Deliverable 4.2

List with the selected school-development projects

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Title	List with the selected school-development projects
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Abstract	This deliverable apart from the names of the selected projects and schools, includes a short description, the consortium members as well as the attributed budget of each project.
Author(s)	Nikos Zygouritsas (EA), Sofoklis Sotiriou (EA)
Contributor(s)	Orlin Kouzov (NRNA), Martina Hribar (CARNET), Jasminka Maravić (CARNET), Theodora Kakouri (CPI), Kati Clements (JYU), Maria Korhonen (JYU), Sophia Cholid (IEP), Eleni Taratsa (IEP), Christina Errietta Syka (IEP), Daithí Ó Murchú (DWEC), Maria Luísa Almeida (NUCLIO), Nikitas Kastis (EA)
Reviewer(s)	Sophia Cholidi (IEP)
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Executive summary

This document apart from the names of the selected projects and schools, includes a short description, the consortium members as well as the attributed budget of each project.

In the introduction the evaluation process of the applications that were submitted during the Learning from the Extremes call is presented. The number of applications by country is also presented

Chapter 2 presents a detailed list of the selected projects. The applicant schools and the other participating schools are also listed. For each a description and the budget is also provided.

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1   Introduction

The Learning from the Extremes consortium prepared and published a call of proposals to fund the deployment of pilots to allow primary, secondary and vocational 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 on M4.

This call aimed 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 call for proposals remained open for 4 months to offer access to the project documentation and to inform the interested schools, networks of schools and educational authorities for the action. The funding is between 10 to 20kEuros and the duration of the selected projects is up to 12 months. The total available funding for the calls is 1,200,000Euros.

In order to secure a fair and transparent selection process of the submitted school proposals, the LfE partners have developed a set of clear evaluation criteria. 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.

The **selection process** includes 3 stages

1. **Initial assessment** of applications against the eligibility criteria. This stage was a pass-fail evaluation.
2. **Eligible applications** were clustered accordingly, on a national level, and they were referred to the **Review Panel** to assess it against the same criteria. The **Review Panel** consisted of 3 experts, members of the partner organisations. Different Review Panels were formed from a **pool of Experts** depending on the number of applications to be evaluated, to keep workload minimum. This stage used 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** ranked how well each proposal met 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 provided a criterion-by-criterion score as well as an overall score for each proposal which was used for the ranking of the short-listed proposals.
3. **Final selection** based on merit was 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**.

The Learning from the Extremes open call was officially announced on 15th May 2022 and remained open until 30 September 2022 at 17:00 CSET. Due to certain circumstances in some of the countries, the deadline was extended till October 10th 2022 at17.00 CEST for schools in: Bulgaria, Italy, Spain.

The number of projects from schools (or network of schools) that were submitted are presented in the table:

Country	Number of Applications of Schools (network of Schools)
Bulgaria	16
Cyprus	13
Croatia	35
Finland	49
Greece	68
Ireland	24
Italy	6
Romania	9
Portugal	63
Spain	7
Total	290

D4.2 List with the selected school-development projects

2 List of approved school projects

2.1 Bulgaria

Applicant School No1	Secondary School "St. St. Cyril and Methodius" - Varbina
Members of School Network (if applicable)	N/A
Description of project	The idea we want to implement in our school is to create smart classroom (high equipped and connected classroom) – educational space, which is enriched with educational technology and designed to enhance teaching and learning. Our wish is the traditional classroom with pens, pencils, paper and textbooks be replaced from educational technologies, who are intended to help the teachers to transform study process. The goal is to equip a smart classroom (highly equipped and connected classroom room) with set of interactive tools, who raise the motivation for learning of the students, give them opportunity to cooperate and work in team, to do experiments and research, to develop projects and innovation, to apply what they learn on practice, like at the same time everything supports the needs on everyone learner. For this purpose, we plan to build several areas:

• Innovation Skills Zone, which will house 9 Intel Core i3 and Intel Core i5 Chromebooks for students and teachers to perform more complex computing tasks. The activities that will take place in this area are part of the Intel project - "Skills for Innovation", designed for teachers and students, and aim to inspire the next generation of innovators. The focus is on innovative STEM educational materials developed by Intel and their partners; In this area, training will take place on cutting-edge topics with a STEM focus, such as Pandemic Mathematics, 3D Repair, Orbital Simulation and more. Skills for Innovation guides decision makers and educators in implementing technology and creating learning opportunities that actively engage students and transform the way technology is used in education. The aim is to enable teachers and learners to reach their full potential by encouraging analytical thinking and thus building the skills for a technologically inspired future. Included are innovative STEM educational materials developed by Intel and their partners, a range of training to prepare teams in schools and access to state-of-the-art technology from Intel.

• An area for frontal discussions and presentations, where students who prefer physical learning will be able to work with an interactive display. For this purpose we have |

	proposed to purchase 1 interactive display with OPS module and Mozabook software, which expands the learning toolkit with a variety of illustrations, animations, over 1200 3D scenes, interactive worksheets, game activities and exercises, impressive interactive content and built-in skill-developing, illustrative and virtual laboratory applications that help to increase students' interest, provide an opportunity to explore and explore, acquire knowledge, skills and competencies. • A working project area where students will have the opportunity to take pictures with a drone, shoot 360-degree videos, use a 3D scanner and process the captured and scanned materials on a suitable laptop. • Experimentation and programming area where students will gain skills in operating programmable devices such as Makey-Makey and Microbit, learning first the visual block programming language Scratch and then Python. As we know, however, technology is only one side of the learning process. It is necessary to have teachers who skilfully use new technologies to achieve educational goals. Analyses have shown that the problem of the Bulgarian education system is the difficulty of transforming knowledge into skills. In this regard, we want to conduct appropriate training for teachers to work with new technologies, as well as to learn new methods of applying STEM methods and a project-based approach in their work.
Budget	19997 euros

Applicant School No 2	Vasil Levski Secondary School - Ardino
Members of School Network (if applicable)	Yes – Vasil Levski Secondary School is a Google reference school https://classroomtech.bg/vasil-levski-ardino-reference- school/
Description of project	The project envisages purchasing of 32 learning devices (Chromebook) purposed for students from nearby settlements who do not live in the city, but visit Vasil Levski Secondary School, Ardino and travel daily, and purchase 2 interactive whiteboards for 2 classrooms. Vasil Levski Secondary School, Ardino is in a great need of a high-tech equipped and connected classroom by installing a highly equipped and connected classroom (HECC) avant-garde level to address inequalities in access to digital education by enhancing inclusion and by reducing the digital inequalities suffered by students from remote and low-connectivity areas (villages near the municipal centre), limited or no access to devices and digital educational tools and content.

	This project proposal aims at building on the activities implemented so far at school level for training under the educational model "1:1". Over the past ten years, the 1:1 (one-to-one) model has established itself as an organization of learning in which the student works with his or her own individual device in the classroom and beyond. The pattern differs from the so-called "Bring your own device", in which each student brings a personal electronic device from home, since all the devices are the same and are purchased specifically for educational purposes.
Budget	19866 euros

Applicant School No 3	Private profiled high school with foreign language education "CHELOPECH"
Members of School Network (if applicable)	ASSOCIATION OF CAMBRIDGE SCHOOLS IN BULGARIA
Description of project	Living in a Technological Era made us careless about using technology in school. We thought that we, as a school community are modern, until we faced the global pandemic and were affected by it. All aspects of school life were interrupted – from learning, communication, assessment to administration. Even though there were existing instruments for online learning, our school as many wasn`t prepared. We had to learn how to prepare and teach lessons, to adapt materials, to deal with technical problems, etc. Especially STEM education and some practical aspects in teaching science were influenced. Using technology everyday is challenge and privilege. Nowadays we are looking to find creative and useful ways to use technology in the classroom that can both make our life easier as a teacher and boost student excitement levels and engagement with lessons. From dealing with communication among teachers and students (as well as peer-to-peer), to organizing curriculum calendars, to enhancing presentations and lessons with media and visuals, to using technology in the classroom to create an enriched learning environment. Implementing technology in school can provide invaluable learning experiences that prepare students for success after graduation. Getting used with technology in class: Internet, projectors, presentations, online worksheets and tests doesn`t improve students` skills. They need something provoking their mind and curiosity like working with chrome book, coding with microcontrollers, robotics, using virtual reality. Such digital tools are important for building critical thinking and problem solving. Students learn how to create digital content, analyse data and build knowledge about content. Our intentions are to use the services of

	professionals for full equipment and training. Chromebook is a device specially adapted for the needs of educational system. It may be used in and out of the classroom. It gives innovative perspective of education. Our teachers plan to use it as for educational games or situational problems. Educational solutions of LEGO Education provide solutions for game-based and problem based educations, they may be used in specialized clubs and this is an opportunity of our school to propose to students club of interest to students.
Budget	19998,96 euros

Applicant School No 4	Otets Paisii Primary School - Sofronievo
Members of School Network (if applicable)	N/A
Description of project	The main purposes of the project: • Students from a small school gaining access to contemporary educational resources adapted to their needs. • Usage of ICT technologies with children with Special Educational Needs (SEN) for training and rehabilitation. • Raising the teacher qualification for development of educational resources according to the student needs. The pandemic caused a headlong digitization of education, which in turn led to a strange phenomenon - the Digital Generation was unable to use its "natural" zone of existence and comfort for educational needs. The results were reported as low grades of the National Exam Evaluation in the last school year. Regardless of the criticism, OPEC will continue to be part of the education system, and in view of the deepening global crisis, it is necessary to improve e-learning at the initial stage of primary education. The main challenges are related to the motivation of students at this age and the development of educational resources created for them. Despite the legal provisions, electronic textbooks in Bulgaria still do not provide an opportunity for differentiated teaching. Serious difficulties are encountered and when using ICT technologies for children with SEN, on the one hand, because teachers are not familiar with the possibility applications, from another the misunderstanding and the fear on the parents for whom technology begins and ends with the mobile phone.
Budget	10477,39 euros

Applicant School No 5	General Skobelev Primary School – Skobelevo

Members of School Network (if applicable)	N/A
Description of project	The innovative changes in the education system are becoming more and more popular in our country. Thanks to the development of technology nowadays, we are witnessing significant changes in every area in our daily lives. A whole new stage of development of the society is set, in which modern educational technologies and all techniques will play an increasingly important and key role in our lives. At General Skobelev Primary School, 75 children from two villages – Asen and Skobelevo are taught. Our school has 7 classrooms and a computer room. Our students are bilingual, for whom Bulgarian is not their mother tongue. Before us, as qualified teachers, stands the challenge of looking for non-standard teaching techniques and technologies. We are constantly looking for answers to many questions: "How to create a positive attitude and internal motivation in students?, How to induce greater cognitive activity in students?, How to determine the importance of students' activities in terms of their needs?". All this provokes us to constantly seek and use the resources of modern educational technologies in training. Our goal is to positively influence students' interest, to increase their educational activity and improve the quality of learning. The basis that we have is very good. Teachers have laptops, multimedia in the classrooms, Wi-Fi internet, but we want to include more and more students to participate in the lessons using tablets and teachers to use interactive whiteboards. At school we do not have interactive whiteboards and the tablets available for students are only 20. The teachers from "General Skobelev" Primary School are constantly participating in qualification programs and courses for upskilling, so that they can be authoritative personalities – able and knowledgeable, competent in their field and meeting the needs of the modern generation. The application of modern educational technologies and interactive methods makes training freer and more independent, both with a view of breaking down the traditional lesson structures and bringing in additional, more interesting innovative elements, and with a view to greater freedom and independence of the people involved in the exercise. A training exercise with the use of computer means can be conducted with very low participation of the teacher. He/she can only have control functions – formulate and set the basic tasks at the beginning of the lesson, and then let the students discover the sources of information themselves and complete the assignments. This new type of lesson implies a much higher degree of

	cooperation and collaboration between the learners - participants in the lesson. The introduction of information technology and interactive methods in training has led to the creation of new more modern and up to date curricula and learning methods. This in turn also requires a modern, state-of-the-art classroom with available tablets for students and an interactive white board.
Budget	11624,22 euros

Applicant School No 6	Vasil Levski Secondary School - Tserovo
Members of School Network (if applicable)	N/A
Description of project	Education is the basis for a thriving society and knowledge and learning have been a top priority for civilisations. People are constantly looking for ways to learn easier, faster, and more efficient. In the digital age, we have the opportunity to improve the educational process through innovative technologies and innovative learning and teaching practices. The addition of Virtual Reality VR (virtual reality) and AUGMENTED REALITY AR (augmented reality) will promote the integration of arts, the development of ICT skills, imagination, creativity and creative problem solving, enables combining research and arts (e.g. visual and performing arts) and storytelling. By immersing in what they are studying, students will be more motivated and engaged to participate fully in classes. Less cognitive load will be required to process the information. The creation of a multimedia classrom "inspiration hub", as a center for digital, scientific and artistic creativity, in which the students will prepare and present their own and joint projects (with the municipality and the local authorities, the community center, parents and teachers, based on VR and AR). The projects will be presented to the school and local community, parents and on Facebook. The projects will be based and related to all educational fields and scientific disciplines studied in school, digital creativity and audiovisual arts. This hall will provide ICT trainings for students, teachers, parents and the community. Placing interactive displays in each classroom and using VR will achieve a multi-sensory environment for the perception of the educational material at stake. All teachers and students will be able to use these innovative technologies in class on a daily basis.
Budget	17861,98 euros

Applicant School No 7	St. St. Cyril and Methodius Primary School - Kameno Pole
Members of School Network (if applicable)	N/A
Description of project	In view of the trends that are emerging in the educational process and the needs of students in XXI. century, we want to improve the school's technological base in a way that allows students access to much more digital resources, allowing them to perceive new information in a more visual and interactive way. This will help to absorb new knowledge much more thoroughly. We want to enable teachers to conduct digital and interactive learning with the possibility of a quality learning process in attendance and remote form. The planned learning environment will provide access to many more and more diverse learning materials, e-textbooks, multimedia and digital resources, online learning platforms and the creation of virtual classes with integrated cloud space. In addition, it will provide the necessary learning and technological infrastructure that will facilitate the effective implementation of the strategies for the modernization of the learning process in school. In parallel with the study of the learning material, our students will get used to working in a modern information and technological environment and build additional digital competences and skills. In line with the projects launched by the MeS to provide all teachers and students with access to modern and up-to-date digital lessons through the introduction of the so-called "Digital Backpack" from the beginning of the school year 2022/2023, we need to provide the purely hardware technological environment in the school through which to implement a huge number of digital educational resources that will be part of the platform developed by the MeS. The planned project provides for the provision of resources that address all aspects of the learning process – interactive lessons, exercises, tests.
Budget	18 953,08 euros

Applicant School No 8	St. St. Cyril and Methodius Primary School - Staro Oryahovo
Members of School Network (if applicable)	N/A

Description of project	The school is a medium. It trains children from five nearby villages where the internet is of poor quality. The lack of adequate infrastructure, including connectivity and access to digital devices, tools and content at home, makes it difficult for children to be involved in the learning process remotely. Most of the parents are socially weak, illiterate and unable to provide proper devices and assistance to their children. The school has few devices, provided by the Ministry of Education but they are quite insufficient to meet the needs of our students. It is also difficult for us to conduct face-to-face training. The available equipment in our computer offices is insufficient and outdated. It does not support the requirements of the new software products. 4 kids have to work on one device, which makes it difficult to participate and understand the learning material and its practical application.
	The project envisages equipping 4 interactive offices with a purpose the school to become a modern, attractive centre for digital and interactive learning. This will increase the quality of the learning process in both face-to-face and remote form. The cabinets will be equipped with innovative and modern interactive ICT, which imply digitization of the learning process according to a frontal learning model and help to increase its effectiveness. The classrooms will be equipped with the latest generation presentation equipment, namely – interactive touch displays.
Budget	16970,80 euros

Applicant School No 9	St. St. Cyril and Methodius Primary School - Ryahovo
Members of School Network (if applicable)	Network of the Innovative Schools
Description of project	St. Cyril and Methodius Primary School in Ryahovo is innovative and the mission of its staff is to turn it into a model of a modern school with high quality and efficiency of the overall educational process in accordance with the legal requirements. There are deficits such as problems with outdated computer equipment and network connectivity, lack of multimedia, interactive board, mini robotic classroom devices which are included in computer modelling curricula for third, fourth, fifth grade.
	"The workshop" project includes transformation and equipment of a classroom with modern computer equipment. The aim is to create conditions for developing skills related to creativity in digital technologies, experimental work related to mastering competences in computer modelling, project work and practical focus. The activities of the project are aimed at increasing the interest

	of many students in creative activity and creating works that are a combination of handmade and digital products.
	The project envisages the realization of HECC basic stage with the minimum and essential components of a highly equipped and connected classroom.
	As a result of the realization of the project, the school will have a classroom of a new generation. Teachers will have the opportunity to hone their skills for working with digital platforms and textbooks, to use electronic visual means in classes, to implement new methods, project activity. After the trainings can create electronic materials, tests, and lessons.
Budget	14238,88 euros

2.2 Croatia

School name	Elementary School Rovišće
Type of school	Elementary school
Project description	This project will help bring innovative technologies related to robotics and artificial intelligence to our schools located in rural areas. It will help children learn how engineers work and think, delegate tasks and realize them. The first process will be realized through designing a robot in a 3D modeling software system, assembling the designed robot and programming the robot to perform the necessary tasks. The second process in the project will be centered around designing and creating a chatbot powered by artificial intelligence and machine learning. Through the projects, students will acquire skills necessary for the 21st century, such as collaboration, creativity, information and digital literacy, critical thinking and problem solving. In addition, through the development of technological and presentation skills, we want to empower them so that one day they will be more competitive on the labor market.

The education of children in rural areas is hampered mainly due to the insufficient development of such areas, and the students of rural schools are in a less favorable position when it comes to their (further) education and career development. For students from rural areas, education is one of the main mechanisms for improving economic and social status, and quality teaching processes significantly increase the opportunities that open up after schooling. It is precisely because of these economic factors that these students often do not have access to new and modern technologies and educational processes. Since today technology, such as robots and the Internet of Things, is increasingly being used in primary and secondary activities that are mainly related to rural areas, it is important to familiarize students with the mentioned technologies as soon as possible. |
| Budget | 9940,00 euros |

School name	Elementary School Peršaves
Type of school	Elementary school
Project description	Branch school Peršaves is a part of the Elementary school Mače school network, teaching classes from 1st to 4th grade. The school is situated in the Hrvatsko zagorje region, a rural area located in the northwestern part of Croatia. Unfortunately, our school is poorly equipped with digital

	technologies. For example, our students use outdated tablets, and they use them only in their Informatics class. There are no personal computers or laptops for our students. In addition, school classrooms do not have interactive whiteboards or educational software. Therefore, the primary reason we are participating in this proposal call is to create a highly equipped and connected classroom on the entry-level, empower our students with 21st-century digital skills and increase our school's digital maturity. And we are planning to achieve that by building a makerspace classroom in our school. A makerspace is an area in the classroom stocked with creative and technological tools that will boost our s' creativity, collaboration, digital competencies, and critical thinking skills. We plan on equipping our makerspace classroom with laptops for our students, classroom management software, an interactive board with educational software, Ozobot coding robots and a 3D printer. Also, we will supply our makerspace with materials like clay, cardboard, and wood to build a connection between modern technologies and traditional arts and crafts in our classroom. Then, during their free or study periods, our students can use the tools and materials in the makerspace to create projects based on their interests or things they're currently studying in class. The main goal of a makerspace is more integrated learning, helping students make connections across curricula rather than projects focused on a specific subject.
Budget	14919,00 euros

School name	High School Ivan Meštrović, Drniš
Type of school	Vocational + Gymnasium
Project description	With the help this project, we want to bring innovative technologies related to robotics and artificial intelligence to our schools located in rural areas. Through the project, children will learn how engineers work and think, delegate tasks and realize them. The whole process will take place through designing a robot in a 3D modeling software system, assembling the designed robot and programming the robot to perform the necessary tasks. Second program in the project will be centered around designing and creating a chatbot powered by artificial intelligence and machine learning. Through the project, students will acquire skills necessary for the 21st century, such as collaboration, creativity, information and digital literacy, critical thinking and problem solving. In addition, through the development of technological and

	presentation skills, we want to empower them so that one day they will be more competitive on the labor market. The education of children in rural areas is crippled mainly due to the insufficient development of such areas, and the students at rural schools are in a less favorable position when it comes to their (further) education and career development. For students from rural areas, education is one of the main mechanisms for improving economic and social status, and quality teaching processes significantly increase the opportunities that open after schooling. It is precisely because of these economic factors that these students often do not have access to new and modern technologies and educational processes. Since today technology, such as Robots, Artificial intelligence, and the Internet of Things, is increasingly being used in primary and secondary activities that are mainly related to rural areas, it is important to familiarize students with the mentioned technologies as soon as possible.
Budget	9940,00 euros

School name	High School Ilok
Type of school	Vocational + Gymnasium
Project description	The insufficient development of rural areas often means the education of children in such areas is crippled in many ways, and the students of rural schools are in a less favorable position when it comes to their (further) education and career development. For students from rural areas, education is one of the main mechanisms for improving economic and social status, and quality teaching processes significantly increase the opportunities that open up after schooling. It is precisely because of these economic factors that these students often do not have access to new and modern technologies and educational processes. Since today technology, such as Robots, Artificial intelligence and the Internet of Things, is increasingly being used in primary and secondary activities that are mainly related to rural areas, it is important to familiarize students with the mentioned technologies as soon as possible. With this project, we want to bring innovative technologies related to robotics and AI to our schools located in rural areas. Through the project, children will learn how engineers work and think, delegate tasks and realize them. The whole process will take place through designing a robot in a 3D modeling software system, assembling the designed robot and programming the robot to perform the necessary tasks. Second program in the project will be centered around designing and creating a

	chatbot powered by artificial intelligence and machine learning. Through the project, students will acquire skills necessary for the 21st century, such as collaboration, creativity, information and digital literacy, critical thinking and problem solving. In addition, through the development of technological and presentation skills, we want to empower them so that one day they will be more competitive on the labor market.
Budget	9940,00 euros

School name	High School Markantun de Dominis, Rab
Type of school	Vocational + Gymnasium
Project description	Project – _Science on the Island The aim of the project is to develop the passion and interest for learning within the STEM field through an interdisciplinary approach. • Connecting theoretical concepts with practical activities through developing and strengthening STEM literacy, which is an asset for young students entering the job market. Skills in STEM literacy are advantageous for students and the application of these skills is also transferrable to the local job market, which reinforces the association between the School and the local community. • Preparing students for the jobs of the future. • Strengthening the skills of critical thinking and efficient communication; developing entrepreneurship abilities (practical projects with market value). • Creating a functional laboratory to apply digital and other tools to create innovative projects which are presented and used in the school (and beyond) to benefit the wider local (and regional) community. • Acquiring tablets or laptop computers for all students and teachers in the project so that they could follow classes through digital books and other class materials; use digital tools and educational platforms; have access to online literature and books (which has both ecological and financial benefits for parents, so students do not need to purchase physical books) – aimed at the realisation of set tasks and goals in the project activities. The computers in the school's Informatics classroom are outdated and insufficient for the needs of the project. In these conditions, it is difficult to realise the intended outcomes of the project, as well as participate in online global digital activities.

	- Connecting virtual classrooms with other schools in Croatia and the world – a virtual exchange of students, lessons, workshops (as part of the different projects the school has been conducting throughout the years). - Activities aimed at transferring the virtual student exchange into physical exchange so that the School organizes seminars, workshops and summer schools on the island for students of all school levels (even pre-school student levels): student-educator, but also for teachers with the purpose of presenting the projects which promote the STEM field. - Using 3D printers to create different models, appropriate materials, gifts, but also student education with the purpose of enabling access to new technologies. - Education to work with 3D printers for teachers and students. - Access and education using virtual laboratories with the purpose of introducing students (but also teachers) to new trends in the world. - After the first year of education for teachers and students, the aim is to apply the gained knowledge in education and cooperation with local institutions and the community (but also with the wider education sector).
Budget	18800,00 euros

School name	Elementary School Blato
Type of school	Elementary school
Project description	With this project, we want to bring innovative technologies related to robotics to our schools located in rural areas. Through the project, children will learn how engineers work and think, delegate tasks and realize them. The whole process will take place through designing a robot in a 3D modeling software system, assembling the designed robot and programming the robot to perform the necessary tasks. Through the project, students will acquire skills necessary for the 21st century, such as collaboration, creativity, information and digital literacy, critical thinking and problem solving. In addition, through the development of technological and presentation skills, we want to empower them so that one day they will be more competitive on the labor market. The education of children in rural areas is hampered mainly due to the insufficient development of such areas, and the students of rural schools are in a less favorable position when it comes

	to their (further) education and career development. For students from rural areas, education is one of the main mechanisms for improving economic and social status, and quality teaching processes significantly increase the opportunities that open up after schooling. It is precisely because of these economic factors that these students often do not have access to new and modern technologies and educational processes. Since today technology, such as robots and the Internet of Things, is increasingly being used in primary and secondary activities that are mainly related to rural areas, it is important to familiarize students with the mentioned technologies as soon as possible.
Budget	9940,00 euros

School name	Elementary School Sveta Marija
Type of school	Elementary school
Project description	The Digital Classrooms of the Future project would involve all class teaching and subject teaching students, and they would also collaborate with the "Kockavica" students' club. Teachers would implement the project through regular classes as well as extracurricular activities, which involve most students, and which are implemented in the form of combined groups.
	In the Digital Classrooms of the Future project, we would like to fully equip two classrooms with cutting-edge technology that would help students to learn and acquire new curricular content in an innovative and creative way. The aim of the project is to motivate students for STEM subjects, acquaint them with the regular and additional curricular content as well as to make learning itself easier and more interesting. For our students, we wish to open a window to a technological future and bring the world of technology closer to them as well as link it with the accompanying traditional teaching methods and content with contemporary methods. Furthermore, we wish to link STEM content with the areas of social sciences, humanities, and arts. The project would involve a series of activities to acquaint students with cutting- edge digital technologies. In such a manner, students and the teachers will develop ICT competences, entrepreneurship and initiative, along with digital skills. During classes, teachers will use ICT to transfer the knowledge acquired to students, while students will use the technology to develop their ICT competences, creative and critical thinking as well as to acquire new knowledge and skills using the new technologies.
	Our idea is to fully equip two classrooms – one for class

	teaching, and the other for subject teaching – where the classes of the future would be held. That is why we have divided the Digital Classrooms of the Future project into three stages.
Budget	19916,00 euros

School name	Elementary School Ivana Martinovića, Štitar
Type of school	Elementary school
Project description	The vision of our school is to improve existing products that are made by the Student Cooperative as part of extracurricular activities. Since, due to the lack of adequate equipment, the Student Cooperative was making products based on recycling, our goal is to innovate a production method that results in prosperous and attractive products, which can be achieved by purchasing new ICT equipment. To realize the aforementioned goal, it is very necessary to solve the problem of lack of digital equipment, and by purchasing new laptops and lasers for cutting and engraving, we would realize our vision. This would enable us to mass produce and market the obtained products, as well as increase the income from business.
	The target group consists of students from our school who, with the help of a laser, could make wooden products with which they could present the school and their work to the general public (fairs, fairs). Given that we have one laptop for every seven students, we would use the new ones for the purpose of thematic and educational research, as well as designing the products themselves.
	From the pedagogical aspect, we want to influence the further development of students' skills and competencies, which are reflected through teamwork, creativity, innovation and research learning. We find the biggest challenge in improving students' motor skills, building a responsible attitude towards work and preparing them for a potential future occupation in various economic branches.
	The technical need that we are solving with the implementation of this project is the procurement of ICT equipment, and the challenge lies in training teachers to handle it.
Budget	19984,50 euros

School name	Elementary School Vođinci

Type of school	Elementary school
Project description	Media literacy (illiteracy) is proving to be a major problem of today's society. The media is all around us and their impact on everyday life is beyond doubt. We are exposed to plenty of information that is disseminated in different ways. Actually, everwhing is information. The problem is identifying the right and filtering out false, harmful and malicious information. Children are the most exposed and the goal of the project is to teach them and protect them from all negative phenomena. Teach them how to recognize and distinguish between good news and bad news, make them aware of the dangers and teach them how to avoid them. This project aims to combine several areas related to this problem from linguistic, artistic, technical to IT. Using the acquired knowledge in regular classes, skills and competences will be acquired, interest in the field of media culture and diction will be strengthened in both teachers and students. The narrower area of interest to be covered by the project is photography and film recordings. Students will become aware of the possibility of using photography and film as a medium to which a strong message is sent, because first we perceive the world with a sense of vision. The purpose of the project is to bring primary school students closer to how the media is susceptible to manipulation (example is advertisements) and to teach them to recognize manipulated information. The project also aims to increase the digital level by reducing the digital gap that students in remote areas with poor connectivity and limited access to devices and digital educational tools and content are faced with. Through project activities, the educational capacities of the Primary School Vodinci will be strengthened with the ultimate goal of improving the skills of teachers and students. Prerequisites for investing in own human capacities will be provided, teachers'skills will be developed, and new extracurricular activity for students will be introduced and transferred to students in areas with remote schools by relying on strengthened capacities.
Budget	19642,98 euros

2.3 Cyprus

Applicant School 1	Dimotiko Sxoleio Kampou-Tsakkistras – Kampos Tsakistras Primary School
Members of School Network (if applicable)	n/a
Description of project	Context of the school: Kampos and Tsakistra are two small mountain villages, situated within the forest, very close to each other (3 km), but isolated from other larger villages or urban centres (99 km). The forest road that connects them with other areas is difficult to navigate, making them one of the most inaccessible areas in Cyprus. Kampos has approximately 170 permanent residents and Tsakistra approximately only 75. Most residents are construction workers, farmers, or employees at the Kampos Forest Station. The inhabitants of the two villages have limited access to education, training, or participation in cultural/recreational activities. Maximizing learning outcomes by integrating digital technologies: The first facet of the project involves school children. Its main objective is to develop children's digital capabilities while maximizing learning outcomes in the cognitive/transgnostic and psychosocial field, through the integration of as many digital technologies as possible into the daily school routine. To achieve this goal, the classroom will be formed into a modern educational technology workshop. The development of children's digital capacity will arise both through targeted activities and effortlessly and gradually through their active involvement in the daily use and integration of digital technologies into the teaching of the themes of the Analytical Program. The course will take place in various parts of the room to use the available digital tools, which will be continuously monitored to identify the most suitable tools for learning support of the group as well as the specific needs of each student. Development of digital parenting capacity: The childrens' parents have very limited digital skills, so they cannot support the school's efforts to develop the children's digital skills. For this reason, one of the priorities of the program will be to develop the digital dexterity of the entire family. Developing digital skills of young people and other adults in the community and participating in other educational webinars: The technologically upgraded facilities in the school will form an educational centre for all residents of the two communities. Online participation of residents in other afternoon activities in the school area: Participation of adults in webinars/online courses on topics of interests, such as dance, nutrition, psychology courses

	etc., selected based on the relevant questionnaire, will be facilitated in cases where face-to-face seminars are not feasible. Creation of a "Digital Competence Development Centre" for all schools in Cyprus: In cooperation with the Ministry of Education, the school can also be used as an educational centre for digital education, for one-day educational visits or camps from other schools in Cyprus. Since the school operates as a camping facility in the summer, the facilities offered provide the infrastructure and the necessary professional equipment (layers, professional kitchen equipment, showers, etc.) for such an implementation.
Budget	16000 euros

Applicant School	Dimotiko Sxoleio Potamias – Potamia Primary School
Members of School Network (if applicable)	n/a
Description of project	Peaceful Coexistence in the community – Using technology in teaching research methodology
The project aims to help students and teachers develop their digital skills by using technology and research methodologies in order to discover and build knowledge and advance their learning. The students will discover how peaceful coexistence was achieved based on data collected from the Internet and through video interviews of people from the two communities (Greek and Turkish Cypriots) living in Potamia village. They will understand the factors that helped build peace and create digital presentations of their findings.
The aim is to reach the entry level on the HECC Model.
The project can be implemented, and the technology used as follows:
1.   During the everyday morning lessons in the school.
2.   Emphasis on digital skills and programming will be provided to the 5th and 6th grades' students during the lesson Educational Technology
3.   During the all-day afternoon school program (for teaching digital skills and robotics).
Additionally, through cooperation with the Ministry of Education, the technology can be used for offering lessons to parents and the community, including younger or older children in the village, outside of school sessions (afternoon and night classes.) Such teaching and learning skills can be accredited by the ECDL exams and programming/robotics.
Budget	16000 euros

Applicant School 3	Dimotiko Sxoleio Agias Varvaras – Agia Varvara Primary School
Members of School Network (if applicable)	n/a
Description of project	The COVID-19 pandemic has highlighted to us teachers, pupils and families of the community of Agia Varvara, Nicosia, as a remote area, important needs related to the transition to distance and online learning. The low level of digital capabilities of both our school and community, highlighted the opportunity gap in education for remote areas, also demonstrated by the results of the use of the online reflection tool for SELFIE schools held last school year at our school. In particular, our school averages in all sectors were very low, which prompted us to participate in the Innovative Schools and Educational Cells program offered by the Pedagogical Institute. This experience helped define our own vision as a school unit: raise the level of digital readiness, reduce the digital divide for our students to meet their digital needs as citizens of Cyprus in the 21st century and make our school a central hub for education and lifelong learning for teachers, students and the local community. Therefore, this year, we want to strengthen this effort by taking part in the Learning From The Extremes program with specific objectives: (1) strengthen the digital technology equipment of our school unit, (2) offer vocational learning and development opportunities to teachers as well as educational opportunities for our community residents and (3) improve the digital capacity of our students. ACTION A Title of Action Seismology and Geology in the wider area of Agia Varvara — The school as a hub for promoting lifelong learning for the community ACTION B Title of action Children as digitally competent citizens of 2030
Budget	16000 euros

Applicant School 4	Gymnasio Athienou – Athienou High School – Gymnasium
Members of School Network (if applicable)	n/a
Description of project	Proposed project: Digital transformation of the school unit to enhance and improve digital skills and specific skills related to STEM education, for students and teachers of Athienou high school, and for residents of the municipality of Athienou. The goal will be achieved through the digital upgrade of the conventional/"classical" recreation - entertainment- events hall of Athienou High School to be transformed into a "hybrid" events room and digital skills learning environment. The existing hall

	occupies a space of 45 square meters and contains 2 table tennis and 2 table footballs and is often used by the student during school breaks to keep them entertained. It does not have Wi-Fi or Ethernet internet access. As part of the proposed project, in addition to existing games, the room will be equipped with an interactive projector, educational robot set, 3D printer, laptops, tablet palm devices, and wireless (Wi-Fi)/ethernet line internet access. In addition, there will be portable seats, tables, tracks for robotic systems and an overall improved infrastructure for the operation of an entertainment room with digital capabilities. The room will be open/accessible (A) during school breaks for use by students and teachers for entertainment purposes, (B) during school working hours for its implementation as part of the curriculum as a high-tech classroom, (C) during the evenings or pre-selected dates for use by the residents of the community freely or within the framework of the educational programs offered by the Municipality of Athienou, for entertainment, enhancement of their digital skills and lifelong learning.
Budget	16000 euros

Applicant School 5	Gymnasio Agias Varvaras - Ayia Varvara Regional High School
Members of School Network (if applicable)	
Description of project	Ayia Varvara Regional High School admits students from nine different communities in the rural area of Nicosia. The communities are Lythrodontas, Mathiatis, Agia Varvara, Alambra, Sia, Mosfiloti, Kornos, Delikipos and Pyrga. Our vision and goals include that our School can be modernized and improved technologically, with the ultimate goal of being able to offer its students the best quality and variety of learning. Our School aims at the all-round development of the personality and talents of all our students, without any discrimination. Beyond the development of knowledge, the cultivation of morals and values such as raising awareness against racism and intolerance, the promotion of equality and respect for all forms of diversity, the development, in general, of responsibility both towards themselves and towards the else, it is a priority for all of us here at our High School. We also aim to cultivate the principles of peace, democracy as well as the development of right attitudes towards our natural environment and culture. Believing in education both inside and outside the classroom, we envision: The improvement and modernization with a large projection screen, of the Multiple Hall so that it becomes a place for showing beneficial films to our student community. It will

	function as a film club for the wider Community and become a place for conferences and other cultural events at the initiative of our students and in collaboration with local and other agencies.
Budget	16000 euros

2.4 Finland

Applicant School	Kristiinankaupungin kantakaupungin koulu
Members of School Network (if applicable)	-
Description of project	Aim of the project is to improve digitalisation and improve inequality between schools' in our local community. With the help of the project, digital devices will be acquired, the teachers' professional skills in working with digital devices will be improved, and the students' skills will also be developed to use the devices as an aid to learning and to diversify learning. Tutor students strengthen the creation of a new learning culture. Digital equipment purchases will be made, such as buying 25 laptops and 2 smart boards. The school has a special need for laptops and smart boards in order to successfully implement the curriculum. In particular, teaching media literacy (Within Finnish Curriculum) requires smart boards in the lower grades, where the students and teachers learn to interpret and evaluate media content together. Producing media content is only possible with the help of computers. This is possible through computer procurement. In addition, students should have the ability to work in media environments so that students progress in media literacy. (Fundamentals of the Finnish elementary school curriculum 2014; Descriptions of media literacy 2021). This was an excellent application with clear vision, needs and challenges. They have also described the project process stages and the KPIs in detail. Each participating teacher has a special role in this project as each of them represent a different school and are part of the digitutor-team.
Budget	19163,18 euros

Applicant School	Laihian kouluverkosto/ The school cluster/ network of Laihia
Members of School Network (if applicable)	Laihian yläkoulu, Kirkonkylän koulu, Rauhalan koulu, Perälän koulu, Hulmin koulu, Isokylän koulu, Kylänpään koulu
Description of project	The school cluster of Laihia is one of the two applications that didn't have an individual school applying for the aid. The school cluster of Laihia includes seven primary schools from the municipality of Laihia. Four of the schools have under 33% of computers (1:3), two under 40% and one has 61% (1:2). Altogether they have 18% computers which is below the entry level. For years they have recycled and reused equipment and other materials to the best of their ability. The network requirements are pretty weak also,

| | but they decided to apply for 51 chromebooks, management licenses, training and other material.

The lack of up-to-date and fully functioning devices has an impact on the quality of teaching in many ways. It increases the workload of the teachers and prevents them from taking on modern teaching methods and fully utilizing digital material and workspaces. Due to the lack of computers for learning, the students have fewer opportunities in learning digital skills vital for their future studies and working life.

This was an excellent application with clear vision, needs and challenges. Each participating teacher has a special role in this project as each of them represent a different school and are part of the digitutor-team. This project is implemented by the digitutor-team led by the main contact person. As the main contact person is responsible for implementing the project as a whole, each participating teacher is responsible for helping the project forward in their own school. |
|---|---|
| Budget | 20000,00 euros |

Applicant School	Matti Lohen koulu
Members of School Network (if applicable)	Kerkonjoen koulu
Description of project	Matti Lohi school applied for a budget of 20 000€ in cooperation with Kerkonjoki school. Matti Lohi school applied for a budget of 20 000€ in cooperation with Kerkonjoki school. They had a clear vision of what was needed to the projects they have in their mind. The equipment they would acquire are 3D-printer, laser-cutter, robots, micro-controllers, iPads, laptops as well as the introduction course for the printer and cutter. The application was well made, and all the aspects were taken into consideration. The project was connected to the Finnish curriculum in a well-presented manner. The community was very extensively tied to the project, and it seems that if the project succeeds it is not only the students and teachers who get to utilize the equipment but a wide variety of stakeholders as well. In short, their vision is to start a technology club for the school bringing together children and young people interested in technology and coding to make multi-disciplinary projects. On top of that schools also aim to bring innovative research and creative learning to be a part of students and teachers' daily lives. With well described KPIs, risk mitigation plans and team the schools seem to have planned this project throughout.
Budget	20000,00 euros

Applicant School	Kirkonmäen koulu
Members of School Network (if applicable)	-

Description of project	Kirkonmäki School application describes a project, Reading with Granny (RwG) and have built a framework of computer skills, teacher and student activation around it. The school is applying for 20 000 € for Acer Chromebook, CleverTouch Impact 86" screen, Apple iPads, Apple Pencils and Macbook Pro. Reading with Granny project includes a third sector, voluntary senior teachers to work with us by sharing and implementing their long experience and support with elementary school students. The project has been already piloted in smaller scale and they would like to scale up, but need computers to do it. In the proposed project training in making videos and designing web page for sharing their thoughts with other students. Students become more comfortable using video conferencing tools, video making apps, and web design apps. They also become more confident in sharing their own thoughts and ideas and discuss them with other people. Dialogue between old and young people give learning opportunities for both groups. Video, Art, Website, and Writing Workshops provide teachers and students opportunities for shared education, discussion, and collaboration. By dividing the classroom into sections during the reading lessons space/attention will be released, and teachers could focus more on e.g. students needing extra support. The execution is location independent and cost effective due to technological aids and remote teaching practices. Teachers and students become more comfortable with video conferencing programs and apps and improve their skills in this area and learn to design simple web pages for teaching purposes with their students. Well described KPIs, risk mitigation plans and a motivated team, the school seems to have planned this project very well.
Budget	20000,00 euros

Applicant School	Toholammin yläkoulu
Members of School Network (if applicable)	-

Description of project	Toholampi middle school with their 151 students and 21 teachers are applying for a 19 858,35€ budget to improve their Wi-Fi network and the amount and quality of laptops their school has. 10 new Wi-Fi access points and 45 laptops would greatly improve the abilities to utilize information technology in the lives of students and teachers.
	They motivate this project in their well written application especially with their remote location, poor number of devices and with the goal of allowing students more possibilities for learning. In short, the project objective is to acquire personal laptops for the 7th graders in the school and at the same time pilot new ways of learning. The goal for the students is to enable them to use new learning platforms, make the use of computers more familiar and allow students to notice how computers can be used tools for more than just gaming and social media. The wanted effect/goal for teachers is to allow and motivate them to diversify ways of teaching and let teachers to use more modern ways of teaching.
	In the application all the questions were well thought out and the project also had plans with future in mind. The planned co-operation with local library was a great idea and the effect on the evening use of the school premise also helps more than just the ones who go to the school as students and teachers.
Budget	19858,35 euros

Applicant School	Joutsan lukio/ The high school of Joutsa
Members of School Network (if applicable)	-
Description of project	The high school of Joutsa is one out of three secondary schools that applied for the aid. The network requirements are described to be very weak in the school but they have computers for every student (1:1).
	Because of the old and low quality wi-fi and the lack of modern technology the organizing and participating in international and regional workshops have been challenging, the amount of remote courses and learning has been limited, and there are also limitations which remote courses the students can select and what kinds of science and ICT courses can be organized.
	The project purpose is to equip the high school's learning environment with modern technology. The environment is used for workshops (e.g. science and math), remote events, remote courses, international co-operation (e.g. Erasmus+), studying and university and college co-operation. The school has a good vision with their proposed project, and the project acts as a reference point to other schools in similar situations.
	They are asking for: 2 smart screens, 7 WLAN access points, 3 VR environments, 3D-printer, 4 lego sprike robots and installation of

	the equipment and other services.
	20000,00 euros

Applicant School	Brahe
Members of School Network (if applicable)	-
Description of project	The training center of Brahe is the only vocational school that applied for the aid. At the moment, they have one computer per classroom (under 1:3) but they are 10 years old, slow and outdated, and the facilities are in poor condition as well. In the coming years, the entire building will be demolished.
	The vision is to concentrate teaching in another teaching class, which is located in a different building (which is in excellent condition) and is a much more pleasant space, but it currently lacks the necessary computers and other technical solutions (working computers, interactive whiteboards). However, they have great network requirements which will ultimately help to utilize the technology.
	They have included in their budget: a whiteboard + wall mount, microphones + 2 speakers, 10 Lenovo ThinkPads and IT-support, training and 3 years Onsite guarantee.
	The overall proposal is very detailed and motivation and reasoning for the new devices excellent. Their school cooperates closely with local associations, organizations and other actors (for example Ruukki village association, 4H association, The Natural Resources Institute Finland and Finnish Hunters' Association) and they have thought about ways to include them to the new learning environment. In addition, they have already done some groundwork regarding teachers' interest using the devices, which further proves that they are committed to the proposed project.
Budget	19281,50 euros

2.5 Greece

Applicant School No 1.	Nursery School of Malona, Rhodes Island
Members of School Network (if applicable)	No
Description of project	Title: "Wandering and Exloring the Castles of Knights" Inspired by the local medieval castle of the area of the school, through this project students are encouraged to search in platforms for information regarding castles architecture, to find out how people of that era lived, to use digital and materials of any kind to build their own castles, to organise performances about medieval castles to local community. Also, to develop various skills such as critical thinking, problem solving, team work, creativity, communication, research and analysis through a full educational program, which can inspire other schools of the island which have medieval castles, to explore their own cultural inheritance and even, to develop a future e-Twinning project in national or international level, combining local history and use of digital means.
Budget	2955 euros

Applicant School No 2.	Primary School of Giannitsochori, Zacharo
Members of School Network (if applicable)	No
Description of project	"Astronomy and Space science for primary students: a cross-curricular approach". Based on the analytical curriculum of natural sciences, maths, technology, environment etc for 5th and 6th grades of primary school, through the suggested project students are encouraged to study the Sun and the Planets of our Solar System, to experiment, to create robotic systems, to organise events for stars observation, to observe planets through the use of augmented reality and carry out various innovating applications. As a result, they will develop skills (problem solving, critical thinking, teamwork and creativity) and furthermore, will co-operate with local community to disseminate results and actions which will serve as examples of best practices for other schools.
Budget	20000 euros

Applicant School No 3.	Primary School of Ereikousa, Kerkyra island

Members of School Network (if applicable)	No
Description of project	The primary school of this acritic island of about 150 inhabitants aims at establishing digital equipment and services in order to connect with other schools/areas of Greece. Since IT subjects are not taught in this school, the project aims at offering the basic knowledge and opportunities for digital literacy not only to the few students but also to the local community, in order to promote the history and the beauty of this island everywhere in the world.
Budget	1740 euros

Applicant School No 4.	Primary school of Anopolis, Sfakia, Crete Island
Members of School Network (if applicable)	No
Description of project	"Technological modernization", i.e. through the project, to acquire the necessary technological equipment in order to transform everyday teaching practices, to develop skills and knowledge, to offer opportunities to students to communicate with the local community and with other schools about their tradition, culture, local history and architecture, etc.
Budget	17000 euros

Applicant School No 5.	Junior high school of Feres, Evros
Members of School Network (if applicable)	No
Description of project	"Analysis of environmental et al information", i.e. data collected through Geographic Information Systems will be analysed by students who will use datasets in order to assess them, create thematic maps regarding specific environmental or socioeconomic parameters, like e.g. temperature, precipitation, spread of diseases, cultural indicators, etc and, present them through maps and praphs to the local community, who will in turn take advantage of all the metrics in their agricultural activities.
Budget	15375 euros

Applicant School No 6.	Primary School of Chalandritsa

Members of School Network (if applicable)	Yes. 1) Primary School of Chalandritsa, 2) Primary School of Farres, 3) Primary School of Leontio.
Description of project	"Getting to know my area – Getting to know my classmate's area". This project aims at the creation of a synchronous school, open to the society and further beyond its borders. The students of these remote places will be connected with their historical inheritance and will become ambassadors who will highlight their history, tradition and culture to students of other places. Local authorities, museums and the local community will cooperate with the schools in the dissemination of the results of students' work.
Budget	19388 euros

Applicant School No 7.	Junior High School of Goumenissa, Kilkis
Members of School Network (if applicable)	No
Description of project	"Cultivation of theater education". A theater group consisting of students from all classes of the school will be created, the plays will be selected and all the necessary procedures will be carried out having as a final goal to present them to the school and the local community. To this aim, both the IT laboratory and the school's event hall will be used, and consequently their digital upgrade is necessary to meet the program's requirements. The main result of the action plan is the staging of theatrical performances, the acquisition of general and specific knowledge about the theater by the students, the creative development of their skills through the use of dramatic language and physical expression, the acquisition of aesthetic perception and criteria both as creators, as well as recipients of the artistic product (play - performance) and, as a result, will contribute to the active interconnection of the theater with other subjects (art, music, physical education, IT, technology, literature, history) and at the same time, to the involvement of the local community.
Budget	17050 euros

Applicant School No 8.	High School of Samothraki

Members of School Network (if applicable)	no
Description of project	"Digital upgrade of the school". Internet access for every classroom, upgrade of school's website, teacher training and support on IT tools and platforms, inclusive teaching, cross-curricular approach, openness to local community through co-operation with local authorities.
Budget	20000 euros

Applicant School No 9.	1st Vocational High School of Ithaki
Members of School Network (if applicable)	no
Description of project	"Digital upgrade of the school" i.e. acquisition of technological equipment and services, educational-software programs, appropriate training and familiarisation of teachers in order to fully implement these means in teaching, and therefore to adopt a student-centered model by following a pleasant and interesting path that results in the reaping of knowledge. As far as the local community is concerned, the school will serve as a local multipurpose center, by extending its opening hours for its needs and using its infrastructure for organizing training programs for adults.
Budget	20000 euros

Applicant School No 10	Nursery School of Kountoura
Members of School Network (if applicable)	No
Description of project	"A garden in our school yard", as member to the Network of School gardens. This project will offer opportunities for communication among multinational students, for interaction with natural environment and with other generations. The students will use digital equipment to collect, analyse and share data with others and keep digital records for their actions.
Budget	7000 euros

2.6 Ireland

Applicant School 1.	Kinaffe NS Swinford. County Mayo. Margaret Reilly
Members of School Network (if applicable)	Not Applicable
Description of project:	This is a DEIS, disadvantage Rural school in CLÁR, priority Region in East Mayo. We have pupils that struggle with attendance. This school has interactive white boards in each classroom. Teachers need CPD and time to learn how to best use these and access apps etc., on them. Moreover, in April 2022 13 Ukrainian children enrolled in our school alongside our Irish children, and with this has emerged a myriad of challenges, which we believe can be addressed through the LfE project.
Budget	10000.00 euros

Applicant School 2.	St Michael's NS Rackwallace. County Monaghan
Members of School Network (if applicable)	2/3 schools.
Description of project	The proposed project is to enhance teaching and learning in three rural, 2/3 teacher schools through the development at all levels of their whole-school communities in 21 Century digital education according to the New, Government of Ireland Digital Strategy 2022-2027. This will further enable the implementation of our digital strategy and will involve several steps as outlined, under the Three Pillars of the Irish National Digital Strategy. During this project, all classes, teachers and the wider rural communities in the schools will be involved. The Digital Strategy for Schools to 2027 builds on the achievements and ambition of the previous strategy and aims to further support the school system to ensure that all learners have the opportunity to gain the knowledge and skills they need to successfully navigate an ever-evolving digital world.
	10000.00 euros

Applicant School 3.	Newtown Upper NS. Faugheen, Carrick on Suir, Co Tipperary
Members of School Network (if applicable)	Not Applicable

Description of project	Infrastructural and Technical Support for school personnel in mobile device management Support in Legal/Child Protection/ Date Protection issues. The Junior Classes will use devices in Maths and Literacy station teaching and learning activities The Senior Classes will use the devices for Maths/Literacy games and activities. CPD will be a major component in allowing teachers to access appropriate Apps and utilise them for meaningful 21 Century teaching and learning.
Budget	10000.00 euros

Applicant School 4	Scoil Mhuire Lourdes. Loughglynn, Castlerea, County Roscommon.
Members of School Network (if applicable)	Yes with Applicant 5
Description of project	Providing access to software/hardware, by purchasing supplementary Wi-Fi booster points and broadband to empower access. Purchase of specific hardware and associated Apps and devices for Digital storytelling, coding and literacy development. Plan and develop a network of reliable, expert advisors and consult with other schools in the area to develop and maintain excellence in technology provision. Increase digital literacy skills for students and teachers by using technology as an effective tool in practical curriculum activities and outdoor activities like STEM/STEAM, that involve real life, community experiences. Use technology to bring CODING and learning outside and incorporate with education for sustainable development ESD.
	10000.00 euros

Applicant School 5.	Scoil Naomh Taobhóige. An Clochán, Leifear, Lifford, County Donegal.
Members of School Network (if applicable)	Yes with Applicant 4

D4.2 List with the selected school-development projects

Description of project	Our project has been developed around three pillars of the Irish Government's National Digital Strategy, which aim to ensure that the school system is prepared for and continues to progress the embedding of digital technologies in teaching, learning and assessment: - Pillar 1: Supporting the embedding of digital technologies in teaching, learning and assessment - Pillar 2: Digital Technology Infrastructure - Pillar 3: Looking to the future: policy, research and digital leadership.
Budget	10000.00 euros

Applicant School 6.	Gaelscoil an Inbhir Mhóir. Emoclew Road Arklow. County Wicklow.
Members of School Network (if applicable)	Not Applicable
Description of project	By combining technology with Digital and Green, sustainable development goals, we are teaching our children and community vital skills for their future. Enabling the staff to harness the opportunities of digital transformation to build digital competence and an effective digital education ecosystem and an effective Digital Framework through LfE is key to our project. We are focusing on strategies to improve digital literacy, through infrastructural development, while tackling the issue of climate change and working to increase awareness of the eco systems around us. Citizenship, inclusion, digitisation, sustainability.
	10000.00 euros

Applicant School 7.	Lanesborough Primary School. Lanesborough County Westmeath.
Members of School Network (if applicable)	Yes with Applicant 8.

D4.2 List with the selected school-development projects

Description of project	Our schools are in the process of conducting a review of effective pedagogy and we define effective pedagogy as where instructional techniques and strategies enable 21st century learning such as creativity, critical thinking, problem-solving, collaboration, and digital literacy to take place. We believe that finding from the 'Learning from the Extreme initiative' would be most welcome in contributing to meaningful change within a whole school context. Aim1 -We would like to ensure digital access for all of our pupils. The junior end of our school which is junior and Senior Infants and First and Second Class (Reception, Year 1, year 2 and year 3) is not serviced by laptops therefore we would like to have chromebook/tablet hybrid laptops funded by the learning from the extreme grant. Aim 2 - We want to be a coding school. Therefore we would love to invest in the Beebot™ system of coding toys, also for the junior end of our school. Aim 3 – To future proof our school by engaging with the new Mathematical curriculum. With the advent of the new Mathematical Curriculum, at its core is problem solving and programming, therefore it is essential to the new pedagogy of the curriculum that all of our pupils are able to access this new digital aspect of the Mathematical curriculum. Aim 4 - we would like to further integrate digital technologies with our learning. Our aim is to create a more positive approach to digital technology and how it is employed during our lessons. We would like to encourage our pupils to use Scratch™ coding as a tool for the assessment of their learning.
	€10000.00 euros

Applicant School 8.	Athlone Community College. Athlone County Westmeath.
Members of School Network (if applicable)	Yes with Applicant 7.

Description of project	Our schools are in the process of conducting a review of effective pedagogy and we define effective pedagogy as where instructional techniques and strategies enable 21st century learning such as creativity, critical thinking, problem-solving, collaboration, and digital literacy to take place. We believe that finding from the 'Learning from the Extreme initiative' would be most welcome in contributing to meaningful change within a whole school context. Aim1 -We would like to ensure digital access for all of our pupils. We would like to have chromebook/tablet hybrid laptops funded by the learning from the extreme grant. Aim 2 - We want to be a coding school. We also require access and WiFi connectivity throughout the school. Aim 3 – To future proof our school by engaging with the new Mathematical curriculum. With the advent of the new Mathematical Curriculum, at its core is problem solving and programming, therefore it is essential to the new pedagogy of the curriculum that all of our pupils are able to access this new digital aspect of the Mathematical curriculum. Aim 4 - we would like to further integrate digital technologies with our learning and collaborate with our Cluster school in a buddy system type scenario whereby our older pupils will share and work together with the Primary school students to enable an easier transition to secondary school.
	10000.00 euros

Applicant School 9.	Kilmurry NS. Sixmilebridge. County Clare Kevin Clohessy
Members of School Network (if applicable)	Not Applicable

Description of project	We participate in a number of projects and initiatives in our senior classes that require students to make presentations, eg., Intel Mini Scientist, Junior Entrepreneur Programme and STEPS Engineering. We have noticed that many of our pupils are not familiar or competent with software such Microsoft Powerpoint, etc. We will teach Micorsoft Powerpoint to our senior classes to support them making presentations for these projects but also to prepare them for secondary school and the workplace. Many of pupils lack the knowledge and skills to use laptops to their full potential. To overcome this, we will invest in the Mavis Beacon Keyboarding Software. This will familiarize all children with the keyboard layout and expand on the opportunities to engage fully with the use of digital technologies. We have run a very successful literacy initiative in 1st and 2nd class called 'Literacy Lift Off'. It involves students reading graded readers at their own ability level. Key to the success of the initiative is having sufficient quantities of the graded readers to ensure each child is reading at their ability level. We would like to expand the initiative to other classes but we do not have the resources to purchase enough of the graded reader for other classes. We plan to overcome this by purchasing access to PM eCollections and using iPads to access this. This would improve our pupils' traditional literacy skills, but also their digital literacy giving them the skills and confidence to access other digital books.
	10000.00 euros

Applicant School 10.	Scoil Padre Pio. Churchfield Terrace, Churchfield. Cork. Ireland.
Members of School Network (if applicable)	Not Applicable

Description of project	Our school community would like to explore coding but lack the knowledge among staff to fully implement it in the classroom. We plan to overcome this discrepancy by investing in courses for teachers to undertake during the year to bring them up to speed with the devices we have, and for them to build confidence in using the devices with their classes. Before and during Covid, we noticed that some children struggled to use the laptops and chromebooks to their full potential. We plan to address this by investing in the TouchTypeReadSpell programme, in addition to MAthsWhizz and Raz Kids, will familiarize all children with the keyboard layout as well as building on the children's Literacy and Numeracy skills and expand on the opportunities to engage fully with the use of digital technologies. Technology enhanced teaching and learning through LfE and HECC progression in our school.
Budget	10000.00 euros

Applicant School 11.	KIlcooley National School. Loughrea County Galway.
Members of School Network (if applicable)	Not Applicable
Description of project	Our project focuses on purchasing NAT Router to increase the availability of IP Addresses in our school. Purchase Chromebooks to achieve a 3:1 student to laptop ratio. Upgrade teacher laptops to allow them access more up to date apps and technologies to bring modern technologies and hardware into our rural community. Investing in CPD courses for teacher to improve their digital literacy and to effectively use and manage the devices we currently have and wish to acquire. Purchasing licenses for the following programmes; TouchTypeReadSpell,. c. Investing in Microsoft office compatible laptops for 5th.and 6th. Combining technology with literacy and numeracy we will teach the children vital skills for their future. Improved technology and internet access will give us greater opportunities for the children and teachers to access resources, information, methods and technology that are not currently available to us.
	10000.00 euros

Applicant School 12.	Lisvernane NS. Glen of Aherlow. County Tipperary
Members of School Network (if	Not Applicable

	applicable)
Description of project	ICT and the learning principles of the Primary School Curriculum. The Primary School Curriculum presents a vision of education, which is expressed in three general aims: to enable the child to live a full life as a child, and to realise his or her potential as a unique individual to enable the child to develop as a social being through living and cooperating with others and so contribute to the good of society to prepare the child for further education and lifelong learning. To support children's ongoing realisation of their potential as individuals and as members of society, it is important for the primary school teacher to incorporate a range of teaching and learning resources into his or her teaching methods. Guided by the needs of the individual child, the philosophy and content of the curriculum, and the use of tools and resources that can enhance the child's learning the teacher can design learning experiences that support the broadly stated aims of the Primary School Curriculum. Context for ICT in the Primary School Curriculum Information and Communication Technologies (ICT) offer teachers and children educational tools and resources which extend their learning environment. When used to support the aims, principles and objectives of the Primary School Curriculum, these technology tools have the potential to augment and transform classroom learning and teaching. Our project will utilise LfE to achieve these aims in our rural community.
	10000.00 euros

Applicant School 13.	Clonea Power NS. Carrick on Suir County Waterford
Members of School Network (if applicable)	Not Applicable

Description of project	Clonea Power NS aims to integrate digital technologies into the student experience and foster an environment of support and innovation. School leadership will provide resources and cultivate a supportive and collaborative teaching and learning environment for integrating technology as a meaningful and effective part of the educational process. Students will leave our school as confident, creative and productive users of new technologies, including digital technologies, and understand the impact of those technologies on society. Our vision for digital learning in Clonea Power National School, centres on a balanced approach – ensuring that digital technologies are integrated into lessons, when appropriate, and used only to enhance the pupil's learning experience. We also aim to ensure that our pupils begin to develop a critical appreciation of the role of digital technologies in society and develop habits which reflect an ethical and responsible use of these technologies. We would like to be a digital hub within our community. We understand that in our rural setting that the experiences for children and parents of digital technologies differs greatly. The outline of the project would be to ensure that each child in our school is provided with an enhanced experience of digital technologies and through this experience increase their level of e-maturity. We want to ensure that each child has access to an IPad. Furthermore, we wish each teacher (5 in total) would have access to interactive panels which makes the digital environment in the classroom endless in its possibilities. Using digital technologies and understanding the value and dangers of technology is a life skill and one which we would hope the children have a grasp of by the time they leave Clonea Power NS. Currently the school has a website which is managed by a member of staff. We would envision that each class would have a webpage which could be managed by the children. This would provide the children with the opportunity to share class news etc. with the whole school community. As a school is community, we would also like to provide opportunities for parents to develop their ICT skills by using the facilities in the school to run ICT classes etc.
	10000.00 euros

Applicant School 14.	Malahide Portmarnock Educate Together National School Kinsealy. County Dublin Lorcan Smith

Members of School Network (if applicable)	Not Applicable
Description of project	Our project is very straightforward. We want to develop the e-maturity of our school through an extremely specific plan. We have developed an exciting, innovative, and rigorously structured digital learning plan that we are unable to implement due to our existing Wi-Fi which has been classified as "outdated" and "unfit for purpose" by the PDST and network technicians. We propose updating our Wi-Fi infrastructure and associated hardware so that our students get the opportunity to fully benefit from our Digital Learning Plan. Project outline: A.) Install adequate Wi-Fi infrastructure in school. B.) Acquire the required hardware to increase the ratio of devices to pupils from 1:4 to 1:3 C.) Effectively implement our digital learning plan. Over the past three years our school has made significant strides in digital learning which has been reflected in our being awarded both the Digital Schools of Distinction Award and the Digital School of Europe award. Significant effort has gone into developing our digital strategy, upskilling our staff, and procuring equipment such as chromebooks, iPads, a video production suite and podcasting equipment. Our specific perspective has emerged from the foundation that digital skills should enable students to be creators rather than consumers of technology. We want students to make films, to code, to podcast, to design, to build and to create. A further element of this plan has been to adopt a digital learning portal where each year band has specific core competencies to develop; online safety, coding, digital literacies, I.T. skills and a cumulative project (one of film-making, podcasting, eBook authoring etc.) To effectively implement our digital curriculum, we require a functional and reliable Wi-fi network which is currently severely lacking in our school. LfE is the key to our vision.
	10000.00 euros

Applicant School 15.	Butlersbridge N.S. Butlersbridge Co Cavan Niall Clerkin
Members of School Network (if applicable)	Not Applicable

D4.2 List with the selected school-development projects

Description of project	Providing access to software/hardware. a. Liaise with external stakeholders in erecting a new mast to achieve speeds of up to 500mpbs. (process already begun) b. Purchasing additional Wi-Fi booster points. c. Purchase additional iPads/ SMART Panels/chromebooks/hybrid devices to achieve a 1:3 student to laptop ratio. d. Purchase of 3d modelling software, bee bots and more lego we do kits. Increase digital literacy skills for students and teachers through LfE. Investing in courses such as Microsoft Dreamspace, Make Create Innovate and Lego Leagues. We are currently planning an outdoor classroom and the children will have a central role in this project as part of our ever-growing S.T.E.A.M. focus. LfE will give a voice to the children's ideas, increase awareness for the local ecosystem as well as building on the children's digital literacy.
Budget	10000.00 euros

2.7 Italy

Applicant School	G. Rodari
Members of School Network (if applicable)	Istituto Comprensivo DRUENTO
Description of project	The aim of the project is to enable the provision of essential tools to improve the quality of teaching in the classroom and to use innovative and inclusive teaching methodologies, with priority given to classes that have obsolete or malfunctioning digital boards/touch monitors. With this initiative, the school intends to provide itself with instrumental supports useful for bringing didactics also into the homes of students in the event of suspension of in-presence activities. In addition to providing students with loaned equipment, the school also intends to counteract situations of hardship for families by guaranteeing equal opportunities and the right to study.
Budget	20000 euros

2.8 Romania

Applicant School	Hartop Secondary School
Members of School Network (if applicable)	Scoala Gimnaziala Comuna Colti (Secondary School of Colti)
Description of project	Our goal for this proposed project is to integrate the two schools into the RoEduSeis Network by: -Equipping the laboratories of 2 schools, located in 2 different rural regions, with basic tools and instruments necessary for implementing innovative activities based on a mix of digital and hands-on resources and activities. -Providing opportunities for all involved students to acquire key competencies, including basic scientific skills, to be actively involved in hands-on activities using the design thinking methodology that increases their levels of achievement and interest in STEAM. -Transform schools to operate as open science labs for citizen science and offer the opportunity to all to participate actively and responsibly in science-informed decision-making and knowledge-based innovation. Establishing partnerships between Open Schools, and the local community, including businesses, higher education institutions, research institutions, and wider society is the key. -Strengthen the role and profile of teachers, school leaders and schools, by proposing pedagogical practices based on citizen seismology combined with interdisciplinary learning that is highly effective in science education. The project will enhance both teachers and learners' scientific and digital literacy and highlight aspects of civil protection, citizenship, civil responsibility, and transnational cooperation.
Budget	20000 euros

Applicant School	Secondary school Tătărani (Școala Gimnazială Tătărani)
Members of School Network (if applicable)	Secondary school Tătărani (Școala Gimnazială Tătărani)
Description of project	The "Ultra-equipped and connected classroom - an optimal learning environment" project aims to improve the quality of education in our school and ensure an instructive-educational process at European standards through the use of IT means. It is worth noting that today's students have much better learning outcomes when using digital equipment. Thus, performing a small experiment, I observed that a student familiar with high-tech electronic devices will read more easily and understand a text on a digital screen better than the same text read from a printed source.

	The project starts from the premise that the student must find a second home in the school, which will provide him not only with the necessary knowledge to move to a higher level of education, but also a framework conducive to the development of his personality as a future citizen, able to cope with contemporary requirements. In this sense, it is necessary to prepare future graduates for the requirements of the future jobs, this necessity including intermediate and advanced ICT skills.
	In a community where many families still practice subsistence agriculture, this being their only source of income, the use of the computer by students during class hours represents for many of them a window to civilization, the opportunities but also the demands of the 21st century.
Budget	9475 euros

Applicant School	Secondary School Panaci
Members of School Network (if applicable)	Secondary School Panaci
Description of project	The Panaci Secondary School has a total of 150 students, 54 students being involved in the secondary education, while the others being engaged in primary and pre-primary education. The students come from the rural area of the Panaci Commune. The commune is located in the high mountain area of the country, with altitudes of 900-1500 m, with
	scattered households, located at a great distance from the center of the commune, or from each other, due to which the students do not have their own IT device either because of the lack of Internet signal, or because of the material lacks of the families from which the majority come. Under these conditions, the school remains the only space where students would have the opportunity to access information, learn and carry out projects on various topics. At this moment, the school does not have the necessary means to carry out an optimal didactic approach from the point of view of IT equipment, but the teaching staff also do not have the necessary skills to use digital technologies.
Budget	19700 euros

Applicant School	Scoala Gimnaziala nr 1 Curcani
Members of School Network (if applicable)	Scoala Gimnaziala nr 1 Curcani
Description of project	Secondary School No. 1, Curcani is a public school, with 34 teachers and 674 students, aged between 4 and 14, including preschool, primary and secondary school. The students are from different social and cultural backgrounds,

	most of them being Roma (70%). In a society that always changes, the school aims to provide equal opportunities for education, according to the requirements, regardless of social status or level of behavioral development. In our school there are around 80 children with Special Educational Needs, most of them having speech or learning difficulties, hyperactive students, of which 71 of them are aged between 4 and 10 years. Most of these students come from poor families that do not have the necessary resources to support the children in their professional development. In a new stage, with many challenges, in a society that is constantly changing, the school must keep up with the age of technology. The need to connect with people who share the same experiences, interests, passions or curiosities is a deeply human need. Technology gives students access to many of their needs, but also the opportunity to learn as long as they have the necessary digital tools at their disposal.
Budget	20000 euros

Applicant School	,,Simion Mehedinți" High School, Vidra, Vrancea
Members of School Network (if applicable)	,,Simion Mehedinți" High School, Vidra, Vrancea
Description of project	"Simion Mehedinți" Vidra highschool, from Vrancea county was founded in 1954 and has undergone several changes both in terms of title and in the case of the profiles held. It currently operates under the title of high school, which has in its school network theoretical, technological, professional school, post-secondary school and evening courses with reduced frequency. The vast majority of students (a total of 620 students) are from the Vrancea Basin formed from Vidra commune to the confluence of Vrancea and Covasna counties and are oriented towards the school network of our high school. Among the challenges we face there are: - the lack of necessary school digital equipment, the existence of outdated equipment that prevents the teachers from providing appropriate digital learning for students - the migration of proficient pupils to schools in the cities (each year, around 60 % of proficient students migrate), where they benefit from better learning opportunities and school materials - the students' personal residence - children live from 3 km to 45-50 km away from the high school. Geographical characteristics obviously influence the network community.

	For these reasons, new technology support and digital infrastructure is needed, as a material resource. We want this endowment to encourage the learning process, decrease school dropout, motivate students and increase the interactive study method among them and the degree of digital maturity of the entire high school.
Budget	20000 euros

Applicant School	Negulești Primary School
Members of School Network (if applicable)	
Description of project	We define the pedagogical and technical challenges faced by the Primary School in Negulești, Bacău County, as precarious situations, of pedagogical and technical difficulty that call for immediate action and require an integrated recovery plan, with a component of developing digital skills (soft skills) both for students and teachers, as well as with a technical component, equipping the school with digital technology equipment and access to digital content. Such challenges are as follows: 1) Lowering the quality of education: we want to achieve much from a pedagogical point of view, but the technological infrastructure necessary for the teaching and learning process specific to the 21st century is poor; 2) Students have deficits in literature, mathematics, cognitive, attention deficit; 3) We have children who come from families with low material possibilities, from households that have no connection to the electricity grid and food; under these conditions these children cannot focus on the learning process and therefore, do not have good school results; 4) A high percentage of pupils (46% at national and implicitly at local level) are functional illiterates; 5) We have children with aggressive behaviour during class hours and during breaks, whose attention teachers find it difficult to attract and keep them focused on certain activities during classes and breaks; 6) The school is poorly equipped with IT equipment, much of this being outperformed by technology; therefore, working with this equipment is difficult, children lose patience until the computer responds to commands (computers cannot even connect to the Internet), etc.; 7) Traditional teaching methods not adapted to the current requirements are still used during classes, especially because the teaching staff is not sufficiently familiar with new/modern digital teaching methods that attract students even more; 8) Teachers' digital skills are low to medium, which also implies a lack of knowledge about the existence of other digital resources (digital teaching materials, digital

	training courses for teachers and students, etc.) that could aid in the teaching process.
Budget	20000 euros

Applicant School	Școala Gimnazială Sîntămăria Orlea (Sîntămăria Orlea Middle School)
Members of School Network (if applicable)	
Description of project	The goal of the project is to integrate STEAM skills in the village school as well, not just in the city! We want to reduce the gap between young people from rural areas and those from urban areas, and this can best be achieved through education. A total number of 207 students and preschoolers are currently studying in our school, which represents approximately 80% of the school-age population in the commune. The others migrate to schools in the city, which motivates us to continuously improve the educational offer of our school. Therefore, our project proposes the creation of SmartLab, a laboratory in our school equipped with laptops, a seismograph and educational kits that will allow us to start a STEAM circle, with a number of 15 students in the first phase of the project. Our goals are to: • empower students in getting involved in school activities that are adapted to the modern way of teaching and that stimulate their interest for school topics, as they will be connected with the realities they meet outside the school. • equip the SmartLab laboratory with the necessary digital equipment, offering teachers and students opportunities to participate in training and development programs in order to develop their digital skills and create cross-curricular activities with the use of technology. • Strengthen the role and profile of teachers by proposing pedagogical innovative practices, encouraging collaboration and offering access to training and new digital materials. • Enhance both teachers' and learners' scientific and digital literacy and highlight aspects of citizen seismology and interdisciplinary learning that is highly effective in science education, as well as focus on topics such as civil protection, citizenship, civil responsibility.
Budget	19420 euros

2.9 Portugal

Applicant School	EB/JI de Junceira (Agrupamento de Escolas dos Templários)
Members of School Network (if applicable)	EB/JI de Curvaceiras EB/JI de Serra EB/JI de Olalhas JI de Fetal
Description of project	The goal is to install a HECC Initial Scenario in the intervening schools. Students would be given the opportunity to develop their learning and skills in the various areas that are part of the curriculum of the first cycle of Basic Education, in conjunction with the development of digital skills, making learning a more appealing and meaningful process, thus giving the student tools to become an active agent in the construction of their knowledge. The methodology followed would involve the creation of a work team, which would define strategies and resources to be applied throughout the project, holding face-to-face and online meetings, where it would constantly monitor the results, in order to reorient or redefine strategies and procedures. The project's guidelines would include the creation of areas of action, which would intersect with the Group's Educational Project, the Group's Innovation Plan, the National Plan for the Arts and the Student Profile on Leaving Compulsory Schooling. In this way, the methodology would involve the creation of a Digital Content Platform, called "TomarOnExtremes", using a free educational tool, common to all organic units, and any of the team members could edit it and share resources. It is intended that this platform is accessible for viewing by the entire educational community in general. It will be a way of involving parents, local associations, Parish Councils, Parents' Associations, among other elements of the community in the development of the Project. This digital content platform, TomarOnExtremes, would be subdivided into four areas, in order to organize digital content by theme and allow for easier consultation and use: We are Artists; We know Histories and Traditions; Storytelling; Friends of the Planet
Budget	19500 euros

Applicant School	EB Barroca Grande (Agrupamento de Escolas Frei Heitor Pinto)
Members of School Network (if applicable)	EB Cortes do Meio EB da Coutada EB Dominguiso EB de São Jorge da Beira Escola Básica de Unhais da Serra EB de Vales do Rio

	EB1 de Paul EB1 do Peso EB23 do Paúl
Description of project	In order to implement the project and taking into account the physical, geographical and equipment characteristics available at each school, it is concluded that two digital classrooms should be equipped, one fixed and one traveling. The fixed room will be located in a larger room in the Basic School of the 2nd and 3rd cycles of Paúl and will work in a typology of room with stations, developing different learning scenarios. The traveling room will work in transit, serving to bring the technologies and work equipment in the classrooms to the most distant schools. The purpose of this division is due to the fact that the 1st cycle schools are very far from each other and even from the Basic School of the 2nd and 3rd CEB do Paúl. However, whenever possible, they should collaborate and share practices with each other digitally, or visit the fixed room, using the potential provided by it. The fixed room will be called "Creative Star Room". The name "Star" is an analogy to the region and the mountain range that welcomes us, Serra da Estrela. The logo will have a six-cornered star (figure 1), each end corresponding to a workplace in the STREAM education area - a group of six areas: Science, Technology, Reading, Engineering, Arts and Mathematics (Science, Technology, Reading, Engineering, Arts and Mathematics). In this room, measuring 63.92 m2, the hybrid model of rotation by stations will be implemented, and activities/tasks will be designed and streamlined in six stations (one for each STREAM area). The stations have the following typologies: Lab (Laboratory), where experimental activities will be carried out, using sensors; MakerSpace, where you can draw, paint, 3D print and build artifacts (robots, models,...); Students vs Teacher, where the teacher, with the support of an interactive whiteboard, will guide activities with small groups of students, support and answer questions; Jardim dos Tablets, which will allow autonomous work with ebook reading, research, educational gaming, video editing, etc; Programming and Robotics, where the student can create small programs with blocks or not, activate actions in the robots; and, finally, TV Studio, where students can shoot videos and/or broadcast programs in Streaming to the Internet. The students' work in the fixed room may be guided by a script previously designed by the teacher.
Budget	20000 euros

Applicant School	EB1 de Barbacena (Agrupamento de Escolas nº3 de Elvas)

Members of School Network (if applicable)	EB1 de Terrugem EB1 de Sta. Eulália EB1 de S. Vicente
Description of project	"Jornal Digital Online" – "Digital Online Newspaper" (network of rural schools covered in the application) The motto of our Project is "Together we go further" and it is based on the idea that it is possible to learn in rural areas, with all the advantages (and, eventually, inconveniences) that it may entail and enjoy the educational opportunities and similar conditions of that benefit students from larger, better equipped and better equipped environments, closer to the center. We envision a two-way street, that is, students from rural areas, from the parishes of the municipality of Elvas, have a lot to share and at the same time, they can learn a lot from their peers and, together, everyone can carry out significant learning and build the knowledge. The creation of an Online Digital Journal, produced by the four eligible rural schools, far from each other, is a valuable tool to put students and teachers from distant schools in communication and, at the same time, to make known to the whole community, without limits or borders, aspects of the schools, the local environment, the ways of life and the values of each parish. The project approach leads the student to conceive, organize and evaluate projects, favoring meaningful learning situations. In addition, the project mobilizes students, as it relies on concrete situations, that is, on social practices that favor autonomy and the ability to make choices and negotiate. In this way, it promotes pedagogical differentiation, because it adapts to the heterogeneity of the class group and helps students to have confidence in their abilities and to develop the spirit of cooperation and team, because, together, they have to solve problems, generating processes of socialization and transformation of the relationship with knowledge. Characterization of the project: - Networking (four schools, 6 classes), inter-school, at a distance and in presence; - Creation/publication of a means of communication and dissemination of digital, online information, both generalist and specific to the territory in which it is produced, as a way of valuing cultural aspects and the patrimonial and intangible wealth inherent to the rural environment in which schools are located insert; - Curricular articulation and interdisciplinarity; - Active methodologies fully focused on the student; - Project work, covering all phases/stages foreseen in this methodology;

	- Content production, with specific and significant purposes, based on careful planning and with defined deadlines; - Widespread and recurrent use of digital tools and media, with different purposes: to communicate, learn, collect and process information, produce content, integrate and include all students, evaluate...); - Adaptation of the assessment, including all student learning (formal and informal) and directly involving them in this reflective process, with a view to individual and group improvement; Evaluation: of the actors, during the process and evaluation of the intermediate and final products.
Budget	15500 euros

Applicant School	EB1 de Entradas (Agrupamento de Escolas de Castro Verde)
Members of School Network (if applicable)	EB1 Sta Bárbara EB Dr. Francisco Alegre EB1 de Castro Verde EB2/3 Dr. António Francisco Colaço Escola Secundária de Castro Verde
Description of project	Our "Mobile Co-lab" project aims to create conditions so that both students who attend schools in the county seat and those who attend schools in smaller and isolated environments can develop different skills related to STEAM. Thus, the proposal of resource kits that can "travel" between schools will allow the development of different activities at different times in all schools and classes from the 1st level to secondary. To this end, these kits must be made up of resources appropriate to the age and level of education, but also capable of responding to the demands of the national and local curricula. Creating time in which students can immerse themselves in learning scenarios, explore, build and then reflect and learn as well as share experiences are increasingly important. A school that wants to be reflective must provide enriching experiences to students, teachers and seek to involve the community and parents in the activities. Resource kits, teacher and non-teaching staff training are the necessary tool to leverage existing resources and compete to develop inventive capacity, critical thinking, entrepreneurship, calculation and computational thinking. The introduction of kits will allow the introduction of active and innovative methodologies in the teaching of teachers and in the learning of students, moving from the traditional role of the sole holder of knowledge to the tutor and mentor of students.

	It will also allow pedagogical differentiation, processes of differentiated assessment, curriculum enrichment and the promotion of pro-social behavior, facilitating intervention with an academic or behavioral focus in small groups.
Budget	20000 euros

Applicant School	EB n2 da Pampilhosa (Agrupamento de Escolas da Mealhada)
Members of School Network (if applicable)	EB n1 da Pampilhosa; EB do Luso EB de Casal Comba EB de Barcouço
Description of project	Ours is a project of points and bridges that will form a technological web. These points can either be fixed points, in a room, for example, or people. Instead of a room of the future, which can only be used by a group of students at a time, we intend to create several points, equipped with technology, that will function as "small rooms of the future". We want to create several "highly equipped and connected classrooms".
	In schools where there are no or few resources, HECC will be created at the entry level. In schools that are already at the entry level of HECC, there will be a progression to the advanced level of a highly equipped and connected classroom. There will be three points at Escola Básica number 2 in Pampilhosa, which is a second and third cycle school and one for each first cycle school included in the project, all linked together. In total, six points will be implemented. At these points, teachers will be able to find a set of technological devices, tools and digital educational content that will allow them to apply hybrid teaching and gamification methodologies.
	To encourage the increase in the use of technologies, we will promote:
	- Online reading contest.
	- Virtual field trips.
	- Creation of a basis for sharing educational resources for hybrid teaching methodologies. Teams will be created in Teams and a shared library in the cloud.
	- Science, art and literature competition with online presentation before the final show. This contest will be publicized on a social network and will be able to count on the vote of the school community (Ex.: School Talent, Escoliadas Junior, …)
	- Gamification: Biweekly quiz for 1st cycle students, prepared by 3rd cycle students. The questions deal with the subjects taught in the fortnight and a "Winners Wall" will be created.

	- Digital peddy paper made by students throughout the year and in the various subjects.
Budget	20000 euros

Applicant School	EB de Vale Calvo (Agrupamento de Escolas Nuno Santa Maria)
Members of School Network (if applicable)	EB da Pedreira EB de Carregueiros EB de Marmeleiro EB de Cem Soldos
Description of project	The current project will allow schools to reach the entry level of a HECC. Currently one of the dimensions is already available, at this moment all schools are already equipped with the Internet that arrives through optical fiber and with a Wireless access point. The present project aims to create in each school a space with an innovative educational environment alongside the existing regular classrooms. Taking advantage of the equipment acquired, this new space will be created in each school, the initial idea would be to create a space of this type per class and per school, however, the funding is not enough to be able to do it in the 5 schools, having chosen to make a room in each school, but available to all students. The first stage is to acquire the equipment and access to content described in the previous paragraphs. The pedagogy used in an innovative educational environment such as the HECC to be created is quite different from the pedagogy existing in a regular classroom, so training courses that enable teachers to take advantage of the new equipment and purchased material. Teachers will also receive training as the equipment is being installed, which will be the responsibility of the companies that will supply it. It is not only expected to take advantage of this HECC as a complement to regular education, but also to join other projects with other schools. We intend to start by implementing a network between the 5 schools and the grouping that are part of the project. With this network, schools will be able to carry out common projects, bringing students together in real time through videoconferencing. Teachers will more easily share pedagogical experiences and will also more easily collaborate with each other. Over the course of the project, more schools will be added to the network with the inherent advantages. During the implementation of the project, a website will be developed for the dissemination of the various activities that will be implemented, a website that will be widely disseminated in the local community and in other schools in

	the cluster. This site is also very important for dissemination in other schools in Portugal and Europe, encouraging them to follow a similar path to ours.
Budget	20000 euros

Applicant School	Escola Básica e Secundária de S. Sebastião
Members of School Network (if applicable)	
Description of project	We intend to implement the "TEIA" room (Educational Technology of Innovation and Learning), a specific classroom, markedly technological, that promotes an environment that facilitates meaningful and quality learning, which implies the adoption of innovative pedagogical practices that promote educational success , for example based on Design Thinking techniques, on STEAM approaches and on pedagogical negotiation processes in which students have a voice and participation.
	As the name implies, it is from this room that a web of actions will be created leading to the improvement of methodological options, the teaching-learning process, the strengthening of relations with the community, the deepening of partnerships, among others.
	The project is based on the remodeling of an existing room that will be transformed into a space different from all others in the educational establishment. Thus, it will have an interactive panel, LEGO robots and tablets for each user (covering students, Qualifica Center trainees, teaching and non-teaching staff, parents and guardians, partners, among others), it will be organized into small clusters (which provide collaborative work and the sharing of ideas), will include an informal work area (with sofas and puffs) and will be decorated with an appealing and modern design. The existence of this space will presuppose the acquisition of technological materials and the digital training of teachers in the use of the technologies that will be available (namely interactive panel, tablet and digital educational resources, RED). During the development of the project, the replication of skills in small specific training courses on different areas and technological resources will be promoted whenever necessary. This training of teachers will be decisive for the dynamization of this space, which is intended to be monetized. Thus, the occupation will be daily and will cover the different subjects and all the students of the different levels of education, on a rotating basis. On the other hand, we will focus on community involvement, assuming a proactive aspect of social inclusion of the most isolated, leveraged in actions coordinated by teachers and dynamized by our

	students. This dynamic with the community and partners strengthens the relationship between the individual and the world around him and aims to prepare students for the multiple demands of contemporary society.
Budget	16500 euros

Applicant School	Escola Básica e Secundária de Gavião (Agrupamento Vertical Gavião)
Members of School Network (if applicable)	Escola Básica de Comenda
Description of project	The candidate proposal is named "With All and For All – Digital Village" and presents as its mission the reinforcement of the digital capacity of the local community of Gavião. It is considered imperative to mobilize actions in the teaching community that allow for overcoming, and actively transforming, the results expressed in the Check-In, which demonstrated a high percentage of teachers at level 1 of proficiency, and an insignificant percentage of teachers classified in the level 3. This proposal focuses on two strategies: 1. Reinforce/expand digital skills and abilities for digital transformation by investing in the professional development of teachers, non-teaching staff and parents; 2. Enhance the culture of collaborative work in the face of current digital challenges and potentiate cooperative forms of work and curricular articulation practices that promote pedagogical and organizational development, fostering quality and innovation in pedagogical and curricular activities. Thus, we propose the creation of a HECC room (maker space) to be requested by teachers; training for the project's team who will then pass their knowledge to the rest of the school community; and a volunteer digital mentoring program composed of students, teachers and non-teaching staff. This proposal covers the two schools of the cluster and is based on a collaboration between both schools, therefore enhancing the potential of the work to be carried out. The students from EB de Comenda will travel, weekly, to the EBS de Gavião and, on this day, students from both schools will work simultaneously on curricular content using digital and innovative methodologies with the support of the project team and the digital mentoring program. Technological and digital resources, peer-to-peer work and collaboration between students from different grades will be highly explored. Additionally, this highly equipped digital and technological room will be open to the community at pre-defined times, with the assistance of the digital mentors.

Budget	18500 euros

Applicant School	Escola Básica de Silvares
Members of School Network (if applicable)	Escola Básica da Soalheira, Escola Básica do Souto da Casa, Escola Básica do Telhado, Escola Básica de Alpedrinha, Escola Básica de Janeiro de Cima, Escola Básica das Atalaias
Description of project	Our project is divided into three parts: 1- Increase the quick use of computer programming and robotics; 2- Develop a shared learning community; 3- Training teachers and involving the community in the use of new technologies.

1-   Our cluster school (Agrupamento de Escolas Gardunha e Xisto) has a partnership with the town municipality which has provided computer programming lessons within the curriculum to our primary schools students using the scratch and UBBU software. In this part of the project we would like to add robotics to the curriculum. This will allow us to be aligned with the municipality's educational policy and we will be able to offer our students the knowledge, tools and skills they need for their future lives which will surely be filled with technology. By using robots and sensors we will be able to extend the work done in computer programming to other subject matters such as Social Studies, Mathematics, Portuguese and English. This will allow active approaches in which students will be able to build their own knowledge as well as their learning method. We will also be enhancing project based learning.

2-   In relation to the learning community it will enable students from our small rural primary schools with a small number of students, to be able to do collaborative learning with their classmates as well as with students from other schools. The instalment of an interactive panel with online interconnection system and with shared computer screens will also allow students to share and dissemination their work/projects. We will be aligned with UNESCO's challenge A New Social Contract for Education where collaborative learning and solidarity plays a leading role on how schools function.

3-   The part related to training teachers and involving the community in the use of new technologies we would like teachers to increase their level of technologies usage and to be able to apply active methodologies, this will be done through the partnership with the Teacher Training Centre of |

	Beira Interior (CFAEBI). At the same time we will create Parents' School so that they can have a monthly session of digital literacy, involving local associations, parishes and the municipal council.
Budget	19500 euros

2.10 Spain

Applicant School	Training and Resource Centre of Vigo
Members of School Network (if applicable)	Training and Resource Centre of Vigo
Description of project	Our project seeks to provide continuous support to schools in our sphere of influence that are at greater risk due to their geographical location or limited technological resources by increasing our loan resources (the loan can be for a full academic year or for the duration of a specific project) and by designing training activities for the teaching staff of these schools so that they can make the best use of these resources and adapt their methodology to the complex and changing nature of these schools, In particular, working with small teams and low retention rates, given the tendency of teachers to seek out schools closer to urban areas. All the aspects contemplated in this project of activation and digitalisation of schools at risk of exclusion and with more limited opportunities require the support of technological solutions, both for the equipment of the classrooms and for the development of STEAM projects that allow the projection of the centre towards the large school collaboration networks and give the students the possibility of interacting with students from other schools at regional, national and European level. Technological solutions will also be applied to ensure full access and inclusion of migrant or refugee pupils, with significant linguistic and cultural barriers, and pupils with specific educational support needs (whether due to sensory disabilities, learning and developmental disorders, behavioural disorders or other circumstances requiring special attention).
Budget	19820 euros

Applicant School	CEIP da Cruz
Members of School Network (if applicable)	CEIP da Cruz
Description of project	CEIP DE La CRUZ is located in Camos, a rural parish in the municipality of Nigrán. We have 90 pupils and all the teaching staff are aware of the importance of our students obtaining the necessary skills and abilities to develop in today's society, which is why working on STEM skills is one of the fundamental objectives in our school, which is why two years ago we set up a maker classroom, this space being a place where we carry out cooking, plastic arts, robotics and experimental and manipulative activities in maths and science. The families of our students are also aware of this reality, and both the ANPA and the families are very participative in the activities that we

	propose, so we want to continue working along these lines, increasing the activities and resources available so that the students acquire this competence in a cross-cutting way, working it in all areas.
Budget	20000 euros

Applicant School	CEIP MESÓN DO VENTO
Members of School Network (if applicable)	CEIP MESÓN DO VENTO
Description of project	The aim is to create a maker space in the school that is open to all. We would like to highlight the benefits that both the centre and the educational community will obtain in terms of innovation and inclusion, since, over the years, we will try to make the Maker space the nerve centre of the digitalisation of the teaching/learning processes, which will provide us with the keys for this space to be a reference for the programmed design of activities in accordance with the principles of UDL (Universal Design for Learning), thus facilitating inclusion and meaningful learning for all types of students.
Budget	17900 euros

Applicant School	CEIP SERRA VINCIOS
Members of School Network (if applicable)	CEIP SERRA VINCIOS
Description of project	Ceip Serra Vincios is a rural school located in the parish of Vincios, municipality of Gondomar. Sociologically, most of the pupils belong to working class families with few resources, with a medium-low or low cultural level, with a low level of education of the parents. During the pandemic, the centre found that there were various difficulties in carrying out an optimal teaching process, with unfavourable repercussions for those most in need. - Teachers lacked training and tools. - Pupils lacked the means and in some cases there was no connectivity and they had to resort to other means such as bringing homework printed on paper through the municipality. - Families lack sufficient knowledge to solve the computer problems that arose. After the pandemic, the centre screened the number of devices in the home and in many cases only had the parent's mobile device, which is not suitable for educational tasks. Parents have a good relationship with the school, keeping in touch with teachers and seeking solutions to technological difficulties.

	The aim of the project is to develop a research project on our locality as a starting point, based on what is closest and best known, working on the development of competences. The students not only have to know but also create knowledge that has an impact on the community, so that what is worked on has a real application and generates a social link.
Budget	18060 euros

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