



# Inclusion4Schools

## D5.1 Knowledge Sharing Online Platform for R&I projects in H2020

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<b>Number of the deliverable</b>	<b>5.1</b>
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<b>Related task number and name</b>	5.1.1.: Establishing an online platform for sharing methodological considerations
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## Scope

The Knowledge Sharing Online Platform for R&I projects in H2020 aims at promoting intersectional, comparative and multidisciplinary approaches.

It will comprise methodological challenges, innovations, new and promising methodological consideration and directions which emerge from research and innovation agendas aiming at reversing inequalities will be collected, discussed and published in an open access format in order to contribute to the professional and academic uptake of the project. Already existing RIA knowledge regarding methodology will be exploited throughout the project.

## History of changes

<b>Version</b>	<b>date</b>	<b>comments</b>	<b>author name and position (author, Task leader, WP leader, PCO, other)</b>
_v1	27.01.2023	first version	Envina Xhemi ZAVALANI, WP5 Leader
_v2	30.01.2023	second version	Envina Xhemi ZAVALANI, WP5 Leader
_v3	31.01.2023	third version	Envina Xhemi ZAVALANI, WP5 Leader

## History of reviews

Version	date	comments	supervisor name and position (Task leader, WP leader, scientific advisor, PCO, other)
_v1	29.01.2023	review of the second version, suggestions for improvement	Zsuzsanna Hanna Biró, PCO
_v2	30.01.2023	review of the second version, suggestions for improvement	Flórián Sipos, PCO assistant & Barbara Szuromi, WP7 leader & György Mészáros senior researcher
_v3	31.01.2023	review of the third version	Zsuzsanna Hanna Biró, PCO

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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	<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="#">Oltalom Charity Society</a>	Hungary
5	<a href="#">Albanian National Orphans Association</a>	Albania

# 1. Description of the deliverable

**Knowledge Sharing Online Platform (KSOP) for R&I projects in H2020 is a deliverable of Inclusion4 School Project under its respective WP5.**

The KSOP for R&I is a web-based platform that collects information in the form of research work, scientific articles, case studies and the like from different sources into a single user interface and presents its users and beneficiaries with the most relevant information for their context. The need to have a R&I Knowledge Sharing Platform was to bring to the picture important work and initiatives carried out by researchers, academics and projects in the field of educational inequalities.

As set out in the project proposal:

- The aim of the online Portal is to build and encourage academic debate on exclusion in education.
- Methodological challenges, innovations, new and promising methodological consideration and directions which emerge from research and innovation agendas aiming at reversing inequalities will be collected, discussed and published in an open access format in order to contribute to the professional and academic uptake of the project. Already existing RIA knowledge regarding methodology will be exploited throughout the project.
- First, promising methodological considerations will be collected by Inclusion4Schools through the Knowledge Sharing and Communication Portal, where such innovations are going to be shared and discussed within the project.

## 1.1 Rationale and general concept

Horizon 2020 couples research and innovation, and has an emphasis on excellent science, industrial leadership and tackling societal challenges.

**In this perspective the Inclusion4Schools project identifies and supports the concept of interrelations between research and innovation in educational inequalities with a view to practice and transformations at a larger scale, rather than solely to educational practice change.** Social and community exploration, in terms of identifying community assets, resources and existing structures to support transformation and change in education, serve to pinpoint the source of the problem by serving at the same time as the baseline to the possible solution. That is why innovations in education are regarded, along with the education system, within the context of a societal supersystem demonstrating their interrelations and interdependencies at all levels. Raising the quality and scale of innovations in education will positively affect education itself and benefit the whole society.

**This process may stem from innovations in research and practice, but it can never occur, if the need for change or transformation does not come as self-reflective need of schools and communities at large.** Academic excellence and research serve as a guiding barometer and sometimes provoke internal systems' changes, and that is why it is paramount to have that dimension, in intentional work to bring about conceptual changes. Research also supports designated models that stem from practical everyday practice by improving the sample and making replication possible for different realities and contexts. **Consequently, research and practice should be complementary, especially when we deal with innovations in action research. Terminology and actions undertaken by this WP and this particular deliverable will also comprise innovations in research methodologies, especially due to a difficult target group like Roma, travelers and Egyptians, and insufficient quantitative data on these groups, throughout Europe.**

Our project has triggered the process of self-reflection through different activities throughout its implementation using various tools and activities.

**Schools' needs mapping and samples of the good/transformational practices have already been addressed in the previous phase of the I4S project, by means of the "Knowledge Sharing Platforms for Schools at National Level", developed under WP3.**

Our Knowledge Sharing and Communication Portal has already started to function as a platform for professionals and practitioners. **The existing portal is described in detail in the D3.1 deliverable.** There are growing number of users and institutional profiles on the site. In the next phase of the development, NGOs and learning communities are encouraged and facilitated to contribute to this part of the portal.

**The Inclusion4Schools Integrated Knowledge Sharing and Communication Portal is available in all five languages (E, AL, HU, BU, SK) and can be easily accessed from the project website (the button is in the top left corner).**

The direct link to the Portal is: <https://i4sportal.movelex.hu/>

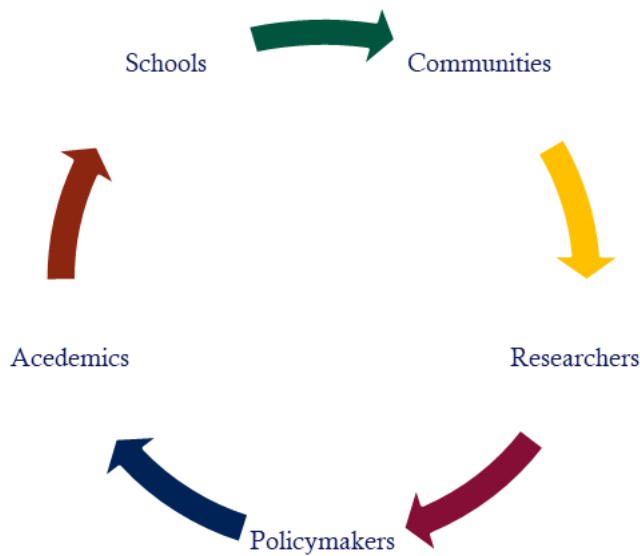
## **1.2 One inclusive portal for all**

The initial idea was to have a separate portal, namely "Knowledge Sharing Online Platform for R&I projects in H2020", but **as the ideas and work continued to develop, our concepts and plans changed and instead of several different portals we are developing an integrated portal,** since we believe that through one inclusive portal, we could expand the audience and connect various stakeholders representing different levels in the education system. Moreover, the existence of too many portals for merely the same final aim, would confuse the interested user.

Following on this premise the **Portal constitutes a modern tool to achieve a common space for researchers, practitioners and NGOs that support school education to present their work and open debates for a wider interested audience, and political actors who want to follow innovative processes in school education.**



The Portal will bring together all the cycle of education stakeholders:



The development of the Portal was carried out by a Hungarian company. They created a platform in the framework of WP3, which enabled disadvantaged (mostly segregated) schools to share their good practices.

The catalog of good practices makes possible a two-level description (for a more detailed description of the functions, see report D3.1):

- To make a simple presentation how the good practice is working and what are the key points if a teacher wants to use it in the classroom.
- A detailed questionnaire helps to identify the key parameters of how a good practice can realize wider social goals like inclusive education and transformative effect in the society.

**The purpose of Task 2 in WP4 and Task 1 in WP5 is to involve the academic field (teacher trainers, educational theorists, educational researchers and developers) and help them to create working groups to collect, share and disseminate transformative practices or any scientifically validated material, research findings that support the development of transformative practices. In this process it is crucial that researchers have access to the materials (good practices and questionnaires) and forum discussions of the school-level (developed in WP3), on the other hand teachers can also be active members of research projects thanks to the portal's new features (developed in WP5).**

**In the second phase of the Portal development from October 2022 to January 2023, we wanted to bridge the gap between academic activities at universities and pedagogical work at schools.** In a separate portal it would be very difficult to solve

this type of integration. The new functions of the portal aim at accommodating these needs.

### **Two main features have been added to the Portal:**

- **a repository of documents**, which not only stores and organizes professional material, but also allows the creation of working groups and the moderation of professional debates;
- **building up a network** of contacts, which can be both from the academic world and from schools (schools can look for scientifically sound information and recommendations on issues of interest to them, or researchers can look for good practices for their projects).

The repository of documents will be an open space for projects and freelance researchers, to upload their findings on the field of educational research – especially for issues that schools in segregated situations have to deal with.

Network possibilities of the new development phase of the Portal ensures the necessary synergy between WP3, 4 and 5 in our project, and allows RIA projects running in parallel to use school materials collected on the Portal for their own purposes and to share their own materials with schools.

Through the high-level flexibility of the Portal the new features make it possible to extend the range of the project even to future requirements.

### **1.3 Scope of topics**

After the intensive work of Inclusion4Schools, PIONNERED and SMOOTH projects there is a need for establishing synergies and coherent collaboration. The online Portal will create the necessary space for collecting findings, research work, policies and relevant documents at national and European level with a view to innovative and disseminate research outcomes. In general terms it will cover concepts and work implemented in the field of:

- **Education inequalities**
- **Inclusion measures and tools in education**
- **Exclusion practices**
- **Innovative research methodologies**
- **Innovative action research to reverse inequalities**

The Portal will serve to facilitate access to projects, researchers, academics and education activists with content, methodologies, practices and case studies related to the issues addressed above. It will also help as a common space to advertise work carried out in this area of interest. Lastly the Portal will enable debates through

forums, internal workshops, quizzes, surveys and other digital tools to collect, address and discuss general and specific issues concerning exclusion in education.

**For the next period (until March 2024), the research and innovation methodologies developed by the I4S, SMOOTH and PIONEERED projects will constitute the main content aspect of the platform.** A collection of findings, mapping of the situation and innovative approaches to inclusion constitute the basis for the Handbook that is planned to be produced in WP5 with the two RIA projects. Other research areas in the field of education inequalities will include other innovative approaches identified in Europe, outside of these projects.

**The portal will aim at providing a space to discuss and harmonies terminology as well as providing examples of actions that reflect upon that terminology and examined in the perspective of replication factor.** Defining common terminology and practices will be a consequence of the Portal for H2020 projects.

In this perspective: innovation to reverse exclusion in education will be explored through actions and tasks designed and implemented in the frame of H2020 program.

A tentative definition would be:

*Educational innovation is the act of creating and then diffusing new educational tools, as well as new instructional practices, organizations and technologies. Innovation is not research. It is (often) based on research and the advance of knowledge and consists of changing processes and practices in order to improve the quality and productivity of the service that is delivered.*<sup>1</sup> Other terminology that will be explored in the view of determining baseline understanding when debating on corresponding actions will involve:

- ▶ Education Inequalities
- ▶ Exclusion / Segregation
- ▶ Inclusive Education
- ▶ Education & Community
- ▶ Education & Change

**Most of the forementioned concepts have already been extensively explained in the Glossary developed under the I4S Project (see in D1.2), and will serve as a starting point for public debate, and also will be enriched throughout the project through this platform.**

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<sup>1</sup> <https://www.sciencedirect.com/science/article/abs/pii/S0048733314001310>

The terminologies and content will be brought to the portal through:



## 2. Technical presentation

### 2.1 Technical parameters and the added features

The overall technical parameters of the portal have been extensively explained in the D 3.1.

A description of basic changes could be found below:

- The first and second phases of the I4S portal have common and different elements. The main new functions are the a) **Document library** b) **Event posters**, c) Workshop and Project catalogs as part of the **Networking**.

The technical solution for the new features is similar to the format used for good practices or forums: images and text, as well as questionnaires for each piece of content shared, are the main information carriers. Of course, in addition to written texts, doc, pdf or excl files can also be shared, or links can be added if the text or other material is more extensive or the author wishes to direct the user to another website.

**Data requested for documents:**

- a) File type: based on the extension of the file to be uploaded, the program will automatically classify it as one of these: Word, pdf, PowerPoint, image, video, etc.
- b) Subject(s): you can choose from the list provided by the Central Admin when uploading.
- c) Category: also defined by the Central Admin, e.g. scientific article, case study, etc.
- d) Title, short content, plus icon image.
- e) Author(s), Publisher, date of publication.
- f) Automatically added data is the upload date.

The first development phase of the portal is primarily optimized for activities and sharing of materials related to school-level usage needs. The needs expressed in WP4 and 5 are significantly different from this one: both the participating institutions and the materials to be handled are on a much wider scale.

**Networking** and social information sharing are at the heart of the portal, the essence of which is that the frameworks and needs themselves will evolve along the way. Therefore, the data structure requirements of the participants, materials to be handled and various events cannot be fixed in advance, which would be a basic requirement for a typical software development and that has been the case for the first Portal. Networking also requires much more flexible group organization than the hierarchical school system.

On the landing page, there will be three networking catalogues to which membership can be assigned: **event, workshop and project**. These can be created by the institutional admin by filling in a questionnaire (form) and a series of slides explaining the content, as for the other catalogues. The questionnaires will be compiled by the central administrators, but can be filtered by tags to adapt them to specific needs (e.g. the purpose of the event or workshop).

Overall, the implementation of the objectives of WP 4, 5 requires a much more flexible background system.

The technical structure of a portal has a "mandatory basis": registering users, sending emails, displaying data, combining website design and interaction with various authorization situations. Functions that are considered useful for users are built on this "invisible" technical background, which can account for half of the entire programming work. Therefore, with a new portal (especially if it is based on a different technical environment), all of these have to be reprogrammed, which means that the development would start with a disadvantage both in terms of time and cost. That is why it was necessary to examine the possibility of incorporating the higher flexibility requirements of the newer functions into the existing portal.

There is one more special component of the already operational portal, which accounted for a very serious development share: **automatic translation, combined**

**with individual proofreading of translations** into different languages. This enables effective central coordination. By preserving this, it can already be clearly stated that merging the two portal developments is significantly more economical in terms of time and money. Provided that the need for significantly greater flexibility can be solved!

**Networking amendments are related to flexibility** in that different groups (researcher discussion, evaluation, workshop, etc.) can only be started locally in the existing portal. At the same time, it is not realistic to train more and more admins of the ever-expanding institutional network on how to compile a workshop application form and follow up on its translation into several languages. In order to maintain local flexibility and central controllability, the key development of the portal expansion was created:

**The central questionnaire editor is transformed:** it is much easier to compile questionnaires and forms. The amendments take effect immediately, proofreading is not a separate work phase, but an "additional correction" that can be performed on spot.

Expected variants can be included in the central questionnaires and forms in advance, e.g. an online or live event, or different data requirements of a workshop. When the institutional admin starts an event, he/she does not need to edit a form, he/she only has to choose from the existing alternatives. Applicants only need to fill out a simple form tailored to the given event. There are additional built-in functions to facilitate communication with group members.

The same technique applies to managing institutional and personal profiles as well as material records.

Overall, there is a raised flexibility to a new level. In the center, the questionnaires and forms managing profiles, materials and network groups can be continuously expanded, while the end users will still only encounter the same simple interface as before – in their own language.

## **2.2 Registration and user rights**

At personal registration private or administrator status can be chosen. The later will be authorized by an existing administrator.

Private persons may connect to an organization but this is not compulsory. Individuals can also create their own profile page and upload methodology findings and research to the Portal,

A policy on user rights and obligations terms of use was drafted with the help of legal experts and will be available to read via the portal in five languages. All users must accept it when registering on the Portal.

### 3. Procurement

Initial procurement of the developer was described in detail in deliverable D3.1 Knowledge Sharing Platforms for Schools at National Level.

The consortium members agreed that the various knowledge-sharing and networking portals envisaged in the proposal should be built as an integrated system, continuing the current one. This is more sensible and cost-effective than developing new parallel systems as previously thought.

The consortium had asked a detailed quote on the specification of the extended work from VIOLA software Bt. and a new contract was stipulated in October 2022.

After continuous consultations with all the partners, the rationale to continue work with the same provider is as below:

- The provider has fulfilled its obligation to an outstanding quality.
- The providers have offered their solution in time and have been flexible in fulfilling the project needs.
- The provider has the technical know-how and is familiar with the system they have built, and it would require extra work, to getting acquainted with the system and adapting and extending it, as per project needs.