



KA3 - Support for policy reform – Initiatives for Policy Innovation

European Forward Looking Cooperation Projects 2017

(Call for proposals EACEA/41/2016)

Technical Progress Report

Value diversity in care and education



Questions can be sent to:
E- mail: EACEA-Policy-Support@ec.europa.eu

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I - INFORMATION RELATED TO THE IMPLEMENTED ACTIVITIES

Please provide an overview on **implementation of the project**, by following the instructions below.

I.1 Award criteria

I.1.1 Relevance

Explain concretely how the activities lead to outputs which are still **pertinent** to address the call **objectives** and the specific main **priority** targeted in the call. Please also describe how the project **innovative** aspects have been developed (process/methodology/activities/outputs) so far and what actions are undertaken in the project second half to pave the way for transferability, mainstreaming and to influence **European policy development**.

Please link your answer with the indicators filled-in under section II.

The VALUE project addresses **Call Priority 4: professionalization of staff** (school education, including early childhood education and care).

As explained in the proposal, in many European countries part of the workforce is represented by low qualified ECEC assistants that help and assist the core practitioners in working with children and families. Assistants are often not involved in CPD (continuous professional development) programs and often don't have opportunities to start a qualification path. Therefore, the VALUE project focusses on the professionalization of ECEC assistants. More precisely, the following **specific objectives** were targeted in the initial proposal:

- (1) Gain a detailed understanding of the situation of lower qualified practitioners that help and assist preschool teachers, and the collaboration between them in dealing with the care and learning needs of diverse children and families in the countries involved.
- (2) Develop, test and implement innovative professional development pathways for the whole team within ECEC centres which (a) strengthen a collaborative approach to address the learning and care needs of diverse children and families and (b) strengthen the role and position of lower qualified ECEC practitioners.
- (3) Raise awareness of policy makers and organizing bodies in the ECEC field about: (a) making the invisible position of lower qualified practitioners more visible; (b) the importance of a collaborative approach in the context of complex multi-diverse societies; (c) the working conditions needed to strengthen the position and agency of lower qualified practitioners and to enable a collaborative approach.

These objectives remain the same and – as this report shows – the actions implemented so far are in line with these objectives and, thus, with the call priority addressed.

In the first project period 3 **main activities** were carried out to address the project objectives and the call priority:

- Perform a desk research in which (additional) data was collected and analysed on the ECEC systems, and ECEC assistants, in particular, in each country of the VALUE consortium. Besides, the VALUE partners searched for literature and methods on collaborative practice of diverse teams.

- Preparing and implementing an innovative ‘VALUE CPD path’ in 9 pilot schools in Belgium, Portugal, Denmark and Slovenia. This innovative professional development pathway targets the whole ECEC team within the pilot schools; it aims to (1) strengthen a collaborative approach to address the learning and care needs of diverse children and families, and (2) strengthen the role and position of (mainly lower qualified) ECEC assistants.

- Engaging key stakeholders (i.e., school leaders, local, regional and national policy makers, umbrella organisations representing schools, training institutes, HE teachers, etc.) in each VALUE country to participate in the stakeholders group.

Next, the **dissemination and exploitation strategy** was **refined and the first steps** were undertaken to disseminate the first findings:

- 204 ECEC educators and school leaders are involved through the pilot schools;

- in total 43 stakeholders are participating in the stakeholders groups;

- communication on the VALUE project through the project website (www.value-ecec.eu), project webpage on partners’ website and social media has been initiated and will be elaborated in the next months;

- HE students (i.e., future ECEC practitioners) attended lectures in which the research questions and first findings of the VALUE project were presented and discussed with students;

- in May/June the first VALUE newsletter will be published and send to different target groups;

- a workshop on the VALUE project is planned on the ISSA conference (June 2019) and the EECERA conference (Aug 2019);

- a first contact (via e-mail) is set with Geraldine Libreau, Policy Officer at European Commission responsible for Early Childhood Education and Care and responsible for the ECEC working group on the implementation of the European Quality Framework for ECEC. For example, we explored with Ms. Libreau what could be a good timing to share the VALUE project with the working group; this will be done during the working group meeting taking in place in December 2019 or February 2020.

I.1.2 Quality of the Project design and implementation

Project implementation and target group needs

Please schematically describe the main results obtained so far and schematically and chronologically how the **main project phases** led to those results. Please indicate the **activities**¹ carried out to date. Explain how the different activities addressed adequately specific **target groups** (and potentially involved them), specific **contexts** or **geographic areas** as initially foreseen or as adapted to better address the identified **needs**? Please do also comment any **change** (adaptation of the methodology, innovative approach, roles and responsibilities, roadmap, monitoring and reporting, evaluation plans) which occurred in comparison with the original work plan and describe measures taken to address these changes. What strategy (actions) did you put in place in order to ensure that in the second half of the project implementation the **evidence base** built within the project can be transferred into **policy actions**? Please outline the **challenges** encountered and the solutions applied. Describe how the **key stakeholders** have been/will be **involved** and contribute to the **up-scaling** of the project results. Please link your answer with the indicators filled-in under section II.

¹ The comments should be a summary of the detailed information provided in Annex VI.2 and be coherent with it.

Main project phases, activities and main results**(1) Preparatory phase (Jan 2018 – Aug 2018):**Activities carried out:

- Setting the basis for the collaboration in the VALUE consortium: getting to know each other, developing the discussion text clarifying central VALUE questions and concepts, discussing working plan and making agreements for first project period, ...
- Kick off meeting of steering committee in Portugal.
- Preparation of desk research: development of guidelines to conduct the VALUE desk research.
- Building a shared framework for the implementation of the VALUE CPD path in the pilot schools through exchange and discussion between the VALUE partners (cfr. WP 3, training of the trainers, May 2018 in Ghent). The shared framework describes the principles, conditions, areas of change and common phases for the VALUE CPD path. The framework is not a 'handbook' to be followed to implement the CPD path. Instead, it provides questions to reflect on during the development and implementation of the VALUE CPD path. It is a starting point to create a CPD path addressing the specific needs of children, families and practitioners within the VALUE pilot schools.
- Selection of pilot schools in each VALUE country and preparation of the planning of the VALUE CPD path for the pilot schools, taking into account the needs of the pilot schools.
- Development of a framework for the evaluation of the pilots and guidelines for mapping the starting situation of the pilots (i.e. baseline study).
- Development of communication plan and tools.

Main results:

- Partners have a better insight in each other's expertise and the local context in the countries involved.
- First ideas of strengths and challenges within the VALUE consortium and the project implementation (see I.2).
- Guidelines desk research.
- Shared framework for the VALUE CPD path in the 9 pilot schools. This framework was developed in a participative way making use of strengths and expertise within the VALUE partnership; this working method was very much appreciated by the partners.
- At least 2 pilot schools in each country willing to engage in the VALUE CPD path.
- Communication tools: logo, templates, website.

(2) Research and Pilot phase (March 2018 – ongoing until June 2019)Activities carried out:

- Implementation of the desk research: desk research by all partners in each VALUE country; first analyses of input from all partners by Educational Research Institute; discussion on first results with all partners; additional guidelines for the desk research; additional input by all partners; development of overall report.
- Development of survey for managers and staff (i.e., core practitioners and assistants) to map the starting situation of the 9 pilot schools.
- Carry out survey to map starting situation in the 9 pilot schools; analyse data; development of baseline reports (on country + overall level).
- Preparation and implementation of VALUE CPD path in the 9 pilot schools; documentation of the ongoing process in each pilot school.

- Intermediate process evaluation of pilots and transnational partnership meeting in Copenhagen (March 2019): discuss findings and challenges insofar and discussion on central VALUE concepts and issues. After a period in which each partner was very focussed on the implementation of the VALUE CPD path in his own country, it was important to focus again on the overall shared framework. An important challenge was finding the balance between contextualizing (develop and implement actions addressing the specific needs of the countries and pilot schools involved) and focus on the overall process and findings. By discussing overarching themes from the intermediate process evaluation at the transnational partnership meeting we aim to overcome this challenge.

Main results:

- Desk research finalised (see II.1.1. for statistics on desk research).
- Baseline study in each pilot school carried out (see II.1.1. for statistics on the survey/questionnaire).
- CPD path being implemented in 9 pilot schools (see II.1.2. for statistics on the pilot schools).

(3) Dissemination and exploitation phase (Febr 2019 – until end of project)

Activities carried out:

- Organisation of stakeholders group in each country; in Belgium, Denmark and Slovenia the first meeting of the stakeholders group took place.
- Communication on the project to different stakeholders and via different communication channels (see section II.2).
- Elaboration of dissemination and exploitation strategy. Prepared by AKF and discussed during transnational partnership meeting in Copenhagen (March 2019). Actions and tools are refined.

Main results:

- Stakeholders group initiated in Belgium, Denmark and Slovenia (see II.2.1. for statistics on stakeholder groups).
- Detailed VALUE dissemination plan and clear agreements with all partners.
- Draft of key messages coming out of the desk research and the intermediate process evaluation of the pilots. These key messages will be the starting point for the dissemination activities in the second project phase.
- First dissemination activities planned.
- First ideas on how to sustainably exploit project results after project period.

Changes

As in many projects, few changes occurred during the implementation phase. We hereby describe the two most important changes (for a more detailed overview, see also Annex IV.1):

- WP 2: in order to deliver high-quality work, the VALUE consortium decided to spend more time on the desk research. As a consequence, the timeline for the desk research was revised and agreed by all VALUE partners.
- WP 4: Changes in the evaluation methodology: the evaluation framework and methodology evolved throughout the project. All VALUE partners came to the conclusion that it is difficult to develop a reliable and valid questionnaire on the VALUE core concepts. Next, the development of the questionnaire was time-consuming, and a lot of respondents found it difficult and also time-consuming to fill in the questionnaire. Hence, all partners of the VALUE consortium agreed to use qualitative research methods. This has the advantage of more in-depth research of the perceptions on the process and outcomes of the CPD path and the core VALUE concepts of the involved pilot members (i.e., managers, core practitioners, assistants).

Strategy to transfer evidence base built within the project into policy actions

Through the desk research and the experiences in the 9 pilot schools, the VALUE partners develop evidence on how to strengthen the role of assistants and collaborative practice within an educare approach. At the end of the VALUE CPD path a process evaluation will be performed in each of the pilot schools. The data will be analysed and a report will be prepared on country level, including recommendations on country level. These country reports will be discussed during the partnership meeting planned in November 2019 in Ljubljana. The overall findings and recommendations will be linked to the previous findings in the desk research. This will be drawn in an overall report.

Based on the findings above, a publication for policy and practice and advocacy tools will be produced and disseminated to key stakeholders. These materials will propose recommendations on how to support CPD paths for the whole staff, with specific attention to valuing diversity and integrating care and education by all ECEC staff. All materials will be available in English; the advocacy tools will be translated into the different languages of the VALUE countries.

At the local level, the stakeholders group is an important strategy to transfer the VALUE findings into policy actions. Each country has his own stakeholders group, consisting of key stakeholders involved in ECEC (on a local, regional and/or national level). During these meetings the project, the findings of the desk research and the pilots, and the recommendations are discussed with the key stakeholders. Next, these stakeholders meetings provide an important forum to discuss/refine the strategy to disseminate the project results and to upscale project results in each VALUE country.

At European level this project builds on the findings of NESET II on the position of assistants in ECEC (Peeters, Sharmahd & Budginaitė, 2016). By analysing the results of the VALUE project, we will elaborate the recommendations at European level previously proposed in the NESET II report. The partners will use their contacts and networks to influence policy more widely across Europe. An important forum for VALUE, is the EC's working group on the implementation of the European Quality Framework for ECEC. A first contact was already set with Geraldine Libreau, Policy Officer at the European Commission responsible for Early Childhood Education and Care (see also I.1.4.).

In these ways the VALUE partners hope to use the evidence to work with local and international stakeholders and to turn the initial results into new sustainable actions.

Project and financial management

Please explain how day-to-day project activities have been **managed**; indicating what kind of administrative support or other support you provided to the partners and which support you received from the **partners**. If you encountered **difficulties** related to the management of the project, please indicate the type of problems and the **solutions** found to address them. Please explain what **monitoring activities** (including risk identification and risk mitigation) within the **quality assurance plan** have been carried out during the reporting period in order to assess whether the project proceeds according to the work plan and include measurable **quality indicators** for progress (See section II about the indicators and link your answer with those indicators). Please describe the strategy applied for **internal and external evaluation** of project results. Please do also comment on the **cost-effectiveness** of the implementation of your workplan so far, summarising it for each budgetary heading of direct costs.

Management of project activities

Each partner is responsible for the implementation of the activities outlined in the work plan. The WP leaders coordinate the implementation of the activities carried out by the partners under each work package (WP). VBJK, as the project coordinator, oversees the implementation of the WP's and is in close contact with each WP leader. Within VBJK the project members involved in the VALUE project

are assigned to the different WP's and are in close contact with the WP leader concerned (via mail and skype).

Besides, the steering committee plays an important role in the management of the project. This steering committee consists of representatives of VBJK, Educational Research Institute (ERI), Danish School of Education (DPU) and Aga Khan Foundation Portugal (AKF). These are the 'main' partners coordinating the project activities in the countries involved and the work packages. Until now, four steering committee meetings took place. During the kick off meeting (Febr 2018, Portugal) we took the time to present and discuss in depth the objectives of the call, the aims, key ideas and working plan as described in the proposal. We also discussed the risk assessment included in the project proposal. The second and third steering group meeting took place after the transnational partnership meetings in May 2018 (Ghent) and March 2019 (Copenhagen); In November 2018 the steering group had an additional skype meeting. During these meetings the progress of the project implementation was discussed and operational plans were adopted to implement the project activities in the months following the meeting.

To make sure all the partners have a clear understanding of tasks and timing, a roadmap was developed, giving an overview of the planned activities, deliverables, timing, and roles and responsibilities.

To support the partners in the administrative requirements of the project, the project coordinator shared with the partners the info on the financial management of the projects as presented by EACEA during the coordinators meeting in Febr 2018. VBJK also provided tools to support the administrative part of the project: template for time registration, instructions on how to use the time sheets, a document giving a short overview of the financial rules and how to prove costs. One person per partner was assigned as responsible for the administrative and financial management of the project. In case of questions, they can contact the project coordinator (Sandra Van der Mespel) and/or the financial officer of VBJK (Joske Buyle).

Monitoring and evaluation

Monitoring was done on a continuous basis via mail and skype meetings. In addition, we agreed to work with 4 monitoring reports delivered by the partners to VBJK. Initially the VALUE consortium had foreseen 5 bi-annual monitoring reports; we changed this to 4 monitoring report because this was more feasible for all partners. To prepare the monitoring report, VBJK developed a questionnaire to be filled in by the VALUE partners. The aim of the monitoring reports is to gather information on the project implementation and process throughout the project. This information is also used to draft the current report to EACEA. The monitoring reports consists of:

- (1) Overall quality of the project implementation (e.g., questions on coordination, quality of activities, timely achievement of project objectives, etc). The aim is to collect feedback from all partners of the VALUE consortium on the quality of the project implementation and the collaboration within the project.
- (2) Activities carried out and results accomplished. The aim is to collect information on the progress of project implementation.
- (3) Looking back/forward. The aim is to collect feedback from the VALUE partners on achievements and problems encountered and what possible challenges they foresee for the next 6 months.

Until now, 2 monitoring reports were prepared (one in September 2018 and one in March 2019).

For the evaluation, the partners have chosen a self-evaluation process. As mentioned above, as part of the monitoring questionnaire, partners are asked to give feedback on the quality of the project implementation. Additionally, each partnership meeting ends with sharing feedback on the meeting (organisation, programme, collaboration throughout the meeting, management of the meeting). This helps to detect strengths and challenges in the project implementation, coordination and collaboration (see I.1.3). During the last partnership meeting in March 2019 in Copenhagen, the implementation of the project was evaluated starting from the project objectives. The central questions of the discussion were: what results (specific and realistic) we want to achieve in each country at the end of the VALUE project? What are the indicators to follow-up/measure whether and to what extent the project achieves

the envisaged results and effects? What are the results achieved today? What are challenges/changes needed? The results of this discussion were very useful to prepare this interim report to EACEA and to set or redefine indicators for the second half of the project implementation (see also II.4).

Challenges in managing the project

- Follow-up of the agreed timetable: as in most projects, timely delivery of the tasks by all partners is a challenge. This asks for a close follow-up and reminding the partners regularly on the agreed tasks and timetable by the WP leaders and the project coordinator. Where the WP leaders and/or project coordinators experienced difficulties in the follow-up of the work arrangements (little or late response on mails or questions, late delivery of information/input), a separate skype meeting or telephone call with the person in charge was planned to discuss the difficulties experienced and make follow-up agreements.

- During the second steering group meeting (planned after transnational partnership meeting in Ghent) two steering group members left earlier than initially planned; this could jeopardize the planned steering committee meeting. However, this was solved by participation of these 2 partners via skype. We also discussed this issue during the partnership meeting resulting in the engagement of all partners to schedule the time needed to participate in all meetings (from beginning to end).

- More time needed to discuss questions or difficulties with entire steering committee: the intermediate evaluation with the partners shows that the bi-lateral contacts between the project coordinator and the different partners are very helpful and sufficiently planned. However, the partners also experience the need to have extra time to discuss questions or difficulties with the entire steering committee. Therefore, extra steering committee meetings via skype will be planned for the second half of the project implementation.

- The financial rules and administrative requirements of the project call are a challenge for project coordinator and partners. Although VBJK has experiences in coordinating projects, the current (and quite complex) requirements are new for VBJK. Therefore, VBJK decided to involve an external accountant with experience in this kind of projects in order to give advice in how to deal with the financial and administrative requirements. Besides, it asks a lot of time to collect the supporting documents to prove the costs reported and to support the partners in timely delivering the correct information. Also, some issues/questions were raised on the compliance with GDPR legislation because partners need to share a lot of personal information about the project members involved with the coordinator.

Cost-effectiveness

Overall, 38% of the agreed budget has been spent after the first 15 months of project implementation (in total 32 months). In general, the budget spending is in line with the expectations. The current budget control learns that we will probably not spend the budget foreseen for travel and subsistence and other costs. During the next partnership meeting (June, through skype) we will discuss what are the most important needs and review the budget according to the needs.

More in detail:

- Most resources are needed for **staff**. The number of days worked on the project are in general in line with the planning and the tasks of each partner. Currently 43% of the budget foreseen for staff costs, has been spent.

- 50% of the budget foreseen for **travel and subsistence** has been spent. Overall, we've spent less budget on travel and subsistence than initially foreseen. As we have only one other partnership meeting planned in November 2019, we will not spend the entire budget reserved for travel and subsistence. This is an opportunity to move a part of this budget, according to the needs of the VALUE consortium to realize the project objectives.

- 4% of the **subcontracting budget** has been spent. This is in line with the expectations because most of the subcontracting costs are expected for the next project period (mostly linked to the development of advocacy tools and publications on the project findings).

- 8% of the budget heading '**other costs**' has been spent. We saved costs in organising the partnership and steering committee meetings. Besides, we didn't spend as much on the organisation of the meetings with the pilot schools and the stakeholders group as initially foreseen. Again, this is an opportunity to move a part of this budget, according to the needs of the VALUE consortium to realize the project objectives.

Please do also provide here **login and password** for the confidential part of the project website (and other platforms/communities, if any). Please note that when you give access to your deliverables, they have to be sorted by workpackage number and by deliverable (e.g. WP1 Management, Del. 1.2 '1st partnership meeting minutes') in a structured way.

Project website: www.value-ecec.eu

user: hiddenvalue

password: value_ecec#2018

To access the deliverables: My Menu > Work Packages

I.1.3 Partnership and cooperation arrangements

Please describe how the **division of tasks** is managed between the various beneficiaries to ensure the best possible project results and ensure the project **bridges analysis, practice and policy making**. Describe how the key stakeholders have been involved in the activities to foster policy development in the project implementation so far or how this is planned for the second half of the project.

Are there **changes** in the partnership or **division of tasks** compared to the application? If so, explain their **impact** on the partnership and the implementation of the project? Provide information on the **communication strategy** and **tools** used to reach the various stakeholders in the project.

Please link your answer with the indicators filled-in under section II.

Division of tasks

All partners in the VALUE consortium contributed to the activities in accordance to the task division as agreed in the project proposal. The division of tasks and cooperation arrangements were discussed in depth during the kick off meeting in Lisbon (Febr 2018).

At the beginning of the project one change occurred in the partnership: IPSANTARÉM was added as a new partner to the VALUE consortium (see also Amendment 23 February 2018, approved by EACEA). They are working in close collaboration with the Aga Khan Foundation (AKF) Portugal. Their main focus is on the desk research (preparing input from Portuguese context), the implementation of a VALUE CPD path in one pilot school and the evaluation of the pilots in Portugal. No other changes in the partnership or the division of tasks occurred.

In the first part of the project implementation, the VALUE partners valued the variety of experience and expertise of the partners, and see this as a strength of the VALUE project.

All partners have expertise in setting up professional development initiatives for ECEC professionals. The principles to set up CPD paths are shared within the VALUE consortium. At the same time each partner has his own methods and approach of CPD. This is experienced as an added value within the transnational collaboration, as it creates opportunities to learn from each other.

The role assigned to the different partners acting as WP leader are in line with the partner's expertise:

- VBJK as lead partner with experience in project coordination and extensive experience in bridging policy, practice and research. See following article for more information on VBJK's experience: Peeters, J., & Peleman, B. (2017). The competent system at the intersection between research, policy making and practice. In L. Miller, C. Cameron, C. Dalli, & N. Barbour (Eds.), *The SAGE handbook of early childhood policy* (pp. 522–536). Sage.
- ERI as WP leader of the desk research (WP 2), with expertise in connecting research and practice.
- DPU as WP leader of the evaluation of the pilots (WP4), with expertise in research and evaluation.
- AKF Portugal as leader of the WP on dissemination and exploitation and the WP on the joint publication for policy and practice.

Involvement key stakeholders

As described above, key stakeholders are involved in Belgium, Slovenia and Denmark (see I.1.2). Portugal is currently preparing the launch of the stakeholders group. In the second part of the VALUE project, at least two meetings with the key stakeholders will take place to discuss the project results, recommendations and actions to disseminate and upscale the project results. Additionally, the project coordinator is in contact with Geraldine Libreau, Policy Officer at the European Commission responsible for Early Childhood Education and Care. She's responsible for the EC's working group on the implementation of the European Quality Framework for ECEC (see also I.1.4.).

Communication strategy

To reach various stakeholders in the project, the following communication strategy and tools are used:

- A visual identity for the VALUE project was developed (logo and templates with funding logo).
- A short presentation text of the VALUE project is developed. Partners used this text to present the project to the (candidate) pilot schools and to key stakeholders (see II.2.2).
- A project website (in English) is developed. Currently visitors can find information on the VALUE project: what is VALUE about? what are the objectives and the intervention model? Who are the VALUE partners and what have they been doing? Who are the pilot schools (e.g., background information)? etc. In the next months the project website will be elaborated and visibility will be improved. Next to the project website, VBJK's and ERI's website and Facebook pages were used to communicate about the VALUE project. See II.2.2 for statistics.
- Newsletter in different languages, starting from May 2019 (see I.1.4).

I.1.4 Impact, dissemination activities and exploitation of results

Please explain what has been done to **disseminate** the results of the activities carried out to date, both within the framework of the project and outside the project. In particular, you should refer to **clear results achieved** in reaching larger target groups and how this was possible considering the definition of tasks and the **dissemination channels** used. Please indicate how you did tailor-made your dissemination to reach the relevant target group(s). What activities have you initiated at this stage in order to ensure **exploitation** of the project results? Please indicate any **change** which occurred in comparison with the original plans for dissemination and the activities you **plan** to carry out before the end of the project, to disseminate the project results. Please specify the outcomes (=the roots for impact) you can potentially already identify at this stage of the project and what are the partners' plans for creating systemic **impact**.

Dissemination of results

In the second project period the focus will shift from researching and piloting to dissemination of results. Nevertheless, until now some first steps are already taken to disseminate results.

First of all, through the VALUE **pilots** itself a larger target group, outside the VALUE consortium, is reached. In total there are 9 pilot schools participating in the VALUE project. From the start of the piloting, a lot of attention was paid to the involvement of the school leaders and key decision makers engaged in the schools. They are also seen as crucial actors in the dissemination strategy. Next, a large group of ECEC educators is reached through the pilot schools: 204 staff members in total (see also II.1.2).

Second, the **stakeholders group** is an important part of the VALUE dissemination strategy. By involving key stakeholders from the start, they can play an important role in the dissemination of the project results. Currently, three countries have organised a stakeholders group, composed of school leaders, local, regional and national policy makers, umbrella organisations representing schools, training institutes, HE teachers, etc. In total 43 persons participate in the stakeholders meetings (see II.2.1).

Next, there has been a first contact with Geraldine Libreau, Policy Officer at European Commission responsible for Early Childhood Education and Care. Currently, an **ECEC working group** consisting of Ministries from the different EU MS and international stakeholders is working on the implementation of the European Quality Framework for ECEC. Geraldine Libreau is responsible for this working group. The European Quality Framework for ECEC pays attention to the role and position of ECEC assistants. The VALUE project can provide more concrete input on how to support the development of CPD paths for the whole staff, with attention to valuing diversity and integrating care and education. In the next project period, the VALUE consortium continues to be in touch with Geraldine Libreau and other members of the working group and discuss with them how the VALUE findings can feed the work of the working group. We explored with Ms. Libreau what could be a good timing to share our findings with the working group; this will be done during the working group meeting taking in place in December 2019 or February 2020.

As different universities or university colleges are part of the VALUE consortium, the project results are disseminated to **HE students** (who are the future ECEC educators and leaders!). In Belgium and Slovenia lectures were given in which the research questions and first findings of the VALUE project were presented and discussed with students.

Finally, the VALUE project results will be disseminated through the VALUE project website, websites and Facebook pages of VALUE partners. At this moment the **project website** contains basic information about the project and the first steps taken in the project. In the next months all VALUE partners will invest in the elaboration and visibility of the website. This will be coordinated by AKF Portugal. First of all, some texts need to be reviewed and presented in a more attractive way. Second, the outputs produced within the project will be published as open-access resources on the project's website. Besides, the news section will be activated, together with the launch of the newsletter. We will publish 3 newsletters (in English, Dutch, Slovenian, Portuguese and Danish) in the second half of the project period, informing stakeholders about the VALUE results. The news will also be published in the news section of the VALUE website and shared via social media. This should lead to an increasing number of visitors.

The **tools** to disseminate the project results will be developed and published in the next project period, as initially foreseen. In particular:

- Six videos showing experience of different stakeholders;
- Four fact sheets for different target groups with findings and recommendations (in different languages);
- A joint publication for policy and practice: 'Value diversity in care and education' (in English);
- Training toolbox 'Working and learning together in a divers team' (in different languages).

Different **dissemination events** are planned, in particular:

- Workshop on the VALUE project during the ISSA conference in June 2019 (targeted mainly at training centres, ECEC centres, policy makers in Europe and Central Asia) and the EECERA conference in August 2019 (targeted mainly at researchers);

- Multiplier event at national level targeted at policy makers and other key decision makers in the VALUE countries and European level;
- Training of the trainers to disseminate the training toolbox, targeted at coordinators, coaches and training institutes within the ECEC sector (outside the partnership).

In order to ensure the time to organise these dissemination events, the steering committee decided during the last steering group meeting (15 March, 2019) to ask for a no-cost extension of the project period until the end of November (the required documents to request this extension will be submitted after finalising the interim report).

Exploitation of results

During the last partnership meeting in Copenhagen (March 2019), the VALUE consortium discussed the plans for the exploitation of project results (after the project period). Based on this discussion the following initiatives are defined (to be elaborated in the second project period):

(1) Exploitation of results by local municipalities involved in the pilots.

In each pilot, the VALUE partners invested in the involvement of the local municipality. Currently, a strong engagement of the local municipality is already experienced in several pilots. In some pilots, there is a view to undertake initiatives to support other schools in creating a collaborative practice in which the role of the assistants is strengthened. For example:

- In Brussels, the local government (Vlaamse Gemeenschapscommissie, VGC) is strongly engaged in the pilot. The VGC has its own counselling and training centre supporting schools in Brussels. Their aim is to integrate the VALUE findings in their own counselling and training activities.
- In the Danish pilot the municipality of Randers is highly engaged. Their aim is to explore how they, as a local municipality responsible for quality assurance and monitoring of ECEC provisions, can exploit the model of collaborative learning (piloted in the VALUE project) after the project period.

(2) Integration of the VALUE findings in the initial training of ECEC practitioners.

The VALUE consortium includes different university colleges (i.e., DPU in Denmark, Erasmushogeschool and Karel de Grote hogeschool in Belgium and IPSANTARÈM in Portugal) and researchers cooperating in graduate and post-graduate education programs in different universities (e.g., VBJK, Educational Research Institute). Additionally, through the stakeholder groups also other HE institutions (outside the VALUE partnership) are involved in the project. This creates possibilities to integrate the findings and results from the VALUE project in the initial training of ECEC practitioners.

(3) Training for coordinators, pedagogical coaches and leaders of professional learning communities for ECEC practitioners on the VALUE findings.

Within the project period a training of the trainers targeted at coordinators, coaches and training institutes within the ECEC sector is foreseen (see above). Also, after the project period partners will continue to give training to ensure the results and method of the VALUE CPD path developed in the pilot schools. This will be made available, discussed and put into practice in other localities.

(4) Explore collaboration with the ISSA network to exploit VALUE results internationally.

ERI and VBJK are both in close contact with the ISSA network. ISSA is a membership association and international learning community in Europe and Central Asia. This network unites and supports ECEC professionals to deliver high-quality early years services equitably. They are an important partner to exploit the VALUE results internationally. We will explore if it's feasible to organise initiatives (e.g., webinar, Peer Learning Activity) in collaboration with them on the VALUE findings.

First outcomes

Some important first results that can be identified at this stage of the VALUE project are:

Better insight in current situation and challenges of ECEC assistants.

(1) We can't approach ECEC 'assistants' as a homogeneous group. There are big differences between countries and within countries.

- Between countries: e.g. in Slovenia assistants are more involved in professional development than in the other countries. They have a longer tradition in which core practitioners and assistants collaborate in an egalitarian way. This is linked to several systemic conditions, such as unitary ECEC system (which are more likely to adopt an integrated educare approach), real job title, availability of competence profile, collaboration between teachers and teachers assistants is part of the curriculum. The training background of assistants is also very diverse; it doesn't always concern lower educated professionals.

- Within countries: who the assistants are, their background and the extent to which they are involved in collaborative practice and learning often differs from school to school.

Therefore, a contextualised approach is a crucial condition in the development of the VALUE CPD path.

(2) Structural conditions have an important impact on the participation of assistants in CPD. Factors that hinder participation are for example low payment, less or no childfree hours, limited number of working hours in one group and/or school, etc.

(3) Creating a safe environment to let lower qualified assistants fully participate in CPD is a challenge, especially in contexts where there is no tradition/culture to involve them in collaborative learning and practice. This is a gradual process, which takes time. Sometime a preliminary process with assistants separately is preferred, in which they have the possibility to explore their professional identity and role in a secure environment; to give words to what they think and do and prepare them to express themselves in meetings with higher educated teachers. This whole process has to be seen as an emancipatory process in which lower qualified assistants are developing their sense of agency.

Key stakeholders involved in the project are aware of the problemacy of assistants in relation to ECEC quality.

The VALUE findings confirm the need to raise awareness of school leaders and policy makers that ECEC staff concerns everyone – also the assistants – and actions are needed to involve them in CPD. After the first introduction on the VALUE project, key stakeholders in the different countries were very willing to participate in the stakeholders group. Currently the stakeholders involved acknowledge the challenges related to ECEC assistants and are eager to learn more about strengthening the role of assistants and enhance collaborative practice and learning in ECEC teams.

Outcomes on the level of pilot schools

A first important outcome of the pilot schools is that with VALUE, we can reach out and have an impact on the children, families and professionals involved. More precisely, 1630 children and 204 ECEC educators are involved in the pilot schools.

The intermediate outcomes within the pilot schools are diverse. This is not surprising because of the big differences between the pilot schools and their local context. At the same time there are also some shared outcomes:

- Higher involvement of assistants in the CPD path in each pilot school (which is in several pilot schools the first time happening);
- Improved trust climate and participation;
- Participants awareness of the need for a collaborative learning and practice in which each ECEC professional is involved;
- Process in place in which participants giving words to / reflect on own and others professional role and identity;

- Development and documentation of inspiring practices of collaborative practice between core practitioners and assistants to address the learning and care needs of diverse children and families.

1.2 Challenges faced and key messages

Please describe any **challenges** experienced during the period covered by the report and the **measures** taken to address them. Please do also provide **any relevant information** you think might be useful for the **assessment** of your project's implementation but also particular **key messages** coming out of the project (ie. success in bridging analysis, practice and policy, indications about the up-scaling of preliminary results, external factors of influence, re-direction of initial activities because of a better suitability to the target group needs, recognition of the project innovative approach, mainstreaming efforts made, etc.).

Challenges

A first challenge in the project is to find a **balance between focussing on the specific context** of the countries involved on the one hand, **and on the overall process and objectives** on the other. As mentioned above, there are large difference between the ECEC systems, and ECEC assistants in particular, in the different VALUE countries. This asks for actions which take into account the specific needs of the local context. At the same time, it is crucial to remain focused on the shared objectives and process and ensure the partners of the VALUE consortium move in the same direction. Therefore, it is essential to plan enough moments to share experiences and findings within the VALUE consortium. Also, the shared framework plays an important role in this. In each step of the project implementation this shared framework is an important reference document: e.g. it was used to prepare the VALUE CPD path in each country; the guidelines to write the intermediate report on the pilots were based on the shared framework; it is the starting point to develop the toolbox; etc.

Because of this challenge, partners expressed the need to have more **time to discuss the central VALUE concepts and findings** with the entire steering committee. Partners are very satisfied with the time foreseen for exchange and discussion during partnership meetings and 'real-life' steering committee meetings. They expressed the need to plan more in between skype meeting. This will be done in the second project period.

A second challenge is finding an **appropriate evaluation method** for the pilots. The evaluation framework and methodology evolved throughout the project. All VALUE partners came to the conclusion that it is very difficult to make a reliable and valid questionnaire on the VALUE core concepts. Next, the development of the baseline questionnaire was time-consuming, and a lot of respondents found it difficult and also time-consuming to fill in the questionnaire. Hence, all partners of the VALUE consortium agreed to use qualitative research methods for the final evaluation of the pilots. New guidelines and interview questions will be developed by DPU, in close collaboration with VBJK. The new focus is on open interviews and focus groups in the pilots, examining the respondents' perception on the process and outcomes of the CPD-path and the core concepts of VALUE (i.e. professionalization, collaboration in a divers team, professional identity, vision on educare and diversity).

Third, in the first project the focus was mainly on researching and implementing the pilots of the VALUE CPD path in each country. In the second project period the focus needs to shift from researching and piloting to **dissemination of results**. The foundations to transfer the VALUE findings into policy actions and to disseminate the results were laid during the first project period:

- the communication tools are ready and in use;
- in three countries a stakeholders group is initiated and key stakeholders are interested to learn more about the VALUE findings;
- the contact with the European commission's working group on the implementation of the European Quality Framework for ECEC is set;
- a more detailed dissemination and exploitation plan for the second project period is ready and first actions are planned.

In order to ensure enough time to disseminate the project findings, we decided during the last steering group meeting (15 March 2019) to ask for a no-cost extension of the project period until the end of November 2020.

Strenghts

A first strength in the project is the strong **involvement of the VALUE partners**. Each partner is strongly committed to the VALUE objectives and is highly engaged in the implementation of the pilots and in the collaboration with the VALUE consortium. Partners express their appreciation for the shared decision making and **participative approach** in building the shared framework and the methodology of the project.

A second strength is the **methodology used**. More precisely, the combination of desk research, the implementation and evaluation of the VALUE CPD path in 9 pilot schools and the collaboration and exchange with key stakeholders (local stakeholders meetings and contact with EC's working group) supports the bridging of policy, practice and research.

Third, from the start of the piloting, much attention is paid to **creating sustainable change within the pilot schools**. Therefore, the director/coordinator and team was highly engaged to work on the topic of collaborative practice in the context of diversity and they need to have ownership over the change process and the achieved results. Each pilot school has his own internal coordination team. This team of pioneers takes the lead, motivates the entire team to engage in the process and is responsible for the follow-up of the actions in the ECEC centre. This team also plays an important role after the project period to continue the process started during the VALUE CPD path.

Finally, the **foundations** laid during the first project period **to transfer the VALUE findings into policy actions and to disseminate the results** are concrete and feasible. Hence, all partners from the VALUE consortium are optimistic that VALUE project not only has an impact on the pilot schools directly involved, but can also have a broader and more systemic impact. Currently we have identified several paths to exploit the project results (see I.1.4).

II - STATISTICS and INDICATORS

This section aims to gather **statistical data and indicators** for the period covered by this Report:

- ❖ Quantitative indicators at different phases of the project:
 - Implementation (II.1)
 - Dissemination (II.2)
 - Exploitation of results (II.3)

- ❖ Key qualitative/quantitative indicators set for your project (II.4)

II.1 Implementation

In this section, please indicate the statistical data about **development** and **testing**. Choose as appropriate all items which are applicable to your project, remove tables or sub-items (lines, columns..) which are not appropriate for your project and add missing lines or columns in the same format as the initial one if needed.

Please indicate the area of work, type of target groups and numbers / crosses (X) in the columns, and per country if required² in the several phases of implementation. Purely management items should not be listed in this Part as required in Part III.1.

Implementation phases	Area / Target group	Total number	Main countries involved	International
II.1.1 DEVELOPMENT				
Desk research	WP nr: 2	<p><u>Aim of the desk research:</u> (1) gain detailed understanding of position and working conditions of ECEC assistants in each country involved; (2) gather and analyse literature and methods on how to create a professional learning climate for diverse teams.</p> <p><u>Methodology:</u> On the basis of a guideline, each partner gathered data in his own country; Educational Research Institute analysed the data gathered and developed an overall report.</p> <p><u>Remark:</u> these are no final data because the desk research currently we're finalising the desk research; one of the current tasks is checking and finalising the references.</p>		
	Academic books	7	BE-DE-PT-SI	
	Articles	11	BE-DE-PT-SI	
	External studies - surveys	1	BE-DE-PT-SI	
	Good practice examples within the partnership	4	BE-DE-PT-SI	
	Other: reports	4	BE-DE-PT-SI	
	Other: web pages	3	BE-DE-PT-SI	
	TOTAL NUMBER	30	BE-DE-PT-SI	
Field visits / interviews	WP nr: 4	To select pilot schools and prepare their participation in the project, field visits and interviews were carried out. In total 12 field visits		

² No crosses nor tick-boxes except if explicitly requested

Implementation phases	Area / Target group	Total number	Main countries involved	International
		took place.		
	Schools	12	BE-DE-PT-SI	
	TOTAL NUMBER	12	BE-DE-PT-SI	

Survey / Questionnaire	WP nr: 4	<p><u>Aim of the survey:</u> map starting situation of the pilot schools, more precisely: systemic aspects of collaboration between different occupation groups, scale of the ECEC centres involved, types of ECEC, background of staff and cultures of collaboration within the ECEC centre.</p> <p><u>Target group of the survey:</u> teachers/educators/ assistants and school managers.</p> <p><u>Number of questionnaires sent out:</u> teachers/educators/ assistants: 204; managers: 14 (in total 9 pilot schools)</p>		
	Other learners: school managers	12	BE-DE-PT-SI	
	Teachers / educators - sector: ECEC	155	BE-DE-PT-SI	
	TOTAL NUMBER	167	BE-DE-PT-SI	

Workshops	WP nr: 3	<p>Training of the Trainers (May 2018, Ghent)</p> <p><u>Aim of the training of the trainers:</u> (1) exchange inspiring methods and practices between partners; (2) build a common framework for the CPD path developed and tested in the countries involved.</p> <p><u>Participants:</u> researchers and trainers of the partner organisations</p>		
	Other learners: researchers and trainers involved in the development and testing of the CPD path in the pilot schools	12	BE-DE-PT-SI	
	TOTAL NUMBER	12	BE-DE-PT-SI	

Stakeholder meetings in each country	WP nr: 4	<p>Belgium, Denmark and Slovenia already organised a stakeholders group (Portugal is still preparing this).</p> <p><u>Aim of the stakeholders group:</u> discuss process and results of the VALUE project; discuss structural conditions needed to strengthen the position and agency of assistants and to enable a collaborative approach; built conditions for the sustainability of the project results.</p>		
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Implementation phases	Area / Target group	Total number	Main countries involved	International
		<u>Participants:</u> school leaders, local, regional and national policy makers, training institutes, representatives from the schools, ...		
	Teachers / educators - sector: ECEC	8	SI - BE	
	Educational institutions - sector: ECEC leaders	6	SI -BE	
	Local /regional/ national authorities (please select as appropriate)	19	SI – DE –BE	
	Other stakeholder: HE teachers	8	SI -BE	
	Other stakeholders: VET institutions directors	2	SI	
	TOTAL NUMBER	43	SI – DE –BE	
II.1.2 TESTING				
Pilot schools	WP nr: 4	9 pilot schools are participating in the VALUE project. The pilot schools target in total 1630 children between 0 to 6 years old and their families. In total 204 ECEC educators are working in these ECEC centres.		
	School students	1630	BE-DE-PT-SI	
	Teachers / educators - sector: ECEC	204	BE-DE-PT-SI	
	Educational institutions - sector: ECEC centres	9	BE-DE-PT-SI	
	TOTAL NUMBER	1834	BE-DE-PT-SI	
Workshops VALUE CPD path	WP nr: 4	189 ECEC educators are directly participating in the workshops, meetings and training activities organised as part of the VALUE CPD path in the pilot schools.		
	Teachers / educators - sector: ECEC	189	BE (25) –DE (12) – PT (40) –SI (112)	
	TOTAL NUMBER	189		

II. 2 Dissemination

II.2.1. Number and type of events

Indicate the number of people targeted per dissemination event

	Country code: BE	Country code: DE	Country code: PT	Country code: SI	International
Meetings with stakeholders outside the partnership:	41	8	/	104	1
Lectures for HE students	98		/	65	
TOTAL NUMBER	139	8	/	84	1
Comments (if any): <u>Meetings with stakeholders:</u> BE: participants stakeholders group (21) + presentation VALUE project to representatives local municipality Antwerp and Brussels (10) and to HE teachers (10) SI: participants stakeholders group (14) + presentation VALUE project to Step by Step Network for Changing Quality (90) DE: participants stakeholders group <u>International:</u> Geraldine Libreau (policy officer EC)					

II.2.2. Paper dissemination

Indicate the number of people targeted by the dissemination of the project results/products/outputs through flyers, brochures and paper dissemination

	Country code: BE	Country code: DE	Country code: PT	Country code: SI	International
Within the partnership					
Outside the partnership	21	8	/	14	1
TOTAL NUMBER	21	8	/	14	1
Comments (if any): Text with project description distributed to key stakeholders.					

II.2.3. Website

Indicate the activity of the project website

	Total number	Main countries involved	International
Number of unique visitors			7
Other relevant data: number of visitors to VALUE webpage on website VBJK and ERI	525	BE: 83 (Dutch webpage VBJK) SI: 400	42 (English webpage VBJK)
Comments (if any): The project website has far too few visitors. In the next months the website will be elaborated, the launch of the first newsletter will enhance the visibility of the project website.			

II.2.4. Social media

Indicate the social media coverage of the project

	Total number	Main countries involved	International
Number of Facebook followers	1776	BE-SI	
Comments (if any): SI: 814 followers on ERI's Facebook page (with news on VALUE project) BE: 962 followers on VBJK's Facebook page (with news on VALUE project)			

II.2.5. Profile of target groups reached through the project dissemination:

Indicate the target groups reached via the different means used above under Section II.2., if it is not possible to indicate precise numbers per target group, please indicate a number between I and II for the target groups reached as follows:

I = when it is one of the main target groups you were able to reach

II = when it is a target group reached but not the or one of the main one(s)
and put only the total number at the bottom of the column.

	Country code: BE	Country code: DE	Country code: PT	Country code: SI	International
HE students	II			II	
Teachers/educators - sector: ECEC	I	I	I	I	
Educational institutions - sector: ECEC	I	I	I	I	
Local/regional/national/European authorities (Please select as appropriate)	I	I		I	I
Other stakeholders: HE teachers	II			II	
Other stakeholders: VET institutions directors				II	
TOTAL NUMBER	1209	20	40	1494	50

II.3 Exploitation of results & impact

II.3.1. Transfer of results – multiply

Do you already see a possibility of transfer of one or several of your main results (1 to 3 maximum) to other educational sectors / areas or specific countries? Has this evolved since you wrote the application?

See I.1.4 - Exploitation of results:

As explained, we currently foresee the following initiatives (to be elaborated in the second project period):

- (1) Exploitation of results by local municipalities involved in the pilots.
- (2) Integration of the VALUE findings in the initial training of ECEC practitioners.
- (3) Training for coordinators, pedagogical coaches and leaders of professional learning communities for ECEC practitioners on the VALUE findings.
- (4) Explore collaboration with the ISSA network to exploit VALUE results internationally.

The collaboration with the ISSA network is important to multiply the results (in particular the training toolbox) to training institutes in other countries dealing with the same questions on ECEC assistants and collaborative practice.

II.3.2. Up-scaling of results - mainstream

At which institutional level (mainly local, regional, national or European level) do you see a potential for scaling up the main project results? Has this evolved since you wrote the application?

The potential for scaling up, is most concrete on the local level.

In each pilot we invested in the involvement of the local municipality. Currently, we already experience a strong engagement of the local municipality in several pilots with a view to undertake initiatives to support other schools in creating a collaborative practice in which the role of the assistants is strengthened. For example:

In Brussels the local government (Vlaamse Gemeenschapscommissie, VGC) is strongly engaged in the pilot. The VGC has his own counselling and training centre supporting schools in Brussels. Their aim is to integrate the VALUE findings in their own counselling and training activities.

In the Danish pilot the municipality of Randers is very much engaged. Their aim is to explore how they, as a local municipality responsible for quality assurance and monitoring of ECEC provisions) can exploit the model of collaborative learning (piloted in the VALUE project) after the project period.

As explained earlier on, regional and/or national policy makers are participating in the stakeholders group. This is the first step in the process of mainstreaming some project results (especially linked to awareness raising and creating structural conditions for collaborative learning and practice including and valuing ECEC assistants) to a regional and/or national level.

II.3.3. Impact on policy

Indicate which first impulse you have initiated to transform the project outputs into outcomes and beyond to reach impact? What could already be done and at which level below? You may briefly comment on concrete actions in the comment boxes.

<p>Level 1: Engagement of stakeholders/target groups</p>	<ul style="list-style-type: none"> - ECEC practitioners and school leaders of 9 pilot schools engage in CPD path - Key stakeholders participate in stakeholders group in Slovenia, Denmark and Belgium.
<p>Level 2: Capacity building of stakeholders/target groups</p>	<ul style="list-style-type: none"> - Through the CPD path 9 pilot schools are strengthened in collaborative learning and practice including and valuing ECEC assistants; - Through the stakeholders group meetings key stakeholders gain insight in (1) the current situation and problemacy of ECEC assistants and (2) the working conditions needed to strengthen the position and agency of lower qualified practitioners and to enable a collaborative approach.
<p>Level 3: Implementation in the work of stakeholders</p>	<p>In the VALUE CPD path learning and action goes hand in hand. Each learning activity results in agreements on what actions the participants will implement in the next period; these actions (results, difficulties experienced) are discussed during the next meeting.</p>
<p>Level 4: Impact at institutional level/on target groups</p>	

Level 5: Strategic benefit for target groups/impact at policy level	
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II.4 Key qualitative/quantitative indicators set for your project

Please list below a few **qualitative/quantitative indicators** you have already set in your project or commit to measure during the second half of the project implementation which are directly linked to your project main deliverables and the project objectives. Please ensure this information is consistent with the information provided below in Section 'III. List of products/Outputs/Deliverables' and also with Annex IV.1.<

Project objective 1

Gain a detailed understanding of the situation of lower qualified practitioners that help and assist preschool teachers and the collaboration between both in dealing with the care and learning needs of diverse children and families in the countries involved.

Indicator	How is it measured?	When is it measured?	Target	Achieved to date	Any corrective measure in case the target is not reached?
Up-to-date data on the situation of assistants in Belgium (Flanders), Slovenia, Denmark, Portugal	Desk research in each country	Febr 2018-Apr 2019	Desk research report with data gathered for each of the countries involved	90%	Through the steering group meetings
Data on the situation of assistants, the cooperation between assistants and core practitioners in pilot schools and approach of pilot schools to educate and cooperation within the school team.	Questionnaire and process documentation on CPD path in pilot schools	Questionnaire: Sept-Oct 2018 Process documentation: throughout CPD path in pilot schools (sept '18-june '19)	Baseline report (per country) with results questionnaire; final evaluation report (per country) describing pilot schools	50%	Through the steering group meetings

Project objective 2

Develop, test and implement innovative professional development pathways for the whole teams within ECEC centres which (1) strengthen a collaborative approach to address the learning and care needs of diverse children and families and (2) strengthen the role and position of lower qualified ECEC practitioners.

Indicator	How is it measured?	When is it measured?	Target	Achieved to date	Any corrective measure in case the target is not reached?
Pilot schools: increased opportunities for assistants to participate in CPD and engage in reflection and actions to enhance pedagogical practice. <u>Indicators:</u> <ul style="list-style-type: none"> - Number of assistants involved in CPD path - Actions undertaken to engage assistants in reflection and actions to enhance pedagogical practice - Qualitative data on how assistants and/or other practitioners experienced their involvement in the CPD path - Planned future actions on CPD for assistants 	Process documentation on CPD path in pilot schools; Final evaluation of pilots through focus groups and interviews with ECEC practitioners, school leaders and other stakeholders involved	March 2019: intermediate evaluation reports describing process in pilots in each country Oct 2019: final evaluation of pilots	Final evaluation report per country + overall evaluation report of pilots	50%	Through the steering group meetings
Pilot schools: Increased understanding of own/others professional roles in the context of an educate approach. <u>Indicators:</u> <ul style="list-style-type: none"> - Actions undertaken to explore and understand own/other roles - Qualitative data on how participants experienced the impact of the process on the understanding of each other's roles. 	Process documentation on CPD path in pilot schools; Final evaluation of pilots through focus groups and interviews with ECEC practitioners, school leaders and other stakeholders involved	March 2019: intermediate evaluation reports describing process in pilots in each country Oct 2019: final evaluation of pilots	Final evaluation report per country + overall evaluation report of pilots	50%	Through the steering group meetings
Pilot schools: Increased awareness on the need for a collaborative approach to address the divers needs of children, families and local communities. <u>Indicators:</u> <ul style="list-style-type: none"> - Examples of collaborative actions 	Process documentation on CPD path in pilot schools; Final evaluation of pilots through focus groups and interviews	March 2019: intermediate evaluation reports describing process in pilots in each country Oct 2019: final evaluation of pilots	Final evaluation report per country + overall evaluation report of pilots	50%	Through the steering group meetings

<p>between assistants and core practitioners throughout CPD path</p> <ul style="list-style-type: none"> - Planned future actions to strengthen collaborative approach 	<p>with ECEC practitioners, school leaders and other stakeholders involved</p>				
<p>Pilot schools: Capacity of pilot schools and/or local communities to create a professional learning community (PLC) of ECEC practitioners.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> - Commitment towards and involvement of school leaders in CPD path; - Actions undertaken to strengthen schools/local communities as a PLC - Planned future actions as a result of the CPD path 	<p>Process documentation on CPD path in pilot schools;</p> <p>Final evaluation of pilots through focus groups and interviews with ECEC practitioners, school leaders and other stakeholders involved</p>	<p>March 2019: intermediate evaluation reports describing process in pilots in each country</p> <p>Oct 2019: final evaluation of pilots</p>	<p>Final evaluation report per country + overall evaluation report of pilots</p>	<p>50%</p>	<p>Through the steering group meetings</p>
<p>Equip trainers with knowledge, examples of good practices and tools to support professional development pathways for the whole teams within ECEC centres.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> - Number of participants in training of the trainer about VALUE toolbox - Experienced added value by participants in the training of the trainer about VALUE toolbox - Planned future actions to exploit VALUE toolbox 	<p>Questionnaire for participants of TOT</p>	<p>At the end of TOT (Nov 20)</p>	<p>Data gathered for final report to EACEA</p>	<p>0%</p>	<p>Through the steering group meetings</p>

Project objective 3

Raise awareness of policy makers and organizing bodies in the ECEC field about: (1) making the invisible position of lower qualified practitioners more visible; (2) the importance of a collaborative approach in the context of complex multi-diverse societies; (3) the working conditions needed to strengthen the position and agency of lower qualified practitioners and to enable a collaborative approach.

Indicator	How is it measured?	When is it measured?	Target	Achieved to date	Any corrective measure in case the target is not reached?
<p>Key stakeholders on a local, regional and European level are involved throughout the project (WP 7)</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> - Number + profile of key stakeholders involved - Actions undertaken to involve key stakeholders - Results of dialogue with key stakeholders 	<p>Data registered and delivered by partners through questionnaire monitoring report</p>	<p>Sept 2018 March 2019 Nov 2019 July 2020</p>	<p>4 monitoring reports delivered by the partners to VBJK</p>	<p>50%</p>	<p>Through the steering group meetings</p>
<p>Project results are disseminated to various stakeholders (WP 7)</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> - Number + profile of participants to multiplier event in each country - Experienced added value of multiplier event by participants - Number of persons receiving publication for policy and practice - Other events undertaken to disseminate results + number of people targeted per event - Paper dissemination of results + number of people targeted - Activity of the project website - Number of newsletters published + number of persons receiving newsletter - Social media coverage of project 	<p>Data registered and delivered by partners through additional part in questionnaire monitoring report focussing on data and statistics on dissemination actions; Questionnaire for participants of multiplier events</p>	<p>Nov 2019 July 2020 + at the end of multiplier event (Nov '20)</p>	<p>2 monitoring reports (with additional part with data and statistics on dissemination actions)</p>	<p>10%</p>	<p>Through the steering group meetings</p>

III – LIST OF PRODUCTS/OUTPUTS/DELIVERABLES

Please split your results in the 2 tables below in 2 categories: the ones related to project management in the first table and the ones related to the project aims and objectives in the second table without duplication of deliverables between those two tables.

III.1 Project Management outputs

Provide a list of all deliverables related to the project operational and financial management using the table below.

No of Work package (as in your application)	Deliverable Nr. (as in part 3 of your application) and title	Delivery date in application	Real Delivery date	% Achieved (at the end of the reporting period)	Type of Output³ (Please choose the right choice-see footnote)	Quantity	Electronic, paper, online or event (Elec, P, O, event)	Language versions (enter 2 initials for each language version)
1	1 – Agenda and minutes of kick off meeting	02/18 ⁴	02/18	100%	Partnership meeting	1	Elec	EN
1	2 – Agenda and minutes of first SC meeting	02/18	02/18	100%	Partnership meeting	1	Elec	EN
1	3 – Agenda and minutes of second SC meeting	07/18	06/18	100%	Partnership meeting	1	Elec	EN
1	4 – Agenda and minutes of Third SC meeting	04/19	04/19	100%	Partnership meeting	1	Elec	EN
1	6 – Monitoring Reports	Every 6 months	Every 7 à 8 months	100%	Questionnaire	2	Elec	EN

³ Agenda, Meeting Minutes, Partnership meeting, Guidelines, Internal training session, Questionnaire, Template, Platform, portal, Internal part of the website, Other: (specify which other).

⁴ The start date of the project initially foreseen in the proposal was November 2017. After project approval the VALUE consortium decided to start the project on January 2018. The dates indicated in this column are therefore 2 months later than the dates mentioned in the proposal.

III.2 Project outputs related to the implementation of the project objectives

Provide a list of all deliverables related to the implementation of the project objectives using the table below.

No of Work package (as in your application)	Deliverable Nr. (as in part 3 of your application) and title	Delivery date in application	Real Delivery date	% Achieved (at the end of the reporting period)	Type of Output ⁵ (Please choose the right choice-see footnote)	Quantity	Electronic, paper, online or event (Elec, P, O, event)	Language versions (enter 2 initials for each language version)	Number of issues disseminated
2	1 – Guidelines for literature review on CPD methods in diverse teams	02/18	02/18	100%	Guidelines	1	Elec	EN	NA (internal document)
2	3 – Overall report desk research ⁶	11/18	05/19	90%	Report	1	Elec	EN	Will be available on website in May '19
3	1 – Shared framework for CPD	02/18	07/18	100%	Tool	1	Elec	EN	NA (internal document)
3	2 – Materials used during the TOT	10/18	06/18	100%	Tool		Elec	EN	NA (internal document)
4	1 – Guidelines and questionnaires mapping starting situation pilots	06/18	10/18	100%	Guidelines	1	Elec	EN	NA (internal document)
4	2 – Country reports mapping starting situation pilots	07/18	02/19: draft 05/19: final	90% (Country reports and overall findings are currently finalised)	Report	4	Elec	EN	NA (internal document)
4	3 – Framework and guidelines for the evaluation of pilots	11/18	05/18: first version 06/19: revised	100%	Guidelines	1	Elec	EN	NA (internal document)

⁵ Guidelines, Book, Desk research, eBook, MOOC, Webinar, Conference, Workshop, Pilot session/focus group, Field study visit, Report, Seminar, Tool, Training session, Survey, Questionnaire, Platform, Portal, Other: (specify which other).

⁶ As explained in Annex IV.1 we decided to just stick to an overall desk research report. Each partner gradually delivered the input needed to draft the overall desk research. It had no added value to publish separate country reports. Hence, there are no country reports of the desk research available.

No of Work package <i>(as in your application)</i>	Deliverable Nr. (as in part 3 of your application) and title	Delivery date in application	Real Delivery date	% Achieved (at the end of the reporting period)	Type of Output⁵ <i>(Please choose the right choice-see footnote)</i>	Quantity	Electronic, paper, online or event <i>(Elec, P, O, event)</i>	Language versions <i>(enter 2 initials for each language version)</i>	Number of issues disseminated
			version						
4	4 – Local intermediate reports on pilots	03/19	03/19	100%	Report	4	Elec	EN	NA (internal document)
7	1 – Dissemination and exploitation plan	03/18	03/18 (draft)	90%	Guidelines	1	Elec	EN	NA (internal document)
7	2 – Project website	06/18	06/18	30% Website launched; elaboration of website is ongoing process	Website	1	Elec	EN	See II.2.3

IV – ANNEXES

IV.1 Implementation of work plan, work packages and deliverables

IV.2 Checklist

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Annex IV.1 Implementation of work plan, work packages and deliverables

Please copy this part for every workpackage of the project and use the same numbering as in your application

Title and reference number of the work package (WP)	<i>WPI – Management and quality assurance</i>
Lead partner	<i>VBJK</i>
List of contributing partners	<i>Aga Khan Foundation Portugal, IPSANTARÉM, Educational Research Institute, Danish School of Education, Erasmushogeschool, Karel de Grote hogeschool</i>
Achievements, deliverables and or/performance as indicated in the project application	<i>Agenda and minutes of partnership meetings; internal monitoring and evaluation reports.</i>
% of achievement at the end of this reporting period	<i>50%</i>
Planned duration (in months)	<i>32</i>
Actual duration (in months)	<i>35</i> <i>REMARK: During the last steering group meeting (25 March 2019) we agreed to extend the project from 32 months to 35 months. A formal request for a no-cost extension will be submitted to EACEA in the next month.</i>

Activities carried out to date in this WP:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out
1	Starting up of the project	01/18	01/18		Set up Shared Google Drive folder; project mailing list; development partnership agreements and making first working agreements with partners
2	Overall coordination and follow up on work package implementation	01/18	ongoing		Emails to and skype/telephone calls with partners, internal meetings with project team, contact with project officer EACEA
3	Project coordination on country level	01/18	ongoing		Internal meetings with project team in each country: discuss and follow up implementation of different work packages, prepare and follow up steering group and partnership meetings
3	Monitoring of the project	01/18	ongoing		Set-up internal monitoring structure; development of questionnaire for partners; collecting and analyzing input from partners; Insofar, 2 monitoring reports (Sept 2018; March 2019)
4	First steering group meeting (kick-off)	26/02/18	28/02/2018	Lisbon, Portugal	Preparation, facilitation and follow up of the meeting. Agenda of the meeting: <ul style="list-style-type: none"> - Presentation of partners - Discussing shared framework and central concepts - Presentation and discussion on working plan VALUE - Administrative and financial arrangements; reporting - ECEC policy and practice in Portugal and Lisbon - Discussing guidelines desk research - Preparation of pilots: selection criteria; first ideas on mapping of the starting situation and evaluation of the pilots

					- Communication plan VALUE
5	Second steering group meeting	25/05/18	25/05/18	Ghent, Belgium	Preparation, facilitation and follow up of the meeting. Agenda of the meeting: <ul style="list-style-type: none"> - Evaluation training of the trainers (WP 3) - Follow up agreements on evaluation of pilots - Follow up of the desk research (WP2) - Follow up Project communication and dissemination - First monitoring report: instructions
6	Third steering group meeting	15/03/19	15/03/19	Copenhagen, Denmark	Preparation, facilitation and follow up of the meeting. Agenda of the meeting: <ul style="list-style-type: none"> - Follow up agreements on communication - Follow up agreements on finalization of desk research - Follow up agreements on finalization of baseline study and intermediate report pilots - Agreements on methodology final evaluation pilots - Extension of project period until the end of November 2020
7	Evaluation of project implementation and progress	03/19	04/19		During partnership meeting March 2019
8	Reporting to the European Commission	01/19	04/19		Collecting input from partners and preparation of the interim report to EACEA

Activities to be carried out to achieve this WP (before the end of the project):

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out
9	Overall coordination and follow up on work package implementation	01/18	08/20		Emails to and skype/telephone calls with partners (both bilateral as well as skype meetings with all partners), internal meetings with project team, contact with project officer EACEA
10	Monitoring of the project	01/18	08/20		Collecting and analyzing input from partners; outline conclusions in monitoring report.
11	Preparation and facilitation of fourth steering group meeting	11/19	11/19	Ljubljana, Slovenia	Setting the agenda, facilitation meeting and follow up.
12	Reporting to the European Commission	07/20	11/20		Final report

Summary of partner involvement in this WP:

Partner	Activities
VBJK	<ul style="list-style-type: none"> - Overall coordination of the work package. - Represent the VALUE partnership in general communications. - Coordinate the work progress. - Supervise and monitor the project's progress; - Prepare and facilitate the Steering Committee; - Distribute funds among partners & facilitate the management of the grant; - Oversee, collect and prepare reports according to the agreed time schedule; - Report to the European Commission; - Co-organize the kick-off meeting in Portugal with the Aga Khan Foundation.
Aga Khan Foundation Portugal	<ul style="list-style-type: none"> - Co-organize the kick-off meeting in Portugal with VBJK; - Participate in kick-off meeting; - Participate in the Steering Committee meetings; - Participate in the decision making processes during the project; - Contribute to data collection for monitoring and reporting; - Assure timely implementation of the work package and smooth coordination between partners involved in work packages.
IPSANTAREM	<ul style="list-style-type: none"> - Participate in kick-off meeting; - Participate in the decision making processes during the project; - Contribute to data collection for monitoring and reporting.
Educational Research Institute	<ul style="list-style-type: none"> - Participate in kick-off meeting; - Participate in the Steering Committee meetings; - Participate in the decision making processes during the project; - Contribute to data collection for monitoring and reporting; - Assure timely implementation of the work package and smooth coordination between partners involved in work packages.
Danish School of Education	<ul style="list-style-type: none"> - Participate in kick-off meeting; - Participate in the Steering Committee meetings; - Participate in the decision making processes during the project; - Contribute to data collection for monitoring and reporting; - Assure timely implementation of the work package and smooth coordination between partners involved in work packages.
Erasmushogeschool	<ul style="list-style-type: none"> - Participate in kick-off meeting; - Participate in the decision making processes during the project; - Contribute to data collection for monitoring and reporting.
Karel de Grote hogeschool	<ul style="list-style-type: none"> - Participate in kick-off meeting; - Participate in the decision making processes during the project; - Contribute to data collection for monitoring and reporting.

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Changes that have occurred in this WP compared to the original application and justification of the change:

Change in frequency of internal monitoring report: initially we had foreseen 5 bi-annual monitoring reports; we changed this to 4 monitoring reports because this was more feasible for all partners. The frequent contacts between partners ensures the coordinator and WP leaders are kept up-to-date on the progress in different work packages.

Title and reference number of the work package (WP)	WP2 – Desk research: literature and methods on CPD and interprofessional practice
Lead partner	<i>Educational Research Institute (ERI)</i>
List of contributing partners	<i>VBJK , Aga Khan Foundation Portugal, IPSANTARÈM, Danish School of Education, Erasmushogeschool, Karel de Grote hogeschool</i>
Achievements, deliverables and or/performance as indicated in the project application	Guidelines desk research, Country reports, Overall report
% of achievement at the end of this reporting period	90%
Planned duration (in months)	10
Actual duration (in months)	14

Activities carried out to date in this WP:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out
1	Development of guidelines for desk research	02/18	02/18		Development of guidelines for desk research by ERI and VBJK. Discussing guidelines with partners during kick off meeting in February 2018.
2	Carrying out desk research in each country	02/18	11/18		Each partner carried out a desk research in his own country. The partners collected and analyzed (additional) data on the ECEC system, and ECEC assistants in particular, in their own country. Besides, the partners searched for literature and methods on collaborative practice of diverse teams. The data were collected and send to ERI. ERI, in collaboration with VBJK, analyzed the data. The first conclusions and questions were discussed during the partnership meeting in May 2018 in Ghent. Based on the discussion ERI gave revised guidelines and feedback to the partners. On the bases of this the partners continued their search for interesting data. Additional data were send back to ERI.
3	Development of overall desk research report	12/18	04/19		ERI analyzed the data delivered by the different partners and developed the overall report. The draft of the overall report was presented and discussed during partnership meeting in March 2019 in Copenhagen. Agreements were made on the finalization of the desk research report. By the end of April the final desk research report will be ready.

Activities to be carried out to achieve this WP (before the end of the project):

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out
4	Editing and layout of desk research report	05/19	05/19		In May 2019 the final report will be edited and the layout of the report will be finalized. By the end of May 2019 the report will be published on the VALUE website and announced in the first newsletter of VALUE.

Summary of partner involvement in this WP:

Partner	Activities
Educational Research Institute (ERI)	<ul style="list-style-type: none"> - Overall coordination of the work package; - Development of the guidelines for the literature review, in consultation with VBJK and other partners; - Follow up of all activities for content, timely carrying out of phases and quality; - Gathering literature and methods on collaborative practice + additional data on role and position of assistants in ECEC in Slovenia; - Bringing together the individual country reports in an overall desk research report.
VBJK	<ul style="list-style-type: none"> - Consultation on the development of the guidelines for the literature review; - Gathering literature and methods on collaborative practice + additional data on role and position of assistants in ECEC in Belgium; - Assist ERI in analysing the country reports and providing feedback to the different countries. - Assist ERI in the development of the overall report.
Aga Khan Foundation Portugal	<ul style="list-style-type: none"> - Consultation on the development of the guidelines for the literature review; - Contribute to the desk research performed by IPSANTAREM.
IPSANTAREM	<ul style="list-style-type: none"> - Consultation on the development of the guidelines for the literature review; - Gathering literature and methods on collaborative practice + additional data on role and position of assistants in ECEC in Portugal;
Danish School of Education	<ul style="list-style-type: none"> - Consultation on the development of the guidelines; - Gathering literature and methods on collaborative practice + additional data on role and position of assistants in ECEC in Denmark;
Erasmushogeschool	<ul style="list-style-type: none"> - Feedback on country report Belgium.
Karel de Grote hogeschool	<ul style="list-style-type: none"> - Feedback on country report Belgium.

Changes that have occurred in this WP compared to the original application and justification of the change:**Change in the time frame of the WP:**

We faced two challenges in this WP:

- (1) Challenge to collect data on ECEC, and ECEC assistants in particular, in a way which allow to present the data in a similar manner. Because of big differences between countries we first end up with data which were difficult to compare and to merge in a comprehensible overview. Therefore, additional guidelines were given to the partners in order to deliver quality output, which resulted in a coherent overall desk research report.
- (2) Challenge to define good search terms to perform the review on literature and methods on interprofessional practice. In the different countries different concepts and terms are used to talk about interprofessional practice. Therefore, a second round to search for literature and methods on interprofessional practice was foreseen. The first input from the partners was analyzed by ERI, in cooperation with VBJK. Based on the first analyses, additional guidelines and feedback was given to the partners and partners gave additional input for the desk research, which resulted in a comprehensive desk research report.

Change in deliverable:

Initially we had foreseen a report of the desk research per country (next to the overall report). We decided to stick to an overall report. Each partner gradually delivered the input needed to draft the overall desk research. It had no added value to publish separate country reports. Hence, there are no country reports of the desk research available.

Title and reference number of the work package (WP)	WP3 – Building the CPD path: training of the trainers (TOT)
Lead partner	VBJK
List of contributing partners	Aga Khan Foundation Portugal, IPSANTARÉM, Educational Research Institute, Danish School of Education, Erasmushogeschool, Karel de Grote hogeschool
Achievements, deliverables and or/performance as indicated in the project application	Shared framework for CPD; materials used during the TOT
% of achievement at the end of this reporting period	100%
Planned duration (in months)	6
Actual duration (in months)	5

Activities carried out to date in this WP:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out
1	Exploring expertise and inspiring practices within the partnership	03/18	04/18		The aim of WP3 was (1) to build together a common framework for the CPD path implemented in the pilot schools and (2) to exchange inspiring methods and practices within the VALUE-consortium. Therefore, the preparation of the TOT started with an exploration of the expertise and methods available within the VALUE-consortium. A template was sent to the partners. In this template partners described their practice and methods which were useful for the CPD path in the pilot schools. VBJK had a skype call with each partner in which was agreed what each partner would share during the TOT.
2	Preparation of TOT	03/18	05/18		Practical organization of TOT, preparation of the program, making arrangements with different partners from the VALUE-consortium and local partners in Ghent.
3	Training of the Trainers	22/05/18	25/05/18	Ghent, Belgium	Program of the TOT: <ul style="list-style-type: none"> - Desk research: first conclusions and questions - Input from Portugal: contextual professional learning project & formation model - Input from Slovenia: professional learning community - Introduction on Flemish ECEC system and study visit - Input from Denmark: co-creation – Vida & Upright project - Input from Belgium: reflection methodologies & the Wanda method - Development of shared framework for CPD path in the pilot schools - Evaluation of pilots: discussing framework, methods and guidelines
4	Development of shared framework for CPD	03/18	07/18		On the bases of the exchange of expertise and methods and the discussions during the TOT a text was written describing the shared framework for the CPD path in the pilot schools.
5	Follow up of TOT	05/2018	06/18		Report of the TOT, sharing of materials.

Activities to be carried out to achieve this WP (before the end of the project):

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Summary of partner involvement in this WP:

Partner	Activities
VBJK	<ul style="list-style-type: none"> - Overall coordination of the WP; - Preparation of the TOT in consultation with all VALUE partners and local partners (i.e. study visit) - Coordination of the contents of the TOT; - Participate in the TOT - Development of the framework for the CPD path in consultation with all VALUE partners; - Follow up of the TOT: report of the TOT, sharing of materials.
Aga Khan Foundation Portugal	<ul style="list-style-type: none"> - Contribute to the content of the TOT; - Participate in the TOT; - Contribute to the development of the framework for the CPD path.
IPSANTAREM	<ul style="list-style-type: none"> - Contribute to the content of the TOT; - Participate in the TOT; - Contribute to the development of the framework for the CPD path.
Educational Research Institute	<ul style="list-style-type: none"> - Contribute to the content of the TOT; - Participate in the TOT; - Contribute to the development of the framework for the CPD path.
Danish School of Education	<ul style="list-style-type: none"> - Contribute to the content of the TOT; - Participate in the TOT; - Contribute to the development of the framework for the CPD path.
Erasmushogeschool	<ul style="list-style-type: none"> - Contribute to the content of the TOT; - Participate in the TOT; - Contribute to the development of the framework for the CPD path.
Karel de Grote hogeschool	<ul style="list-style-type: none"> - Contribute to the content of the TOT; - Participate in the TOT; - Contribute to the development of the framework for the CPD path.

Changes that have occurred in this WP compared to the original application and justification of the change:**Change of location of TOT:**

The training of the trainers (TOT) took place in Ghent instead of Ljubljana. The project partner in Slovenia had to organize another meeting (from other project) in the same month; therefore, it was not feasible for them to organize the meeting in May 2018 in Ljubljana. As VBJK was the coordinator of the TOT, we decided to organize the TOT in Ghent. The partnership meeting in Nov 2019, that was initially planned in Ghent, will take place in Ljubljana.

Title and reference number of the work package (WP)	WP 4 – Pilot working and learning in a divers team from an educare approach
Lead partner	<i>Danish School of Education (DPU)</i>
List of contributing partners	<i>VBJK, Aga Khan Foundation Portugal, IPSANTAREM, Educational Research Institute, Danish School of Education, Erasmushogeschool, Karel de Grote hogeschool</i>
Achievements, deliverables and or/performance as indicated in the project application	<i>Guidelines mapping starting situation pilots; country reports mapping starting situation pilots; framework and guidelines for the evaluation of pilots; local evaluation reports; overall evaluation report pilots.</i>
% of achievement at the end of this reporting period	<i>60%</i>
Planned duration (in months)	<i>23</i>
Actual duration (in months)	<i>23</i>

Activities carried out to date in this WP:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out
1	Development of selection criteria	2/18	3/18		At the kick off meeting (26/2-28/2/18; Lisbon), the selection criteria were discussed and agreed by the VALUE consortium.
2	Selection of pilot schools	3/18	9/18		In each VALUE country at least 2 pilot schools are selected by the VALUE partners based on clearly defined and shared selection criteria.
3	Development of framework evaluation of pilots	2/18	6/18		At the kick off meeting in Lisbon and the TOT in Ghent the methodology and content of the evaluation of the pilot was discussed. This discussion was prepared by DPU. DPU developed an evaluation framework with a baseline study to map the starting situation and a final study, both with online questionnaires for managers and staff members of the pilot schools, focusing on the school context, personal information, questions about the core VALUE concepts (i.e., culture of collaboration, professional identity, pedagogical vision on educare and diversity). All VALUE partners agreed with this framework.
4	Development of guidelines and questionnaires mapping starting situation	9/18	11/18		DPU, in close collaboration with VBJK, developed guidelines for mapping the starting situation, and online questionnaires for managers and the involved staff in the pilot schools. Each VALUE partner translated the questionnaires.
5	Mapping starting situation	12/18	3/19		The online questionnaires for the managers and the staff involved in the pilot schools were send out by DPU. In total 12 managers, 155 staff members (core practitioners and assistants) filled in the questionnaires. The results of the online questionnaires were analyzed by DPU. These results were presented at the intermediate transnational meeting in Copenhagen (13-15/3/2019).
6	Preparation of CPD path pilot schools	6/18	9/18		Each VALUE partner prepared the CPD path in the pilot schools. This was discussed a first time at the TOT in Ghent. The shared framework for CPD (cfr. WP3) fed the further preparation of the CPD path in the pilot schools.
7	Implementation of CPD path	9/18	6/19		As the context in each VALUE country differs, the VALUE CPD paths differ as well. However, the shared framework for CPD (cfr. WP3) is used by all VALUE partners as a guideline.

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8	Intermediate evaluation of pilots	2/19	3/19		DPU, in close collaboration with VBJK, developed guidelines and a framework for all partners of the VALUE consortium to describe the process of the pilots in an intermediate evaluation report. The intermediate evaluation reports were analyzed by VBJK and DPU.
9	Discuss intermediate evaluation with partners	13/3/2019	15/3/2019	Copenhagen, Denmark	At the intermediate transnational meeting in Copenhagen the intermediate evaluation was discussed based on 3 core themes: collaboration in a divers team, educare approach, professionalization.
10.	Revise methodology for the final evaluation	13/3/2019	15/3/2019	Copenhagen, Denmark	At the intermediate transnational meeting in Copenhagen the evaluation framework was revised. Based on the lessons learned from the baseline study (mapping the starting situation) all VALUE partners agreed on changing the methodology of the final evaluation of the pilots; using more in-depth qualitative research methods, instead of using again the online questionnaires.

Activities to be carried out to achieve this WP (before the end of the project):

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out
1	Revised guidelines final evaluation pilots	3/19	5/19		Based on the discussions during the intermediate transnational meeting in Copenhagen (3/19), all partners agreed to revise the methodology for the final evaluation. Hence, a new evaluation plan for the final evaluation was set up, with a focus on qualitative research methods. New guidelines and interview questions will be developed by DPU, in close collaboration with VBJK. The new focus is on interviews and focus groups in the pilots, examining the respondents' perception on the process and outcomes of the CPD-path and the core concepts of VALUE (i.e. professionalization, collaboration in a divers team, professional identity, vision on educare and diversity).
2	Implementation of CPD path (continuation)	9/18	6/19		All pilots continue their CPD path and search for ways for sustainability.
3	Final evaluation of pilots	6/19	10/19		Focus groups and interviews will be performed by members of the VALUE consortium with managers and staff members (i.e., core practitioners and assistants) in each country. Each VALUE partner will provide a report with the main findings of the pilots in their country and send this to DPU and VBJK.
4	Development of final report on pilots	10/19	1/20		DPU and VBJK will analyze the country reports with the final evaluation of each country, and develop an overall evaluation report. This will be discussed with the VALUE consortium at the transnational meeting in Slovenia (21-22/11/19). Based on this discussion the final report on the pilots will be finalized by DPU, in close collaboration with VBJK.

Summary of partner involvement in this WP:

Partner	Activities
Danish School of Education	<ul style="list-style-type: none"> - Overall coordination of the WP; - Follow up of all activities for content, timely carrying out of phases and quality; - Ensuring cooperation with all project partners; - Development of the guidelines for the mapping of the starting situation of the pilots, in collaboration with VBJK and the other partners;

Partner	Activities
	<ul style="list-style-type: none"> - Development of the framework and guidelines for the evaluation of the pilots, in collaboration with VBJK and the other partners; - Mapping the starting situation of the pilots in the different countries; - Delivery of the CPD path in Danish pilotschools - Analysing country reports and writing overall evaluation report; - Organization of the intermediate transnational meeting in Copenhagen, Denmark (13-15/03/2019).
VBJK	<ul style="list-style-type: none"> - Local coordination of the pilots; - Selection of 2 pilot-schools; - Facilitate reflection group on CPD path in pilot schools with ErasmusHS and Karel de GroteHS; - Intermediate and final evaluation of the pilots, according to the evaluation guidelines + delivering reports of local evaluation; - Participation to the international meetings.
Aga Khan Foundation Portugal	<ul style="list-style-type: none"> - Local coordination of the pilots; - Selection of 2 pilot-schools - Delivery of the CPD path in one pilotschool - Participate in exchange and reflection on CPD path in pilot schools with IPSANTARÈM - Intermediate and final evaluation of the pilots, according to the evaluation guidelines + delivering reports of local evaluation; in collaboration with IPSANTARÈM - Participation to the international meetings
IPSANTARÈM	<ul style="list-style-type: none"> - Delivery of the CPD path in one pilot school; - Participate in exchange and reflection on CPD path in pilot schools with AKF - Intermediate and final evaluation of the pilots, according to the evaluation guidelines + delivering reports of local evaluation; in collaboration with AKF - Participation to the international meetings.
Educational Research Institute	<ul style="list-style-type: none"> - Local coordination of the pilots; - Selection of 2 pilot-schools - Delivery of the CPD path in two pilotschool - Intermediate and final evaluation of the pilots, according to the evaluation guidelines + delivering reports of local evaluation - Participation to the international meetings
Erasmushogeschool	<ul style="list-style-type: none"> - Delivery of the CPD path in one pilotschool; - Participation to the local reflection group with VBJK and Karel de GroteHS; - Intermediate and final evaluation of the pilots, according to the evaluation guidelines + delivering reports of local evaluation; in collaboration with VBJK; - Participation to the international meetings.
Karel de Grote hogeschool	<ul style="list-style-type: none"> - Delivery of the CPD path in one pilotschool; - Participation to the local reflection group with VBJK and ErasmusHS; - Intermediate and final evaluation of the pilots, according to the evaluation guidelines + delivering reports of local evaluation; in collaboration with VBJK; - Participation to the international meetings.

Changes that have occurred in this WP compared to the original application and justification of the change:**Change in timeline mapping starting situation:**

The development of valid and reliable questionnaires, that is applicable in the different VALUE countries, capturing the context and the core concepts of VALUE took longer than expected. Also the translation into the different languages and adding the translations into the online survey tool took longer than expected.

Change in evaluation methodology:

The evaluation framework and methodology evolved throughout the project. All VALUE partners came to the conclusion that it is very difficult to make a reliable and valid questionnaire on the VALUE core concepts. Next, the development of the questionnaire was time-consuming, and a lot of respondents found it difficult and also time-consuming to fill in the questionnaire. Hence, all partners of the VALUE consortium agreed to use qualitative research methods, which has the advantage of more in-depth examining of the perceptions of the process and outcomes of the CPD path and the core VALUE concepts of the involved pilot members (i.e., managers, core practitioners, assistants).

Change in timing + location partnership meeting:

The final transnational meeting will take place in November 2019 instead of October 2019; because of the change in the timing and set up of the evaluation process. Next, it will be in Ljubljana instead of Ghent (cfr. See WP3 – TOT in Ghent).

Title and reference number of the work package (WP)	WP5 – Training toolbox ‘Working and learning together in a diverse team’
Lead partner	<i>VBJK</i>
List of contributing partners	<i>Aga Khan Foundation Portugal, IPSANTARÈM, Educational Research Institute, Danish School of Education, Erasmushogeschool, Karel de Grote hogeschool</i>
Achievements, deliverables and or/performance as indicated in the project application	Training toolbox ‘Working and learning together in a diverse team’
% of achievement at the end of this reporting period	10%
Planned duration (in months)	22
Actual duration (in months)	22

Activities carried out to date in this WP:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out
1	Development of shared framework for CPD	03/18	07/18		On the bases of the exchange of expertise and methods and the discussions during the TOT (cfr. WP 3) a text was written describing the shared framework for the CPD path in the pilot schools. The framework will be further developed throughout the experiences in the pilot schools. This framework will also be the starting point for the development of the toolbox.

Activities to be carried out to achieve this WP (before the end of the project):

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out
1	Development of concept of toolbox and working method	04/19	06/19		Development of concept note describing aim, target group, use and content of the toolbox; discuss and agree with partners on concept note and on working arrangements to develop toolbox.
2	Collecting input form partners	07/19	10/19		Development of own contribution to toolbox (in English) by each partner; VBJK collects contributions.
3	Development of first draft of toolbox	10/19	12/19		Toolbox is compiled based on input by partners. Where needed, VBJK asks additional input to partners.
4	Transnational meeting	27/11/19	29/11/19	Ljubljana, Slovenia	Current situations and questions in relation to toolbox are discussed with partners; agreements made on further development of toolbox.
5	Reviewing draft toolbox by partners	01/20	01/20		Partners review first version of toolbox and give feedback; agreements made on finalization of toolbox.
6	Finalizing content toolbox	02/20	02/20		Final adjustments to toolbox are made by VBJK.
7	Editing & layout toolbox	03/20	04/20		Follow up of editing and lay out by VBJK

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9	Translation toolbox in Dutch, Slovenian, Portuguese, Danish	05/20	05/20		
10	Layout toolbox Dutch, Slovenian, Portuguese, Danish	06/20	06/20		

Summary of partner involvement in this WP:

Partner	Activities
VBJK	<ul style="list-style-type: none"> - Overall coordination of the WP; - Follow-up on the process of development of the tools, timely delivery of partners' contributions; - Coordination of lay out, final editing and translation of English version toolbox; - Translation and layout of Dutch version toolbox; - Responsible for the products' quality and innovative dimension.
Aga Khan Foundation Portugal	<ul style="list-style-type: none"> - Contribution to the realization of the toolbox; - Translation and layout of Portuguese version toolbox.
IPSANTAREM	<ul style="list-style-type: none"> - Contribution to the realization of the toolbox.
Educational Research Institute	<ul style="list-style-type: none"> - Contribution to the realization of the toolbox; - Translation and layout of Slovenian version toolbox.
Danish School of Education	<ul style="list-style-type: none"> - Contribution to the realization of the toolbox; - Translation and layout of Danish version toolbox.
Erasmushogeschool	<ul style="list-style-type: none"> - Contribution to the realization of the toolbox.
Karel de Grote hogeschool	<ul style="list-style-type: none"> - Contribution to the realization of the toolbox.

Changes that have occurred in this WP compared to the original application and justification of the change:

Change in working method:

Initially we'd foreseen to have a first discussion on the concept of the toolbox during the trainer of the training meeting in May 2018 in Ghent. During the preparation of the TOT, we decided to focus on the development of the shared framework for the CPD path in the pilot schools and not explicitly focus on the toolbox. The idea is that the framework will also be the starting point for the development of the toolbox. Moreover, the toolbox will be an elaboration of this framework.

Title and reference number of the work package (WP)	<i>WP6 – Joint publication for policy and practice: ‘Value diversity in care and education’</i>
Lead partner	<i>Aga Khan Foundation Portugal</i>
List of contributing partners	<i>VBJK, IPSANTARÈM, Educational Research Institute, Danish School of Education, Erasmushogeschool, Karel de Grote hogeschool</i>
Achievements, deliverables and or/performance as indicated in the project application	Joint publication for policy and practice: ‘Value diversity in care and education’
% of achievement at the end of this reporting period	0%
Planned duration (in months)	13
Actual duration (in months)	13

Activities carried out to date in this WP:

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Activities to be carried out to achieve this WP (before the end of the project):

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out
1	Development of concept of policy and practice publication	05/19	06/19		Development of concept note describing aim, target group, use and content of the policy and practice publication; discuss and agree with VALUE consortium on concept note and on working arrangements to develop publication.
2	Collecting input form partners	07/19	10/19		Development of own contribution to publication (in English) by each partner; AKF collects contributions.
3	Development of first draft of publication	10/19	12/19		Policy and practice publication is compiled by AKF based on input by partners. Where needed, additional input is asked to partners by AKF.
4	Transnational meeting	27/11/19	29/11/19		State of play and questions in relation to the policy and practice publication are discussed with the VALUE consortium; agreements are made on further development of publication.
5	Reviewing draft publication by partners	01/20	01/20		All VALUE partners review first version of publication and give feedback; agreements are made on finalization of publication.
6	Finalizing content publication	02/20	04/20		Final adjustments by AKF to publication.
7	Editing & layout publication	05/20	06/20		Follow up of the editing and lay out by AKF.

Summary of partner involvement in this WP:

Partner	Activities
Aga Khan Foundation Portugal	<ul style="list-style-type: none"> - Overall coordination of the WP; - Follow-up on the process of development of the policy and practice publication, timely delivery of partners' contributions; - Coordination of lay out and final editing of publication; - Responsible for the products' quality and innovative dimension.
VBJK	<ul style="list-style-type: none"> - Contribution to the development of the publication; - Coordination and realization of the section of the publication referred to their country.
IPSANTARÈM	<ul style="list-style-type: none"> - Contribution to the development of the publication.
Educational Research Institute	<ul style="list-style-type: none"> - Contribution to the development of the publication; - Coordination and realization of the section of the publication referred to their country.
Danish School of Education	<ul style="list-style-type: none"> - Contribution to the development of the publication; - Coordination and realization of the section of the publication referred to their country.
Erasmushogeschool	<ul style="list-style-type: none"> - Contribution to the development of the publication.
Karel de Grote hogeschool	<ul style="list-style-type: none"> - Contribution to the development of the publication.

Changes that have occurred in this WP compared to the original application and justification of the change:

Cfr amendment January 2018: the approved budget was lower than the budget initially requested. Therefore, we had to revise our budget. As a consequence, we decided not to translate this policy publication into the languages of the VALUE language consortium. As this publication is mainly for policymakers this publication will be available in English. This amendment was accepted.

Title and reference number of the work package (WP)	WP7 – Dissemination and exploitation
Lead partner	<i>Aga Khan Foundation Portugal</i>
List of contributing partners	<i>VBJK, IPSANTARÈM, Educational Research Institute, Danish School of Education, Erasmushogeschool, Karel de Grote hogeschool</i>
Achievements, deliverables and or/performance as indicated in the project application	<i>Agenda and minutes of partnership meetings; internal monitoring and evaluation reports.</i>
% of achievement at the end of this reporting period	<i>30%</i>
Planned duration (in months)	<i>32</i>
Actual duration (in months)	<i>32</i>

Activities carried out to date in this WP:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out
1	Development of detailed dissemination and exploitation plan	02/18	03/19		The dissemination and exploitation plan describes purpose, target groups, method, timing and responsibilities of different VALUE partners in relation to dissemination and exploitation. A first discussion on the dissemination and exploitation plan took place during the kick-off meeting in February 2018 in Lisbon; the plan was presented in a more structured form and refined in collaboration with the VALUE partners during the partnership meeting in March 2019 in Copenhagen. Also, the key messages of the further communication on the VALUE project were discussed.
2	Development of coordinated image of the project + project's website	02/18	07/18		Development of VALUE logo and website design and managing the decision-making process for the logo and website and implementing the changes. Development of website structure and contents. All VALUE partners provide content. AKF is responsible for the content of the VALUE website.
3	Organization of stakeholders group in each country	02/18	08/20	BE-DE-PT-SI	In each country a stakeholders group is organized. Aim of the stakeholders group: discuss the progress and results of the pilot schools, contribute to the structural conditions and assure the sustainability of the VALUE project. Participants of the stakeholder group are: school leaders, local and regional policy makers, training institutes, representatives from the pilot schools. This stakeholders group creates a bottom-up approach, as policy makers and other key decision makers are actively involved in the VALUE project and support the dissemination and exploitation of the VALUE results. In Belgium, Denmark and Slovenia participants of the stakeholders group were already selected and invited. A first meeting of the stakeholders group took place in these countries. AKF Portugal is in the process of selecting and organizing a first stakeholders group.
4	Preparation of first newsletter on the VALUE project	03/19	08/20		As part of the dissemination and exploitation strategy, the VALUE consortium decided to publish 3 newsletters (May 2019, Nov 2019 and May 2020). Technical preparations were made; content and work flow were discussed and agreed during the partnership meeting in March 2019 in Copenhagen. In May 2019 the first newsletter will be available.

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5	Presentation of the VALUE project on different fora	02/18	ongoing	BE-DE-PT-SI	Throughout the project the different partners presented the VALUE project on different events and fora (see also II.3).
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Activities to be carried out to achieve this WP (before the end of the project):

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out
1	Enriching website with updated information	08/18	08/20		Development of up-to-date content to be published on website; maintenance of website. All VALUE partners provide content. AKF is responsible for the content of the VALUE website
2	Publications of 3 newsletters	04/19	06/20		Gather mailing lists to upload in Mailchimp; preparation of short news by focal points in each country; compose English version newsletter by AKF + publication English version; translation of newsletter by focal points + publication in the languages of the VALUE partners. 3 newsletters: May 2019, Nov 2019 and May 2020.
3	Development of advocacy tools	09/19	03/20		Development of 4 fact sheets for the different target groups (short attractive handouts with visualizations and hands on description of important facts, findings and recommendations about assistants and interprofessional practice from an educare approach). Development of web video's showing the experience of different stakeholders (animation). Development of guidelines to raise awareness and provide information on the VALUE findings via social media (facebook, twitter).
4	Presentation of the VALUE project on different fora	02/18	ongoing	BE-DE-PT-SI	Throughout the project the different partners presented the VALUE project on different events and fora (see also II.3).
5	Stakeholders group	02/18	08/20	BE-DE-PT-SI	Continuation of stakeholders group meetings in each country.
6	Workshop on VALUE project on ISSA conference	17/06/19	19/06/19	Leiden, the Netherlands	Based on findings of the desk research and experiences in pilot schools a workshop will be prepared and facilitated by VBJK, ERI and Karel de Grote hogeschool at the ISSA conference in Leiden, The Netherlands (17-19/06/19).
7	Self-organized symposium on EECERA conference	21/08/19	23/08/19	Thessaloniki, Greece	Based on findings of the desk research and experiences in pilot schools a self-organised symposium will be prepared and facilitated by VBJK, DPU and Erasmushogeschool at the EECERA conference in Thessaloniki, Greece (21-23/08/19).
8	Training of the trainers about VALUE toolbox	01/20	11/20	BE-DE-PT-SI	A training of the trainers will be organized in each country to disseminate the training toolbox (cfr. WP 5) and the results and methods of the CPD path developed in the pilot schools will be made available, discussed and put into practice in other localities. Target group of this training of the trainers: coordinators, coaches and training institutes within the ECEC sector who can use the toolbox in their professional practice.
9	Multiplier event at national level	01/20	11/20	BE-DE-PT-SI	In each country a multiplier event will be organized, targeted at policy makers and other key decision makers. Aim of this event is to ensure that the results of the VALUE project are available, discussed and understood and put into practice in other countries and localities. The

					events will focus on the VALUE findings and recommendations described in the joint publication for policy and practice.
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Summary of partner involvement in this WP:

Partner	Activities
Aga Khan Foundation Portugal	<ul style="list-style-type: none"> - Overall coordination of the work package; - Development of a detailed dissemination and exploitation plan in consultation with all VALUE partners; - Developing and ensuring a coordinated image of the project; - Developing the project's website and newsletters; - Developing advocacy tools; - Follow up of all activities for content, timely carrying out of phases and quality; - Disseminate project activities and results via live events, own organization's website, social media, articles; - Organizing a trainer of the trainers on the VALUE toolbox to training organizations, ECEC providers and coaches (outside the VALUE consortium), - Organizing multiplier event at national level; - Participate to national and international conferences and network with important contacts to disseminate the project results;
VBJK	<ul style="list-style-type: none"> - Disseminate project activities and results via live events, own organization's website, social media, articles; - Organizing a trainer of the trainers on the VALUE toolbox to training organizations, ECEC providers and coaches (outside the VALUE consortium), - Organizing multiplier event at national level; - Participate to national and international conferences and network with important contacts to disseminate the project results; - Contribute to the project website and newsletter; - Contribute to the development of advocacy tools.
IPSANTAREM	<ul style="list-style-type: none"> - Disseminate project activities and results via live events, own organization's website, social media, articles - Participate to national and international conferences and network with important contacts to disseminate the project results; - Contribute to the project website and newsletter; - Contribute to the development of advocacy tools.
Educational Research Institute	<ul style="list-style-type: none"> - Disseminate project activities and results via live events, own organization's website, social media, articles; - Organizing a trainer of the trainers on the VALUE toolbox to training organizations, ECEC providers and coaches (outside the VALUE consortium), - Organizing multiplier event at national level; - Participate to national and international conferences and network with important contacts to disseminate the project results; - Contribute to the project website and newsletter; - Contribute to the development of advocacy tools.
Danish School of Education	<ul style="list-style-type: none"> - Disseminate project activities and results via live events, own organization's website, social media, articles - Organizing a trainer of the trainers on the VALUE toolbox to training organizations, ECEC providers and coaches (outside the VALUE consortium), - Organizing multiplier event at national level

Partner	Activities
	<ul style="list-style-type: none"> - Participate to national and international conferences and network with important contacts to disseminate the project results; - Contribute to the project website and newsletter; - Contribute to the development of advocacy tools
Erasmushogeschool	<ul style="list-style-type: none"> - Disseminate project activities and results via live events, own organization's website, social media, articles; - Participate to national and international conferences and network with important contacts to disseminate the project results; - Contribute to the project website; - Contribute to the development of advocacy tools.
Karel de Grote hogeschool	<ul style="list-style-type: none"> - Disseminate project activities and results via live events, own organization's website, social media, articles; - Participate to national and international conferences and network with important contacts to disseminate the project results; - Contribute to the project website and newsletter; - Contribute to the development of advocacy tools.

Changes that have occurred in this WP compared to the original application and justification of the change:

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Forward-Looking Cooperation Projects 2017

Annex IV.2 Self-control check-list for coordinators for completeness of reports

To be enclosed in the Progress Report

Grant Agreement nr. 2017-3119/001-001	Yes
1. The Agency's template for the progress report is respected.	X
2. The report is written in English .	X
3. All parts of the report are completed .	X
4. The Declaration on honour is signed by the legal representative of Partner 1 as indicated in the Grant Agreement or in a subsequent amendment. If this Declaration has not been signed by the legal representative, a power of attorney to grant authorisation of signature to the signatory has been attached to the Report.	X
5. The Financial reporting table in excel format has been completed and is enclosed with the Report.	X
6. The final costs are eligible and presented in line with the budget breakdown and possible adjustments as agreed in the Grant Agreement (Annex III) or subsequent amendments.	X
7. Access to all products and supporting documents as well as a numbered list of all the documents is provided in the report through a specific link including login and password	X
8. The report is submitted as an eReport through the Participant Portal	X