:

+ NEW SAVE CANCEL

Inclusion4Schools Portal - Home REFRESH English MÉSZÁROS GYÖRGY MEMBER

teachers.

Project plan for Water Month
 | User2 | EN



 The project revolves around the subject of water and processes it in a complex way.

Roma Day
 | Gyuri | EN

We organise an activity during the International Roma Day. I am not sure it helps or not.

Give more details to the purpose
 The pitfalls and advantages of the Roma Day in school.
 Who is the target audience?
 teachers dealing with Roma pupils

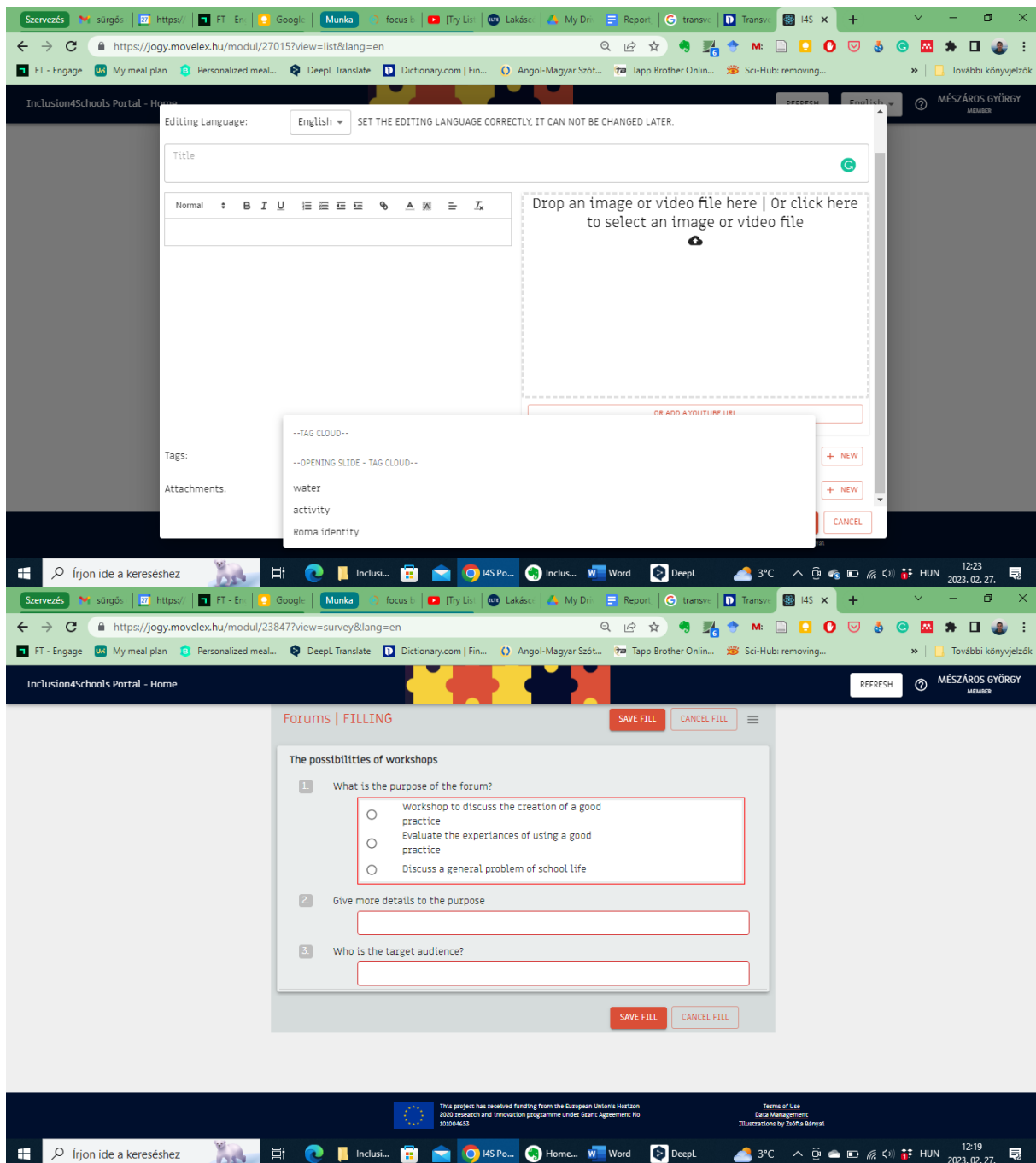
Suggestions for the next conference
 | Envina | EN


 This pasti constituted the core of the event where all the present participants joined the discussion and offered experiences and shared common concerns of daily life teaching progress and issues.

Give more details to the purpose
 Give new suggestions

Irjon ide a kereséshez

Inclusion... I4S Po... Home... Word DeepL 3°C HUN 12:18 2023. 02. 27.



4.4. Events

This feature allows the joint organisation and sharing of online and offline events. Events can be linked to many other elements of the platform: workshops, documents, good practices, forums.

Networking and the need to track different events means that appropriate forms should be created locally for groups and community events on different topics. But the questionnaire editor is too complicated for a "simple member" to use without training. Furthermore, there is also a need to ensure central control and proofread translation into several languages. This

is why an innovative solution has been found: the forms for locally running workshops and events are edited centrally (by trained specialists), but consist of three parts:

- a) Basic details of the event or workshop (e.g., name, purpose, dates).
- b) The different versions of the local specialties.
- c) Information to be entered by joining members.

The school administrator who starts the event (workshop) only has to choose from a set of pre-compiled variants to produce the form to be filled in by the joining members. The translation is already checked so that members from different countries can fill in the form in their own language.

The screenshot displays the 'Events | FILLING' form in the Inclusion4Schools Portal. The form is titled 'Próba esemény' and contains the following fields:

- Starting date:** A date picker field with the placeholder 'yyyy-mm-dd'.
- Starting time:** A time picker field with the placeholder '00:00'.
- Topic:** A list of checkboxes with the following options:
 - Education & inequality
 - Education & change
 - Education & community
 - Education, policies and strategies
 - Education and culture
- ADAPT Mode:** A radio button field with the following options:
 - Online event
 - Live event
- Actuality:** A radio button field with the following options:
 - past
 - ongoing
 - future

The form includes 'SAVE FILL' and 'CANCEL FILL' buttons at the bottom. The portal header shows 'Inclusion4Schools Portal - Home' and 'MÉSZÁROS GYÖRGY MEMBER'. The browser address bar shows 'https://jogy.movelex.hu/modul/24923?view=survey&lang=en'.

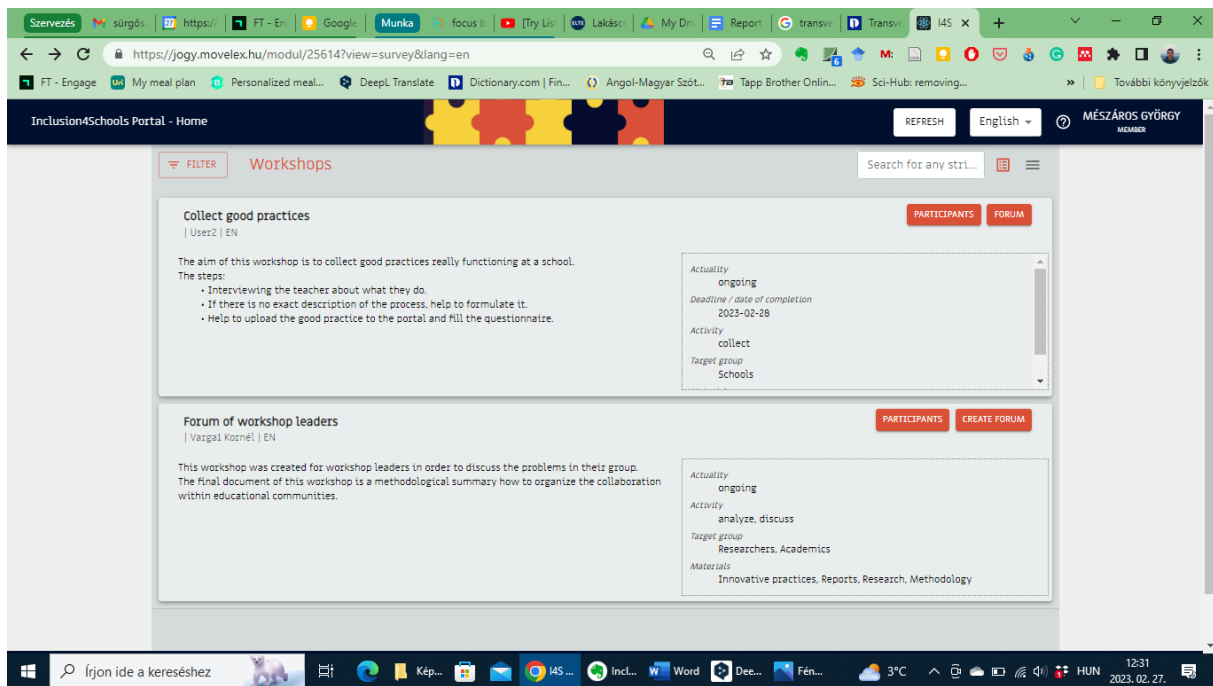
4.5. Workshops

Workshops allow for the organisation of small groups working together. It is the basis for community work organization. Its aim is to produce some kind of result(s), which may be the collection, analysis and publication of materials, by the professional consensus of a group. In the Workshop platform, it is possible to create an internal Forum (visible only to participants).

Institutional membership is a hierarchical system that provides a framework for good practices. The workshop however, as part of networking, is a freely created network in which the regulation of access rights plays an important role:

- The workshop organizer decides the set of members who are invited, according to the purpose of the workshop. Only invited members will have the possibility to join by filling in the form.
- The workshop initiator is automatically the leader of the workshop, but can delegate this right to others. The typical process is that a member creates and leads his group with the permission of an institutional admin.
- Within the group, there are two further categories of members: editors have the right to determine the material to be published by the workshop. Non-editing members can only post comments and Work-rated material: only visible to workshop members.
- Through the workshop, we have therefore separated administrative and professional control:
 - The primary role of the school admin is to ensure that only real people from the institution can post material on the portal.
 - The organization of the workshop, on the other hand, is more of a professional task, ensuring that the material produced as output is in sync with its target audience: for example, an academic audience needs different material from that of school teachers.

The output of the workshop can be marked as public by the workshop leader and is then available to everyone (in the *Documents* section). The forum of the workshop will be public for comments which allows a cross-border communication between communities.



4.6. Documents

The widest range of materials can be placed on this repository: the filtering function will therefore be particularly important here. Documents can facilitate learning, dialogue, serve as a tool for activities, be the result of a joint work, etc. Strong moderation will be needed here, because it is important to upload quality documents. The role of regional and central admins in document authorisation will be key. The main forms are:

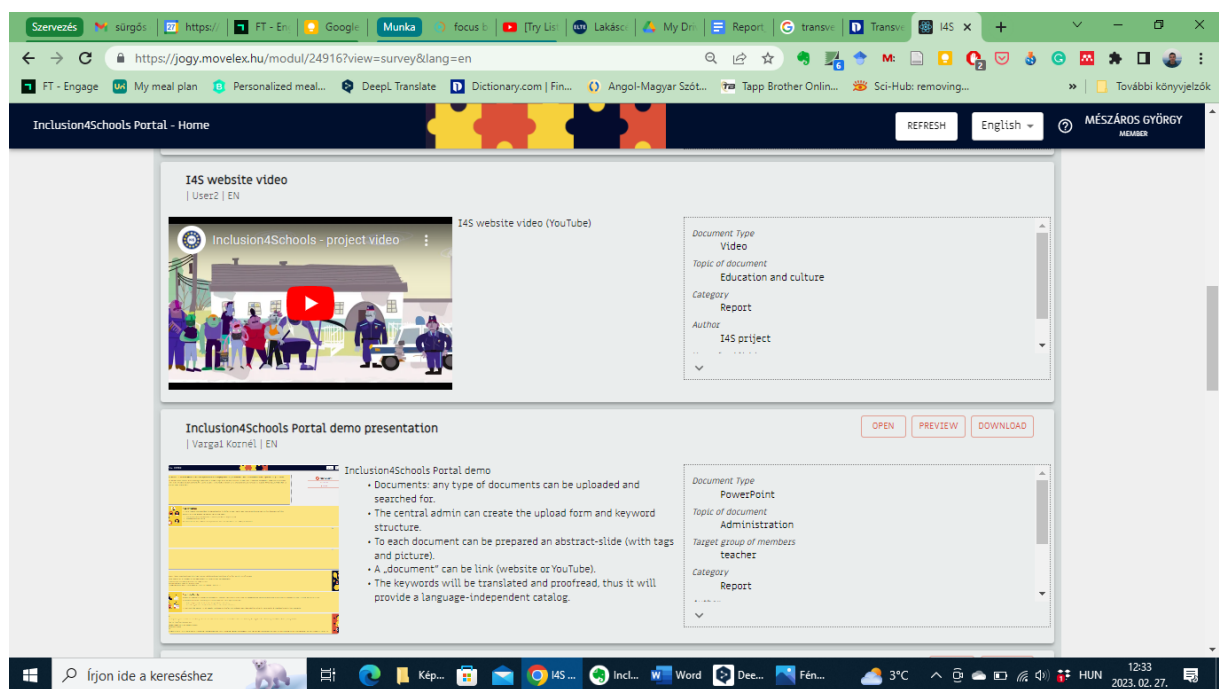
- essays related to the project themes (in particular on theoretical approaches),
- research reports,
- practical materials on transformative practices or other topics focusing on educational, inclusion (guides, plans, relevant teaching materials),
- videos for dissemination, training and knowledge sharing purposes,
- questionnaires to facilitate self-awareness on transformative practices and institutional inclusion and other related topics,
- summary documents on joint activities,
- results of projects and workshops, accompanying documents relevant for others.

It is important to underline that the documents are an important element of knowledge sharing, but are well complemented by the separate e-learning platform of the Inclusion4Schools project. This latter will be used to upload a variety of easy-to-follow training sessions on transformative practices, educational inclusion and participatory action research. The two platforms can be easily linked through forums, events and workshops.

The possibility of linking the documents to a workshop consists of two parts:

- You can refer to a workshop when uploading documents. In this way, these documents are a kind of “annexes” to the workshop, but can also be searched independently using the keywords provided.
- The other link is that members who are editors in a workshop form a “moderator group”: they have the right to rate the uploaded documents. A document uploaded by a general member will be given a Work rating, i.e., it will not be displayed to the general public, until an editor changes the status of the document to public.

Consequently, the workshop is the optimal extension of the Document Repository: there is a professional consensus among workshop members that the resulting documents are appropriate to the topic and target group. They will also be accompanied by professional and searchable summaries, which will be translated into all languages.

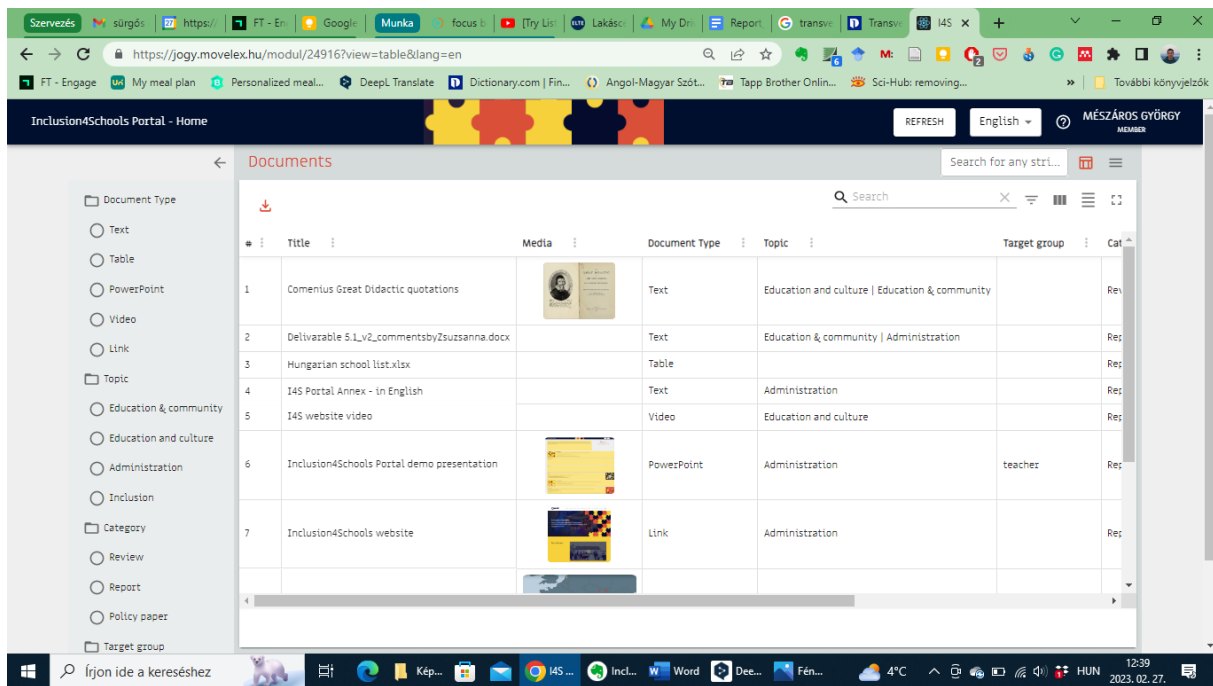


a) Projects

This function can be used to plan and monitor large-scale joint activities.

b) Technical design in progress

A new, significant functionality of the portal is that the users can change the view of the elements (good practices, forums, documents, etc.), from the original table mode to list mode.



The exact technical design is in progress, there may be changes in the next period. Also, the professional team completes the functions according to the professional concept outlined above.

Searchability is a very important function of the website. The related complex filter system (see an example on the previous screenshot) is under construction.

5. Procurement and the phases of the development process

The initial procurement of the developer was described in deliverable D1.3. The reasons to continue with the same provider were explained in deliverable D5.1. This latter offered a short description of the procurement process.

The phases of the development of the portal have been the following:

- The first version of the portal was presented on 26 October 2021.
- The basic structure and the main elements of the portal were established by the beginning of 2022.
- After extensive testing by the project responsables, the platform was launched in May 2022. First, it was offered to schools that have participated in WP1. Through offline events of knowledge sharing, teachers started to learn about the portal and share good practices with the assistance of the project staff.

- In the autumn 2022, the portal was already used by various schools. Users started to upload good practices without the assistance of the project staff.
- For this spring, several online and offline events are planned to promote the website among stakeholders and help its smooth use.
- In the meantime, a decision was made that one portal will be developed for the different tasks of WP3 and WP4. The consortium asked a detailed quote on the specification of the extended work from VIOLA software Bt. and a new contract was stipulated in October 2022.
- The provider developed a new version of the portal integrating new sections and functionalities (described above). It was presented to the partners during the Status Update Meeting on 31 January 2023. A short training activity on how to use the portal, was held for the project staff on 14 February 2023. Led by Mr György Mészáros, the project team started testing the new portal.
- The new functionalities will be further developed by collaborative effort of VIOLA Software Bt. (in particular Mr Kornél Varga) and the professional project team. The new version expected to be launched by June 2023. Online and offline events will accompany its official start.