



IDEAL FUTURE

Integrated Digital Educational
Leadership for the Future

DELIVERABLE - DEM

D6.2 Piloting of Study Visits



Co-funded by
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Integrated Digital Educational Leadership for the Future Teaching Academy IDEAL Futures
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D6.2 Piloting of Study Visits (DEM)

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D6.2 DEM - What is demonstrated

D6.2 is submitted as a DEM deliverable. It demonstrates the implementation of the IDEAL Futures Study Visit model through three international pilot Study Visits: Rennes, Madrid and Limerick. The demonstrator combines the Digital Hub learning environments, the PRE-During-POST learning pathway, on-site professional learning, school and site visits including peer observation, post-visit application tasks, and participant and partner outputs retained as implementation evidence.

Demonstrated components

- Digital Hub learning environments - Rennes, Madrid and Limerick
- PRE preparation activities - all three implemented visits
- On-site professional learning, co-design and school/site visits - all three implemented visits
- POST application and reflection tasks - all three implemented visits
- Participant outputs, attendance and evaluation evidence - all three implemented visits

The visual and platform-based evidence below establishes the implemented demonstrator. The detailed implementation narrative, evaluation results and deviation analysis are retained in the following sections as supporting documentation.

Digital Hub Study Visit Demonstrator

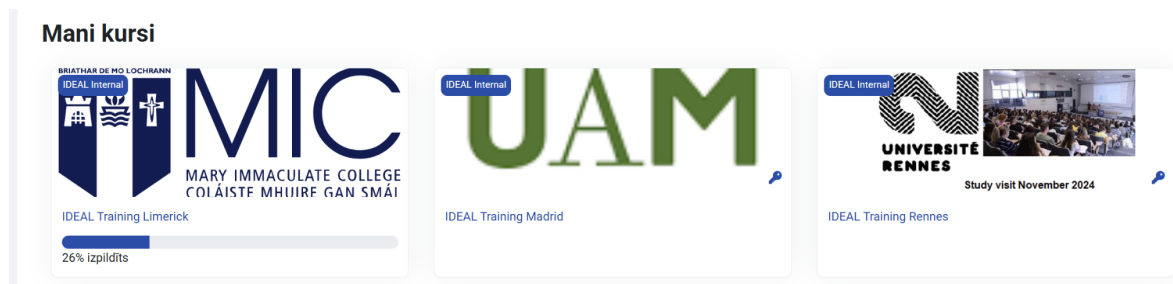


Figure. IDEAL Futures Study Visit learning environments implemented in the Digital Hub: Rennes, Madrid and Limerick.

Course access and public Study Visit evidence

Rennes - [Digital Hub course \(Rennes\)](#) | [Public Study Visit / TPM page \(Rennes\)](#)

Madrid - [Digital Hub course \(Madrid\)](#) | [Public Study Visit / TPM page \(Madrid\)](#)

Limerick - [Digital Hub course \(Limerick\)](#) | [Public Study Visit / TPM page \(Limerick\)](#)

Demonstrator evidence - POST application and implementation

Rennes

[Digital Hub course \(Rennes evidence\)](#) | [Public Study Visit / TPM page \(Rennes evidence\)](#)



Details of Post activity 3: Completion date 24th January

Rennes Course > Details of Post activity 3: Completion date 24th January

Purpose: You must apply what you learned and developed in the co-designed activity in Rennes in your practice and engage in observation and reflection. This must be uploaded to Moodle

Time: 2.5 hours

Task

- Adapt the material and what you learned in co-designed activity to a format that it can be applied in your context
- Identify if doing self/unseen or partner observation ([see observation slides in during Rennes here](#))
- If doing unseen or partner observation identify and message a peer on the hub to observe implementing the activity in practice ([see here for instructions](#))
- With your peer agree a meeting to identify an area of focus of what you want observed e.g. how you used a digital tool, how the students engaged, a lesson
- Agree a method of observing this can be informal (sharing a resource, a video recording, attending a class or a meeting through an online link)
- The peer observer and the person being observed both write [notes using the this template](#)
- Upload to the area on Moodle below (note no one can see these only the partners for the teacher academy)

Figure. Rennes Post activity 3: Application of learning and observation

Details of Post activity 3: Completion date 24th January

Madrid

[Digital Hub course \(Madrid evidence\)](#) | [Public Study Visit / TPM page \(Madrid evidence\)](#)



▼ Post Activity 2: Applying your learning to your context

Please complete before the 13th June 2025

Purpose: Apply your learning post study visit

Overview From the codesigned resources develop a digital literacy development plan (co-design) for their whole school, taking into account the knowledge gained in Activity 7 and during the Madrid visit.

Estimated time 2-3 hours

Suggested Steps

1. Reflect on the outputs from Madrid and how they can meet the needs of your educational context
2. Adaptation and application of co-designed content into a whole school digital literacy plan or a digital literacy evaluation plan. Please select one of the options below and click on the link for further information
 - **Digital literacy plan:** You are working in a school and notice that digital literacies are developed individually by some teachers. This can lead to some teachers duplicating the development digital skills or in other classes students not developing any digital literacies. Also you notice that some students that come to graduation do not have any digital skills and are under prepared for the next stage of education. Therefore you are interested in working with staff to develop a whole school digital literacy plan so all staff can share the responsibility of digital literacies and prepare students for their next stage of education. [Details here](#)
 - **Digital literacy evaluation plan:** You are a either a school leader (principal, digital leader, assistant principle, deputy leader ect) or an inspector for the ministry/department of education. You are interested in evaluating how digital literacies are developed with students in the classroom. You decide to develop a framework to help you to identify what literacies to focus on, clear definitions of these and how you might observe these in action and evaluate them. [Details here](#).
3. The task can be completed in pairs, and participants can choose whose workplace the plan will be adapted to.
4. Upload co-designed literacy plan to the folder below (note you can upload a text based file, presentation, video or other media), this can be completed in your own language. Other participants can translate it using digital tools such as Chat GPT, translate etc



Upload your created resource here- Please upload before the 13th June 2025

Upload from: ceturdiena, 2025. gada 8. maijs, 12:14 Upload to: sestdiena, 2025. gada 14. jūnijs, 01:55



Task Details for educational leaders



Task Details for digital educators

Figure. Madrid POST Activity 2 in the Digital Hub: applying learning to the participant's context through a whole-school digital literacy development plan.

Limerick

Digital Hub course (Limerick evidence)



✓ Post-Activity 2: Co-Design and reflection



Adaptation and application of co-designed resource

Upload from: pirmdiena, 2026. gada 9. februāris, 14:48

Step 1

Based on the knowledge and experience you gained during the Limerick study visit, **adapt what you learned and implement it in your own teaching practice** or at the school level.

- Session1: **Creating a whole school plan** of how to support learners to become independent, self-regulated learners.
- Session 2: **Creating chat-bot** that supports teachers to modify digital resources, lessons and assessments.

Step 2

Create a file (for example, a **Word document**) that includes **one of the following**, depending on which parallel session you attended in Limerick:

- a **link to the chatbot** you created and **answers to the questions below**.

or

- a **school plan** outlining how to support learners in becoming independent, self-regulated learners and **answers to the questions below**.

In the same document, answer the **questionnaire** using the structure provided below. Reflect on the outcomes from Limerick and explain how they meet the needs of your school.

Please respond to the following questions:

1. What do you plan to use from the co-created resource, and why?
2. How do you plan to use it in your school or classroom practice?
3. What other changes or updates did you make, and why?
4. List the stages you will follow to implement the co-designed resource.
5. Any other considerations you find relevant?

Step 3

Upload the **updated co-designed resource(s)** to the **digital hub**.

Figure. Limerick POST Activity 2 in the Digital Hub: adaptation and application of a co-designed resource, structured reflection and upload of the revised resource to the Digital Hub.

Planned Study-Visit Model

The four planned Study Visits

The amended Task 6.3 planned four short Study Visits as a continuing professional development pathway for teachers and other education professionals. Each visit had a target of 40 participants and a distinct thematic focus:

1. Rennes - **Digital equality, diversity and inclusion.**
2. Madrid - **Digital literacies and digital infrastructure.**
3. Limerick - **Digital pedagogies and open leadership.**
4. Riga - **A four-day Hackathon in which participants would co-design solutions** during two days and adapt them to their own practice during a further two days, followed by peer observation through online or physical routes.

The model was intended to connect the project's professional-development content with cross-country learning and direct exposure to educational practice. It was not designed as a series of standalone visits. Preparation before travel, concentrated on-site learning and structured follow-up were intended to form one cumulative professional learning pathway.

As specified in Task 6.3, each Study Visit was scheduled to coincide with a consortium partner meeting, so that a single journey served both the mobility activity and project management. This arrangement was maintained for all three delivered visits.

Common PRE-During-POST sequence

PRE phase. Before travel, participants used the Digital Hub to review the visit focus, complete orientation or self-assessment tasks, define professional goals, select learning sessions and connect the forthcoming programme to their own institutional context. The precise task set and estimated preparation time varied slightly by visit, but the common purpose was to establish readiness and a personal learning focus.

During phase. Each implemented visit combined formal input with collaborative and experiential formats. These included parallel learning sessions, co-design activities, professional knowledge exchange and visits to schools or other educational settings. The on-site programmes deliberately brought together participants from different countries and roles so that project concepts could be examined against real practices and diverse educational systems.

POST phase. Following the visit, participants were asked to apply, adapt, share or reflect on the learning in their own context. Depending on the visit, the evidence included plans, adapted resources, reflections, peer or colleague feedback, videos, photographs, presentations and partner-level reports. The tasks evolved between visits, and partners used different evidence formats. For this reason, this deliverable describes what can be verified rather than forcing all evidence into a single completion measure.

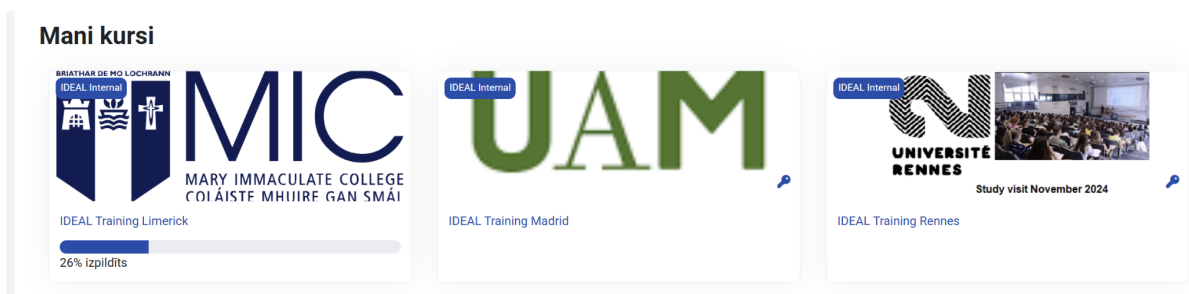
Evaluation of transfer to practice. The WP6 evaluation design provides that learners take part in a peer-observation study visit, record their observations, and that a sample of at least 50% of the resulting records be analysed to determine how learners transferred their knowledge into practice. Peer observation of digital learning practices in schools was

delivered as a scheduled component of all three visits. The way transfer was recorded afterwards was revised between visits.

The Rennes POST task used a formal peer-observation protocol. Completion of that protocol was uneven across partner groups: it was fully met in one group, while others reported that participants were unclear about what the task required and that the reporting format was difficult to reconcile with normal teaching workloads. For Madrid and Limerick the consortium therefore replaced the protocol with outputs that partners and participants identified as more directly useful to their own institutions - a whole-school Digital Literacy Development Plan with a documented sharing activity after Madrid, and an adapted, applied and uploaded co-designed resource with a structured reflection after Limerick.

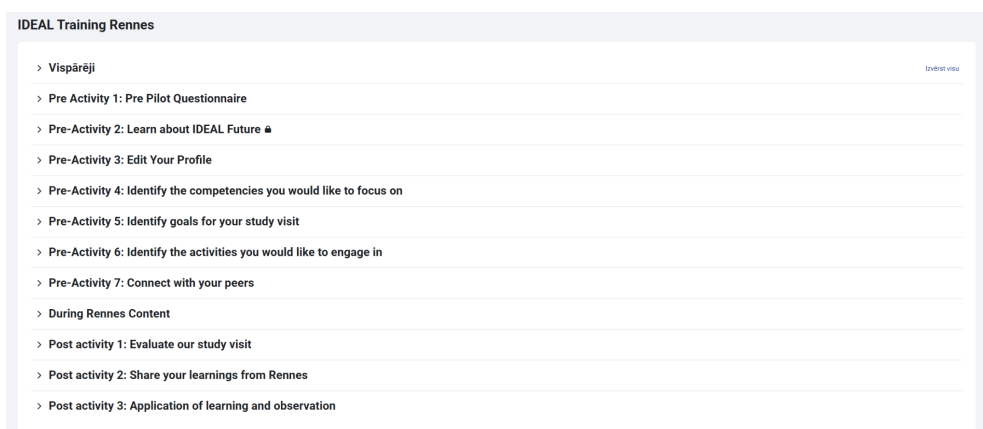
Both formats record what the evaluation design asks for: what the participant took from the visit, how it was applied in a defined educational setting, and what changed as a result. The revision also improved participation. Partner groups that submitted little or no analysable individual evidence after Rennes recorded complete submissions after Limerick. Because submission volumes remained modest at every visit, partners analysed each submitted item rather than a sample, so the 50% analysis threshold was exceeded throughout.

IDEAL Futures Study Visit learning environments implemented in the Digital Hub: Rennes, Madrid and Limerick:



Structure of hub courses for each study visit below.

Rennes - Digital equality, diversity and inclusion:



Madrid - Digital literacies and infrastructure:

IDEAL Training Madrid	
> Welcome!	12681st visu
> Overview	
> Post activity 1: Evaluate our study visit	
> Post Activity 2: Applying your learning to your context	
> Post Activity 3	
> Pre Activity 1: Pre Pilot Questionnaire	
> Pre-Activity 2: Learn about IDEAL Future	
> Pre-Activity 3: Edit Your Profile	
> Pre-Activity 4: Identify goals for your study visit	
> Pre-Activity 5: Choose the activities you would like to engage in	
> Pre-Activity 6: Connect with your peers	
> During Madrid Content	

Limerick - Digital pedagogies and open leadership:

IDEAL Training Limerick	
> Welcome!	12681st visu
> Overview	
> Pre Activity 1: Pre Pilot Questionnaire	
> Pre-Activity 2: Learn about IDEAL Future	
> Pre-Activity 3: Choose the activities you would like to engage in	
> Pre-Activity 4: Edit Your Profile	
> Pre-Activity 5: Identify goals for your study visit	
> Pre-Activity 6: Identify the competencies you would like to focus on	
> During Limerick Content	
> Post-Activity 1: Evaluate our Limerick study visit	
> Post-Activity 2: Co-Design and reflection	

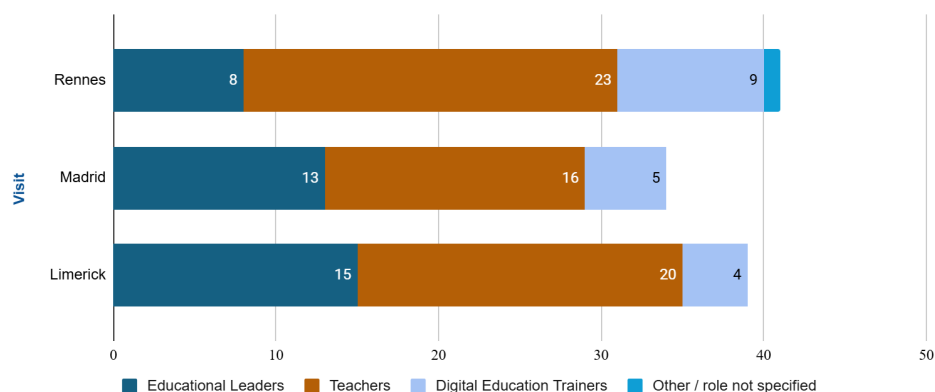
1. Executive Summary

Deliverable D6.2 demonstrates the piloting of the IDEAL Futures Study Visit model under Task 6.3. The amended Grant Agreement planned four international study visits, each with a target of 40 participants and a structured learning pathway combining online preparation, on-site professional learning and post-visit application. Three Study Visits were implemented: Rennes, Madrid and Limerick. The fourth planned activity, the Riga Hackathon, was not delivered.

Across the three implemented study visits, 114 participation instances were recorded. Based on the professional roles stated in the partner impact reports and participant profiles, these comprised 36 Educational Leaders, 59 Teachers and 18 Digital

Education Trainers. One Rennes participant could not be assigned to an educational role based on the available evidence.

Participant roles by study visit (114 participation instances)



Pre-service teachers are included in the Teachers category. As some individuals participated in more than one visit, these figures represent participation instances rather than unique individuals. Rennes involved 8 Educational Leaders, 23 Teachers and 9 Digital Education Trainers, with one additional participant whose role was not specified. Madrid involved 13 Educational Leaders, 16 Teachers and 5 Digital Education Trainers, while Limerick involved 15 Educational Leaders, 20 Teachers and 4 Digital Education Trainers.

Across the three visits, the model was piloted through a common PRE-During-POST sequence. Participants prepared through the Digital Hub, took part in formal learning, co-design, professional exchange and school or site visits, and were then invited to adapt or share learning in their own settings. The evidence shows a broadly positive professional-learning experience, especially where the programme combined practical work, school-based observation, international exchange and opportunities to create or adapt resources. The available post-visit materials also document examples of transfer into classroom practice, school planning and professional dissemination. The form and completeness of this evidence varied between partners and visits, so this deliverable does not present a single uniform completion or impact rate.

Rennes focused on digital equality, diversity and inclusion and involved 41 participants. Its post-visit survey contained 35 responses. Respondents valued knowledge sharing, formal learning, co-design and school visits, while the Learning Hub, task clarity, feedback and scheduling were identified as areas for refinement. Partner reports and individual materials documented several examples of subsequent application, peer input and wider dissemination, but the evidence was uneven across partners.

Madrid focused on digital literacies and digital infrastructure and involved 34 participants. The online evaluation contained 21 responses; seven additional UAM participants completed the same questionnaire through a separate written route.

School visits and practice-based learning received the strongest satisfaction results. Post-visit evidence included Digital Literacy Development Plans, contextual school plans and dissemination materials, but standardised completion and submission differed substantially across partners.

Limerick focused on digital pedagogies and open leadership and involved 39 participants. Its anonymous survey contained 26 responses. Of 312 learning-experience ratings, 302 (96.8%) were in the two highest bands, and experiential learning was completely enjoyed by 25 of 26 respondents. Partner reports and participant or group materials documented application through self-regulated learning approaches, chatbot and prompt-design activities, resource adaptation, classroom use, school planning and professional sharing.

The principal deviation was the non-delivery of the planned Riga Hackathon. The requested project extension was not granted; implementation had already been delayed by several complications, including the replacement of a project partner, and the project had to close on 14 June 2026. By the time the remaining implementation window was clear, there was insufficient time to design the fourth event and recruit education staff during the demanding end-of-school-year period and the start of summer holidays in several countries. The consortium therefore decided not to implement the activity. Although these activities did not replace the cancelled mobility, the University of Latvia sought to strengthen WP6 implementation through wider national piloting reported under Deliverable D6.1: three teacher-support seminars, 81 fully engaged educators and 258 individual course completions across six courses.

Overall, Task 6.3 was substantially implemented through three completed Study Visits, with one material deviation: the planned Riga Hackathon was not delivered. The piloting evidence supports continuation of the PRE-During-POST structure, with stronger common evidence requirements, clearer instructions, realistic follow-up deadlines, a reliable alternative submission route and more time for hands-on collaboration and reflection.

2. Introduction

2.1 Purpose and scope

The purpose of this DEM deliverable is to demonstrate the implemented Study Visit pilot and provide a concise public account of what was planned, what was delivered, the participation achieved, the learning and transfer evidence available, and the principal deviation from the amended work plan.

This deliverable covers the three implemented Study Visits in Rennes, Madrid and Limerick and the planned but unimplemented Riga Hackathon.

This DEM deliverable documents and demonstrates the implementation of the Study Visit pilot through platform-based learning environments, implementation evidence,

participant outputs and supporting evaluation data. It focuses on delivery, participation, participant feedback, documented professional-learning outputs and practical transfer. Detailed theoretical analysis of transformative learning, DigCompEdu, the GTL framework and peer-observation methodology is reserved for Deliverables *D6.1 Piloting of Content and Learning Activities* and *D6.3 Report and Academic Publications*. It is therefore not repeated in this deliverable.

2.2 Evidence and counting rules

The evidence was reviewed using a conservative approach. A claim is included only when it is supported by the supplied programme, attendance, survey, partner-report or implementation material, or was explicitly confirmed for this deliverable. It consolidates the individual visit Impact Reports, final programmes and session plans, Digital Hub and implementation evidence, and the final consolidated participant list.

Five different measures are kept separate throughout this deliverable:

1. **Actual attendees** are the people recorded as having attended a specific study visit, based on the final consolidated participant list.
2. **Study visit evaluation respondents** are participants who completed the post-visit evaluation questionnaire concerning the study visit experience and its organisation. Response totals are reported separately and are not treated as attendance totals or as measures of participants' knowledge.
3. **Submissions** are documents, plans, reflections, videos or other items retained as evidence. A submission may represent one person or a collaborative group and is not automatically equal to one participant.
4. **Participation instances** are obtained by summing confirmed attendance across the visits. A person who attended more than one visit is counted once for each visit.
5. **Documented reach through POST activities** refers to additional people and organisational contexts reached through subsequent sharing, implementation or professional-learning activities described in partner reports and supporting evidence. Where uniqueness cannot be established, these are reported as reach instances or context instances rather than as unique people or institutions. Approximate values and ranges are retained as reported. POST-activity reach is not added to attendance, survey-response or submission totals.

2.3 Data protection and public reporting

This public deliverable applies the GDPR data-minimisation principle by including personal data only to the extent necessary for the reporting purpose.

Participant names, signatures and other identifying attendance data are therefore not reproduced. Attendance is reported through aggregate and anonymised figures by visit and country or partner group. Named lists and signature sheets are retained separately as supporting documentation in the secure project evidence repository and remain available for verification where required.

3. Planned versus Actual Implementation

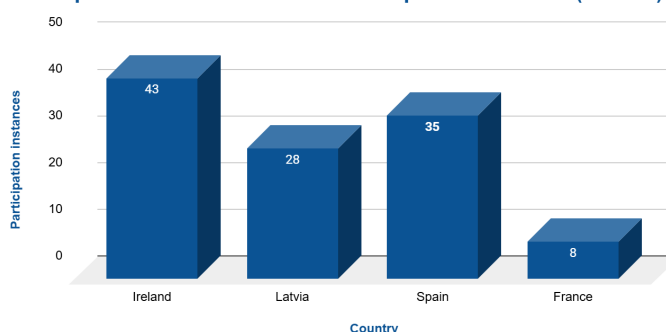
Visit and focus	Planned timing	Planned participants	Actual delivery	Result
Rennes - Digital equality, diversity and inclusion	Month 13	40	Implemented; 41	+1
Madrid - Digital literacies and infrastructure	Month 19	40	Implemented; 34	-6
Limerick - Digital pedagogies and open leadership	Month 25	40	Implemented; 39	-1
Riga Hackathon - co-design and adaptation	Month 31	40	Not delivered; 0	-40
Total	Four visits	160	Three visits; 114	71.3 % of the planned 160 places; 95.0 % of the 120 places in the three implemented visits (-46 places, of which 40 = Riga)

Three of the four planned Study Visits were delivered. Their combined attendance was close to the planned level: 114 participation instances against a target of 120 for those three events. Rennes exceeded its event target by one participant, Limerick was one below target, and Madrid was six below target. The unimplemented Riga activity accounts for the principal difference between the overall target and actual delivery.

The participant composition also demonstrates sustained cross-country engagement across the programme.

Across the three implemented visits, the 114 participation instances comprised 43 from Ireland, 28 from Latvia, 35 from Spain and 8 from France.

Participation instances across three implemented visits (N = 114)



4. Rennes Study Visit

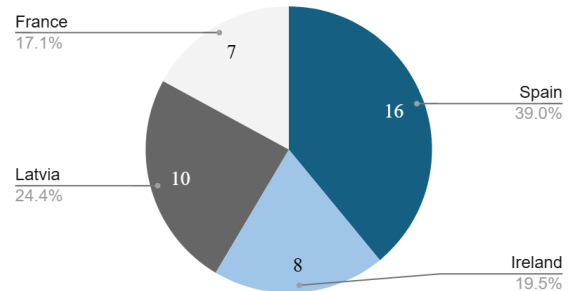
4.1 Visit profile and implementation

The first Study Visit took place in Rennes from Nov 26, 2024 to Nov 28, 2024 at University Rennes 2, Campus Villejean. Its theme was digital equality, diversity and inclusion in an IDEAL digital future, with particular attention to teaching and learning and to empowering learners.

The confirmed attendance was 41 participants: 16 from Spain, 8 from Ireland, 10 from Latvia and 7 from France.

This was one participant above the planned event target. The post-visit survey contained 35 responses; it provides evidence about participant perceptions but is not used as the attendance denominator.

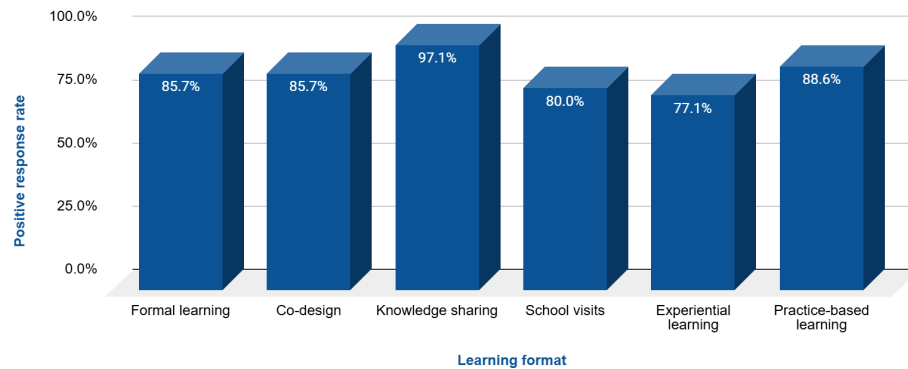
Participants



The programme combined online preparation with at least two days of on-site sessions and workshops. The on-site sequence included formal learning, parallel sessions, co-design, professional reflection, knowledge sharing and visits to schools or other educational settings. The post-visit design asked participants to share learning, adapt or apply activities in their own contexts and reflect on the results. Peer observation was available as one possible route for application and feedback, but the source documents did not consistently present it as compulsory for every participant.

4.2 Participant feedback

The survey results indicate an overall positive assessment of the visit. In this analysis, positive responses include both “completely enjoyed” and “minor improvements could be made”. Knowledge sharing received the strongest rating, with 34 positive responses out of 35 (97.1%). This was followed by practice-based learning with 31 (88.6%), formal learning and co-design with 30 each (85.7%), school visits with 28 (80.0%), and experiential learning with 27 (77.1%). For practice-based learning specifically, 17 respondents completely enjoyed the activity and 14 considered that only minor improvements could be made. Three respondents indicated that major improvements were needed, while one was unable to evaluate the activity.

Main learning formats (N = 35)

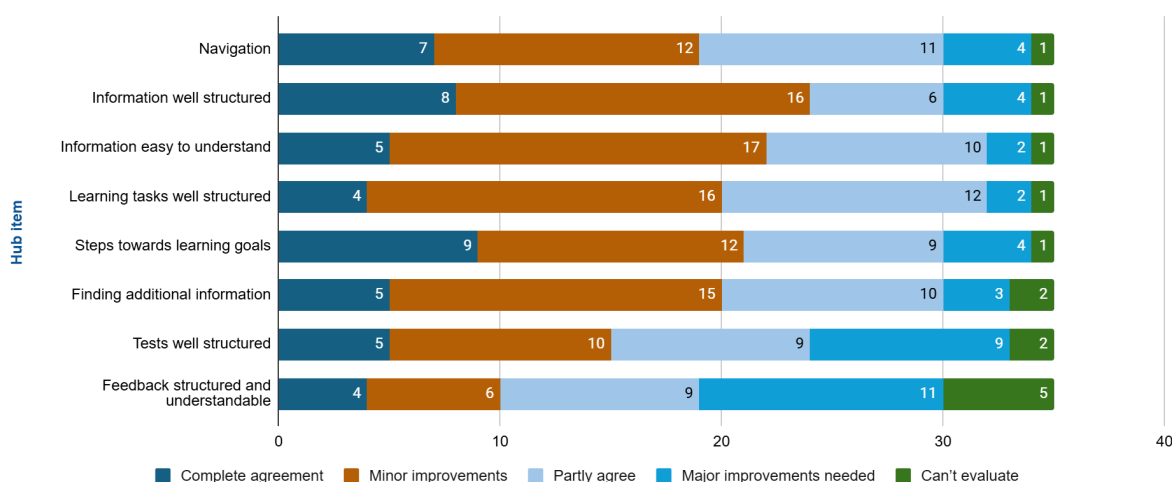
Open responses highlighted three recurring areas of learning: the use of AI and other digital tools in education; inclusive and learner-centred pedagogies; and cross-cultural professional exchange. Participants referred to resource creation, assessment, student support, inclusive design, student involvement in creating learning materials, reflective practice and the value of observing another educational system.

The feedback also identified areas for improvement. Some participants wanted clearer learning goals, more structured schedules, more hands-on activities and stronger links between the programme and application in their own contexts. Language and communication across different educational systems sometimes made collaboration more demanding. Several participants also found the Digital Hub difficult to navigate or considered some tests and questions repetitive or unclear.

The Learning Hub results were less consistent than the on-site learning results (However, it should be taken into account that this was at the very beginning of the project, and the hub had not yet been fully developed).

The Hub results were more mixed than the on-site learning-format ratings. Across eight Hub items and 35 respondents, 47 of 280 item-level responses (16.8%) indicated complete agreement, while 104 (37.1%) indicated that minor improvements could be made; together, these two categories accounted for 151 responses (53.9%). The strongest-rated item by complete agreement concerned understanding the steps required to reach learning goals, with nine of 35 respondents indicating complete agreement. Information structure was also evaluated comparatively positively, with 24 of 35 respondents selecting either complete agreement or minor improvements. Tests and post-task feedback were the clearest concerns: tests received nine major-improvement responses and post-task feedback eleven, while only five and four respondents respectively completely agreed that each was well structured or understandable.

Learning Hub results (35 respondents; 8 items; 280 item-level responses)



4.3 Documented transfer and limitations

Post-visit evidence confirms several examples of application and dissemination, but the quantity and form of evidence differed between partners. Seven unique and sufficiently completed individual application or peer-observation reports were available for direct analysis, and all seven were reviewed.

The reviewed materials described adaptations in response to peer or colleague feedback, practical use of AI and digital resources, changes to grouping and task design, attention to different levels of digital readiness, and plans for further workshops or resource sharing. Partner reports provided additional examples that could not always be verified through the underlying individual files.

The University of Latvia reported six dissemination workshops reaching 73 educators. MIC reported an approximate reach of 38 pupils (23 primary and 15 secondary), 22 primary teachers, two pre-service teachers and one educational leader. LCETB reported one peer-observation case involving two participants and a second case of professional sharing and initial AI use, and estimated that the learning reached 19 schools through its Digital Leaders and support team, between 60 and 100 teachers directly, and approximately 1,000 learners indirectly. All of these figures were reported by the partners and were not independently verified. The LCETB learner estimate is the least precise of them and is reported separately from all other totals in this deliverable.

The Rennes evidence therefore supports transfer in several settings, while also showing the need for a common POST template, stable evidence links, clear definitions of compulsory and optional activities, and reporting that always states whether a denominator refers to participants, responses, submissions or valid reports.

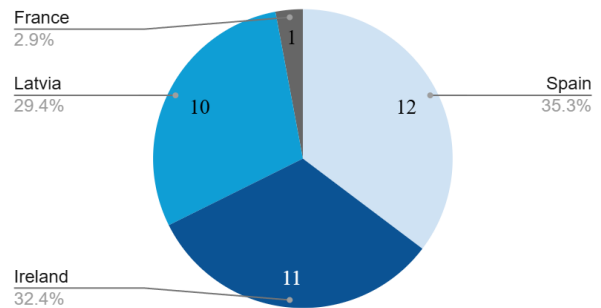
5. Madrid Study Visit

5.1 Visit profile and implementation

The second Study Visit took place in Madrid from Apr 7, 2025 to Apr 10, 2025. It was hosted and coordinated by Universidad Autónoma de Madrid and focused on digital literacies and digital infrastructure in an IDEAL digital future.

The visit involved 34 participants: 12 from Spain, 11 from Ireland, 10 from Latvia and 1 from France. The programme used facilities at UAM and included visits to five Madrid-area schools.

Participants



The PRE phase oriented participants to the project, competence models, professional goals, session selection and contextual information about digital infrastructure. The on-site learning combined a shared introduction, two parallel learning sessions, cross-partner co-design, presentation and discussion of group outputs, and school visits for observation of digital learning practices. After the visit, participants were asked to adapt co-designed outputs into a whole-school Digital Literacy Development Plan and then share the plan with relevant school-community members, gather feedback and document the process. More specifically, all post-visit activities were analysed by the partners on a country-by-country basis, with the results, conclusions, and assessment of their impact presented in the submitted impact reports.

5.2 Participant feedback

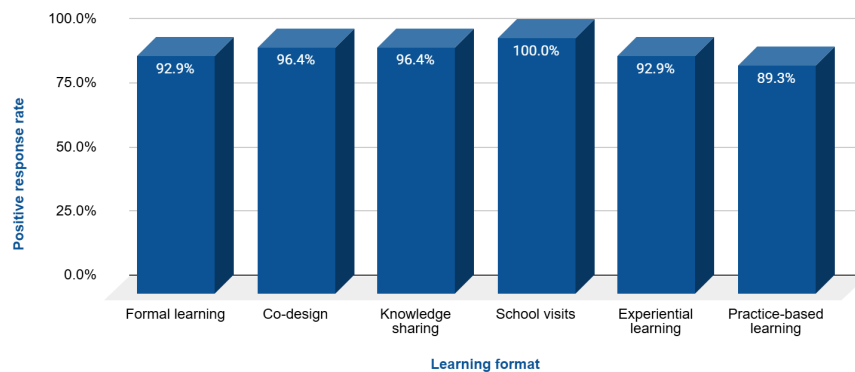
The online MS Forms evaluation contained 21 responses: 10 from Latvia, 6 from Ireland, 3 from Spain and 2 from France.

Across the combined dataset, nine respondents had attended Parallel Session 1 and 19 Parallel Session 2. Both parallel sessions were evaluated positively overall. Most ratings were in the 80-100% bands, while the main areas for refinement were activity timing, support for different levels of prior knowledge and more practical examples of inclusive digital practice. These results did not indicate a need to redesign the full session model, but they did support clearer instructions, stronger scaffolding and more realistic time allocation.

The combined dataset comprised 28 evaluation questionnaires: 21 submitted online and seven completed in writing. Overall, the organisational formats were evaluated very positively. In this analysis, positive responses combine “completely enjoyed the

activity” and “minor improvements could be made”. School visits received positive responses from all 28 respondents (100%). Co-design and knowledge sharing each received 27 positive responses (96.4%), while formal learning and experiential learning each received 26 (92.9%) and practice-based learning received 25 (89.3%). In terms of complete enjoyment, school visits received the strongest rating, selected by 21 respondents, followed by practice-based learning with 19. Formal learning, co-design and knowledge sharing each received 16 complete-enjoyment ratings, while experiential learning received 15.

Main learning formats (N = 28)



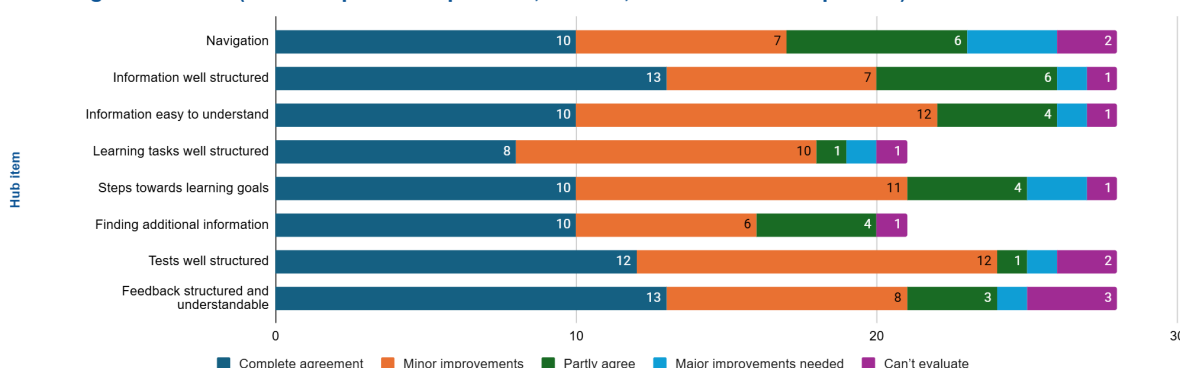
Open-ended responses highlighted the value of practical digital and AI tools, collaboration and international exchange, co-design, and direct observation of Spanish educational settings.

Participants most often identified learning related to AI and digital tools, cross-cultural collaboration and digital-literacy pedagogy. Further learning interests included ethical and classroom-ready uses of AI, digital approaches for inclusive education, Universal Design for Learning and greater insight into national digital-education systems. Challenges included the amount and pace of information for some participants, different levels of prior digital knowledge, group-work timing, one reported language issue and repetitive or unclear Hub questions.

The combined Learning Hub results were positive overall, while also identifying specific usability concerns. As the seven written UAM questionnaires covered six of the eight Hub items, the number of respondents ranged from 21 to 28 per item. Across 210 available item-level responses, 86 (41.0%) indicated complete agreement and 73 (34.8%) indicated that only minor improvements were needed; together, these categories accounted for 159 responses (75.7%). Learning tasks and tests received the highest combined positive-response rates, with 18 of 21 (85.7%) and 24 of 28 respondents (85.7%), respectively, selecting one of these two categories. Navigation received the most mixed assessment: 10 respondents completely agreed that it was easy, seven indicated that minor improvements were needed, six partly agreed, three requested major improvements and two could not evaluate it. The results and open responses support clearer navigation guidance,

more step-by-step instructions and a reliable alternative submission route when technical difficulties prevent the use of the Hub.

Learning Hub results (21-28 respondents per item; 8 items; 210 item-level responses)



5.3 Documented transfer and limitations

The Madrid post-visit evidence included Digital Literacy Development Plans, presentations, contextual school digital plans, photographs, videos and partner reports. It demonstrates useful application in several settings, while the level of standardised completion varied.

All 10 LU participants were represented in six plans produced individually or in pairs, and six dissemination evidence folders documented combinations of plans, presentations, photographs, signature records and videos. For the University of Latvia, six post-visit sharing activities are documented: five in-person workshops or experience-sharing meetings held between June and September 2025, and one plan shared with colleagues by email. Three of these record their audience directly in the partner report: 16 teachers at Tukums Raiņa State Gymnasium, 17 at Garkalne Art and General Education Primary School and 18 participants at Zāļīša Primary School. Together with the signature records retained in the project evidence repository, the follow-up activities document at least 80 people reached: 25 pupils and 55 in-service teacher participants. MIC provided five individual plans from six participants but did not provide evidence of the subsequent sharing activity. LCETB provided three plan-related outputs from five participants and at least one item documenting sharing. Fundación Siglo22 provided one plan from four participants and no sharing evidence. UAM's technical platform difficulties prevented standard Hub submissions for the two later POST activities. Université Rennes 2 provided two contextually equivalent French school digital plans, reflecting national institutional and data-protection constraints, but these were not directly comparable with the common plan template.

This evidence supports a positive transfer effect at the level of professional planning, contextual adaptation and selected dissemination. The main implementation lesson was the need to separate attendance, plan production and documented dissemination, and to provide one common evidence checklist with an accessible alternative submission route.

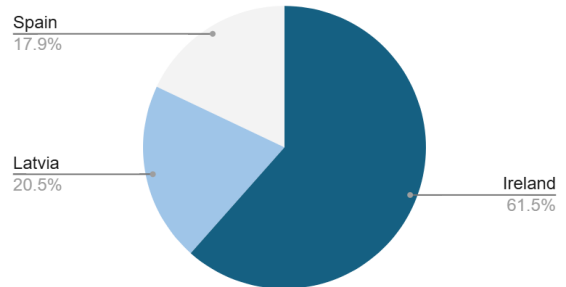
6. Limerick Study Visit

6.1 Visit profile and implementation

The third Study Visit took place at Mary Immaculate College in Limerick from Feb 3, 2026 to Feb 6, 2026. It focused on digital pedagogies and open leadership in an IDEAL digital future.

The confirmed attendance was 39 participants: 24 from Ireland, 8 from Latvia and 7 from Spain. By partner group, the participant list records 12 from MIC, 12 from LCETB, 8 from the University of Latvia, 5 from UAM and 2 from Fundación Siglo22.

Participants



The anonymous post-visit survey contained 26 responses and is reported separately from attendance.

The PRE phase included orientation, goal setting, session choice and participant-profile activities in the Digital Hub. The on-site programme included welcome and collaborative activities, use of the MIC CraftSPACE, two parallel learning sessions, co-design, presentations of group outputs and school visits for peer observation. Five school destinations were identified in the programme evidence.

Parallel Session 1 addressed self-regulated learning, learner agency, self- and peer assessment and technology-supported whole-school approaches. Parallel Session 2 addressed the design and use of chatbots to modify and share digital learning resources. It considered pedagogical purpose, prompt quality, target groups, limitations, testing and refinement. The co-design evidence included six types of prototype supporting learning, lesson planning, assessment and feedback, writing, parent communication and student reflection.

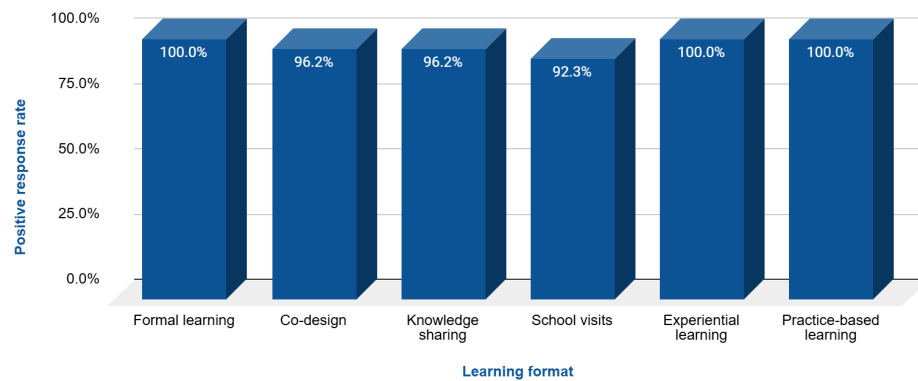
After the visit, participants completed an anonymous evaluation and were asked to adapt a co-designed resource to their own setting, reflect on implementation and upload the revised resource. The resulting evidence included both completed implementation and structured plans for future implementation; these categories are kept distinct.

6.2 Participant feedback

The anonymous survey contained 26 responses: 9 from Latvia, 8 from Spain and 9 from Ireland. Sixteen respondents attended the chatbot session and 10 attended the self-regulated learning session.

The combined learning-experience results were very strong. Across 12 items completed by 26 respondents, 302 of 312 item-level ratings (96.8%) fell within the two highest rating bands of 80-90% or 90-100%. The strongest-rated item concerned understanding where the acquired knowledge could be used, with 24 respondents selecting the 90-100% band. Time allocation received comparatively lower ratings: four respondents selected 70-80% and one selected 50-70%, while the remaining 21 selected one of the two highest rating bands.

Main learning formats (N = 26)



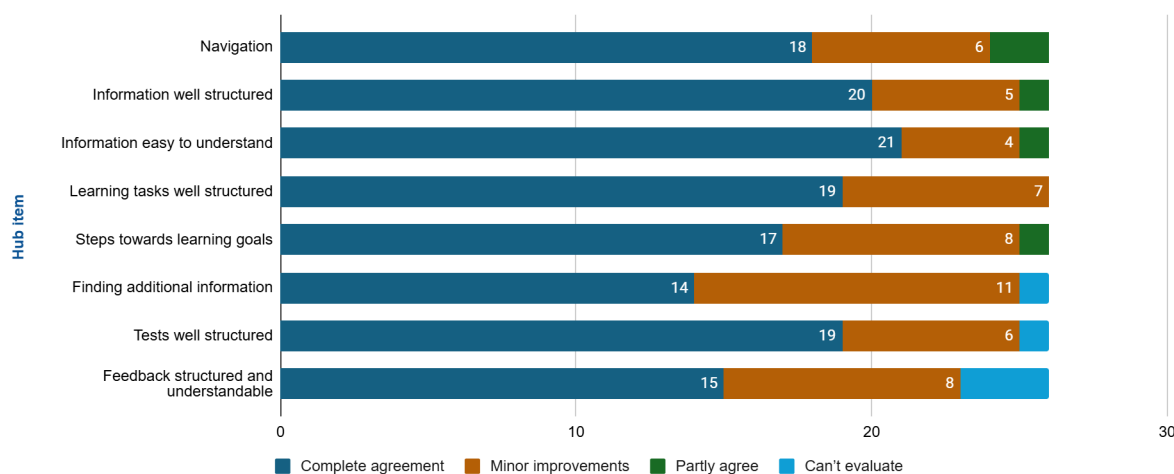
Feedback on the main learning formats was also highly positive. Positive responses combine “completely enjoyed the activity” and “minor improvements could be made”. Formal learning, experiential learning and practice-based learning each received positive responses from all 26 respondents (100%). Co-design and knowledge sharing each received 25 positive responses (96.2%), while school visits received 24 (92.3%). In terms of complete enjoyment, experiential learning received the strongest rating, selected by 25 respondents, followed by school visits with 22, practice-based learning with 21, formal learning and co-design with 19 each, and knowledge sharing with 17. Across the six organisational items, 123 of 156 item-level responses (78.8%) indicated complete enjoyment. One respondent requested major changes to co-design and one to school visits; two further responses indicated that the respective format was difficult to evaluate.

Open responses similarly requested more time for hands-on creation, testing, presentation and exchange.

The Learning Hub was evaluated very positively overall. Across eight items completed by 26 respondents, 143 of 208 item-level responses (68.8%) indicated complete agreement and 55 (26.4%) indicated that only minor improvements were needed. Together, these two categories accounted for 198 responses (95.2%). The strongest-rated aspect was the clarity of the Hub information, with 21 of 26 respondents indicating complete agreement, followed by its structure, with 20. Learning tasks and tests were also rated strongly, each receiving 19 complete-agreement responses. Finding additional information and post-task feedback received comparatively fewer complete-agreement responses-14 and 15 respectively-but most of the remaining respondents indicated that only minor

improvements were needed. No respondents requested major improvements to any of the eight Hub aspects.

Learning Hub results (26 respondents; 8 item; 208 item-level responses)



Open responses most often referred to chatbot creation, prompt design, the pedagogical use of AI, self-regulated learning, digital-resource adaptation and collaboration with educators from other countries. Participants wanted deeper work on advanced chatbot design, AI ethics and safety, the assessment of self-regulated learning, real-world cases and school-level digital pedagogy. Reported challenges included limited time, different levels of digital competence, the complexity of authentic cases and the pace of cross-cultural collaboration.

6.3 Documented transfer and limitations

The Limerick evidence package retained in the project repository included five partner reports, 18 individual or collaborative post-activity files, 11 session and co-design materials, Digital Hub screenshots, the final programme, attendance evidence and a school-allocation table. Together, these materials document clear transfer from the Study Visit into educational practice, resource development, institutional planning and professional dissemination.

The University of Latvia provided particularly complete evidence of follow-up implementation. All eight participants completed the required PRE and POST activities, submitted reflections and provided evidence of an adapted co-designed resource uploaded to the Digital Hub. Six submitted all materials on time, while two had a minor formal submission delay after the practical implementation had already been completed. The eight outputs demonstrate that the Limerick chatbot-design experience was transferred into concrete educational contexts rather than remaining at the level of intended future use.

The documented Latvian applications included differentiated support in geography, scaffolding for mathematical problem-solving, guided reflection in social education,

academic-integrity support for higher education students, lesson-planning support for pre-service preschool teachers, inclusive communication with parents of children with autism spectrum disorder, and reflective support in typography and design education. Several resources were tested directly with pupils, students or pre-service teachers, while others were shared with colleagues or incorporated into professional-development activities. The materials consistently emphasised teacher oversight, verification of AI-generated content, curriculum alignment, privacy, academic integrity and the importance of using AI to support-rather than replace-learner thinking. One participant documented dissemination through AI ambassador training, VIAA training for state methodologists and a large seminar on Google tools, reporting an approximate combined reach of 190 education professionals.

Evidence from the other partner groups further supports the practical value of the visit. UAM reported completed follow-up work for five participants and supplied individual reflections and a collaborative case output. MIC documented four detailed examples of school- or classroom-level application. LCETB documented follow-up with three participants, including uses related to school planning, student support and dissemination across schools. Fundación Siglo22 confirmed completion for two participants; one Hub upload was available, while the second participant experienced a file-format problem.

Across partners, the documented outputs show the adaptation of AI, self-regulated learning and digital-pedagogy concepts for defined educational purposes, including subject-specific scaffolding, lesson planning, formative feedback, reflection, inclusive communication, professional learning and whole-school planning. These practical outputs complement the very positive participant-feedback results reported in Section 6.2 and demonstrate that the Limerick Study Visit progressed beyond participant satisfaction to tangible application and professional sharing.

The evidence nevertheless has defined boundaries. Documentation formats and levels of detail varied between partners, and not every planned implementation was supported by equivalent evidence. The survey measures participants' perceptions, while the post-activity files document selected examples of application; neither provides a direct measure of changes in learner outcomes or establishes a causal effect on student achievement. The strongest supported conclusion is therefore that the Limerick Study Visit generated substantial educator learning, high-quality contextual adaptation, documented implementation in selected educational settings and wider professional dissemination.

7. Deviations and Mitigation

7.1 Non-delivery of the Riga Hackathon

The amended work plan scheduled a fourth Study Visit in Riga as a Hackathon with a target of 40 participants. It was intended to combine two days of co-design with two days of adaptation to practice, followed by peer observation through online or physical routes. The activity was not implemented.

The non-delivery resulted from the cumulative effect of the project timeline and implementation constraints. The project's requested extension was not granted. Delivery had already been delayed by several complications, with the replacement of a project partner being one of the most significant. The project was required to close on Jun 14, 2026. Once the remaining implementation window was established, there was not enough time to plan the fourth event and recruit education staff responsibly. The available period coincided with the most demanding end-of-school-year phase for the main target group and with the start of holidays in several partner countries. The consortium therefore decided not to proceed with an event that could not be prepared and staffed to the required standard.

Although these activities did not replace the cancelled mobility, the University of Latvia sought to compensate at the wider WP6 implementation level through broader national piloting. LU organised three support seminars for teachers, with 81 educators recorded as fully engaged, and these educators generated 258 individual course completions across the six courses available on the Digital Hub. These figures are drawn from the national piloting records reported under Deliverable D6.1 Piloting of Content and Learning Activities and are reproduced here only to describe the mitigation; they are not study-visit data.

These figures are reported separately from Study Visit attendance. They demonstrate additional national engagement and use of the project's professional-learning offer, but they do not change the Study Visit total of 114 participation instances or the status of the Riga deviation.

7.2 Deviation from the planned schedule

All three delivered Study Visits took place later than the months set in the amended work plan.

Visit	Planned	Delivered	Delay
Rennes	Month 13	26-28 November 2024 (Month 18)	5 months
Madrid	Month 19	7-10 April 2025 (Month 22)	3 months

Limerick	Month 25	3-6 February 2026 (Month 32)	7 months
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The delay accumulated across the sequence rather than being corrected between visits. Each visit was rescheduled to protect participant recruitment and to accommodate the academic calendars of the participating countries, and the interval between visits was compressed rather than the programme being shortened. The content, duration and learning design specified for each visit were delivered in full, and attendance remained close to the event target throughout, so the deviation affected timing rather than substance.

The consequence was concentrated at the end of the work plan. When the Limerick visit closed in February 2026, four months of the project period remained, of which the final weeks were required for evaluation and reporting. This is the direct link between the schedule deviation and the non-delivery described in Section 7.1: the remaining window could not accommodate the design, recruitment and delivery of a four-day Hackathon for 40 participants.

7.3 Mitigation lessons

The implementation experience identifies several practical measures for future multi-country professional-learning mobility:

- Protect a sufficiently long planning and recruitment window, especially where the target group is school staff and the proposed dates approach the end of the academic year.
- Confirm the event format and minimum viable programme early enough to absorb partner or timetable changes.
- Use a shared evidence checklist from the start, with clear distinctions between attendance, survey response, task completion, implementation and dissemination.
- Provide a technically reliable alternative to the main learning platform for participants who cannot submit through it.
- Keep the core learning and evidence expectations common, while allowing outputs to be adapted to national regulations and institutional contexts.
- Interviewees in the same Task 6.4 interviews also highlighted the value of allocating sufficient time for structured peer exchange during the visits and maintaining collaboration after the mobility activities. Suggested follow-up mechanisms included regular online meetings or professional communities in which participants could share implementation experiences, discuss challenges and support the transfer of international learning into everyday school practice.

8. Overall Results and Conclusions

8.1 Delivery against the amended work plan

Task 6.3 committed the project to four short Study Visits, each planned for 40 participants and delivered as a professional-learning pathway in which online coursework precedes a short mobility to a partner ITE institution and is followed by application in the participant's own setting. The assessment below is made against that commitment; the supporting evidence is in Sections 4 to 7.

Visit	Attendance	Survey evidence	Strongest documented results	Documented reach through POST activities
Rennes	41	35 responses	Knowledge sharing, co-design and school visits; several transfer and dissemination examples	Approximately 196-236 quantified reach instances. Follow-up activities involved educators, pre-service teachers, education leaders and pupils/students across at least 24 school contexts, with additional university, training-centre and parent-facing outreach.
Madrid	34	21 online + 7 written separately	School visits and practice-based learning; plans and selected dissemination	At least 80 documented audience reach instances through Latvian follow-up activities. Across all partner reports, at least 8 school or educational-organisation contexts were identified, involving pupils, teachers, school leaders, pre-service teachers and professional networks.
Limerick	39	26 anonymous responses	Very strong learning feedback, with 96.8% of ratings in the two highest bands, supported by documented transfer into classroom practice, teacher education, school planning and wider professional learning.	Approximately 190 education professionals were reached through one Latvian participant's dissemination alone. Application and sharing were documented across at least 9 named school contexts, as well as higher-education, teacher-education and professional-development settings.
Overall	114 instances	Datasets remain separate	Positive educator learning and contextual transfer across three visits	Approximately 466 quantified reach instances were reported across POST activities, excluding the approximately 1,000 learners reported by LCETB. At least 36 school or educational-organisation context instances were identified, alongside wider university, training-agency and professional-network engagement.

The three delivered visits met the design specification of Task 6.3 in full. The shortfall against the overall target is attributable to one omitted activity and to a schedule that ran progressively later than planned, both recorded in Section 7.

8.2 What the piloting establishes about the model

The pathway works because it is connected, not because of any single phase. Preparation gave participants a goal and a working relationship with the platform before travel, the on-site phase carried the learning, and the post-visit phase converted it into something that existed in their own institution. Where one phase failed - most clearly where platform access broke down - the whole chain weakened. This interpretation is also supported by the Task 6.4 interview evidence. Across countries, interviewees repeatedly linked the value of the professional-learning experience to the combination of self-paced digital learning, live interaction, face-to-face international exchange and opportunities to apply learning in practice. Several interviewees also expressed an interest in continued live sessions, professional exchange and collaboration beyond the formal project activities. Taken together with the Study Visit feedback and POST outputs, this suggests that the value of the pathway lay not in any single format, but in the way different learning formats reinforced one another.

Three findings held at every visit and can be treated as robust. Practical, experiential and school-based formats were the most consistently valued elements throughout. Cross-country composition was repeatedly identified by participants as the source of insight a national programme could not have produced. And the same request recurred in every open-response set: more time for hands-on creation, testing and discussion, and less for input.

One finding is developmental. The Digital Hub moved from the weakest-rated element of the first visit to one of the strongest-rated elements of the third. That is the clearest evidence in this deliverable that the iterative design of WP6 functioned as intended: feedback from each cycle was acted on, and the effect is visible in the next cycle's data. The principal weakness of the model as delivered - the absence of a common evidence core across partners - and the measures that follow from it are set out in Section 7.3.

8.3 Conclusion

Task 6.3 was substantially implemented, and the pilot produced documented professional learning, contextual adaptation and dissemination in participants' own institutions across four countries. It also produced a model a future provider could run again with a short list of specific improvements rather than a redesign.

A further result of the piloting is the evidence supporting a connected professional-learning model. The Study Visit evaluations, documented follow-up activities and later interview evidence point in the same direction: participants valued opportunities to move between independent learning, live and face-to-face interaction, international professional exchange and practical application in their own contexts. This cross-cutting finding will be examined together with the wider Digital Hub piloting evidence in Deliverable D6.3.

Three elements of the amended plan were not delivered as originally specified, and they differ in kind. One was not delivered at all: the fourth activity, and with it the 40 planned places and the associated peer-observation cycle. Two were delivered in a different form - the systematic literature review was carried out by the partner institutions and presented on site rather than produced by participants beforehand, and the body of knowledge on open leadership was not consolidated into a single open educational resource, participants instead producing context-specific plans and adapted resources that were uploaded to the Digital Hub and shared across the group.

The last two reflect the judgement that shaped the post-visit tasks throughout: where a specified output would have been produced for the project and a different output would be used in a school, the consortium chose the one that would be used. That improved participation and produced evidence of real application, but it means the project ends without the consolidated open resource the work plan envisaged. This deliverable therefore records both what the piloting achieved and the parts of the plan that were not completed or were completed differently, and keeps the two apart.

9. Evidence Inventory Supporting the Demonstrator

As this deliverable is public, supporting files containing personal data are not attached or made publicly accessible. The deliverable presents only aggregated or anonymised information in accordance with the GDPR data-minimisation principle.

Grant and planning documents

- PROPOSAL_101104194-IDEAL Futures-ERASMUS-EDU-2022-PEX-TEACH-ACA.pdf
- Amendment - AMD-101104194-6 (2).pdf

Cross-visit working data and attendance evidence

- D6.2 Study Visit chart data
- ALL Participants final list.png

Consolidated visit impact reports

- Rennes Study visit impact report - ALL.docx.pdf
- Madrid Study visit impact report - ALL PARTNERS.pdf
- Limerick Study visit impact report - ALL PARTNERS.pdf

Post-visit evaluation datasets

- Evaluation of 1st study visit piloting activities (post Rennes)(1-35).xlsx
- Evaluation of 2nd study visit piloting activities (post Madrid)(1-21).xlsx
- Evaluation of 3rd study visit piloting activities (post Limerick)(1-26).xlsx

Final programmes and session plans

- Rennes workshop competency areas FINALdocx.docx
- Madrid Final Schedule.docx
- Ireland FINAL Schedule.docx

Digital Hub evidence

- Digital Hub evidence - Rennes study visit course structure.png
- Digital Hub evidence - Madrid study visit course structure.png
- Digital Hub evidence - Limerick study visit course structure.png

Rennes partner impact reports

- Rennes Study visit impact report FUNDACIÓN SIGLO22.docx
- Rennes Study visit impact report LCET.docx
- Rennes Study visit impact report LU1.docx
- Rennes Study visit impact report MIC.docx
- Rennes Study visit impact report RENNES 2.docx
- Rennes Study visit impact report UAM.docx

Madrid partner impact reports

- Madrid Study visit impact report LCET.docx
- Madrid Study visit impact report LU.docx
- Madrid Study visit impact report MIC.docx
- Madrid Study visit impact report RENNES2.docx
- Madrid Study visit impact report SIGLO22.docx
- Madrid Study visit impact report UAM.docx

Limerick partner impact reports

- Limerick Study visit impact report LCET.docx
- Limerick Study visit impact report MIC.docx
- Limerick Study visit impact report Sigglo.docx
- Limerick Study visit impact report UAM.docx
- Limerick Study visit impact report UL.docx

Interview analysis

- T6.4 Gathering and analysing data - Interviews International Coding scheme

Evidence retained in the project repository but not published

The following materials are cited in Sections 4 to 7. They are retained in the secure project evidence repository and are not attached to this public deliverable because they contain personal data or institutional material that cannot be published. They remain available for verification on request.

- Rennes: seven individual post-visit application and peer-observation reports.
- Madrid: dissemination evidence folders containing plans, presentations, photographs, signature records and videos.
- Limerick: 18 individual and group post-activity files; 11 session and co-design materials; the four-page signed participation list dated 4 February 2026; the school-allocation table.
- All visits: signed attendance and signature sheets.