



Emotional Empathic Proximal Learning Educational Environment
PEARL
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Exploitation Plan and Report

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Introduction

The educational model for early childhood education that will be experimented and scientifically validated by the European project Erasmus + KA 201 PEARL “Emotional Empathic Proximal Learning Educational Environment” derives by the idea of foster children's growth through an empathetic and emotional proximal learning environment based on group activities. The model addresses the children aged from 0 to 6 years. With the participation of the experts of the partner institutions from Italy, Lithuania, Spain and Turkey, PEARL represents the international meeting point of neuro-psycho-pedagogical research and educational institutions, to build a network involving academia, teacher training organisations, educational organisations and schools for the promotion of educational models that promote pro-social skills and empathic and emotional proximal learning.

The first 6 years of children's life should be a period in which they should freely experiment and develop all their abilities and self-confidence, in order to be able to move into the primary school educational world with the proper attitude. The environment in which the children should grow is respectful of the individual and at the same time facilitates the relationship with the others, stimulating the openness to each child's abilities to reach a common goal. The preschool class should be an example for an inclusive society where all the individuals can give their contribution.

PEARL model focuses on the group, peer relationships and the development of empathic emotions for the creation of a proximal learning space. The main focus of the educational model is on the positive emotional impact on learning and educational processes, through the use of nature-related elements and educational robotics for pro-social values (cooperation, empathy, mutual aid, etc.).

Aims of the exploitation

The exploitation of a project is a process of transferring the successful results of the project to appropriate stakeholders in local, regional, national or European systems, and of convincing end-users to adopt and/or apply the results, starting at the end of the project.

For Erasmus+ this means maximising the potential of the funded activities, so that the results are used beyond the lifetime of the project. It should be noted that the project is being carried out as part of an international programme working towards lifelong learning and supporting European policies in the field of education, training, youth and sport. Results should be developed in such a way that they can be tailored to the needs of others; transferred to new areas; sustained after the funding period has finished; or used to influence future policy and practice.¹

The main objectives of the exploitation activities are:

- Promote and raise awareness about the project contents, developments and results among target groups at short and long term.
- Transfer the results to appropriate stakeholders to get their sustainable promotion and support, and get any innovation or implementation on results achieved and its transferability;

¹ https://ec.europa.eu/programmes/erasmus-plus/programme-guide/annexes/annex-ii_en



- Adapt to the culture and needs of potential users, through the necessary translations, for instance.
- Integrate results in regional, national, European or sectoral practices.
- Convince educative staff and institutions to adopt and apply the results, also after the project.

PEARL exploitation mechanisms included:

- positive reputational effects for the participating organisations;
- increased awareness on a theme, target or area of work;
- increased influencing on policy and practice.

The purpose of the exploitation report is to provide a formal planning document for using and exploiting the gained knowledge throughout PEARL project life cycle. An internal plan has been useful to identify the activities that has to be performed in order to reach the widest possible audience, especially the audiences that uses and benefits from the project outcomes the most. It is essential to preserve and disseminate the created materials and the gained knowledge, in order to make PEARL project successful.

Means for the exploitation of the project's results

In order to organize the exploitation activities, all the partners had set up a timetable of activities and allocated appropriate resources to fulfil the plan. This allocation of resources has been necessary to bring visibility to the project in order to involve the target groups, end-users, stakeholders and transfer the results/products into their professionals' scope. With regard of this, the exploitation activities are closely connected to the dissemination of the project's contents.

The dissemination and exploitation has been mediated through the following tools:

- the Erasmus+ Project Results Platform;
- project or organisation's websites;
- meetings and visits to key stakeholders;
- dedicated discussion opportunities such as information sessions, workshops, (online) seminars, training courses, exhibitions, demonstrations, or peer reviews;
- targeted written material such as reports, articles in specialised press, newsletters, press releases, leaflets or brochures;
- social media;
- public events;
- project branding and logos;
- existing contacts and networks.

The exploitation activities have started as soon as the project results were available in a concrete and approved quality by all the partners and continued at different stages during the whole project.

Main exploitable results

During the three years of the project the partners have been committed in developing high quality outputs to ensure PEARL attractiveness and the potential scale-up of practices, both totally or partially.



• **Output 1 - Pearl Pedagogical approach model:** The educational model for early childhood education that will be experimented and scientifically validated by the European project Erasmus + KA 201 PEARL “Emotional Empathic Proximal Learning Educational Environment” derives by the idea of foster children’s growth through an empathetic and emotional proximal learning environment based on group activities. The model addresses the children aged from 0 to 6 years and, in collaboration with the experts of the partner institutions from Italy, Lithuania, Spain and Turkey. PEARL represents the international meeting point of neuro-psycho-pedagogical research and educational institutions, to build a network involving academia, teacher training organisations, educational organisations and schools for the promotion of educational models that promote pro-social skills and empathic and emotional proximal learning.

• **Output 2 - Training modules:** The training for educators and pedagogues working in early education (0 - 6 years old), is a fundamental moment to ensure the implementation of the educational model in the interested schools and to provide teachers with direct training on the innovative methodologies that PEARL intends to promote. Starting from the elements of PEARL pedagogical model, the partners coordinated by PRSC, structured of a training course for educators, university students and pedagogues. The training modules and the related teaching materials are divided into two sections:

1. Pre-training module: an introductory part with the main pedagogical theories from which the PEARL model takes inspiration.
2. Training modules: collect methods, techniques and topics of the course for educators and pedagogues. A part is dedicated to the implementation of the validation phase

• **Output 03 - Pearl Learning platform:** The PEARL online platform is one of the central elements of the project to allow experimentation, discussion and sharing of the material produced throughout the project implementation period. The platform represents a dynamic space for the presentation of project activities, also acting as a repository of open educational resources (OER) active and accessible to all, training modules related to the themes of early education and activities produced within the project or uploaded online by the educators involved. The platform will also be the network’s active development tool par excellence, as a place for online dialogue and discussion on educational issues between teachers from the various countries, once the project ends. The platform will be kept active both as a space for discussion and as an environment for the construction of future related activities.

• **Output 4 - Assessment tool e validation of PEARL model:** The validation of the PEARL model is central to the objectives of the project itself. The creation of an adequate experimental design was therefore particularly important to provide a reliable empirical foundation for the validation of the model. This intellectual output consists of two parts:

1. Description of the experimental design and evaluation tools
2. Analysis of the data collected during the two validation phases

• **Output 5 - Toolkit of educational activities:** The Toolkit of Educational activities have been created by the teachers participating to the training courses and to the validation phase. The teachers have developed these educational activities starting from the ideas of PEARL model. Some of the activities are challenging for the age to which they are indicated, but this is part of the approach: the challenging situations motivate the children to cooperate in group, they foster the expression of educational emotions and they stimulate new cognitive and relational skills. The teachers developed activities for different educational situations: for an individual child or a group (0-2 years) for a group using educational robotics or not (3-4 and 5-6 years). The educational activities are divided for age range:

- for children form 0 to 2 years old;
- for children from 3 to 4 years old;
- for children form 5 to 6 years old.



• **Output 6 - White Paper on New Applied and Validated Educational Approaches and Model for Early Childhood Education 0-6 years old:** The PEARL pedagogical model supported by the results of its validation is the subject of the white paper on new approaches and educational models scientifically validated by the project. The document is primarily addressed to policy makers and Ministries of Education at European level and aims to provide indications on how to improve the quality of early childhood education as the models applied at that age play a fundamental role in the personal growth, well-being and development of the child in the educational context.

Target audience and groups

The exploitation strategy has targeted groups at different geographical levels (local, regional, national, European) and in the own field of the beneficiary (colleagues, peers, local authorities, other organisations leading the same type of activity, networks, etc.). The partners have appropriately tailored activities and messages taking into account audiences and target groups.

The exploitation activity has been split in its two components: mainstreaming and multiplication. With the **mainstreaming**, decision-makers has been addressed in order to convincing them to introduce/take into account the results of a project.

The **multiplication** aspect has been reached involving directly the end users (teachers, school directors, teachers training centres) in the development of the second stage of project activities.

The main target group that have been involved for the future sustainability of the project have been:

- 23 Schools
- 2 International associations
- 5 Associations of teachers or of schools
- 3 NGOs
- 2 Municipalities
- 1 Educational guidance service
- 2 Research centres
- 1 University
- 2 Directorates and Ministries of Education

Polo Europeo della Conoscenza

Name Organization	Early Childhood Association - India
Country	India
Exploitation activity	Presentation of the Pedagogical model
Target group	Association of kindergartens, pre-schools and experts
Aims of activity	Involvement in the white paper proceedings Planning of future projects

Name Organization	KITE
Country	Bulgaria
Exploitation activity	Presentation of the Pedagogical model



Target group	Research center whose experts supervise and train teachers
Aims of activity	Involvement in the white Book proceedings Planning of future projects

Name Organization	Municipality of Cuba - Alentejo
Country	Portugal
Exploitation activity	Presentation of the network of schools and of the white book
Target group	Policy makers
Aims of activity	Involvement in the network and in the white book dissemination

Name Organization	Ministry of National Education, Directorate General for EU and Foreign Relations
Country	Turkey
Exploitation activity	Presentation of the network of schools and of the white book
Target group	Policy makers
Aims of activity	Involvement in the network Planning future collaborations

Name Organization	Nobody Less international community network
Country	World wide no profit organization
Exploitation activity	Participation to training courses, dissemination of the project's outputs
Target group	Educational institutions, teachers, decision makers, practitioners in the field of education,
Aims of activity	Strengthen the network Planning of future projects

Name Organization	La scuola che non c'è
Country	Italy
Exploitation activity	Training of the educators
Target group	Educators and teachers
Aims of activity	Implement PEARL approach in the parental school



Name Organization	Istituto Comprensivo 6 Chievo Bassona - Verona
Country	Italy
Exploitation activity	Implementation of the validation phase
Target group	Teachers and school-director
Aims of activity	Involvement in the validation process Planning future collaborations

Name Organization	Istituto Comprensivo 12 Golosine - Verona
Country	Italy
Exploitation activity	Implementation of the validation phase
Target group	Teachers and school-director
Aims of activity	Involvement in the validation process Planning future collaborations

Name Organization	Istituto Comprensivo Camozzi Bergamo
Country	Italy
Exploitation activity	Implementation of the validation phase
Target group	Teachers and school-director
Aims of activity	Involvement in the validation process Planning future collaborations

Name Organization	Istituto Comprensivo Petteni - Bergamo
Country	Italy
Exploitation activity	Implementation of the validation phase
Target group	Teachers and school-director
Aims of activity	Involvement in the validation process Planning future collaborations

Name Organization	Scuole Aportiane Verona
Country	Italy
Exploitation activity	Implementation of the validation phase
Target group	Teachers and school-director



Aims of activity	Involvement in the validation process Planning future collaborations
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Name Organization	Scuole Virgo Carmeli Verona
Country	Italy
Exploitation activity	Implementation of the validation phase
Target group	Teachers and school-director
Aims of activity	Involvement in the validation process Planning future collaborations

Name Organization	Istituto Comprensivo Cavalchini Moro Villafranca (Verona)
Country	Italy
Exploitation activity	Implementation of the validation phase
Target group	Teachers and school-director
Aims of activity	Involvement in the validation process Planning future collaborations

Consejería de Educación. Junta de Castilla y León

Name Organization	Castillian Leonese Association for Early Childhood Education and Care
Country	Spain
Exploitation activity	Presentation of the Pedagogical model, training modules and online platform
Target group	Professionals from Castile and León dedicated to Early Care and Intervention from different areas (educational, social and health).
Aims of activity	Involvement on the White book dissemination

Name Organization	Educational guidance services in Castile and León
Country	Spain
Exploitation activity	Pedagogical approach, training modules, online platform, toolkit, White book
Target group	Pedagogues Educational Psychologist Social workers



	Teachers Headteachers/ Directors Families
Aims of activity	Exploitation and replicability of results. Implementation of the pedagogical approach for improving methodologies and strategies of inclusion. Integration of robotics for increasing children emotional welfare since the early years.

Name Organization	National institute of Educational Technologies and Teacher Training. Ministry of Education.
Country	Spain
Exploitation activity	Official presentation of the pedagogical approach, benefits of implementing it in early childhood education. Proposal of adaptation of training modules to be offered to teachers all over the country. Online platform and toolkit and presentation. Official presentation of the white Book
Target group	Teachers Headteachers/Directors Project officers Decision makers Policy makers
Aims of activity	Exploitation and replicability of results Future replication of research and planning of future projects

Name Organization	State Distance University
Country	Costa Rica
Exploitation activity	Presentation of the white Book
Target group	Master's Degree in Psychopedagogy Ministry of Public Education
Aims of activity	Exploitation and replicability of results Future replication of research and planning of future projects

Name Organization	Organization of Ibero-American states for Education, Science and Culture
Country	National offices in Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Portugal, the Dominican Republic and Uruguay. General Secretary located in Spain.
Exploitation activity	Presentation of the white Book



Target group	Policy makers- Decision makers
Aims of activity	Contribution to the development of inclusive educational policies in early childhood in the Ibero-american States

Panevezio rajono svietimo centras

Name Organization	Panevezys College
Country	Lithuania
Exploitation activity	Presentation of the Pedagogical model
Target group	College lecturers
Aims of activity	Planning of future projects, curriculum development

Name Organization	Lithuanian Association of Education Centre Employees
Country	Lithuania
Exploitation activity	Training modules
Target group	Employees who train teachers
Aims of activity	Planning of future projects

Name Organization	Lithuanian Association of Preschool and Preschool Teachers
Country	Lithuania
Exploitation activity	Presentation of the Pedagogical model
Target group	Teachers
Aims of activity	Involvement in the white Book proceedings

Name Organization	Panevezys district Dembavos kindergarten "Smalsutis"
Country	Lithuania
Exploitation activity	Presentation of the Pedagogical model
Target group	Teachers
Aims of activity	Involvement in the white Book proceedings, planning of future projects



Name Organization	Panevezys district Naujamiestis kindergarten “Bitutes”
Country	Lithuania
Exploitation activity	Presentation of the Pedagogical model
Target group	Teachers
Aims of activity	Involvement in the white Book proceedings, planning of future projects

Name Organization	Panevezys district Velžys kindergarten “Sypsenele”
Country	Lithuania
Exploitation activity	Presentation of the Pedagogical model
Target group	Teachers
Aims of activity	Involvement in the white Book proceedings, planning of future projects

Name Organization	Panevezys district Municipality
Country	Lithuania
Exploitation activity	Presentation of the Pedagogical model
Target group	Politicians
Aims of activity	Planning of future projects

Gazi University

Name Organization	Association of Private Kindergartens
Country	Turkey
Exploitation activity	Presentation of the Pedagogical model
Target group	Association of kindergartens, pre-schools and experts
Aims of activity	Involvement in the white Book proceedings Planning of future projects

Name Organization	Public Schools belong to Ministry of Education
Country	Turkey



Exploitation activity	Presentation of the Pedagogical model
Target group	pre-schools and experts
Aims of activity	Involvement in the white Book proceedings Planning of future projects

Name Organization	TÜBİTAK The Scientific And Technological Research Council Of Turkey
Country	Turkey
Exploitation activity	Presentation of the Pedagogical model
Target group	Research Center, Researchers
Aims of activity	Planning of future projects

Clementoni

Name Organization	PiùPer Organizzazione di Volontariato
Country	Italy
Exploitation activity	Presentation of PEARL model for training of the teachers
Target group	Teachers trainers
Aims of activity	Implementing teachers trainings on PEARL approach

Name Organization	Istituto Comprensivo Sant'Agostino - Civitanova Alta (MC)
Country	Italy
Exploitation activity	Training on PEARL model
Target group	Teachers
Aims of activity	Training teachers

Name Organization	Istituto Comprensivo Via Regina Elena - Civitanova Marche (MC)
Country	Italy
Exploitation activity	Training on PEARL model
Target group	Teachers
Aims of activity	Training teachers



Name Organization	Istituto Comprensivo Beniamino Gigli Recanati (MC)
Country	Italy
Exploitation activity	Training on PEARL model
Target group	Teachers
Aims of activity	Training teachers

Name Organization	Istituto Comprensivo Enrico Fermi Macerata
Country	Italy
Exploitation activity	Training on PEARL model
Target group	Teachers
Aims of activity	Training teachers

Name Organization	Istituto Comprensivo Enrico Medi Porto Recanati (MC)
Country	Italy
Exploitation activity	Training on PEARL model
Target group	Teachers
Aims of activity	Training teachers

Name Organization	Istituto Comprensivo Paolo Soprani Castelfidardo (AN)
Country	Italy
Exploitation activity	Training on PEARL model
Target group	Teachers
Aims of activity	Training teachers

Name Organization	Istituto Sant'Anna Castelfidardo (AN)
Country	Italy
Exploitation activity	Training on PEARL model
Target group	Teachers
Aims of activity	Training teachers



Name Organization	Istituto Comprensivo Matteo Ricci Polverigi (AN)
Country	Italy
Exploitation activity	Training on PEARL model
Target group	Teachers
Aims of activity	Training teachers

Name Organization	Istituto Comprensivo Filottrano (AN)
Country	Italy
Exploitation activity	Training on PEARL model
Target group	Teachers
Aims of activity	Training teachers

Exploitation plans implemented by the partners

The exploitation plan was based on the activities, plans, in the last period of the project and after the project's life time for at least 3 years (considering the future activities). Every partner has elaborated a plan for the exploitation according to its own characteristic, contacts with target groups and stakeholders, impact potential. The result of the collection of the partners' actions has been a multidimensional plan in which several contexts have been reached:

- higher education
- pre- and in-service teachers training
- educational associations
- policy and decision makers at regional level
- international stakeholders
- parents & families
- Erasmus+ programme new projects

Results that will be exploited:

- 01 PEARL pedagogical approach
- 02 Training modules
- 03 Online platform
- 04 Evaluation methodologies and experimental assessment
- 05 Toolkit of educational activities
- 06 White book on the new approaches and educational models for 0-6 years old children

The tables below report the the exploitation plan (2021-2023) proposed by each partner, the activities undertaken, the impact assessment and the results reached.



Polo Europeo della Conoscenza	
Training courses	
Result	PEARL pedagogical approach / Training modules
Plan	<p>Europole organizes about 40 training courses a year addressed to teachers and parents (2700 people trained a year). The modules will be used to implement new specific training courses.</p> <p>The lessons will be practical and will involve directly the teachers, they will last 2 hours and will take place in the afternoon in Verona or online.</p>
Activities undertaken	<p>Preparation of the training plan</p> <p>Contact with the trainers</p> <p>Preparation of the online platform</p> <p>Identification of the venue for the in presence lessons</p>
Impact assessment	<p>Number of teachers participating to the training course (potentially will re-use presented activities)</p> <p>Number of teachers visiting the project website (hypothetical figures)</p>
Results	The workshops already implemented have registered 431 participants
New projects	
Result	White book
Plan	Europole will use the results and the recommendations of the White Book to write new European projects and bring on the validation of the approach
Activities undertaken	New Erasmus + project submitted on the 2021 call
Impact assessment	Interest in participating from different European Countries
Results	<p>Involvement of new partners</p> <p>Involvement of Early Childhood Association - India</p>
Assessment and evaluation of early childhood activities	
Result	Assessment tool



Plan	<p>Europole uses in many projects educational robotics. The assessment tools developed by the project for measuring the engagement and the emotional/relational, aspects of the children will be highly useful.</p> <p>The assessment tool will be used and adapted to other experimental situation, involving partners and experts form different countries.</p>
Activities undertaken	The tables used for PEARL validation has been introduced to teachers working in other projects and other partners
Impact assessment	Number of project in which the assessment tool will be used
Results	Potentially 3 Erasmus projects
Robotics educational activities	
Result	Toolkit of educational activities
Plan	More and more teachers in Eurpole's network are using educational robotics in preschool. The toolkit will be disseminate to provide them with new pedagogically valid robotics activities
Activities undertaken	Dissemination of the toolkit
Impact assessment	<p>Number of teachers using PEARL's activities</p> <p>Number of teachers visiting the project website (hypothetical figures)</p>
Results	To be defined

Consejería de Educación. Junta de Castilla y León	
PEARL Pedagogical Approach	
Result	Module of PEARL pedagogical approach
Plan	The pedagogical approach has been explained to 12 schools, addressed to teachers and 9 psycho-pedagogical earlychildhood counselling teams integrated by educational psychologist, pedagogues, social workers and support teachers.



	The pedagogical approach has been used to develop improvements on the teaching methods, focusing on cooperative work, introducing robotics to develop prosociality and with inclusive purposes.
Activities undertaken	<ul style="list-style-type: none"> • Brief explanation of the psychopedagogical theories on which the pedagogical approach is based • Contact with local educational authorities • Online meetings with the early childhood teachers • Distribution of robots (DOC, SUPERDOC and MIND robots) • Identification of areas of improvement in daily school activities.
Impact assessment	<ul style="list-style-type: none"> - Number of pupils that have benefited from the PEARL pedagogical approach. - Number of teachers implementing didactic improvements for enhancing pupil's autonomy, use of robotics for developing prosocial values cooperative work, emotional welfare in the classroom. - Number of new schools that have expressed their interest on implementing practices linked with the PEARL pedagogical approach.
Results	<p>JCYL initially introduced the PEARL pedagogical approach to 3 schools, with 549 pupils benefited from its implementation.</p> <p>Number of schools were increased to 14 during the second piloting phase, with 5187 pupils benefited from this approach.</p> <p>2 psycho-pedagogical early childhood counselling teams that work to 19 schools have been involved during the project lifetime</p> <p>All teachers, schools and psychopedagogical early childhood counselling teams already involved have expressed they will to still use PEARL pedagogical approach next course and for the time being.</p> <p>16 new schools and 1 psychopedagogical earlychildhood counselling team have expressed their interest on implementing practices linked to PEARL pedagogical approach during next course. They would potentially involve more than 7.000 pupils.</p>
Training for early childhood teachers and first and second grade primary schools teachers	
Result	Training modules
Plan	<p>JCYL organizes about 1.700 training courses a year addressed to teachers on the infant and primary schools with 105.000 teachers trained.</p> <p>The current model of network for teacher on service training in Castile and León considers the process of detection of training</p>



	<p>needs as the main axis and generator of all training betting on a training that is useful and get to the classroom.</p> <p>Robotics, internet of things, maker spaces (creative workshops), strategies and game dynamics, as well as promotion and development of STEAM, innovative methodologies (cooperative working, flipped classroom, project-based learning, challenge-based learning, metacognition), emotional education and its didactic applications are the priority lines of the teachers' training during last years.</p> <p>It is expected next course we will use some of the modules of the PEARL project to train early childhood teachers and also those on the 1s and 2nd grade of primary schools.</p>
Activities undertaken	<ul style="list-style-type: none"> - Preparation of the training plan including theoretical and practical phases. - Identification of the venue for the in presence lessons. - Identification of the potential participants
Impact assessment	<ul style="list-style-type: none"> - Number of teachers participating in the training courses - Global results of the satisfaction questionnaire about the training according to these criteria: Interest of the contents, utility of its application to the classroom, methodological adequacy and innovation, Climate- environment of training and overall evaluation of assessment of the trainers - Number of schools joining the PEARL network - Number of teachers visiting the project website (hypothetical figures)
Results	<p>It is planned and approved an educational innovation regional open call to early childhood and 1st and 2nd grade primary school teachers that will start on November 2021 and last until May 2022. It will include 2 training sessions and distribution of superDoc robots during November 2021. Once finished the initial sessions, participants will elaborate an educational project contextualized to the own school and pupils on which they will using active and cooperative methodologies and robotics in order to develop and implement activities linked with some of the PEARL training modules, that will be adapted and partially reused.</p>
PEARL online platform	
Result	Online Platform
Plan	<ul style="list-style-type: none"> - Online workshops regarding all materials available in the platform and applicability of them in the school. Events addressed to early childhood teachers and headteachers - Seminars for families- for collecting topics of their interest related to PEARL fundamentals. <p>The online workshops will be held during the afternoon, on the</p>



	<p>time teachers dedicate to their professional on service training. It will also be a moment where teachers from different schools can share ideas, activities and/or new proposals.</p> <p>Seminars with families are planned to be presential as part as the “Parents schools” organized by parents’ associations that exist in the infant and primary schools</p>
Activities undertaken	<ul style="list-style-type: none"> - Identification of the schools and the parents’ associations on them. - Contact established with psychopedagogical counselling teams specialized on early childhood education.
Impact assessment	<ul style="list-style-type: none"> - Number of teachers registered on the platform - Number of activities or open educational resources shared and uploaded on the platform - Number of users that will download materials from the platform
Results	To be defined
PEARL Toolkit- create your activity!	
Result	Toolkit of Educational workshops
Plan	<p>Maintain the distribution of cardboard boxes with the toolkit printed with the necessary material for the activities to be run in the classroom. We want more teachers to experience what kind of activities contribute to the creation of an emotional empathic proximal learning environment, to place them in a position of directly live and observing what happens with the group dynamics when children work together, each of them with a role assigned. Later teachers will designing more activities under the same statements.</p> <p>After summer we will distribute a direct link to the toolkit in the project website</p> <p>We will also encourage schools to use the English version so we can involve English teachers on the knowledge of advantages of the PEARL model for children’s emotional welfare and promotion of children with special needs real inclusion in the lessons. Depending on the disability, sometimes English lessons are difficult to follow by children with special needs. Including robotics and group activities where children with special needs have a well-defined and “important” role to play in the group will be an improvement in the quality and educational equity parameters.</p>
Activities undertaken	We provided to piloting schools PEARL toolkits printed and ready to be use in the classroom. We also facilitated materials after the piloting phases and for schools that weren’t in the piloting. This facilitated more schools, to implement the activities, until the end of June 2021. By doing this, 316 more pupils benefit of the introduction of the educational model



	proposed by PEARL project.
Impact assessment	<ul style="list-style-type: none"> - Number of schools that join PEARL network - Number of teachers implementing activities from the toolkit - Number of teachers visiting the project website - Number of new activities created by the teachers-
Results	<ul style="list-style-type: none"> - 1442 pupils benefited from the activities in the toolkit. - 2 psycho-pedagogical early childhood counselling teams that work to 19 schools have been involved during the project lifetime - 20 new activities created during the project lifetime - Potential results can be increased next year when adding English teachers participation
White book- PEARL approach	
Result	White book on the new approaches and educational models for 0-6 years old children
Plan	<ul style="list-style-type: none"> - Presentation of the Whitebook to regional educational authorities. This event is foreseen for policy and decision makers, either related to Early Childhood education and to Universities dedicated to the in pre-service teachers education. - Presentation of the White book addressed to local educational authorities. This event would be addressed to decision makers. They will later distribute it among all public and private schools in each province. - Presentation of the White book to the federation of early childhood education and care in Castile and León. It is addressed to psychologists, pedagogues, and teachers. The federation also have members from social and sanitary services in the Region of Castile and León. - Presentation of the White book to the Spanish federation of Early Childhood Education and Care. It is addressed to psychologists, pedagogues, and teachers. The federation also includes professionals of social and sanitary services in Spain. - Presentation of the White book to the Organization of Iberoamerican states for Education, Science and culture. Addressed to policy and decision makers in Ibero-American states. <p>As far as the pandemic situation will allow it is the first intention to make events in presence with the different target groups.</p>
Activities undertaken	<ul style="list-style-type: none"> - Contact with representatives of each institution that might be a target group. - Preparation of clue elements in the events
Impact assessment	<ul style="list-style-type: none"> - Number of institutions reached - Number of visits to the project website
Results	It is expected to have positive results and impact not only due the innovation of the project and that there are not many pedagogical proposal in the Early childhood education but also



	<p>because it is accompanied by research data that confirm the project hypothesis.</p> <p>As the model is replicable and there is a toolkit available in the native language of different countries plus English we expect different countries and more schools will feel encouraged to implement it.</p>
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Panevezio rajono svietimo centras	
Training modules	
Result	Training modules
Plan	<p>The Education Centre organizes 80 different trainings a year, which are attended by around 1500 teachers, parents and education experts. Pedagogical innovations, methodologies and success stories are shared during the training.</p> <p>It is planned to accredit a 40-hour training program based on the results of the project, to conduct trainings for all teachers of Panevezys district in the 2021/2022 school year.</p> <p>The knowledge gained during the training will be put into practice and success stories will be shared in the annual Creative Workshop Week.</p>
Activities undertaken	<p>Preparation of the training plan</p> <p>Contact with the trainers</p> <p>Identification of the venue for the in-presence lessons</p>
Impact assessment	<p>Number of teachers participating to the training course (potentially will re-use presented activities)</p> <ul style="list-style-type: none"> Number of teachers visiting the project website (hypothetical figures)
Results	10 lesson plans will be created for all Lithuanian teachers to use.
Module for Panevezys College	
Result	A training module has been developed in the teacher training program.
Plan	The Education Centre cooperates with higher education institutions and teacher training colleges. We are planning to include the model " Emotional empathic proximal



	<p>learning educational environment “.</p> <p>Students will gain theoretical knowledge and do an internship in the kindergartens that have implemented the project.</p>
Activities undertaken	<p>Preparation of the training module</p> <p>Contact with lecturers</p> <p>Preparation of the online platform</p> <p>Identification of the venue for the in-presence lessons</p>
Impact assessment	<p>Number of students participating to the module (potentially will re-use presented activities)</p> <p>Number of students who passed the credit successfully</p>
Results	<p>Prospective teachers will be prepared to create a proximal teaching environment and work in an innovative module.</p>
Methodological Toolkit	
Result	<p>Methodological Toolkit</p>
Plan	<p>Various activity plans were developed during the project. It is planned to test all the teaching activities, improve and create an electronic book for the use of all the Lithuanian teachers.</p>
Activities undertaken	<p>Contact with teachers</p> <p>Activity plans are tested in practice</p> <p>Methodological publication is being prepared</p> <p>Coordination with publishers</p> <p>Practical presentation of the publication to teachers and principals</p>
Impact assessment	<p>Number of activities in the Methodological Toolkit participating to the activities (potentially will re-use presented activities)</p> <p>Number of teachers using the Methodological Toolkit (hypothetical figures)</p>
Results	<p>Lessons are based on a proximal learning environment.</p>
White book on the new approaches and educational models for 0-6 years old children	
Result	<p>Dissemination of the results of the project</p>



Plan	During the project, the White Book was created and translated into Lithuanian. Presentation of the White Paper to Lithuanian teachers, stakeholders.
Activities undertaken	Preparing to present the book Contact with stakeholders, teachers Prediction of the place and time Organization of round table discussions
Impact assessment	Number of teachers, stakeholders participating in the events Number of teachers visiting the project website (hypothetical figures)
Results	A new approach to the education of children aged 0-6

Training modules

Result	Creating a group of teachers “Friends of Roby”
Plan	The teachers will develop their own educational robotic activities inspired by PEARL approach. The created activities will be shared in a close Facebook group.
Activities undertaken	Contact with teachers Development of activities with robots Sharing and discussing on a Facebook group
Impact assessment	Number of teachers participating in the Facebook group Number of teachers visiting the Facebook group (hypothetical figures)
Results	The teachers will develop their own educational robotic activities inspired by PEARL approach

Gazi University

Online platform

Result	Online platform
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Plan	Gazi University is a university that cooperates with national public bodies. Through the Ministry of Education, Pearl will be announced to the public schools.
Activities undertaken	Activities will start after the summer holiday
Impact assessment	Number of teachers visiting the project website (hypothetical figures)
Results	Results will be reported after the activities.
Toolkit of educational workshops	
Result	Toolkit of educational workshops
Plan	Through the Association of Private Kindergartens Toolkit will be introduced to the private Kindergartens.
Activities undertaken	Activities will start after the summer holiday
Impact assessment	Number of teachers visiting the project website (hypothetical figures)
Results	Results will be reported after the activities.
Training Course	
Result	Training modules
Plan	Faculty of Education of Gazi University educates the pre-service teachers. Pre-service preschool teachers will be introduced about project, and the voluntary students will participate in the training course in cooperation with TUBITAK.
Activities undertaken	Activities will start after the summer holiday
Impact assessment	<ul style="list-style-type: none"> Number of teachers participating to the training course (potentially will re-use presented activities) Number of teachers visiting the project website (hypothetical figures)
Results	Results will be reported after the activities.

Clementoni



Training courses	
Result	PEARL pedagogical approach / Training modules
Plan	Clementoni has collaborated with the volunteers of PiùPer to train on PEARL related topics teachers at the provincial level.
Activities undertaken	Contact with the trainers Introductory training Plan for new training once the covid restrictions will be over
Impact assessment	Number of teachers participating to the training course
Results	The workshops already implemented have registered 78 participants.

Main exploitation results

The innovative impact of the project for the partner organizations has been highly positive.

PEARL has reinforced partners' competencies and skills in management, it has enriched the international contacts and fosters the European networking capacity offering to the participant organizations opportunities for being involved in new projects, initiatives and alliances.

At a national level, the partners implemented activities that paved the way for the future use of PEARL outcomes. In this way they have strengthened the links with schools, educational institutions, decision-makers and associations working in the educational field, creating the opportunity to develop new collaborations.

PEARL has allowed the development of new materials, relationships and innovations in the associated partners and in involved stakeholders. Thanks to the possibility of working directly with teachers in their own schools and based on the importance of integrating their experiences and knowledge for the growth of the project, the partners have been able to establish a working relationship that has gone beyond the simple application of activities. This working relationship has allowed both parties to recognize the importance of improving the relationship between school and university; the teachers involved in the project have opened their classrooms to work not only with experts in innovation, but, in some cases, also with university students who want to develop educational projects; and the university research group is more aware of the importance of adding teachers' perspectives in their work.

All teachers expressed their satisfaction about the results achieved with the implementation of the project's activities because they have boosted children's curiosity and have given the great opportunity to develop a meaningful learning from their personal experiences. The partners have benefited from the project also for the internal professional growth.

At the international level, PEARL has been introduced as good practice to the "Nobody Less" community network, because it actively promotes the cooperation of the pupils and the overcoming of the gender stereotype. The "Nobody Less" network promotes prosocial values (cooperation, solidarity, equality, etc.) in the daily educational



practices and it gathers educational institutions, associations and networks from allover the world. The network is constantly growing, at the moment its member institutions are from: Italy, Spain, Portugal, Switzerland, North Macedonia, Albania, Bulgaria, Romania, Poland, Lithuania, Turkey, Russia, Argentina, Brazil, China, USA.

Thanks to its innovative contents PEARL has inspired the writing of new projects in the framework of the Erasmus+ program.

