



Summary of the Eighth Project Academy Session 13.06.2025

This session focused on preparing participants for writing effective European project proposals. Emphasis was placed on interpreting and responding accurately to proposal requirements, particularly the key terms "should" and "could." Clear methodologies were highlighted, with practical examples such as longitudinal studies and expert panels discussed.

Participants actively contributed, highlighting important considerations like parallel timelines and the rapidly evolving nature of generative AI. Caution was advised regarding overly specific technological references due to their rapid developments. Additionally, the session underscored the importance of clearly detailing study methodologies, including sample group identification, data collection timelines, ethics approvals, and dissemination strategies involving publications and conferences.

Attendees were advised to align their proposals explicitly with relevant European policies, particularly emphasizing sustainability, resilience, and inclusive growth. The session concluded with recommendations for continuous improvement of project-writing skills and provided resources for further professional development.

The Fall 2025 season of Project Academy will focus on learning from and applying the feedback provided on project proposals. Each session will offer opportunities to discuss insights, clarify feedback, and collaboratively enhance your projects.

Schedule:

- **Dates:** Last Friday of each month: 26.09, 24.10, 21.11, 19.12
- **Time:** 15:00 CET

If you wish to participate in the Fall 2025 season, please register using the following link:
[Register here](#)





Proposal Preparation: Checklist of "Should" and "Could" Requirements

Category	Requirement	Example
Should	Provide analyses of the impact of digital tools in everyday life on wellbeing and how children learn.	Longitudinal study measuring changes in student wellbeing, digital literacy, and academic outcomes; methods include surveys and performance assessments; conducted by education researchers and local schools; annual data collection; over months 3-33; in selected schools across urban and rural settings; disseminated via academic papers and policy briefs.
Should	Provide analyses and evidence-based recommendations on high-quality education using digital technologies, supporting school community wellbeing.	Systematic literature review and expert panels; involving educators, psychologists, and policymakers; quarterly meetings and annual reports; months 4-34; online webinars and meetings; deliverables include comprehensive policy guidelines and educational toolkits.
Should	Investigate the impact of digital technologies (including generative AI) on children's learning during critical developmental periods (literacy, numeracy, adolescence).	Implement pilot programs using generative AI in classrooms; data collection through pre/post assessments and student interviews; conducted by interdisciplinary research teams and partner schools; twice yearly assessments; months 5-30; in selected schools; disseminated via academic articles, webinars, and conferences.



Should Investigate intersecting factors influencing children's experiences (age, gender, disabilities, digital exclusion, socio-economic status).

Should Investigate how school learning environments support learning and effective interventions for children's social, emotional, and academic needs.

Should Propose methods addressing the complex nature of the topic, existing data, and rapid technological changes.

Should Use mixed-method approaches and inter- and transdisciplinary research involving multiple perspectives.

Should Include the voice of children and young people through active and meaningful participation.

Qualitative studies including focus groups and interviews; education and sociology researchers; regular sessions every quarter; months 6-30; in diverse schools and community centers; findings disseminated via reports, workshops, and policy forums.

Comparative analysis using mixed methods (interviews, observations, surveys); six schools; researchers and educators; three annual visits per school; months 6-30; urban, suburban, rural schools; outcomes disseminated through comparative reports and policy recommendations.

Mixed-method research integrating qualitative and quantitative methods; expert-led workshops and stakeholder consultations; involving academic researchers and tech industry experts; biannual workshops; months 4-32; online and in-person platforms; results shared via academic journals and public webinars.

Collaborative interdisciplinary research teams; combined qualitative interviews and quantitative surveys; experts from education, psychology, sociology, and IT; ongoing collaboration; months 3-33; diverse academic and school settings; published in journals, shared in conferences.

Youth advisory panels and participatory action research; involving young students from multiple schools; monthly meetings; months 6-36; conducted at schools and via digital platforms; youth-generated reports and presentations.



Should Ensure data produced is FAIR (Findable, Accessible, Interoperable, and Re-usable).

Could Choose to address one or several age groups within primary and/or secondary general compulsory education.

Data management plan ensuring FAIR principles; regular audits; led by data specialists and research teams; continuous throughout project lifecycle; data repositories; published metadata and data sets.

Choose adolescents aged 12-16; outcomes include improved digital literacy; methods include school surveys; partners include local schools and researchers; biannual assessments; months 6-30; local schools and online platforms; dissemination via workshops, publications.



Additional Requirements from Destination with Examples

- **Strengthening resilience and sustainability:** Educational interventions with digital tools to enhance students' coping strategies.
- **Boosting inclusive growth:** Digital tools evaluation enhancing accessibility for disadvantaged students.
- **Informing policymakers:** Evidence-based policy recommendations.
- **Engaging diverse stakeholders:** Collaborative interventions with universities, NGOs, SMEs, and local governments.

Alignment and Strategic Connection

- **European Pillar of Social Rights:** Ensures fairness in education and social inclusion.
- **European Education Area:** Facilitates collaboration and quality improvement in education across EU countries.
- **EU Equality Strategies:** Promotes equality and inclusivity for marginalized groups.
- **EU Climate Neutrality Goals and Just Transition mechanisms:** Supports sustainability and fair transitions in educational practices.