

Inclusion4Schools

D7.4. Data Management Plan

3rd Revision



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Task leader	Barbara Szuromi, RCISD

Scope

The purpose of the Data Management Plan (DMP) is to present the key elements and processes of the data management policy that will be used in ***Inclusion4Schools*** project. The DMP covers the complete data life cycle. It describes the types of data that will be generated or collected during the project, how will these be preserved, how to access and reuse them.

Revisions

Version	date	comments	author name and position (author, Task leader, WP leader, PCO, other)
_v1	15-12-2024	first version	Barbara Szuromi (RCISD)
_v2	18-12-2024	second version	Zita Rédliné Buday (RCISD) Béla Kardon (RCISD) András Merza (RCISD)
_final	27-01-2025	final version	Zsuzsanna Hanna Biró (Wesley)



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List of Abbreviations

Abbreviation	Explanation
CA	Consortium Agreement
CO	Confidential
CSA	Coordination and Support Action
DMP	Data Management Plan
DoA	Description of the Action
EC	European Commission
GA	Grant Agreement
GenA	General Assembly
PCO	Project Coordinating Officer – Coordinator, Wesley
PO	Project Officer (EU Commission)
QA	Quality Assurance
QAP	Quality Assurance Plan
RIA	Research and Innovation Action
WP	Work Package
WT	Work Task

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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)	Regional Centre for Information and Scientific Development	Hungary
2	John Wesley Theological College	Hungary
3	C.E.G.A. Foundation	Bulgaria
4	J. Selye University	Slovakia
5	Oltalom Charity Society	Hungary
6	Albanian National Orphans Association	Albania

1. Data Summary

Our Data Management Plan (DMP) is a living document, it needs to be shaped and updated as the project evolves. It needs to embrace all modifications and reflect on the oncoming tasks. It was written by month 6, i.e. April 2021. The first revision was carried out in month 13, the second one in April 2023, while the last one focusing on sustainability is present document.

The current version of this deliverable reflects the DMP as designed at this final stage of the project.

There were two main types of data produced in the course of our project. The first one, produced by the consortium, are **intellectual outputs** in various forms: studies, reports, recommendations, evaluations, articles, videos, photos, webinars, reports on events.

The second type of data were **materials collected** in the course of the project on good practices used in schools, collected in our knowledge-sharing platforms.

The project uses widely accepted formats for data generation, such as:

- documents/reports/publications: .pdf, .docx
- spreadsheets: .xls/.xlsx
- audio files: .mp3, .wav, .wma,
- pictures: .jpg, .png,
- video: .avi, .flv, .mov, .mp4, .wmv, .mkv.

Consortium members use existing data, mainly in the following forms:

- national/regional/EU statistics from the statistical offices,
- education statistics available on-line or provided by ministries, authorities of education upon request,
- information on schools, municipalities, social organisations surveyed in the form of questionnaires or interviews,
- data of other researches.

Inclusion4Schools project have not produced large amount of data, the size of the project documentation is around 100 GB, the biggest files represented by the videos.

The project outputs are interesting to the following target groups:

- Educational institutions at all levels,
- Policy and decision makers in the education and social field,
- Research community,
- NGOs, social organisations,
- Local or regional municipalities,
- Project officers and project administration offices,
- General public and media.

2. FAIR data

The project has followed the guidelines described below, being aware of, as stated in the H2020 Programme Guidelines on Fair Data Management in Horizon 2020¹, the principle “as open as possible, as closed as necessary” and we have focused on encouraging sound data management as an essential part of research practice.

To protect the privacy of individual participants, only data that can be irreversibly anonymised to the degree that it is impossible to identify individuals have been shared publicly. Non-anonymised data have been kept secured internally in the project and used as input to project work, but never shared publicly in its original format. Both the anonymised and non-anonymised data have in an aggregated format, feed into project work and provided basis for analysis in deliverables and publications. Ethical issues are further detailed in chapter 5.

2.1. Making data findable, including provisions for metadata

Inclusion4Schools is not research project, but a Coordination and Support Action, consequently its main purpose is not direct research activity, but communication, community building and coordination. As communicators we believe that all data gathered, collected and processed in the course of our project is of value and of public interest. Our project is open access and offers free insight into all professional and some technical project materials created in the course of our project. Furthermore, as a communication project we have published our results, findings and public deliverables.

There are 31 deliverables, 28 of them is open to public, while the remaining three are administrative/technical documents pertaining to ethical issues. These are evaluations, presentations of good practices, policy recommendations, social impact analysis, policy briefs, and a handbook.

The project has an own naming convention. All deliverables follow this structure:

D+deliverable number_name of deliverable_v+number.docx,

e.g. D7.2_data_management_plan_v1.docx

In any other case naming reflects the task the output can be connected to:

T+number_name of output_v+number_other.extension

e.g. T1.2_attitudetestresults_v2_other.pdf

If outside repositories are used, their naming protocols are followed.

¹ https://ec.europa.eu/research/participants/docs/h2020-funding-guide/cross-cutting-issues/open-access-data-management/data-management_en.htm

In repositories the following keywords will be used:



1. KEYWORDS

According to section 3.1.1 of our Quality Assurance Plan, all deliverables must contain information on the history of changes. There is a table dedicated in the first pages of each document for monitoring changes: partners must indicate the number of the version, detail all modifications made, indicate their name and position (WP Leader, Task Leader, author, scientific advisor, etc). Furthermore, the reviews performed must also be monitored in the document. All actors should detail their modifications, suggestions, provide their name, position and the date. This procedure has also applied for any further content published under "Discussion" part of our website.

In case of deliverables, studies, evaluations and further documents, the following metadata is provided:

(compulsory elements)

- Name of the deliverable
- Number of the deliverable
- Related WP number and title
- Related task number and title
- Deliverable type and dissemination level
- Deliverable due date
- Deliverable submission date
- Task leader
- WP Leader
- Version number
- Digital Object Identifiers (if relevant)
- Grant information

To understand and utilize project products the following information might be provided on the website and in a repository (optional elements):

- mission, objectives of the project,
- information on partners and experts participating in the study,
- research design and context of data collection,
- secondary data sources used and provenance, e.g, for transcribed or derived data,
- data validation, checking, proofing, cleaning and other quality assurance procedures.

2.2. Making data openly accessible

Inclusion4Schools project has promoted and facilitated the sharing of results and deliverables. Results have been widely shared with the interested communities, including but not limited to the scientific community, policy and decision makers through publications on the website and on the knowledge-sharing platforms, presentations at conferences. Furthermore, the knowledge sharing portal also serves as a repository. Overall an open access policy has been applied, there are no restricting licences.

Our community at Zenodo is available at

<https://zenodo.org/communities/inclusion4schools/records?q=&l=list&p=1&s=10&sort=newest>

All data have been considered by default openly available, with the exception of datasets that include personalized data. In the latter case data was anonymized. Steering Board may have decided against open access in cases e.g. conflict with national legislation or data confidentiality, but it did not occur during the lifetime of the project

All materials for open access, including public deliverables are available at the project website www.inclusion4schools.eu.

Any documentation interesting to the research community – humans or machines – has been edited and made available in wide-spread and well-known programs, available to anyone: documents were published in searchable pdf format,. No further special software is needed to understand or utilize project results.

We ensure open access to all peer-reviewed scientific publications relating to the project results in electronic, machine-readable copy on the project website.

The abstract booklet of the first and the second international conference has already been published with ISBN numbers (ISBN 978-615-6062-07-9 and ISBN 978-615-6062-05-5).

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There is no restriction on data use and there is no need to form a data access committee.

2.3. Making data interoperable

The datasets produced by the Inclusion4Schools project have high interoperability, taking into account the type and discipline of the project. To the extent possible partners are expected to use standard vocabulary. Partners must ensure that software applications allow for data exchange and re-use.

2.4. Increase data re-use (through clarifying licenses)

Permit will be Creative Commons BY level, i.e. attribution is required.

3. Allocation of resources

There are some minor costs planned to buy external hard drives and cloud services that can serve as a back-up data storage. As for FAIR data management, no costs have been planned. Any eventual future costs should be covered by the project budget flat rate.

WP7 leader is responsible for data management, for the compilation and continuous update of this present document. It is supervised by the Coordinator.

Data will remain available for five years after the payment of the final balance. Long-term data preservation should adhere to the principles detailed in this present document.

4. Data security

Our data security measures follow four main principles:

1. data is stored at different providers,
2. data storage hard drives should be kept in separate buildings,
3. there is both on-line and offline storage for cases of virus attack,
4. there should be a complete offline copy of all data that cannot be reached by all colleagues for the protection against human error.

Storage is provided by the cloud services of Google, freemail.hu, John Wesley Theological College.

Our website became more protected due to the introduction of the two-factor authentication, that was introduced in September 2024.

There have been no data security incidents or breaches.

5. Ethical aspects

Ethical Aspects are mostly covered in DoA, section 5 (p187 of GA). Present chapter does not wish to duplicate information, only to add relevant details.

Considerations of this chapter will relate to the participation of individuals in the CSA project. We used the Horizon 2020 Programme Guidance on “How to complete your ethics self-assessment”², version 6.1, especially in the following chapters:

- H – HUMANS: Requirement No. 1: The procedures and criteria that will be used to identify/recruit research participants, the participation of humans;
- H – HUMANS: Requirement No. 2: The informed consent procedures that will be implemented for the participation of humans;

² available at:

https://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/ethics/h2020_hi_ethics-self-assess_en.pdf

- H – HUMANS: Requirement No. 3: The participation of vulnerable individuals/groups;
- POPD - PROTECTION OF PERSONAL DATA, Requirement No. 4: data & sensitive personal data processing;
- POPD - PROTECTION OF PERSONAL DATA, Requirement No. 5: 'Data minimisation' principle;
- POPD - PROTECTION OF PERSONAL DATA, Requirement No. 6: Safeguarding the rights and freedoms of the data subjects/research participants;
- POPD - PROTECTION OF PERSONAL DATA, Requirement No. 7: Anonymisation/pseudonymisation techniques;
- POPD - PROTECTION OF PERSONAL DATA, Requirement No. 8: Data transfer from a non-EU country to the EU (or another third state);
- POPD - PROTECTION OF PERSONAL DATA, Requirement No. 9: Data processing.

We also relied on the European Commission Document: Ethics in Social Science and Humanities, October 2018³

Only Task 1.2 has gathered personal data on individuals in the project. We have consulted and answered the questionnaire on Ethics issues checklist of the above-mentioned guidelines, p8:

Section 2: HUMANS	YES/ NO	Information to be provided	Documents to be provided/kept on file
Are they volunteers for social or human sciences research?	YES	1) Details of the recruitment, inclusion and exclusion criteria and informed consent procedures.	1) Informed Consent Forms + Information Sheets.
Are they persons unable to give informed consent (including children/minors)?	NO	1) Details of the procedures for obtaining approval from the guardian/legal representative and the agreement of the children or other minors. 2) What steps will you take to ensure that participants are not subjected to any form of coercion?	1) Copies of ethics approvals.
Are they vulnerable individuals or groups?	NO	1) Details of the type of vulnerability. 2) Details of the recruitment, inclusion and exclusion criteria and informed consent procedures. These must demonstrate appropriate efforts to ensure fully informed understanding of the implications of participation.	1) Copies of ethics approvals.

³ available at: https://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020_ethics-soc-science-humanities_en.pdf

Section 2: HUMANS	YES/ NO	Information to be provided	Documents to be provided/kept on file
Are they children/minors?	NO	1) Details of the age range. 2) What are your assent procedures and parental consent for children and other minors? 3) What steps will you take to ensure the welfare of the child or other minor? 4) What justification is there for involving minors?	
Are they patients?	NO	1) What disease/condition /disability do they have? 2) Details of the recruitment, inclusion and exclusion criteria and informed consent procedures. 3) What is your policy on incidental findings?	1) Copies of ethics approvals
Are they healthy volunteers for medical studies?	NO	---	1) Copies of ethics approvals
Does your research involve physical interventions on the study participants?	NO	---	1) Copies of ethics approvals

2. ETHICS ISSUES CHECKLIST

Concerning task1.2, the guidelines are laid down in the Ethics chapter of the GA, here the following information are detailed and annexes elaborated:

- description of action involving human individuals,
- details of recruitment, inclusion criteria,
- information on vulnerable target groups,
- informed consent procedures,
- information sheets,
- data processing,
- implications of the involvement of a non-EU Candidate Country.

5.1. Description of action involving human individuals

SCOPE:

At the beginning of the project a baseline analysis establishes the existing social conditions and the main stakeholders' thinking, norms and values, thus providing a benchmark against which potential social impacts can be assessed. We applied questionnaire, standard and structured interviews and monitoring as research method in the pre-impact and postimpact period. At the end of the project an impact significance assessment was introduced to measure the extent to which the potentially impacted communities and stakeholders have been affected, whether positively or negatively. The result of this survey-based impact analysis provides an excellent possibility to quantify and evaluate the efforts of *Inclusion4Schools*.

ACTION:

In Task 1.2, we undertook to conduct a survey that informs us about the social relations, values, attitudes, activities, openness and willingness to cooperate of organizations dealing with disadvantaged groups.

At the time of writing present revision, Task1.2 is has concluded and the deliverable was submitted. Its main activities and the preliminary findings have just been presented in D1.1 Report on the First Data Collection for the Later Social Impact Analysis. For the purposes of the DMP, chapter 4. "The attitude test developed for the impact assessment" is of particular importance. The DMP does not wish to duplicate information, so only particular issues are addressed here, to complement the above-mentioned deliverable.

5.2. Details of recruitment, inclusion criteria

A detailed concept has been elaborated on the selection procedure in months 4-6 of the project. The same methodology is followed in all participating countries. The selection of schools, municipalities or social organizations are described in deliverable D1.1, These are of particular importance, as these are intertwined with the selection of the participating individuals. Individuals are invited to take part in the project from the selected institutions and organizations. For more details see D1.1., chapters 1 and 2.

The questionnaires and the field interviews did not contain any personal information. In case of attitude test, questions concerning attitude, value judgment, views are answered by the person taking an active role in the project (this could be the head of the organization or another person from the organization). It is crucial to note that the attitude test is an online test and completely anonymous. Researchers and project members are not able to identify participants. It was important, though, to be able to assess impact of the project, to match different individuals' past and future answers. For this reason, the attitude test uses a coding system consisting of

- Month and day of participant's birth represented in numbers, month-day (e.g., in case of 28th April then: "0428")
- First 2 letters of participant's father's given name,
- First 2 letters of participant's mother's maiden name.

5.3. Information on vulnerable target groups

The individuals participating in the survey are not necessarily members of vulnerable target groups. There will be no vulnerable categories of individuals such as children, patients, people unable to give consent, immigrant communities, sex workers, etc. selected for interviewing intentionally. The selection procedure, as described above, is focused on institutions in disadvantaged areas. Questions, though, might be of sensitive issue: including opinion on ethnic/minority questions, poverty, education policy, exclusion, etc. Involved persons might be asked to express their opinion on matters that might cause them anxiety or stress.

Our overall aim is to conduct the survey in a respectful and open way: we avoid covert research or deception methods. Our researchers and colleagues informed participants on their involvement and their rights. Only adults, who can responsibly understand the implications of the involvement were invited. All participants were informed in writing and verbally, too, stating the possibility of opting out. All data processed were anonymized.

Before starting the attitude test, the project ethical committee was contacted to check questions. It was the prerequisite of the Ethics Summary Report, produced at evaluating the grant applications. Members of the ethics committee were contacted in email on 12th August 2021 and asked to present their views, eventual concerns about the proposed attitude test. The answers from the committee members arrived in the period between 13 and 24 August. None of the committee members expressed any concerns and all approved of the content of the attitude test. Members of the ethical committee:

- Kinga Pétervári,
- Alexandra Skublicsné Manninger,
- Ralitza Sechkova,
- Eriola Shingjergji,
- Csaszzy Zsolt.
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An Ethics Committee approval was also asked at the end of the project, before the submission of the deliverable D1.4 Report on the results of the Social Impact Analysis, pertaining to the aforementioned task1.2 to the Commission Services. The Committee has approved the documentation provided and did not have any recommendations or concerns. It has issued a declaration, that is part of the project documentation.

Current members of the Ethics Committee:

- Kinga Pétervári,
- Julia Mink,
- Zsuzsa B. Kádár,

5.4. Informed consent procedures

Participants were given an informed consent form that is written in a language they can fully understand. The consent form can be found as D8.1 : H - Requirement No. 3. It is in English, but is translated to all partner country languages: Albanian, Bulgarian, Hungarian and Slovakian. It outlines the purposes, methods of data collection, the nature of the participation. Additionally, the form explicitly states that participation is voluntary and that they have the right to refuse participation as well as the right to withdrawing their participation, samples or data at any time during the process — without any consequences.

Information was provided on how data would be collected, protected during the project. Persons were informed that data will be used for publication and that all personal information would be highly anonymized.

Participants have the right:

- to know what is involved in participation,
- to know that participation is voluntary,
- to withdraw from the project at any time, as well as to withdraw their data,
- to ask questions and receive understandable answers before making a decision,
- to know the procedures that will be implemented in the case of incidental findings,
- to know how their data will be collected, protected during the project (e.g. anonymization of personal data),
- to know how data will be used (e.g. publication),
- to request the correction of mistakes or incorrectly recorded data,
- in the event of misuse or unauthorized use of data, to lodge a complaint with the data controller, which the data controller must investigate within 15 days,
- in the event of a data protection incident, if the controller has not acted, contact the competent state data protection authority.

In case of online surveys, e.g. the attitude test of Task 1.2, the consent form was incorporated into the survey itself and could be found at the beginning of the questionnaire as an individual chapter.

5.5. Information sheets

An easy-to-understand summary is compiled on our project and translated to national languages. The sheet can be found in D8.1 : H - Requirement No. 3. The information sheet is posted in several copies in event locations and provided for online participants upon registration. The photo on information sheet at event locations is part of the event documentation protocol and thus available for various community building, open schools and other events.

5.6. Data processing

All recorded personal information were anonymized and were assigned an anonymization code, the key to these codes were sent to separate Gmail accounts (i4s.anonim.HU@gmail.com/i4s.anonim.AL@gmail.com / i4s.anonim.BG@gmail.com / i4s.anonim.SK@gmail.com) that could be accessed by only one person per partner, the project leader. The account is automatically mirrored to two back-up addresses at two different servers. All personal data is destroyed irrevocably after the end of the fifth year upon the payment of the balance.

5.7. Implications of the involvement of a non-EU Candidate Country

Albanian data protection legislation is undergoing a process of approximation with the EU *acquis communautaire* and it follows the guidelines of the European Commission and the best practices of its homologues in EU countries in exercising its duties. The Law on the Protection of Personal Data No. 9887 of 10 March 2008 (as amended) ('the Law'), reformed the previous data protection law in force from 1999, was amended in 2012 and 2014. The Law incorporates provisions of the General Data Protection Regulation (Regulation (EU) 2016/679) ('GDPR'). Provisions of this law and its accompanying acts, such as parliamentary decisions, Information and Data Protection Commissioner's decisions or various guidelines were consulted and incorporated into present document.

Each partner anonymized data individually. No personal data transfer was made among any of the partners. Task leader received anonymized data only.

6. Other issues

Since it is a CSA, the project's main activities entail many events: such as community buildings, workshops, summer schools, webinars, focus groups meetings, conferences, roundtable discussions, etc.

Information on the project and informed consent forms were tailored to the data protection implications of the given event. In case of online events or webinars, courses, virtual seminars, informed consent forms were provided right at the registration informing participants about the project, about their rights concerning the data – what kind of information was needed and how these would be managed, and also on eventual publications.

In case of live events information on the project and data management issues were communicated in the invitation mostly, but at the registration at the latest.

All of these events were documented according to our event documentation protocol. As the image of a person in photo or video is an unequivocal identifier, personality rights must be respected at all times. Participants were advised upon invitation and registration on the fact that the event is recorded and if the photos, videos are published and where these are published (mostly on our own webpage and social media sites). Participants are always advised in advance if the event is broadcast.

In case of children, e.g. community building events, filming of good school practices, the consent of the parent or legal guardian must be obtained before any recording takes places.

No video or photo will be exploited commercially.

The knowledge-sharing portal (available from the website – first tab) has its own data management policy and also a terms of use providing a code of conduct. These are available in five languages at the moment and have been updated regularly. Any person, school or organisation registering should be informed and only upon accepting the terms above can use the portal's services.

As of 15 December 2023, the coordination of the Inclusion4Schools project was transferred to the Regionális Információs és Fejlesztő Tudásközpont Kft. (RCISD), in accordance with Amendment Reference No. AMD-101004653-4. This transition did not result in any modifications to the Data Management Plan, and all protocols and rules established prior to the change remain in full effect. All project partners have continued to adhere to the agreed procedures as outlined in the original Data Management Plan. Furthermore, based on a decision by the Steering Board, there have been no changes to the composition or activities of the Ethics Committee. No expenses were incurred during the transition.