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DOCUMENT FOR ESTABLISHING A TRANSNATIONAL STRATEGIC PARTNERSHIP

FOR INTRODUCING TOPICS FROM COMMUNITY INTEREST IN EDUCATIONAL PROCESSES IN THE REGIONS OF RADOM - POLAND, NAPLES - ITALY, KOCHANI - NORTH MACEDONIA AND TARSUS/MERSIN - TURKIYE

Intellectual Output 3

Community-connected learning in English language school classes

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Executive summary

This Strategic Transnational Partnership Document provides a shared continuation framework for the Community & English project in Radom, Naples, Kochani and Tarsus/Mersin. Its central proposal is that English language learning becomes more meaningful when students use English to investigate, discuss and communicate about authentic community issues. Environmental protection, inclusion, equity, tolerance, multicultural understanding, digital citizenship and civic responsibility are treated not as additional themes, but as contexts for developing vocabulary, reading, speaking, writing, collaboration and critical thinking.

The regional analysis shows different education systems and institutional profiles, but a common set of needs: stronger learner motivation, purposeful use of digital tools, inclusive access to innovation, teacher capacity for active methods, and stable school-community cooperation. The partners also bring complementary strengths. Radom contributes transnational coordination and a general-secondary perspective; Naples contributes technical and technological education; Kochani contributes NGO-school cooperation and VR/OER experience; and Tarsus/Mersin contributes a large school environment and a professional foreign-language network.

The recommended pedagogical model combines inquiry, project-based learning, CLIL techniques, awareness-raising, eTwinning, open educational resources and the project's VR maze software. A common learning cycle moves from a real question and explicit language outcomes to research, supported language preparation, creation of a public output, feedback and reflection. Digital activity is considered valuable only when it serves a clear learning purpose, protects students, offers accessible alternatives and leads to evidence of learning.

The strategy aligns with the EU Digital Education Action Plan 2021-2027 and DigCompEdu. It recommends annual school planning, practice-based teacher development, light digital self-review, minimum quality standards for shared resources, responsible data and media practices, and stakeholder cooperation governed by educational objectives. Implementation may begin with ordinary classroom technology and scale to VR or larger transnational initiatives as capacity grows.

The 2027-2031 Action Plan proposes nine initiatives, including a teachers network, annual project weeks, VR replication, transnational student challenges, stakeholder forums, an OER bank, inclusion projects, environmental campaigns and a follow-up project pipeline. Progress will be reviewed through realistic indicators for teacher cooperation, student participation, learning quality, stakeholder engagement and sustainability. The expected result is at least five implemented follow-up actions and a durable partnership in which English learning visibly serves local communities.

Introduction

Community-connected learning in English language school classes (Community & English) is a 24-month Erasmus+ KA220-SCH Cooperation Partnership in school education. The project is coordinated by III Liceum Ogólnokształcące im. płk. Dionizego Czachowskiego w Radomiu, Poland, and implemented together with partners from North Macedonia, Türkiye and Italy.

The project was designed to improve the quality and attractiveness of English teaching methods, introduce community-connected learning in formal and non-formal English classes, develop and promote a VR-based educational concept for secondary school students and strengthen long-term cooperation among schools and supporting organisations.

This Strategic Transnational Partnership Document is Intellectual Output 3. Its function is practical: to connect the achieved project results with future cooperation and to provide a structured Action Plan for 2027-2031. The document focuses on how community-interest topics such as environmental protection, social inclusion, equity, tolerance, multicultural understanding and civic responsibility can be introduced into English language education through active, digital and transnational learning approaches.

The document follows the content promised in the approved application: review of the current situation in partner regions; selection of the best educational approaches; recommendations for local strategies aligned with the EU Digital Education Action Plan; and a five-year Action Plan with concrete future initiatives.

The primary users of this document are school leaders, English language teachers, ICT coordinators, school counsellors, municipalities, non-governmental organisations and language-teaching networks. It may be used when preparing annual school programmes, teacher professional-development plans, eTwinning cooperation, local stakeholder activities and future Erasmus+ applications. Its recommendations are deliberately adaptable: each partner can apply them within its own curriculum, timetable, equipment and institutional responsibilities.

The partnership understands community-connected learning as an approach in which students use English to explore an authentic issue that matters to people around them. Language is therefore both a learning objective and a tool for inquiry, cooperation and public communication. This approach supports multilingual competence, digital competence, citizenship, personal and social competence, and cultural awareness, all of which are recognised in the European framework of key competences for lifelong learning [19].

Evidence base: [1], [2], [4].

Project partnership

Role	Organisation	Country	Region / City
Coordinator	III Liceum Ogólnokształcące im. płk. Dionizego Czachowskiego w Radomiu	Poland	Radom, Mazowieckie
Partner	Sredno Opštinsko Učilište Ljupco Santov p.o. Kocani	North Macedonia	Kochani, Eastern Region
Partner	Združenie za podrška na ekonomski razvoj - lokalna akciona grupa - Kochani	North Macedonia	Kochani, Eastern Region
Partner	Kuresel Yabancı Dil Eğitimcileri Derneği (FLEA)	Türkiye	Mersin
Partner	Abdulkerim Bengi Anadolu Lisesi	Türkiye	Tarsus / Mersin
Partner	Polo Tecnico "Fermi-Gadda" / ITI Fermi-Gadda	Italy	Naples, Campania

Methodological note and evidence base

The document is based on three complementary evidence streams: the approved project application and project outputs; official national and regional education information; and strategic analysis prepared for the future cooperation of the consortium.

The first evidence stream provides the project logic, partner profiles, planned IO3 structure and project-specific regional data. The second stream provides updated education-system information from official or institutional sources, including Eurydice, national ministries, regional authorities and municipal sources. The third stream translates the project experience into recommendations and a five-year cooperation plan.

Scope and limitations

The regional overview is comparative rather than exhaustive. It focuses on the parts of each education system that most directly affect secondary-school English teaching, digital learning, inclusion and cooperation with local stakeholders. National structures and official statistics are used to establish context, while the approved application and institutional information are used to describe the participating organisations.

The Action Plan is a strategic continuation framework, not a legally binding agreement or a replacement for national curricula. Activities must be adapted to national legislation, safeguarding rules, data-protection requirements, accessibility standards and the internal procedures of each partner organisation. Quantitative targets are consortium ambitions for 2027-2031 and may be reviewed annually in light of available staff, equipment and funding.

Criteria used to select recommendations

Recommendations were selected against five criteria: educational relevance to English learning; visible connection with community interests; feasibility in ordinary school conditions; potential for inclusive student participation; and transferability across the four regions. Preference was given to approaches that reuse existing project outputs, generate open educational resources and strengthen cooperation rather than one-off events.

Evidence base: [1], [2], [4], [6], [7], [9], [11], [12], [13], [14], [16], [17], [18].

Chapter 1: Overview of the current state of educational processes in the project partner regions

The four project regions have different education systems, different administrative arrangements and different local community challenges. However, they also share several educational priorities: increasing students' motivation for English language learning; connecting learning with real-life community topics; strengthening digital skills; improving teachers' capacity for innovative methods; and creating school-community partnerships that continue beyond the project lifetime.

1.1 Radom, Mazowieckie - Poland

In Poland, full-time compulsory education lasts for 12 years. It includes the last year of pre-school education, eight years of primary school and three years of post-primary education, up to the age of 18. Compulsory schooling itself covers pupils aged 7-15, while the obligation to continue education applies to young people aged 15-18.

Primary education is organised as an eight-year single structure. At the end of grade 8, pupils take an external examination, and the result supports admission to secondary schools. Secondary education includes four-year general secondary schools, five-year technical secondary schools, three-year Stage I sectoral vocational schools and two-year Stage II sectoral vocational schools.

At the local level, Radom prepared more than 3,600 places for recruitment to post-primary schools for the 2024/2025 school year: approximately 1,400 in general secondary schools, 1,398 in technical schools and 834 in Stage I sectoral vocational schools. City information from the 2024/2025 school year also points to a large municipal education network, with more than 30,000 pupils in schools run by the city and continued investment in school facilities.

For Community & English, Radom provides a strong general secondary education environment and a coordinator school with previous Erasmus+ experience. The main strategic need is to turn English classes into spaces where students research, discuss and present community issues while also building digital and intercultural competence.

A useful development direction for Radom is to combine the academic profile of general secondary education with structured community inquiry. Students can analyse municipal information, interview local organisations, compare Polish and partner-country responses to a common challenge, and communicate their conclusions in English. Such tasks can strengthen advanced reading, argumentation and presentation while giving students experience of responsible participation in local affairs.

The coordinator school can also act as the partnership hub. Its role should include maintaining the shared calendar, organising an annual online planning meeting, supporting common quality criteria and preserving links to project resources. This coordinating function is essential because sustainable transnational cooperation depends on predictable routines and distributed responsibilities, not only on individual teacher enthusiasm.

Evidence base: [1], [6], [7], [8].

1.2 Naples, Campania - Italy

Italian education is structured from early childhood education through primary, lower secondary and upper secondary education. The first cycle includes primary and lower secondary education. After lower secondary education, students enter the second cycle, which includes licei, technical institutes, professional institutes and vocational education and training pathways. Technical institutes are particularly relevant for Community & English because they combine general education with scientific, technological and professional preparation, and can connect language learning with real-life technical, civic and social contexts.

For the 2024/2025 academic year, Eurydice provides comparable data on the structure of education systems across Erasmus+ countries, while the Italian Ministry of Education and Merit provides open data and school statistics covering schools, students and school staff. In Campania, regional education policies and services also support school participation through measures such as scholarships, mobility initiatives and regional school-year planning. Naples, as a large metropolitan area, offers a diverse educational environment in which schools must respond to different social, economic, cultural and digital-learning needs.

The Italian project partner is Polo Tecnico "Fermi-Gadda" / ITI Fermi-Gadda, a public technical high school located in Naples. The school is committed to providing students with a solid scientific and technological education together with strong civic and social values. It prepares young people for university, higher technical training and the world of work, while fostering inclusion, active citizenship and responsiveness to the needs of its diverse local community. The school's official information identifies it in Naples, Corso Malta 141/147, 80141 Napoli, and the national PNRR/FUTURA portal identifies ITI "Fermi-Gadda" Napoli, code NATF24000R, as a beneficiary of Piano Scuola 4.0 actions for innovative learning environments.

For Community & English, Naples offers a valuable technical and metropolitan context for linking English language learning with digital transformation, environmental responsibility, inclusion, active citizenship, employability and community responsiveness. The main strategic need is to connect the school's scientific

and technological profile with community-connected English tasks, transnational teamwork and visible student outputs that speak to real needs of the local community.

At ITI Fermi-Gadda, English activities can be connected with technical subjects without turning the English lesson into specialist training. Students may explain a prototype, create a bilingual safety guide, present an energy-saving proposal, document an accessibility audit or prepare a digital campaign on responsible technology. These outputs require accurate language, audience awareness and teamwork, while reinforcing the civic dimension of technical education.

The metropolitan context of Naples also makes cultural diversity, mobility, social inequality, heritage protection and environmental pressure relevant themes. Partnerships with universities, enterprises, associations and local services can provide authentic questions and feedback. Care should be taken to ensure that community partners support learning goals and student safety, and that the final task remains achievable for learners with different levels of English.

Evidence base: [9], [10], [11], [12], [17], [18].

1.3 Kochani, Eastern Region - North Macedonia

The education system in North Macedonia is organised into pre-school education for children aged 0-6, primary education starting at age 6 and lasting nine years, and secondary education that is compulsory and free for all learners. Secondary education lasts three or four years, depending on the type of school, including gymnasiums, vocational secondary schools and art schools.

The system has been decentralised since 2005. Municipalities are responsible for day-to-day management and operation of most primary and secondary schools, while the Ministry of Education and Science retains responsibility for policy development, quality assurance and overall system development.

Project application data for Kochani municipality show six primary schools, including one music school, and two secondary schools. For 2024/2025, the primary schools had 2,722 students in 181 classes, while the two secondary schools had 1,062 students in 65 classes. The project partner SS Ljupcho Santov had 503 students in 31 classes, with an average of 16 students per class.

For Community & English, Kochani brings strong experience in Erasmus+, eTwinning, career guidance, ecological activities and NGO-school cooperation. The main strategic need is to use these assets more systematically for English-language community learning, digital/VR methodology and stakeholder-supported inclusion activities.

Kochani offers a strong setting for environmental inquiry because local life is closely connected with agriculture, water management, air quality and seasonal ecological challenges. English classes can use local observations, municipal information and interviews as sources for comparative tasks with partner regions. Students may produce short policy messages, awareness materials, photo essays or digital stories in English, thereby linking language, ecology and civic responsibility.

The cooperation between SS Ljupcho Santov and NGO LAG Kochani is a particular sustainability asset. The school provides curriculum access, teachers and students, while the NGO can mobilise ICT, project-management and community expertise. A clear annual division of responsibilities is recommended so that technology maintenance, stakeholder contact, dissemination and pedagogical delivery do not depend on one person.

Evidence base: [1], [13].

1.4 Tarsus/Mersin - Turkiye

Since the 2012/2013 academic year, Turkiye has implemented a 12-year compulsory education structure, commonly known as the 4+4+4 system. The formal education statistics published by the Ministry of National

Education cover school, classroom, branch, student, teacher, graduate and enrolment data from pre-school to secondary education for the 2024/2025 period.

Mersin is a large and diverse education region. Official 2025 data from the Mersin Governorship list 1,590 schools, 15,958 classrooms, 439,047 students and 31,542 teachers in the province, with an average of 28 students per classroom.

Abdulkirim Bengi Anatolian High School in Tarsus/Mersin is a secondary school with approximately 900 mixed pupils aged 14-18 and 68 teachers. The project application also notes students with geographical, economic and educational obstacles, including students coming from villages. FLEA, the Foreign Language Educators Association, adds a professional language-teaching network and expertise in teacher training, Web 2.0 tools, eTwinning, Erasmus+ and innovative foreign-language education.

For Community & English, Tarsus/Mersin provides both a school-based testing ground and a wider professional language network. The main strategic need is to connect English language learning with local participation, inclusion, digital confidence and transnational dialogue.

In Tarsus/Mersin, differentiated participation is especially important because learners may have different levels of prior language exposure, access to devices and opportunities for international contact. Tasks should therefore offer several roles, such as researcher, interviewer, designer, speaker and editor. The final English product can be jointly created while individual learning is assessed through short reflections, vocabulary logs or oral contributions.

FLEA can extend the impact beyond one school by organising online demonstrations, peer exchange and practical workshops for foreign-language educators. Its multiplier role should focus on tested, low-cost methods that can work with a projector, shared devices or printable materials as well as with VR equipment. This reduces the risk that innovation becomes limited to well-equipped settings.

Evidence base: [1], [14], [15], [16].

Comparative overview of partner regions

1.5 Shared needs and complementary strengths

Across the four regions, the principal common need is not simply more technology. It is stronger pedagogical integration: teachers need manageable ways to connect English objectives, community content, digital tools and inclusive assessment. A second shared need is continuity. Transnational work often depends on a small number of motivated staff; documented routines, shared resources and leadership support are necessary if activities are to survive staff changes.

The partners also have complementary strengths. Radom contributes coordination and a strong general-secondary context; Naples contributes technical and technological education; Kochani contributes NGO-school cooperation and VR/OER experience; and Tarsus/Mersin contributes a large school setting and a professional foreign-language network. The strategic partnership should use these differences through shared leadership: each partner leads the area in which it has the strongest practical capacity.

A common minimum model is proposed for all regions: one community-connected English unit per school year; one transnational exchange of student work; one teacher reflection on digital and inclusive practice; and one local dissemination or stakeholder dialogue. Schools with greater capacity can add VR sessions, mobility, larger campaigns or joint applications.

1.6 Strategic gap analysis

Four gaps require attention. First, digital activities may be engaging but weakly connected to assessed language outcomes. Second, community topics may remain general unless students work with local evidence and audiences. Third, learners with fewer opportunities may participate less if activities depend on

personal devices, travel or advanced English. Fourth, outputs may disappear after a project if ownership, licensing and storage are not planned.

The response is to use explicit learning outcomes, authentic but age-appropriate community questions, multiple participation routes, school-owned access to essential tools, and an organised OER repository. These measures turn project innovation into repeatable institutional practice.

Region	Educational context	Project opportunity	Priority need
Radom	General secondary school coordinator within the Polish post-primary system.	Strong potential for structured English-language community projects and Erasmus+ continuity.	Sustain digital and transnational methods after project end.
Naples	Public technical high school within the Italian upper secondary technical-institute pathway.	Strong potential to link English learning with science, technology, digital citizenship, civic education and transition to higher technical training or work.	Connect technical/STEM learning with inclusion, community responsiveness and visible student outputs in English.
Kochani	Two secondary schools and active NGO/school cooperation in a decentralised education context.	Experience in VR, OER, eTwinning and community-oriented Erasmus+ projects.	Integrate digital and inclusive methods into regular English teaching.
Tarsus/Mersin	Large provincial education system with diverse student backgrounds and language-teaching networks.	FLEA and Abdulkirim Bengi Anadolu Lisesi can multiply language-teaching practices.	Increase motivation, inclusion and digital readiness through active English learning.

Chapter 2: Best approaches for addressing community-interest challenges in educational processes

Community-connected learning is most effective when it is not treated as an additional topic placed at the end of a lesson, but as the organising frame of language learning. Students use English to identify a real issue, research it, discuss it, compare it with partner countries, present findings and propose action.

The project application already defines relevant community-interest topics: environmental protection, social inclusion, equity, tolerance and multicultural issues. These topics are suitable for English classes because they require vocabulary, communication, argumentation, listening, presentation and reflection. They also invite students to connect language with identity, local reality and European citizenship.

The best approaches selected for future use are listed below. They can be used separately, but the strongest results are expected when they are combined in short learning cycles.

A common learning cycle

A practical unit can be completed in five stages. In the orientation stage, the teacher introduces a local issue and the language objectives. During inquiry, students collect reliable information through reading, observation, interviews or simple surveys. During language preparation, they develop vocabulary, functional expressions and genre awareness. They then create and present an output for a real or simulated audience. Finally, students reflect on what they learned about English, digital tools, teamwork and the community.

The length of the cycle can vary from three lessons to several weeks. What matters is that the final output is preceded by sufficient language support and followed by reflection. This prevents stronger speakers from dominating and helps teachers recognise progress that may not be visible in a single final presentation.

Approach	How it works in English classes	Community-interest value
Project-based learning	Students work in teams on a concrete topic, such as air pollution, accessibility, stereotypes, school safety or youth participation, and prepare a final output in English.	Builds responsibility, teamwork, presentation skills and ownership of local problems.
Problem-based tasks	A real-life problem is presented as a challenge. Students collect information, compare perspectives and propose solutions.	Links English with critical thinking and decision-making.
CLIL and civic education	English is used as a vehicle for learning about environment, social inclusion, cultural heritage, legal rights, health or digital citizenship.	Makes language learning meaningful and connected with curriculum topics.
Inquiry and community research	Students conduct interviews, surveys, photo walks, mapping activities or short desk research and then report in English.	Turns the local community into a learning resource.
Experiential Learning	Students learn English through hands-on activities, workshops, field trips, and outdoor experiences.	Builds stronger connections with the local environment and community.
Interdisciplinary Learning	English is integrated with science, STEAM, art, history, sustainability, and technology.	Helps students understand community issues from different perspectives.
Collaborative Learning	Students work together through teamwork, peer learning, role-play, and group projects.	Develops cooperation, empathy, inclusion, and social responsibility.
Task-Based Language Teaching (TBLT)	Students use English to complete authentic tasks such as interviews, surveys, presentations, and campaigns.	Creates meaningful interaction between students and the wider community.
VR and game-based learning	Students use the VR maze, collect letters, solve tasks, pronounce target words and receive feedback through the software.	Increases motivation and supports vocabulary, pronunciation, spatial thinking and cooperation.
eTwinning and OER	Teachers exchange lesson plans and students cooperate in international teams using safe digital environments and open resources.	Keeps cooperation alive after mobilities and reduces dependency on expensive tools.
Student campaigns and exhibitions	Students produce posters, short videos, podcasts, letters to decision-makers or school exhibitions.	Makes learning visible for parents, municipalities, NGOs and the wider public.

Use of the VR English software as a strategic educational tool

The project software described in the User Manual is a 3D maze-based learning application. The learner navigates through a maze, finds letters, places them in the correct positions, composes the correct word and then pronounces the word aloud. The speech recognition element checks pronunciation and opens the final door when the correct word is recognised.

This design is important for strategic partnership because it combines language learning with exploration, memory, teamwork, pronunciation, time management and digital interaction. It is also transferable: new word banks and riddles can be linked to community topics in each partner region. For example, a unit on climate can use words such as drought, waste, flood, recycling and biodiversity; a unit on inclusion can use access, respect, barrier, support and equality.

The recommended use is not to make VR a stand-alone spectacle. The strongest pedagogical model is: pre-task vocabulary and community context, VR challenge, team reflection, comparison with partner regions, and final communication product in English.

Conditions for effective VR and game-based learning

Before use, teachers should define the language outcome, check the equipment, explain movement and safety rules, and provide a non-VR participation option. Short rotations are preferable to long individual sessions. While one learner uses the headset, other team members can solve clues, record vocabulary, check pronunciation, observe strategy or prepare the follow-up task. This keeps the whole group cognitively active.

Assessment should focus on the learning surrounding the game, not only on speed or successful completion. Useful evidence includes correct use of target words, pronunciation improvement, explanation of meaning, cooperation and the quality of the final community-related message. Any usage data should be limited to what is pedagogically necessary and handled according to school privacy procedures.

Evidence base: [1], [2], [4].

Awareness-raising activities

Awareness-raising should be organised around student voice. The role of the teacher is to support reliable information, inclusive language and respectful debate. The role of local stakeholders is to provide realistic context and help students understand that community challenges require cooperation.

Recommended awareness-raising formats include school exhibitions, student debates, short videos, open lessons, local stakeholder forums, municipal presentations, eTwinning galleries and multilingual online campaigns. Each format should include a clear English-language learning outcome and a community outcome.

Inquiry, project-based learning and CLIL

Inquiry begins with a question that cannot be answered by copying one source: How accessible is our school environment? What do young people know about local air quality? How is cultural heritage presented to visitors? Students learn to distinguish observation, opinion and evidence, and to verify information before using it. English teachers can scaffold the process with source-evaluation checklists, interview frames, comparison language and models of responsible citation.

Project-based learning adds a purposeful product and audience. A strong project includes a challenging question, student choice, revision after feedback and public presentation. CLIL techniques support the necessary content-language balance: visual organisers, word banks, sentence starters, short authentic texts, repeated key concepts and structured speaking. The aim is meaningful intellectual work at a language level that remains accessible.

Inclusive and differentiated participation

Inclusion should be designed from the beginning. Teachers should provide information in more than one format, allow oral, written, visual and practical contributions, use mixed-ability grouping carefully and ensure that essential activities do not require students to own a device. Learners who are not comfortable in VR should have an equivalent role. Captions, readable contrast, clear navigation, predictable instructions and additional time can remove common barriers.

Differentiation does not mean giving some learners less meaningful work. All students should contribute to the common question, while support and complexity vary. One learner may label and explain key terms, another may compare sources, and another may lead an interview or write recommendations. Individual reflection helps teachers identify each learner's contribution.

Digital citizenship and media literacy

Community research increasingly takes place online, so students need to evaluate authorship, purpose, evidence, date and possible bias. They should learn to distinguish a municipal document, a news report, an advertisement and an anonymous social-media claim. DigComp defines digital competence as confident,

critical and responsible engagement with digital technologies and places information literacy, communication, content creation, safety and problem solving at its core [20].

Every digital product should therefore include basic source attribution, permission for images and music, respectful representation of community members, and a privacy check before publication. Teachers should avoid publishing student names or identifiable images without the required consent. The CC BY 4.0 licence may be used for original project resources, but third-party content must retain its own licence conditions.

Assessment for learning

Assessment should combine language and transversal outcomes. A concise rubric may include accuracy and range of English, clarity for the intended audience, use of evidence, teamwork, digital responsibility and reflection. Criteria should be shared before the task. Peer feedback is most useful when it is specific, respectful and followed by revision.

Teachers can collect a small portfolio containing the inquiry question, vocabulary or planning notes, one draft, the final output and a reflection. This creates evidence of progress without excessive paperwork. Common rubrics across partner schools can support comparison, but they should not be used to rank education systems or students from different linguistic contexts.

Chapter 3: Recommendations for improvement of local strategies and compliance with the EU Digital Education Action Plan 2021-2027

The EU Digital Education Action Plan 2021-2027 sets a common vision for high-quality, inclusive and accessible digital education in Europe and supports education and training systems in adapting to the digital age. It is built around two strategic priorities: fostering a high-performing digital education ecosystem and enhancing digital skills and competences for digital transformation.

The Community & English project fits both priorities. It develops a digital learning tool, prepares teachers to use innovative methods, promotes OER and eTwinning, and connects digital competence with language learning, inclusion and community participation.

Alignment with the two strategic priorities

Under Priority 1, a high-performing digital education ecosystem requires reliable infrastructure, organisational planning, confident educators, quality content, user-friendly tools and secure platforms. The partnership contributes through a tested VR concept, teacher cooperation, reusable guidance and locally organised support. Future implementation should add an annual equipment check, named pedagogical and technical contacts, a short staff-development plan and agreed rules for privacy, safeguarding and accessibility [4].

Under Priority 2, learners require digital literacy from an early age, including the ability to manage information overload, recognise unreliable information, communicate responsibly and understand emerging data-intensive technologies. Community-connected English tasks can address these competences directly: students search and compare sources, collaborate across borders, create media for public audiences and reflect on ethical use of digital tools [4], [20].

Using DigCompEdu as a teacher-development framework

DigCompEdu describes 22 educator competences in six areas: professional engagement; digital resources; teaching and learning; assessment; empowering learners; and facilitating learners' digital competence [21]. Community & English touches all six areas, but the most immediate priorities are selecting and adapting

resources, collaborative learning, accessibility and inclusion, active learner engagement, information and media literacy, responsible use and digital content creation.

Each partner school should conduct a light annual self-review. Teachers may use a short consortium checklist or the European SELFIEforTEACHERS tool, which is based on DigCompEdu and supports reflection on strengths and development needs [22]. Results should guide practical peer learning, such as a demonstration lesson, joint resource review or mentoring pair, rather than serve as staff evaluation.

Institutional recommendations

School leadership should include at least one community-connected digital English activity in the annual work programme and assign responsible staff. The activity should have a curriculum link, an inclusion plan, a realistic technology plan and a dissemination route. A short review at the end of the school year should identify what can be repeated, simplified or shared.

Teacher professional development should be practice-based. Priority formats are lesson observation, co-planning, micro-workshops, peer feedback and supported experimentation. Training should address not only how to operate a tool but when it improves learning, how to offer accessible alternatives, how to protect data and how to assess student work.

Partnership with external organisations should be governed by a clear educational purpose. Municipalities can provide local data and audiences; NGOs can contribute inclusion, environment or youth-participation expertise; universities and enterprises can offer technical feedback; and parent or student bodies can help select relevant issues. Schools retain responsibility for curriculum, safeguarding and balanced representation.

Ethical, safe and accessible digital practice

The consortium should follow the principles of data minimisation, age-appropriate participation and transparency. Only necessary personal information should be collected; access to platforms should be role-based; retention periods should be defined; and publication should follow national consent procedures. Generative AI, if introduced in later activities, should be used with teacher supervision, disclosure and verification rather than as an invisible substitute for student work.

Accessibility must be considered when choosing platforms and producing resources. Essential information should not be available only through VR or audio. Alternatives should include keyboard or paper-based access where feasible, captions or transcripts for audio-visual materials, readable typography and sufficient colour contrast. The DigCompEdu area “Empowering Learners” specifically emphasises accessibility, inclusion, differentiation and active engagement [21].

Evidence base: [1], [4].

Recommendation	Main stakeholders	Link with EU Digital Education Action Plan	Expected benefit
Integrate community-connected learning into English subject planning.	English teachers, school management, curriculum teams	Digital tools support active, inclusive and accessible learning.	Students use English for meaningful communication and civic engagement.
Create a permanent transnational English teachers network.	All partner schools, FLEA, NGO LAG	Strengthens digital cooperation and teacher capacity.	Sustained exchange of lesson plans, OER and good practices.
Use VR and game-based learning in short, purposeful learning cycles.	Schools, ICT experts, municipalities	Contributes to a high-performing digital education ecosystem.	Higher motivation, better vocabulary practice and stronger digital confidence.
Include external expertise in strategic planning.	NGOs, universities, ICT experts, local authorities	Connects schools with wider innovation ecosystems.	Schools gain methods and technical support that cannot always be provided internally.
Link English classes with local policy themes.	Municipalities, schools, NGOs, youth organisations	Digital citizenship and civic participation become part of learning.	Students see education as useful for solving real community issues.

Recommendation	Main stakeholders	Link with EU Digital Education Action Plan	Expected benefit
Improve accessibility and inclusion in digital learning.	School inclusive teams, psychologists, teachers, parents	Supports inclusive and accessible digital education.	More learners can participate, including learners with special educational needs or fewer opportunities.
Develop open educational resources under CC BY 4.0.	Teachers, project partners, school libraries/web teams	Encourages sharing and reuse of digital materials.	Project results remain available and transferable after the project ends.

Region-specific strategic focus

3.1 Recommended phased implementation

During the preparation phase, each partner appoints a school coordinator, maps available equipment and staff competences, selects one curriculum topic and identifies one relevant stakeholder. During the pilot phase, a small group of teachers implements one learning cycle and collects learner feedback. During consolidation, the lesson is revised, shared internally and published as an OER where appropriate. During transnational exchange, partners compare outputs and agree on one improvement for the next cycle.

This phased approach makes change manageable and creates evidence for school planning. It also respects different starting points: one school may begin with a projector and shared online documents, while another can use the VR maze and specialised equipment. The common standard is purposeful, inclusive and safe pedagogy, not identical technology.

3.2 Minimum quality standards for shared resources

Every shared resource should state the learner age, estimated duration, English-language level or support required, learning outcomes, materials, procedure, inclusion adaptations, assessment method, licensing and author/source information. Digital links should be checked annually. Student examples should be anonymised or published with the required permission.

Resources should be written in clear English and, where useful, accompanied by national-language guidance. Multilingual support increases transferability without reducing the role of English as the working language. Partners should use consistent file names and metadata so teachers can search the resource bank by topic, age, duration and tool.

Region	Strategic focus 2027-2031
Radom	Strengthen English-language student projects linked to local civic and environmental themes; use the coordinator role to maintain eTwinning cooperation and annual teacher exchange.
Naples	Connect English learning with scientific and technological education, digital citizenship, civic and social values, inclusion and the needs of a diverse metropolitan community; use student prototypes, campaigns, community mapping and technical problem-solving tasks.
Kochani	Use NGO-school cooperation to replicate VR/OER/eTwinning practices and link English lessons with ecology, inclusion and youth participation in the Eastern Region.
Tarsus/Mersin	Use the school and FLEA network to multiply language-learning methods, support students from varied backgrounds and connect English with social inclusion and digital skills.

Chapter 4: Action Plan 2027-2031

The Action Plan is designed as a realistic continuation tool. It includes actions that can be implemented with modest resources, using existing project outputs, teacher expertise, eTwinning cooperation, school facilities, municipal support and possible future Erasmus+ or local funding.

Each initiative is transnational in character but can also be implemented locally. Partners can start with smaller versions and gradually scale them into joint projects or annual cooperation formats.

Governance and coordination

III LO Radom should convene one annual strategic meeting, preferably at the start of each school year. Each region should name one institutional contact and one substitute. Leadership of initiatives should be distributed: Kochani for VR replication and practical OER support; Naples for technical/STEM-connected community tasks; FLEA and the Tarsus school for language-teaching multiplication and inclusion; and Radom for transnational coordination and quality follow-up.

Decisions should be recorded in a one-page annual implementation sheet listing selected actions, responsible persons, dates, expected outputs and support needs. This is sufficient for continuity and can be incorporated into each institution's existing planning procedures.

Resources and funding

Most actions can use ordinary teaching time, existing equipment and free European cooperation environments. Costs may include VR maintenance, local travel, printing, interpretation, accessibility adjustments, web hosting or event organisation. Partners should combine institutional budgets, municipal or regional support, in-kind stakeholder contributions and, where appropriate, Erasmus+, eTwinning or other European and national calls.

Funding should follow the activity rather than determine it. Each initiative should have a minimum viable version that can be implemented with existing resources and an extended version if additional funding becomes available. This protects continuity between grant periods.

No.	Initiative / measure	Period	Lead / partners	Main activities	Outputs and indicators
1	Community & English Teachers Network	2027-2031	III LO Radom with all partners	Maintain an eTwinning-based network; organise two online teacher meetings per year; exchange lesson plans and OER.	At least 2 online meetings per year; 20 shared resources by 2031; active teacher contacts in all regions.
2	Annual Community-connected English Project Week	Every school year	All partner schools	Each school implements one week of English activities around a shared community topic: climate, inclusion, access, cultural heritage or youth participation.	4 local project weeks per year; student presentations in English; local dissemination in each region.
3	VR Maze Learning Lab Replication	2027-2028	NGO LAG Kochani with school ICT teams	Prepare practical instructions for schools; update word banks; test the VR maze with new community-topic vocabulary.	At least 4 updated VR word banks; one school demonstration in each country; maintenance checklist prepared.
4	Transnational Student Community Challenge	2028-2031	All partner schools and FLEA	Mixed online student teams research one common issue and create an English output: video, poster, podcast, campaign or digital story.	At least 4 transnational student challenges; minimum 80 students involved across the period.
5	Local Stakeholder Forum for Community & Education	Annually 2027-2031	Schools, municipalities, NGOs	Invite local authorities, NGOs, parents and youth representatives to discuss student findings and future educational cooperation.	One local forum per country per year; stakeholder feedback collected; new cooperation ideas documented.

No.	Initiative / measure	Period	Lead / partners	Main activities	Outputs and indicators
6	Open Educational Resource Bank	2027-2031	All partners, school web teams	Publish selected lesson plans, worksheets, word banks and examples of student outputs under CC BY 4.0.	OER collection available online; at least 25 resources published; licence statement visible.
7	Inclusion and Multicultural Dialogue Mini-projects	2027-2031	English teachers, school psychologists/counsellors , FLEA	Organise English-language lessons and campaigns on stereotypes, prejudice, accessibility, intercultural respect and inclusive school culture.	At least one inclusion topic implemented per school year in each partner school; student reflections collected.
8	Climate and Local Environment English Campaigns	2027-2031	Students, English teachers, eco-committees, municipalities	Use English to research local environmental challenges; create awareness materials and compare results with partner regions.	Annual student campaign; multilingual online gallery; local recommendations written by students.
9	Joint Project Pipeline 2031+	2030-2031	All project organisations	Identify follow-up Erasmus+, eTwinning, local or regional funding opportunities; prepare concept notes based on the most successful actions.	Minimum 3 new project concepts; at least 1 application or formal cooperation proposal submitted by 2031.

Implementation principles

- Start with existing resources: Handbook, User Manual, VR software, eTwinning contacts and trained teachers.
- Keep activities short and repeatable, so that schools can include them in annual work plans.
- Use English as the working language, but allow multilingual comparison to promote European language diversity.
- Connect every digital activity with a real pedagogical purpose and a visible community outcome.
- Document all actions with short reports, photos, links and feedback forms, so they can support future project applications.

Key risks and mitigation

Staff turnover is mitigated by naming substitutes, storing resources institutionally and maintaining short handover notes. Unequal technical capacity is mitigated through low-tech alternatives and shared demonstrations. Limited student access is mitigated through school-owned equipment, group work and equivalent non-VR roles. Weak curriculum fit is mitigated by beginning with explicit English outcomes and assessment criteria.

Other risks include inactive online cooperation, outdated links, privacy incidents and stakeholder fatigue. The response is a modest but predictable calendar, annual link review, clear consent and publication procedures, and purposeful stakeholder involvement at selected moments rather than repeated invitations without a defined role.

Evidence base: [1], [2], [4].

Monitoring, evaluation and sustainability

Monitoring should remain light, realistic and useful. The purpose is not to create paperwork, but to prove that the partnership continues to produce educational value after the formal project period.

The main success indicator for this document is the number of new actions or projects realised from the Action Plan. The approved application defines a minimum of five new initiatives/actions as the expected strategic result. The Action Plan therefore includes more than five initiatives, giving the consortium flexibility to select the most feasible ones.

Evaluation cycle

At the beginning of each school year, partners select the initiatives they will implement and record a simple baseline: participating teachers, expected student group, available resources and current practice. During implementation, they collect only evidence that will be used. At the end, teachers and students complete short reflections, and the responsible partner records achievements, barriers and one recommendation.

An annual consortium summary should combine quantitative information with brief qualitative examples. Numbers show reach, while examples show educational meaning. Data should be interpreted cautiously because school size, curriculum and implementation conditions differ across regions. The purpose is continuous improvement and accountability, not competition among partners.

Quality indicators

Quality should be judged through relevance, inclusion, learning, cooperation and sustainability. Relevance asks whether the activity addresses a real community question and clear English objectives. Inclusion asks who participated and what barriers were removed. Learning considers language progress, digital competence and reflection. Cooperation looks at meaningful contributions from partners and stakeholders. Sustainability considers whether resources, roles and follow-up are secured.

The target of at least 75% positive feedback is useful as an early warning indicator but should be accompanied by open comments and evidence of learning. A highly enjoyable activity is not automatically effective, and a demanding activity may still be valuable. Teachers should therefore review feedback together with student products, observations and completion of planned outcomes.

Review points

A mid-term review at the end of 2028 should examine whether the teachers network is active, whether VR word banks and OER are being updated, and whether all regions have implemented at least one local and one transnational activity. The 2031 review should assess the full indicator set, identify resources that remain usable, document partnership lessons and decide whether to renew or revise the strategy.

Monitoring area	Suggested indicator	Evidence
Teacher cooperation	Number of online meetings, shared resources and participating teachers.	Meeting notes, eTwinning records, resource list.
Student participation	Number of students involved in project weeks, VR sessions and transnational challenges.	Attendance lists, photos, student outputs.
Quality of learning	Student and teacher feedback with target of at least 75% positive feedback, and preferably above 90% for strong quality achievement.	Anonymous surveys and short reflection forms.
Stakeholder engagement	Number and type of local stakeholders involved.	Forum lists, minutes, support letters, media posts.
Sustainability	Number of actions from the 2027-2031 Action Plan implemented after project end.	Annual consortium update and short final review in 2031.

Sustainability statement

The sustainability of Community & English is based on people, tools and cooperation. The people are the trained teachers, ICT experts, school teams and supporting organisations. The tools are the Handbook, User Manual, VR software, lesson plans and OER. The cooperation structure is the transnational teachers network and the strategic Action Plan.

The project results do not require large new financial resources to remain useful. Most activities can be repeated through normal teaching, school events, eTwinning projects and local stakeholder support. VR equipment maintenance and software updating should be planned as a modest annual school or partner responsibility.

By 2031, the consortium should aim to have at least one new transnational education initiative in preparation or implementation, and a visible archive of student and teacher outputs that demonstrates how English language learning can serve local communities.

Institutional sustainability also requires recognition. Teachers who lead activities should have their contribution acknowledged in internal professional-development records or school reports where national rules permit. Student work should be celebrated through exhibitions, certificates, school media or presentations, while maintaining consent and privacy requirements.

The long-term value of the partnership will be visible when community-connected learning becomes a normal option in English teaching: a method teachers can select because it improves language use, digital responsibility and student participation, not an activity reserved only for externally funded projects.

Evidence base: [1], [2].

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