Learning from the Extremes:

A Rural Schools Innovation Roadmap

Deliverable 4.1

Calls Publication

Co-funded by the European Union

This project has received funding from the European Commission PPPA Programme under Grant Agreement No.LC-01760255/10105266 LfE

Document Control Page

WP/Task	WP 4 / T4.1, T4.2
Title	Calls Publication
Due date	31/05/2022
Submission date	31/05/2022
Abstract	This document is the deliverable report of LfE project Open Call Publications. The purpose of this document is to present the overall process of the Calls, including the guidance for the users and the application forms to be filled by the participating schools.
Author(s)	Alex Bensenousi, Nikos Zygouritsas, Elina Maniati,
Contributor(s)	Sofoklis Sotiriou, Gkikas George
Reviewer(s)	Mathy Vanbuel, Sophia Cholidi
Dissemination level	Public

Document Control Page

Version	Date	Modified by	Comments
1	27/04/2022	ToC definition and delegation of sections to participating partners	Discussion and definition of the ToC of the deliverable
2	03/05/2022	First draft	Inclusion of the first draft of the application forms and guidance to the participating schools
3	12/05/2022	Second draft	N/A
4	19/05/2022	Final draft	Final draft addressing the comments from the partners
5	23/05/2022	Internal review and QA assurance	Internal review as described in the project handbook
6	31/05/2022	Deliverable Submission	Submission to the EU Participants' Portal

Abbreviation Table

CPD	Continuing Professional Development
HECC	Highly Equipped and Connected Classroom
ICT	Information and Communication Technology

LfE	Learning from the Extremes
FSTP	Financial Support to Third Parties

Executive summary

The purpose of this document is to report in-detail the process of the project's Open Call Publication, as well as to provide the documents to be filled by the participating third parties, the conditions to participate and of course the scope and foreseen impact of the Open Call. The project will publish one Open Call and will invite schools allocated in remote areas to participate and submit their proposals through the F6S Platform, the Funding & Tender opportunities portal and the project's website as was agreed by the partners during the proposal preparation.

The Open Call was launched on 15 May 2022 at 10:00 CEST with the deadline for submission set to 30 September 2022 at 17:00 CEST.

The document focuses on providing adequate information about the submission process by the third parties (schools) covering: Open Call Information, Open Call Forms, Guidelines for Applicants, the Applicant's declaration procedures (declaration of Honour, Bank account information etc.), the sub-grant agreement, the Communication ways and finally the evaluation process.

Last but not least, it is important to emphasise that this is a document which will be updated in future deliverables with respect to the actual numbers of applicants, the evaluation process and the results of the Open Call.

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1 Introduction

1.1 Project Information

Learning from the Extremes (LfE) aims at addressing **inequalities** of access to digital education by enhancing **inclusion** and by reducing the **digital gap** suffered by school communities from **rural areas** with low **connectivity**, limited or no access to **devices** and **digital educational tools** and **content**. *Learning from the Extremes* aims to offer a vision of what can be achieved with adequate investment in ICT (Information and Communication Technologies) infrastructure, tools and content, along with a detailed **Rural School Innovation Roadmap** on how to achieve that vision – a plan with clear targets, clear priorities, and a management process that will ensure continuous feedback and reflection. *Learning from the Extremes* adopts a multidimensional approach to **thinking about and planning for the future of technology enhanced rural school education**, comprising two major stands of work:

a) **foresight work** involving all educational stakeholders, aiming to identify the probable, possible and desired developments in rural school education in the mid-term future, by the provision of access to digital content and tools, along with guidance for the schools' transformation journey. Thus, emergent behaviours of students and teachers in response to their exposure to high-promising digital solutions drive the development of both intervention and development, which would have been unimaginable in the absence of real users' choices. In such a design-based approach, practitioners, policy makers and developers work together **to produce meaningful change in contexts of practice**. Such collaboration means that goals and design constraints are drawn from both the local context and the innovation agenda, addressing a concern of many reform efforts. Engaging in such partnerships across multiple settings can uncover relationships between the numerous variables that come into play in learning contexts and help refine the key components of an intervention; and

b) **user-driven consultation process** with the key stakeholders, to map the directions provided by the foresight activity onto the diverse realities of rural schools in Europe today, assessing the impact of numerous innovative digital solutions and identifying barriers to adoption and wide roll-out. The consortium aims to create conditions for effective participation of users in the process to move the educational community **into positive participation in a more equitable digital future**. For this to happen each small-scale project that will be selected for funding through the proposed FSTP Mechanism will be in continuous interaction with interested stakeholders**,** based on a strong process of **creative educational community involvement**. Indeed, we should not try to force development into a pre-determined model. Sustainable innovation requires understanding how and why an innovation works within a setting over time and across settings and generating heuristics for those interested in enacting innovations in their own local contexts. In the early stages of the process, **scenarios** (rooted in successful cases that the consortium has implemented) will be used to plan the methodology and

to characterize episodes or a sequence of activities (like in a story). These “stories” will provide the context within which activities will be carried out, to give us insights about the needs, difficulties and motivations that users have in particular contexts. Key elements for these scenarios are the users and their resistance to change, their goals, their needs, the sources of information accessed during the activities, and the information generated by the users themselves. Emergence of a community of inquiry does not happen by itself and does not emerge until considerable group dialogue takes place. Teaching and learning techniques and activities that promote student-student interaction and that focus learning on problem solving and on applications to real-world experience, will enhance the development of such communities.

In both strands, the project adopts an inclusive approach to encompass various aspects of education including learning, teaching, assessment practices, the school as an organization and societal institution, and the selected ICT-based solutions that will be applied. Using the *Learning from the Extremes* consultation and support services (community building, networking, mentoring and authoring tools) school communities will be able to interact, to share ideas for implementation, to develop scenarios for the integration of the products in school settings and to get support to explore further funding opportunities to develop their plans: getting the right technical advice; making the right choice of technology; choosing the right partners; knowing the ways of keeping costs down; knowing how to secure and combine funding sources to maintain the infrastructure and the connectivity; and more. These communities will **become hubs of innovation and ideas sharing** for the *Learning from the Extremes* small-scale projects that will develop the innovative solutions for personalised and inclusive learning.

Learning from the Extremes has set-up a fair and transparent mechanism to coordinate and implement an open call for proposals, their evaluation, the selection of the most promising ones, their funding, their monitoring and their finalization. The Learning from the Extremes project provides a fast-track framework of the recruitment campaign, its dissemination and the management of the submission of the proposals and their selection process. The framework also includes the evaluation criteria as well as the monitoring and reporting mechanisms set in place which will allow the collection of the necessary data to monitor their implementation and validate their success. €1,200,000 Euros are to be allocated to about 80 projects involving 100-150 rural schools from 10 EU countries (Bulgaria, Croatia, Cyprus , Finland , Greece, Ireland, Italy, Portugal, Romania, and Spain).

1.2 Document Scope

The scope of this document is to provide all the necessary information about the project, the Open Call, the procedures that the applicants should follow before, during and after their application. Moreover, D4.1 describes comprehensively the guidelines to follow in order to participate in the Open Call of LfE and the Forms to be filled by all the involved representative schools so that can be eligible

for the evaluation and therefore for the funding stages. This document will not report the results of the evaluation, since those will be reported in future deliverables together with the outcomes from the Open Call and the technological and societal impact on the schools.

1.3 Document Structure

This deliverable report consists of six sections. The first (1) section is the introductory section, which provides to the reader an overview of the project and the foreseen process towards the smooth evaluation of the Open Calls. The second (2) section presents the Application Form to be filled by all interested third parties in order for them to participate in the Open Call through the Platform of F6S. The evaluators will then assess and evaluate each section of the proposals to select the winning applicants. The third (3) section is a detailed manual for the applicants and the schools helping them to navigate and be able to efficiently participate in the Open Call. This section guides the applicants, step by step, to all stages required for their participation in the call, describes all the eligibility criteria, reports all possible communication methods between the applicants and the organizers of the call and last but not least, describes the evaluation process and the impact. Section four (4) describes the already available and the planned dissemination channels of the project not only for dissemination purposes, but also for support and consulting services. Section five (5) provides an indicative template of the requested Declaration of Honour, that will ensure that the third parties will deliver the expected results. Section six (6) provides a template that collects information on the applicants' bank account where the LfE payments will be sent to.

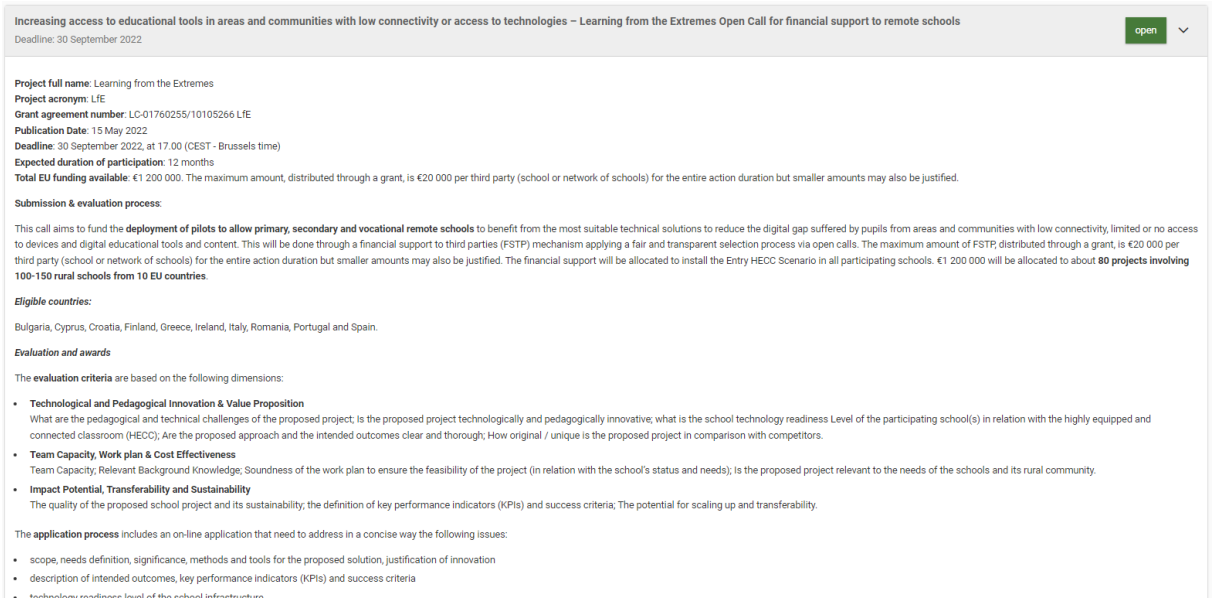
2 Application Forms

2.1 Accessibility and Rating Scale of the Proposals

The LfE Coordination Team, in close collaboration with all the partners of the Consortium, has successfully formulated the Application Form to be filled in by the third parties (schools) participating in the Open Call. The Application Form is available in digital form in multiple websites to ensure efficient communication and wide participation of as many applicants as possible.

The LfE call of proposals (including the application form) has been published in the following websites:

- The Funding & Tender opportunities portal of the commission under "Competitive calls and calls for third parties" (**here**)
- The **project's website** (**the call's page**).
- The F6S Platform (**here**).



Increasing access to educational tools in areas and communities with low connectivity or access to technologies – Learning from the Extremes Open Call for financial support to remote schools

Deadline: 30 September 2022

open

Project full name: Learning from the Extremes
Project acronym: LfE
Grant agreement number: LC-01760255/10105266 LfE
Publication Date: 15 May 2022
Deadline: 30 September 2022, at 17.00 (CEST - Brussels time)
Expected duration of participation: 12 months
Total EU funding available: €1 200 000. The maximum amount, distributed through a grant, is €20 000 per third party (school or network of schools) for the entire action duration but smaller amounts may also be justified.

Submission & evaluation process:

This call aims to fund the **deployment of pilots to allow primary, secondary and vocational remote schools** to benefit from the most suitable technical solutions to reduce the digital gap suffered by pupils from areas and communities with low connectivity, limited or no access to devices and digital educational tools and content. This will be done through a financial support to third parties (FSTP) mechanism applying a fair and transparent selection process via open calls. The maximum amount of FSTP, distributed through a grant, is €20 000 per third party (school or network of schools) for the entire action duration but smaller amounts may also be justified. The financial support will be allocated to install the Entry HECC Scenario in all participating schools. €1 200 000 will be allocated to about **80 projects involving 100-150 rural schools from 10 EU countries**.

Eligible countries:

Bulgaria, Cyprus, Croatia, Finland, Greece, Ireland, Italy, Romania, Portugal and Spain.

Evaluation and awards

The **evaluation criteria** are based on the following dimensions:

- **Technological and Pedagogical Innovation & Value Proposition**
  What are the pedagogical and technical challenges of the proposed project; Is the proposed project technologically and pedagogically innovative; what is the school technology readiness Level of the participating school(s) in relation with the highly equipped and connected classroom (HECC); Are the proposed approach and the intended outcomes clear and thorough; How original / unique is the proposed project in comparison with competitors.
- **Team Capacity, Work plan & Cost Effectiveness**
  Team Capacity; Relevant Background Knowledge; Soundness of the work plan to ensure the feasibility of the project (in relation with the school's status and needs); Is the proposed project relevant to the needs of the schools and its rural community.
- **Impact Potential, Transferability and Sustainability**
  The quality of the proposed school project and its sustainability; the definition of key performance indicators (KPIs) and success criteria; The potential for scaling up and transferability.

The **application process** includes an on-line application that need to address in a concise way the following issues:

- scope, needs definition, significance, methods and tools for the proposed solution, justification of innovation
- description of intended outcomes, key performance indicators (KPIs) and success criteria
- technology readiness level of the school infrastructure

Figure 1: Publication of the Open Call in the Funding & Tender Portal

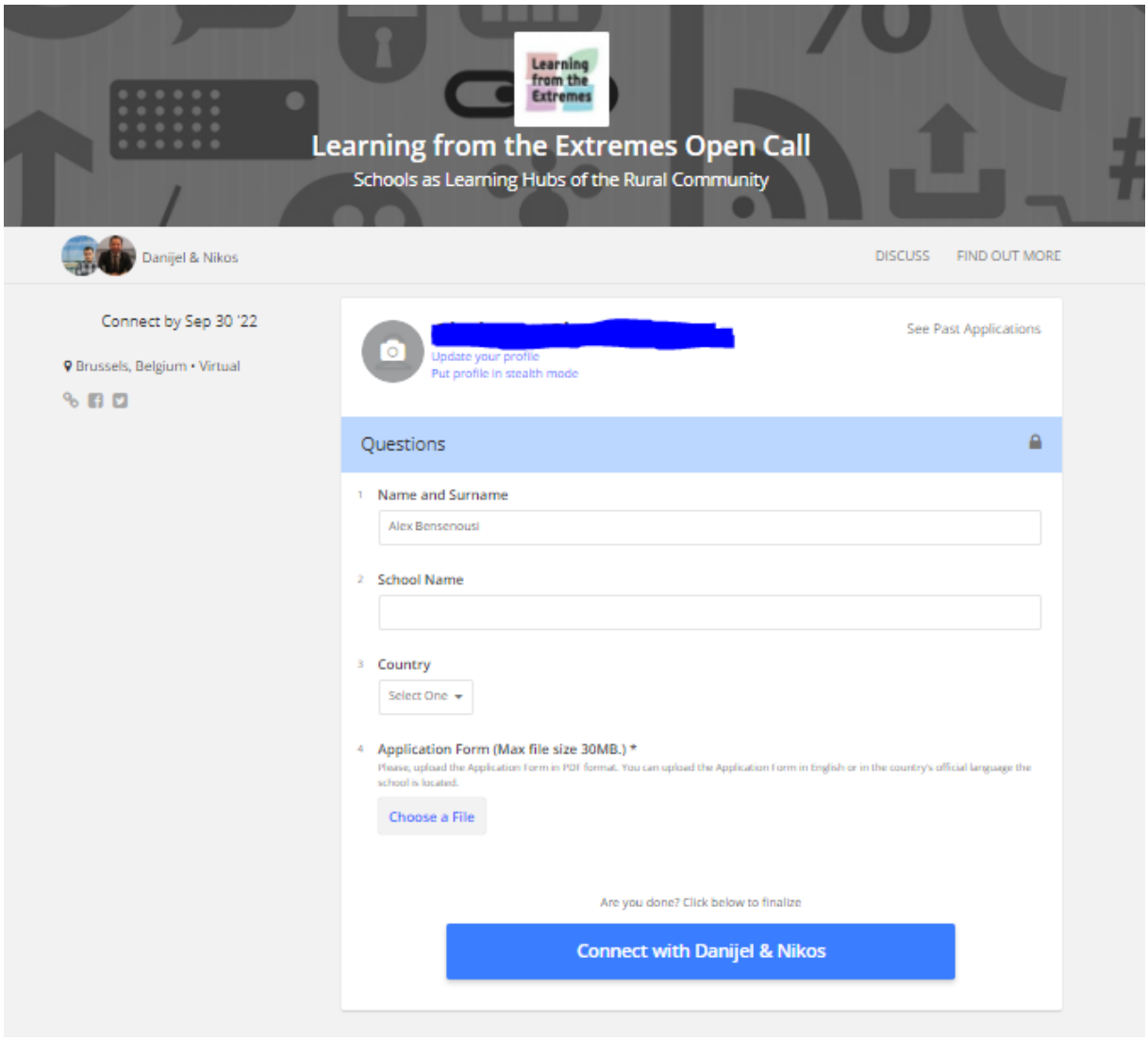


Figure 2: Publication of the Open Call in the F6S Platform

The LfE Consortium ensured, by following this approach (and with the respective dissemination and communication actions), that the Open Call will be easily accessible, open and findable by the vast majority of the schools.

It is worth mentioning, that the partners of the Consortium agreed in the common evaluation and rating scale and weights of all sections of the proposals. The rating scale is from 1 to 100, where 100 points are assigned only to the flawless and most impactful proposals. On top of this, the Consortium will evaluate if the school is a rural school (school in extreme areas) and thus eligible for funding.
The weighs of the sections have analytically been discussed and agreed on by the educational partners, special attention having been paid to the schools' needs and the challenges that this proposal will address. More specifically, the sections of the form and the rating scale is presented below:

- Description of the proposed project. What are the pedagogical and technical challenges/needs that are addressed? **[20 Points]**
- What are the pedagogically innovative aspects of the proposed project that will be supported by the technological solutions? **[10 Points]**
- How many teachers will participate in the proposed project? What is their relevant background knowledge? Please provide a short CV (5-10 lines highlighting the key skills and the potential role in the proposed project) in the form of a paragraph for each teacher. **[5 Points]**
- What are the intended outcomes, the key performance indicators (KPIs) and success criteria (quantitative and qualitative) of the proposed project? (Note: You can define the KPIs that are relevant to the proposed project. Some examples of KPIs related to the project: Number of teachers who will participate in CPD activities, Number of tablets per student, Expected increase in e-maturity level of the school in one school year, etc). **[10 Points]**
- What are the risks and/or barriers to the proposed project? How do you plan to overcome them? **[10 Points]**
- How will the local community be involved in the proposed project? Please present your plans and approach. **[15 Points]**
- What will be the expected impact of the proposed project on teachers? **[10 Points]**
- What will be the expected impact of the proposed project on students? Please focus on the expected educational added value of the proposed project. **[10 Points]**
- Please describe your plans that will ensure the continuation of the project after the funding period. Could the proposed project act as a reference point for other schools? How could the project be transferred to other schools and scaled up? **[10 Points]**

Total maximum achievable points per proposal = 100 Points.

2.2 Authoring eligibility criteria

Furthermore, the applicants must comply to the following authoring rules:

- **Page limit of Section 3**: 8 pages max. Proposals that do not meet this criterion will not continue to the next evaluation phase.
- **Format:** Use Calibri, Size 12.
- **Figures and Graphs:** You can include pictures or graphs in your proposal.
- You cannot attach additional documents or Annexes to your proposal. You can add references to your previous work (e.g. links to websites or videos available on the web)
- All fields are **mandatory**

2.3 Application Form

The Application Form below is digitally available on all the aforementioned sites:

1. School details	
Name of School:	
School website/e-mail:	
School e-mail:	
Address:	
Region and NUTS classification (https://ec.europa.eu/eurostat/web/nuts/background):	
How many students does the school have?	
How many teachers teach at the school?	
Name of the main contact person for the proposal:	
E-mail address of the contact person for the proposal:	
Name of school principal:	
Distance to nearest urban centre (in Km) (An urban centre is considered a larger city for banking, shopping, health care, entertainment…)	
Broadband availability in town: which provider(s), type (DSL? Cable? WiMax…), quality offered	
Number of computers in school: • in total • for teaching (accessible to teachers) • for learning (accessible to students)	
Is Qualified IT support available: • in school? • In town? • In urban centre? • Remote support?	
Is the school part of a cluster/association/network of schools?	
Is the school supported by a teacher training college, or a (regional) education centre for in-service teacher training or continuous professional development?	
Has the school carried out a SELFIE Assessment? Please add the most recent result.	
Has the school used other self-reflection tools to assess the impact of projects and activities in place?	
Does the school participate in regional, national or international collaborative projects like Twinning or Erasmus+?	

NOTE:

- All fields are **mandatory**
- In case of an application from a network of schools, please copy the above table for each school of the network

2. Insight – Where are we now

Where do you think your school stands regarding the following?
All fields are **mandatory**

The Highly Equipped and Connected Classroom (HECC) Scenario

What are your school needs regarding the following dimensions of a HECC.

1. Digital technology equipment (technologies that are used in educational settings for learning and teaching purposes including both physical technologies (i.e., hardware) and educational software and services)

Availability of:		
Laptops in the classroom	Yes	No
If yes, how many per student		
Interactive whiteboards	Yes	No
If yes, are they available in every classroom?		
Microcontrollers for coding	Yes	No
If yes, how many per classroom		
Word processing software	Yes	No
If yes, how many copies/licenses		

2. Network requirements (bandwidth and latency of the network providing the foundation for successful education technology implementations)

Broadband availability in school: provider, type, quality	
Broadband availability in class?	
Measure bandwidth availability in class: Please take 3 speed measurements on 3 different days: https://speed.measurementlab.net/#/ note results for Test Server, Download, Upload, Latency and Retransmission	
Is there Wi-Fi in school?	

3. Professional development of teachers (teachers' continuing professional development (CPD) which focuses on teachers' capacity building for the effective use of digital technologies in teaching, learning and assessment practices, through rapid learning cycles, fast feedback, continual reflection, collaborative coaching and other methodologies)

In your school, do teachers participate in:		
Active hands-on workshops	Yes	No

If yes, which is the percentage of teachers participate?	>25%	25%-50%	50%-75%	75%<
Webinars	Yes		No	
If yes, which is the percentage of teachers participate?	>25%	25%-50%	50%-75%	75%<
Online Open courses	Yes		No	
If yes, which is the percentage of teachers participate?	>25%	25%-50%	50%-75%	75%<
Web-based networks	Yes		No	
If yes, which is the percentage of teachers participate?	>25%	25%-50%	50%-75%	75%<

4. Access to digital content (reflecting the curricular requirements (i.e. different level of complexity, accuracy, correctness, authenticity, life connections, inter-disciplinary) necessary to ensure digital content's greater incorporation into the classroom and use by teachers and students).

In your school, do you use				
Educational software	Yes		No	
If yes, which are the most popular ones				
If yes, how often do you use it	Often	Sometimes	Rarely	Never
Digital textbooks	Yes		No	
If yes, which one(s)				
If yes, how often do you use it	Often	Sometimes	Rarely	Never
Educational Games	Yes		No	
If yes, which one(s)				
If yes, how often do you use it	Often	Sometimes	Rarely	Never

3. Vision – Where do we want to go?

Describe the project that you are planning to implement. How does it address digital innovation plan and e-maturity level of your school? How do you expect the school characteristics, regarding digital innovation and e-maturity, to change through the proposed activities?

Description of the proposed project. What are the pedagogical and technical challenges/needs that are addressed? (20 points)

What are the pedagogically innovative aspects of the proposed project that will be supported by the technological solutions? (10 points)

How many teachers will participate in the proposed project? What is their relevant background knowledge? Please provide a short CV (5-10 lines highlighting the key skills and the potential role in the proposed project) in the form of a paragraph for each teacher. (5 points)

What are the intended outcomes, the key performance indicators (KPIs) and success criteria (quantitative and qualitative) of the proposed project? (Note: You can define the KPIs that are relevant to the proposed project. Some examples of KPIs related to the project: Number of teachers who will participate in CPD activities, Number of tablets per student, Expected increase in e-maturity level of the school in one school year, etc). (10 points)

What are the risks and/or barriers to the proposed project? How do you plan to overcome them? (10 points)

How will the local community be involved in the proposed project? Please present your plans and approach. (15 points)

What will be the expected impact of the proposed project on teachers? (10 points)

What will be the expected impact of the proposed project on students? Please focus on the expected educational added value of the proposed project. (10 points)

Please describe your plans that will ensure the continuation of the project after the funding period. Could the proposed project act as a reference point for other schools? How could the project be transferred to other schools and scaled up? (10 points)

4. Equipment and Services- Budget

Based on the insight of needs and the description of the vision and towards the installation of the HECC scenario in your school, what is the required equipment (and budget) of the proposed project? Please note that the required equipment and services have to be in-line with a) the current status of the school (as described in Section 2) and b) the overall school development plan (as described in Section 3).

Digital technology equipment and services required for the proposed project (physical technologies, educational software and services i.e. tablets, interactive boards and projection system, 3D printer, microcontrollers, e-books, software packages, training, broadband access)

Budget analysis for the above-mentioned equipment and services			
Equipment			
ITEM	Unit Cost	Quantity	Total Cost
(Description of the equipment, type)			

…			
…			
…			
Services			
(Description of the service, e.g. broadband access, training, IT support)			
…			
…			
TOTAL COST			

3 Guidelines for Applicants

3.1 Scope of the Open Call, Objectives and Concept

3.1.1 Scope

The **Covid-19 crisis** resulted in one of the greatest challenges education and training systems have faced in the last decades. Many schools, particularly those located in rural areas, faced severe challenges with the switch to **distance and online learning**, due to their low prior level of digital readiness. Many of their teachers lacked the relevant **digital competences** to properly teach remotely and many pupils living in remote areas lacked the proper **infrastructure** including **connectivity** and access to **digital devices, tools and content** at home. Therefore, the loss of learning opportunities **strongly impacted** especially those that have already suffered a **disadvantage** before the crisis (e.g., pupils such as those living in **remote areas like mountain areas, rural areas, islands or deltas**, etc.).

This calls for reinforced actions to ensure **inclusion** is a leading priority in education and training, granting the right to education for all.

Our reliance on the internet during COVID-19 pandemic has recast how we will behave after the crisis has passed. The big lesson is that we have incorporated the internet as a critical part of our personal and professional lives. This is not going to change. The crisis has sped us forward to a paradigm shift in which we rely on the internet to bring economic and social activity to us—rather than us going to them. During the pandemic students were sent home by school closings, while a significant number of them lack home internet access, principally because the household cannot afford it. What was once a “homework gap” has been revealed as an education opportunity gap. By installing efficient broadband connection to rural schools, they can be transformed to core nodes of the local communities. The school could become Learning Hubs that serve both as a resource for lifelong learning development and as a vehicle for the delivery of a wide range of services. School resources such as facilities, technology equipment, and well-trained staff can provide a range of educational and retraining opportunities for the community.

3.1.2 Objectives

This call aims at addressing **inequalities** of access to digital education by enhancing **inclusion** and by reducing the **digital gap** suffered by pupils from **remote areas** and **communities** with low **connectivity**, limited or no access to **devices** and **digital educational tools** and **content**.

The *Learning from the Extremes* intervention aims to demonstrate ways on how the **digital gap** suffered by school communities from **remote areas** can be reduced by:

- **Connecting students:** Students will have modern, connected and constructive learning spaces equipped to support engaged, personalised learning.
- **Developing teachers:** Teachers will have the development, support and resources they need to integrate digital tools within the learning environment.
- **Saving time:** Support staff will benefit from school management tools that minimise manual tasks and maximise time to focus on teaching and learning.
- **Access to digital tools:** School communities will have access to digital tools and connectivity for effective communication and collaboration.
- **More quality teaching:** All staff will be able to partner with our country schools to help close the gap in access to high-quality teaching.
- **Professional support:** All schools will be able to share teaching excellence with professional support in the classroom, the school and the region.

This call aims to fund the **deployment of pilots to allow primary, secondary and vocational rural schools** to benefit from the most suitable technical solutions to reduce the digital gap suffered by pupils from areas and communities with low connectivity, limited or no access to devices and digital educational tools and content. This will be done through a financial support to third parties (FSTP) mechanism applying a fair and transparent selection process via open calls. The maximum amount of FSTP, distributed through a grant, is EUR 20.000 per third party *(school or network of schools)* for the entire action duration but smaller amounts may also be justified. The financial support will be allocated to install the Entry 'Highly Equipped and Connected Classroom' (HECC) Scenario in all participating schools. 1,200,000 Euros will be allocated to about **80 projects involving 100-150 rural schools from 10 EU countries**

3.1.3 Concept

The 'Highly Equipped and Connected Classroom' Model

There are four dimensions of the 'Highly Equipped and Connected Classroom' (HECC) conceptual model

1. **Digital technology equipment** (technologies that are used in educational settings for learning and teaching purposes including both physical technologies (i.e. hardware) and educational software and services),
2. **Network requirements** (bandwidth and latency of the network providing the foundation for successful education technology implementations),

3. **Professional development of teachers** (teachers' continuing professional development (CPD) which focuses on teachers' capacity building for the effective use of digital technologies in teaching, learning and assessment practices, through rapid learning cycles, fast feedback, continual reflection, collaborative coaching and other methodologies)
4. **Access to digital content (**reflecting the curricular requirements (i.e. different level of complexity, accuracy, correctness, authenticity, life connections, inter-disciplinary) necessary to ensure digital content's greater incorporation into the classroom and use by teachers and students).

The HECC model complements the European Framework for Digitally Competent Educational Organisations (**DigCompOrg**) which provides a comprehensive and generic conceptual framework that reflects on all aspects of the process of systematically integrating digital learning in educational organisations from all education sectors.

Three scenarios are identified to describe different levels of a HECC: (i) an **entry level**; (ii) an **advanced level**; and (iii) a **cutting-edge level**. The proposed scenarios provide a general reference framework allowing the subsequent estimation of costs for the advanced level.

The HECC model is a **progressive model**, which implies that one school might start off with the entry level scenario in order to equip and connect a classroom, then progress to the advanced scenario and finally upgrade the classroom to the cutting- edge level scenario in order to exploit the opportunities provided by digital teaching and learning to the fullest extent. In turn, other schools could start off already with the advanced level scenario as an entry point and then eventually upgrade their classrooms to the cutting-edge level.

Opting for the most advanced cutting-edge level of a HECC might not always be feasible due to different **budget considerations** as well as **individual pedagogical and technical requirements**. As such, schools often need to trade-off between different decision criteria, including affordability, requirements and benefits that a digital classroom yields. Given that identifying different levels of a HECC is an under-studied area in the available literature, the developed scenarios aim at supporting schools in implementing one level of a HECC depending on individual needs and requirements. Thus, the three different levels represent a **continuum** of what a HECC could entail, with **multiple conceivable scenarios in between the three levels**.

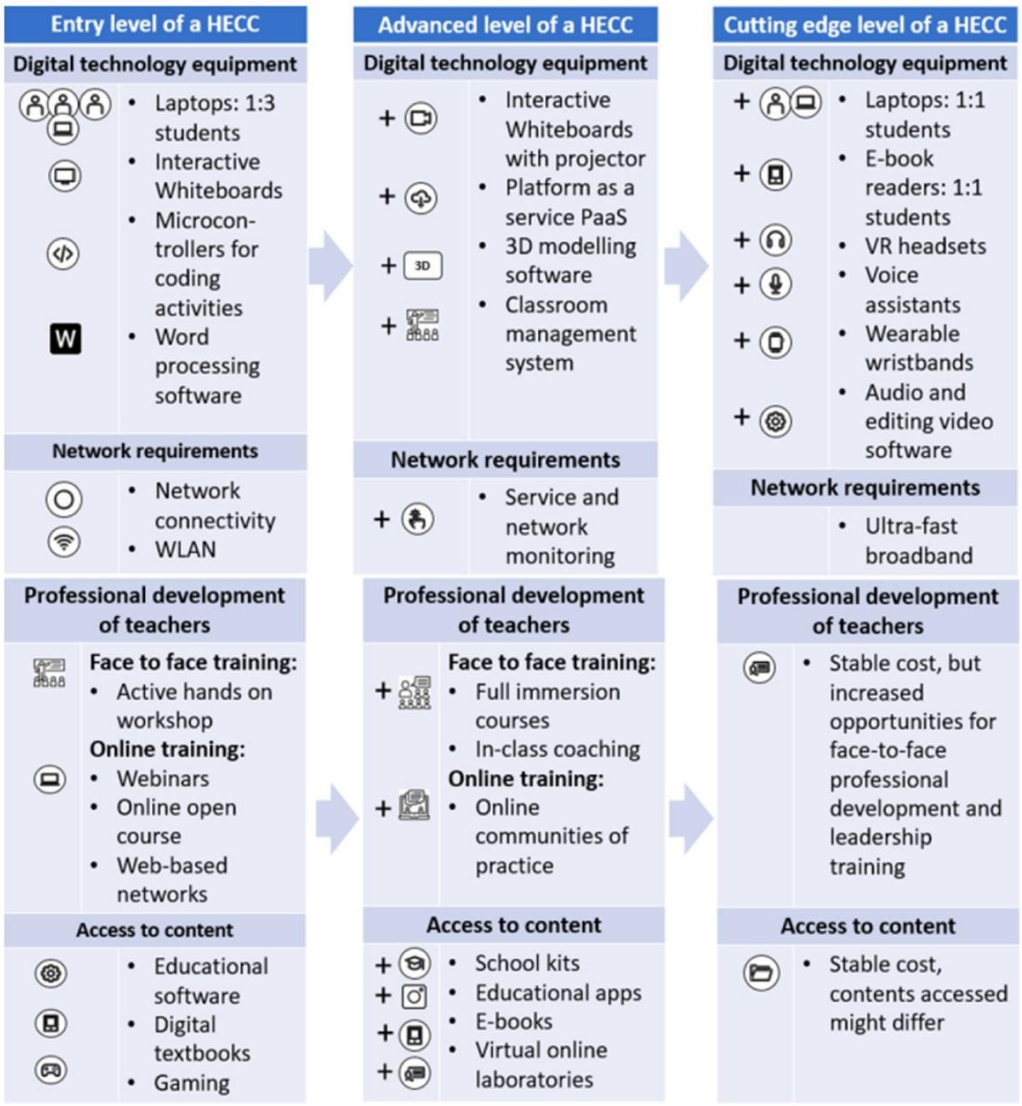
The **entry level scenario** of a HECC mainly outlines the **minimum and essential** components of a highly equipped and connected classroom. It contains essential digital technology

equipment, including a limited number of components related to teachers' professional development and access to digital contents, as well as minimum network requirements needed for a functioning HECC.

The **advanced scenario** of a HECC, in turn, builds upon and **further advances** the entry level scenario, while paving the way to the cutting-edge level scenario. Differently from the entry-level, the advanced scenario entails more advanced digital equipment (e.g. 3D printers and modelling software, interactive tables), as well as a greater number of teachers' professional development activities (e.g. full immersion courses, in-class-coaching) and access to paid-for contents (e.g. makers kits, educational apps, virtual laboratories).

Finally, the **cutting-edge level scenario** of a HECC involves the ultimate categories, sub-categories and items of a highly equipped and connected classroom. This scenario further advances categories, sub-categories and items in the advanced scenario, particularly in relation to broadband connectivity (e.g. ultra-fast broadband, Virtual Private Network), a greater variety of digital equipment available to teachers and students (e.g. e-books, wristbands, audio and video software), increased opportunities for face-to-face professional development for teachers (e.g. twilight training sections, mentored action research) and leadership training.

The figure below gives a brief overview of the content of the various HECC levels across the four dimensions. Please note that the advanced level also contains the elements of the entry level and accordingly the cutting-edge level contains the elements of both advanced and entry levels.



The three levels of HECC

3.1.4 Expected impact

Proposals under this call should set out a School Development Plan that will describe how the installation of the HECC (highly equipped and connected classroom) Entry Level Scenario will meet the needs of the school and how will impact the everyday activities of the school.

3.1.5 Open Call and Support actions Timeframe

Figure 1 depicts the Milestone Deadline of the Open Call and all Support, Overview and Consultancy Services.

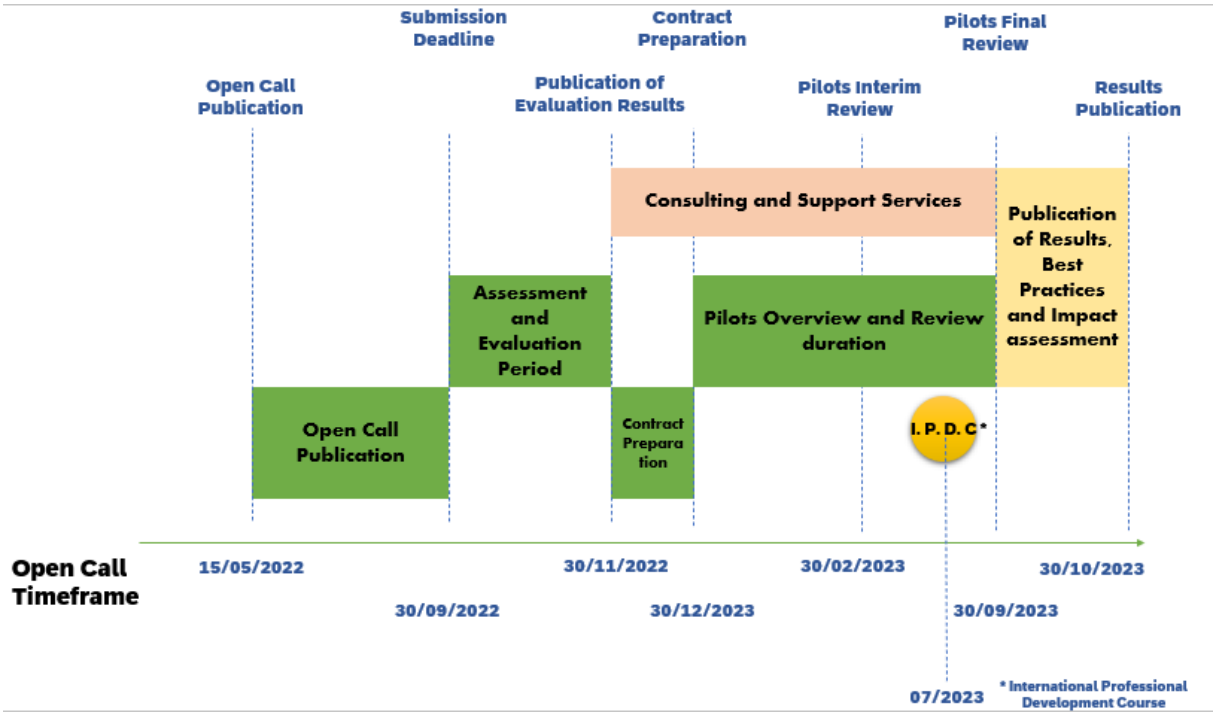


Figure 3: Open Call and Pilots Timeframe

3.2 Topic Conditions

3.2.1 Admissibility conditions:

Applications must be submitted before the call deadline (September 30th, 2022, 17:00 CEST).

Applications must be submitted electronically via *https://learningfromtheextremes.eu/*

Paper submissions are NOT possible.

Applications must be submitted using the forms provided inside the electronic submission system (not the templates available on the topic page, which are only for information). The structure and presentation must correspond to the instructions given in the forms.

Applications must be complete and contain all parts.

3.2.2 Eligible countries:

Bulgaria, Cyprus, Croatia, Finland, Greece, Ireland, Italy, Romania, Portugal and Spain

Geographical Coverage of the Learning from the Extremes Preparatory Action.

Country	Number of School Projects (Number of schools involved)	Type of Schools (Minimum)	Number of Teachers (Minimum)	Number of Students (Minimum)

Greece	10 (13-18)	7 Primary (Multigrade), 3 Secondary and 2 Vocational	65	750
Portugal	10 (13-18)	7 Primary (Multigrade), 3 Secondary and 2 Vocational	65	750
Cyprus	5 (5-10)	2 Primary (Multigrade), 2 Secondary and 1 Vocational	25	350
Croatia	10 (13-18)	7 Primary (Multigrade), 3 Secondary and 2 Vocational	65	750
Ireland	10 (13-18)	5 Primary (Multigrade), 5 Secondary and 3 Vocational	65	750
Finland	10 (13-18)	5 Primary (Multigrade), 5 Secondary and 3 Vocational	65	750
Bulgaria	10 (13-18)	5 Primary (Multigrade), 5 Secondary and 3 Vocational	65	750
Romania	5 (5-10)	3 Primary (Multigrade), 1 Secondary and 1 Vocational	25	350
Italy	5 (6-11)	3 Primary (Multigrade), 2 Secondary and 1 Vocational	30	400
Spain	5 (6-11)	3 Primary (Multigrade), 2 Secondary and 1 Vocational	30	400

3.2.3 Evaluation and awards

The **evaluation criteria** are based on the following dimensions:

- **Technological and Pedagogical Innovation & Value Proposition**

  What are the pedagogical and technical challenges of the proposed project? Is the proposed project technologically and pedagogically innovative? what is the school technology readiness Level in relation with the *highly equipped and connected classroom (HECC*)? Are the proposed approach and the intended outcomes clear and thorough? How original / unique is the proposed project in comparison with competitors?

- **Team Capacity, Work plan & Cost Effectiveness**

  Team Capacity; Relevant Background Knowledge; Soundness of the work plan to ensure the feasibility of the project (in relation with the school's status and needs); Is the proposed project relevant to the needs of the schools and its rural community?

- **Impact Potential, Transferability and Sustainability**

  The quality of the proposed school project and its sustainability; the definition of key performance indicators (KPIs) and success criteria; The potential for scaling up and transferability.

Learning from the Extremes engages educational experts, members of the consortium, in the process. The selected experts will sign a declaration of confidentiality concerning the contents of the proposals they assess, and they will confirm that there is no conflict of interest.

The **application process** includes an on-line application form that needs to address, in a concise way, the following issues:

- scope, needs definition, significance, methods and tools for the proposed solution, justification of innovation
- description of intended outcomes, key performance indicators (KPIs) and success criteria
- technology readiness level of the school infrastructure
- impact (changes and benefits) plan, risk and barriers analysis
- synthesis of the consortium (in case of a network of schools applying), lead applicant, team members and roles
- budget analysis of the equipment and the services according to the template provided

The **selection process** includes 3 stages:

1. **Initial assessment** of applications against the eligibility criteria. This stage will be a pass-fail evaluation.

2. **Eligible applications** will be clustered accordingly, on a national level, and they will be referred to the **Review Panel,** for them to assess them against the same criteria. The **Review Panel** will consist of 3 experts, members of the partner organisations. Different Review Panels will be formed from a **pool of Experts** depending on the number of applications to be evaluated, to keep workload minimum. This stage will use an **evaluation matrix process** (based on the template of the application form) based on the set of criteria, where each evaluator at the **Review Panel** will rate how well each proposal meets each criterion (using a scale of 0-5 points for each criterion and different weighting factors for each set of criteria according to the type of the evaluator's expertise). The evaluation matrix provides a criterion-by-criterion score as well as an overall score for each proposal which can be used for the ranking of the short-listed proposals.
3. **Final selection** based on merit will be done by the ***Learning from the Extremes Selection Panel*** (includes the Project Coordinator, the coordinator of the Review Panel, the representatives of the National Coordinators and the Ethics Manager) based on the recommendation of the **Review Panel**. At this stage, a scored analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT) can be used to facilitate the process. The contribution of the requested funding in the schools' digital strategy to each of the expected benefit categories will be appraised via a Cost Benefit Analysis within the development plan of the project to be selected. Applicants will fill in the necessary fields and they will define the key areas of the investment (infrastructure, content, tools), the potential benefits and the measures of success in the time frame of the 12 months period as well the long-term plans.

For each selected project a final evaluation will be organised to assess the outcomes of the project against its success criteria. The final evaluation panel will consist of members of the *Learning from the Extremes* Selection Panel and the original Review Panel. *Learning from the Extremes* has designed a fast-track application-evaluation-selection process, but still quite demanding as the consortium considers that the overall success of the incubation process is highly dependent on the selection of the best and most-promising projects.

3.2.4 Language

Projects will be submitted in English or in the national language of the participating school or network of schools. The use of English is highly recommended though.

3.2.5 Multiple Submissions

Only one proposal per applicant can be submitted to LfE in this open call. If more than one proposal per applicant is identified, only the last proposal submitted in order of time will be evaluated.

3.2.6 Completeness of the application

All sections of the application form must be completed. Proposals with missing parts will not be evaluated.

The data provided should be actual, true and complete and should allow assessment of the proposal.

3.2.7 Deadline

Proposals must be submitted before the Deadline. The call will be open between May 15th, 2022, 10:00 CEST and **September 30th, 2022, 17:00 CEST**. Applications must be submitted by the closing time and date of the open call. The time recorded by the F6S Platform, as submission time of the proposal, will be the official one. Late proposals will not be admitted.

4 Communication with applicants

For further information and questions on the open call, the eligibility rules, the evaluation or the information provided in the online proposal template, please send an email to call@ learningfromtheextremes.eu

In case of technical issues concerning the online proposal submission platform and the proposal template, please contact the Technical Helpdesk by sending an email to call@ learningfromtheextremes.eu, including the following:

- Your username, telephone number and email address.
- Detailed description of the specific problem (error messages appeared, bugs in the online application form (e.g. drop-down menu is not working, etc.).
- If possible, screenshots of the problem.

On top of the aforementioned support communication channels, LfE project will also establish various communication channels aiming to link the participating third parties and everyone interested to know more about the project with the project outcomes and results accelerating the impact of the project on the education community. More specifically, the following communication channels will be established:

- Publication in the School Education Gateway.
- Social Media Dissemination Activities (Twitter, LinkedIn, Facebook)
- Collaboration and Publication of the results through the EU Commission already established communication channels.
- LfE Project Website.
- F6S Network.

5 Applicants' Declaration of Honour

The applicants / third parties of the Open Call and most specifically the winners of the Open Call will be invited to sign a Declaration of Honour (DoH) to ensure the smooth implementation and delivery of the projects. In the present section of the deliverable, we provide an indicative declaration of Honour, which was utilized in other similar activities and open calls, and during the evaluation of the proposals, the consortium and most specifically the coordination team, in close collaboration with the participating partners in the respective task, will finalize the DoH.

The DoH will ensure i) legal and ethical compliance of the third parties and their involved participants with the LfE project Application and Implementation process; ii) exclusivity of the proposed solution only to LfE project certifying that no additional funding has been received for the implementation of the same project; iii) Compliance with the LfE rules and conditions of the call, iv) that all information provided by the third parties during the Open Calls is true and legally binding.

Below an indicative template for the DoH is provided:

Applicant Declaration of Honour

Title of the proposal: _____

On behalf of _____(School name) established in _____, (Official School address), with VAT number_____,[1] represented for the purposes of signing and submitting the proposal and the Declaration of Honour by _____ _____ (Name of legal representative),

By signing this document, I declare that

1. I have the power of legally binding the above-mentioned School on submitting this proposal.
2. The above-mentioned School has not submitted any other proposal under LfE Open Call. In case the above-mentioned School has submitted more than one proposal in this Open Call, all but the last one associated proposal will be automatically excluded from the evaluation process.
3. I and the above School that I legally represent are fully aware and duly accept all LfE rules and conditions as expressed in LfE Open Call documents and will fully respect any evaluation decision and proposal selection under LfE Open Call.
4. All information provided in this declaration is true and legally binding.

[1] VAT is mandatory during the contract preparation. Failure providing of a valid VAT of the specific SME will result in automatic rejection of the proposal.

School Legal representative Contact Information:

Title (Mr, Mrs, Dr.)	
Name	
Surname	
Position in the company	
Full Address	
Country	
Email Address	
Telephone	
Mobile	
Signature and stamp	

6 Applicants' Bank Account information

This section is presenting the form that will be sent to all winning third parties for the collection of their bank account data. The winners will receive the funding in the bank account provided in a timeframe that will be decided by the consortium. The bank account form is provided below:

Bank account information form

ACCOUNT HOLDER INFORMATION

Account Name Holder The name or title under which the account has been opened and NOT the name of the authorized agent	
Holder's Address	
Postcode	
Town/City	
Country	

Contact Person It does not need to be an authorised agent.	
Telephone	
Mobile Phone	

BANK ACCOUNT INFORMATION

Bank Name	
Branch Address	
Postcode	
Town/City	
Country	
IBAN number / Account number Format example: ES76 2077 0024 0031 0257 5766	
SWIFT code 8 to 11 characters	

BANK STAMP + SIGNATURE OF BANK REPRESENTATIVE The bank stamp + signature of bank representative can be substituted by the attachment of a recent bank statement (less than 2 months).	DATE + SIGNATURE OF ACCOUNT HOLDER (**OBLIGATORY**)

7 Conclusions

In conclusion, the Open Call of LfE project aims to accelerate and enhance the educational procedures, ICT equipment and services of schools located in rural areas. During the lifespan of the project approximately 100 to 150 schools from 10 EU countries will receive funding from LfE (maximum 20k per school) to implement 80 projects and address real operational problems through the adoption of new technological assets. In general, the project will provide €1.2M Euros to the participating third-party schools.

LfE has already established 3 ways to connect and allow the third-party schools to submit and publish their proposals. F6S Platform, The Funding & tender opportunities portal of the commission and the website of the project will satisfy the needs of wide communication and handle the large number of submissions. The evaluation process will be accomplished by some of the educational Consortium partners through the F6S digital evaluation and ranking tools. The scoring scale is 1 to 100 and the first 80 projects with the highest rating will get funded, also according to their country.

To multiply and accelerate the impact of the project and ensure the distribution of the funding to as many schools as possible, each participant is allowed to be part of only one winning proposal. This way more schools in rural areas will benefit from the LfE project and receive funding to strengthen their ICT infrastructure. On top of this, LfE Consortium will provide support and ICT consultancy services to the school, ensuring the optimized adoption of the technologies.

This deliverable report has provided in detail all the information about the Open Call, its scope and objectives, the foreseen impact, the forms and all the documents to be filled in by the participant third parties, the conditions to participate and the communication ways in case of support request.

Iinformation about the evaluation process and the implemented projects will be reported in the future deliverables.