



Associação de
Jardins-Escolas
João de Deus



CEIP ROSA DE GÁLVEZ



ISTITUTO COMPRENSIVO
GIOVANNI XXIII



Manchester
Metropolitan
University



EU PROGRAMME ERASMUS+ KA2 Strategic Partnerships Project
READ-COM”- Reading Communities from paper books to digital era

Code: 2019-1-ES01-KA201-063967

MINUTE

July 8 and 9, 2021

COMPUTER TECHNOLOGY INSTITUTE & PRESS DIOPHANTUS (CTI),

Nikou Kazantzaki Odos street, Rio, Patras 265 04, Patras, Greece

Place: Outside area

Participants:

► **Spanish Partners (SP):**

- Dolores Madrid (UMA-Project’s Scientific Leader and Coordinator)
- Rocío Pascual (UMA-Project’s Scientific Leader and Coordinator)
- Araceli Perez Molina (UMA- teacher collaborator Project)
- Ligia Isabel Estrada (UGR)
- Ana M^a Rico (UGR)
- Esther Gallardo (CEIP Rosa de Gálvez)
- Buenaventura García (CEIP Rosa de Gálvez)

► **Italian Partners (IT):**

- Mario Paiano (Centro Macchiavelli)
- Cristiano Sanna (Centro Macchiavelli)
- Luca Decembri (IC “Giovanni XXIII” Terranuevo Bracciolini)

► **Greek Partners (GR):**

- Stavroula Sokoli (CTI)
- Giorgios Birbilis (CTI)

► **Portuguese Partners (PT):**

- Antonio Ponces de Carvalho (ESE)
- Filomena Silva (ESE)

DAY 1: Thursday 8th of July 2021

9:30 Welcome addresses and Opening Dra. Stavroula Sokoli -Proffesor CTI

Dr. Sokoli (CTI) welcomes the fourth meeting of the project, thanking us for being able to travel to the city of Patras where the event took place. She apologised for the absence of the English team due to travel restrictions set by their government.

The event had to be held outdoors due to the sanitary regulations established in the country by COVID-19, initially planned to be held indoors at the CTI.

This has been solved with different outdoor spaces that have allowed us, in a relaxed way, to carry out these two days of meetings.

10:00 Interim Report: evaluation of the Spanish Service for the Internationalization of Education (SEPIE). Dra. Dolores Madrid (UMA)

In relation to the Interim Report, Dra. Madrid report the following aspects:

- Date sent: 16/02/2021
- Acceptance: 20/04/2021
- Notification of the result of the evaluation of the Interim Report: 29/04/2021

In accordance with clause I.4.3 of the specific conditions of the grant agreement, the request for new pre-financing amounting to €105,418.80, corresponding to 40%, is accepted. The transfer of the second payment to the partners will not be made until the pending completed tasks are received.

Finally, it reports on the strengths and weaknesses indicated by the SEPIE in its assessment of the mid-term report of the project (see Table 1).

Table 1.

Weaknesses and strengths mid-term report

	STRENGTHS	WEAKNESSES
TRANSNATIONAL MEETINGS	High participation in virtual meetings (July and November 2020)	The minutes do not include relevant content on the subject of the reading, nor main conclusions and corresponding evaluations.
INTELLECTUAL OUTCOMES	<ul style="list-style-type: none"> - Implementation of IO1 activities, even if not funded. - Progress in the development of IO2. 	<ul style="list-style-type: none"> - Interim reports of each partner must be published on the website, as well as included in the final project report. - Final reports must be published on the website, as well as included in the final project report.
TRAINING, TEACHING OR LEARNING ACTIVITIES		The 4 planned training activities are still to be implemented.
DISSEMINATION AND USE OF PROJECT RESULTS	<ul style="list-style-type: none"> - Creation of a website. - Creation of Twitter and Instagram accounts. - Incorporation of information about the project on partners' websites and social networks. - Dissemination in the press and radio. 	<ul style="list-style-type: none"> - Imbalance of activities between the different partners (the most active partners are UMA, UGR and Centro Machiavelli) (*). - Few publications and followers on Twitter and Instagram accounts. - Insufficient information on meetings on the website, activities carried out for the development of intellectual outputs, dissemination activities. - Measures to record impact are not specified.
PROJECT IMPLEMENTATION	<ul style="list-style-type: none"> - Difficulties caused by the pandemic situation have been satisfactorily resolved. - Good quality of methodology. - Control measures of the coordinating partner. 	-Training activities.
PROJECT MANAGEMENT	<ul style="list-style-type: none"> - Good project management, with agreements between all partners to solve problems (no IO1 funding). - Mentoring system for the UMA coordinating team. - Creation of checklists and work guides. 	No results of management activities are provided.

From this presentation, it is established a dialogue in which the importance of complying with the following aspects is highlighted:

- Inclusion of the pedagogical aspects discussed in the meetings in the minutes.
- Carrying out the learning activities foreseen in the project, although this requires a profound restructuring of the dates due to the conditions of COVID-19, which will be dealt with at another point of the meeting.
- Drafting of a document setting out the management plan.
- Balancing the participation in dissemination activities of all partners according to their professional profile in the project. The need for all partners to actively contribute to disseminate the most significant contents and news on the project's social networks and website is specified.

It is reported what has been developed so far in relation to the dissemination by the different partners where the involvement of each of them is clearly seen (see Table 2).

Table 2. *No. of dissemination activities per partner*

Partner	Online Presentation	Oral Presentation	Written Dissemination
UMA	5	7	2
Centro Machiavelli	3	2	0
IC Giovanni XXIII	1	1	0
CEIP Rosa de Gálvez	1	0	0
MMU	2	2	0
UGR	0	5	0
CTI	0	0	0
ESE	0	1	0

The importance of dissemination activities is emphasised and it is reminded that they must be recorded in the questionnaires provided for this purpose:

On-line presentation:

<https://docs.google.com/forms/d/e/1FAIpQLSd52CYAKLU2b2XMPgTh83RD011lmOToD5sFXsnHd4pKPV7Dig/viewform>

Oral Dissemination:

https://docs.google.com/forms/d/e/1FAIpQLSd4ex8pkDRRgFW6-1WfR30R3MM8rA5TTpu7oa9QA1_HB5Wl2w/viewform

Written dissemination:

<https://docs.google.com/forms/d/e/1FAIpQLSfacR0xQna5elWfcmS6Qu-rFIDMMXfOX9qny6ahZ8Tl-jxl4A/viewform>

Furthermore, it is clarified that the project teams or individuals interested in producing scientific articles can autonomously set up working teams for this purpose. It is only requested that the preferential lines expressed by them, as detailed below, be respected:

- Emergent Education: Rocío Pascual, M^a José Molina, Isabel Ruivo, Dolores Madrid, Jaime Santos, António Ponces de Carvalho y Horacio Saraiva.
- Primary Education: Ana M.^a Rico, M^a del Mar Gallego, Filomena Moreira da Silva, António Ponces, Silvia Corral e Inmaculada Santos.
- Families: Isabel Ruivo, María José Molina García, Jaime Santos, Dolores Madrid, Rocío Pascual y Horacio Saraiva, Inmaculada Santos, Filomena Moreira da Silva y Antonio Ponces, Ligia Isabel Estrada Vidal y Ana M^a Rico, Ligia Isabel Estrada Vidal, Horacio Saraiva, Inmaculada Santos.
- Teacher training: María José Molina García, Dolores Madrid y Isabel Rubio, Ligia Isabel Estrada Vidal, M^a del Mar Gallego y Antonio Ponces, Horacio Saraiva, Silvia Corral Robles e Inmaculada Santos, M^a del Mar Gallego y Rocío Pascual.

In addition, Malaga team proposes the production of a manual with the most significant contributions of the project in which each partner participates by elaborating the contents according to its strengths in the project.

There is a debate about this and, at this moment, no consensus is reached about the coordination, the contents and the language of the publication. It is decided to postpone these decisions to the next meeting.

10:30h. Intellectual Output 1 (Proposal 1 & 2): Tasks Checklist. Dra. Rocío Pascual (UMA)

Dra. Pascual and her coordinator team have considered necessary to include this issue on the agenda, in order to highlight the work done so far, as well as the difficulties encountered.

The tasks and the strengths and difficulties encountered are listed below (see Table 3).

Table 3. *Strengths and weaknesses IO (Proposal 1 & 2)*

INTELLECTUAL OUTCOMES	TASKS	STRENGTHS	WEAKNESSES
<p>IO2 Fase 1 (Proposal 1): COMPARATIVE CURRICULUM NARRATIVES AND SUMMARY</p> <p>RESPONSIBLE: MMU</p>	<p>Task 1: Carry out a literature review of policies and practice guidelines for reading in the UK. Collate partners translated contributions to provide a comprehensive summary of current policy and practices across EU range for the project.</p> <p>Task 2: Develop a framework for creating Comparative Curriculum Narratives for each partner to use. This will facilitate each partner in identifying the resources, key information about environment and practices as well as a cohesive and vibrant narrative about intentions, implementations and impacts of those practices in relation to reading.</p> <p>Task 3: To collate the Comparative Curriculum narratives from each of the partners and identify any missing information/gaps so that a sound analysis can be made. The results will be collected in a report, written by each coordinating partner in reference to the information collected in their schools and which will be sent to MMU and collated into the final summary report for O1.</p> <p>Task 4: Drafting of a detailed summary from the Curriculum narratives and identification of key information and substantive learnings from each partner's context. Outlining actions for next phase.</p> <p>Task 5: Uploading of summary and key points to the platform so that partners can consult and help to identify and establish key learning points. The consultation will form the basis of the transactional meeting.</p> <p>Task 6: Translation of the</p>	<p>-UMA prepares questionnaires and validates them through the expert judgement technique.</p> <p>-UMA elaborates guidelines for the elaboration of interim and final reports.</p> <p>-Preparation of interim reports of each partner in English and in mother tongues.</p> <p>-3 final reports in English and mother tongues.</p> <p>-MMU carries out the revision of the two reports elaborated by UMA.</p> <p>-UMA carries out the revision with the suggestions for improvement indicated by MMU.</p>	<p>-MMU prepares the interim reports with an ethnographic methodology that is not complemented with quantitative data in the indicated sections.</p> <p>-MMU only prepares the final report on Teacher Education.</p> <p>-UMA must finally assume the elaboration of the final reports on Early Childhood Education and Primary Education.</p> <p>-UMA has to undertake the comparative analyses for inclusion in the 3 final reports.</p> <p>-UMA has been repeatedly reminding to hand task 6 in.</p> <p>-The interim reports of the Greek partner have not been handed in their mother tongue as of 1 July.</p>

	<p>summary (English to Italian, Spanish, Finnish, Portuguese and Greek)</p> <p>Task 7: Publication of Summary report and decisions in preparation for Output 2 (from Spain) and handbook.</p>		
<p>IO2: READING EDUCATION TOOLKIT</p> <p>RESPONSIBLE PARTNERS: UMA / UGR</p> <p>FROM: 01-07-2020 TO 31/07/2021</p>	<p>Task 1. Use the information of the final report prepared by the University of Manchester from the quantitative and qualitative analysis developed in the O1 (based In Detailed and validated questionnaires as well As groups Focal of the three areas for the elaboration of the O2 Guide. We Will Also Use The Virtual Platform To Consult With Other Partners.</p> <p>Task 2. Design and edit the handbook for Teachers, families, and future teachers to ensure that it is inclusive, accessible, and legible. the elaboration and Supervision The team work from the University of Málaga in collaboration with the University of Melilla having Account of the contributions of the rest of the partners Educational Using the Platform Virtual. In addition, the Questions posed by the members responsible for the writing of these documents.</p> <p>Task 3. Implementation of the handbook in the different context of the partners to explain the characteristics of the guide. It will serve to test the guide and pick up suggestions for improvement. Modification and drafting of the final version.</p> <p>Task 4. Design a broadcast strategy to use with all partners, through networks, media and institutional events.</p> <p>Task 5. Translation of guides (from English to Italian, Spanish, Greek and Portuguese.</p> <p>Task 6. Dissemination of the Guide in public administrations and schools. Each Group will be responsible for the dissemination of the Guide in the public administrations and schools. It will also be presented to scientific events.</p> <p>Task 7: Translation of handbook (from English to Italian, Spanish, Finnish, Portuguese and Greek).</p> <p>Task 8. Disclosure of the handbook.</p>	<p>-Total number of partners' contributions: 876 UMA: 390 ESE: 123 MACHIARELLI+ GIOVANNI: 118 CEIP ROSA DE GÁLVEZ: 101 UGR: 99 MMU: 37</p> <p>-Total number of Reading Education Toolkit contributions: 538.</p> <p>-UMA/UGR establishes a work schedule and holds several meetings to define the criteria for the selection of activities for the Reading Education Toolkit.</p>	<p>-The Greek partner does not contribute to the guide.</p> <p>-Only UMA, MACHIARELLI+GIOVANNI+CEIP ROSA DE GÁLVEZ made contributions to all categories of the Reading Education Toolkit.</p> <p>-Failure to meet the deadlines agreed for the development of the guide by UGR.</p> <p>-UMA carries out the revision of both the formatting aspects and the homogenisation of the terms used in the Reading Education Toolkit.</p> <p>-UMA revises the English version.</p> <p>-UMA undertakes the design of a Google Suite template for the digitisation of the guide.</p> <p>-UMA carries out the digitisation of the Reading Education Toolkit in English and Spanish.</p> <p>-Tasks 3, 4, 5, 6, 6, 7 and 8 are still needed to be completed: Translate the Reading Education Toolkit into the partners' mother tongues in Portuguese, Greek and Italian.</p> <p>Digitise the Reading Education Toolkit in the Portuguese, Greek and Italian versions.</p> <p>Elaborate a dissemination plan for the Reading Education Toolkit for each partner, which should include at least 1 event and present it at scientific events, press, etc.</p>

Then it is shown the initial checklist with the number of contributions that each partner has made for each of the categories (See Annex 1).

The UGR clarifies that the number of contributions in the final version of the Reading Education Toolkit is higher as they have completed various sections in order to meet the parameters of quality, understanding and clarity that this resource requires.

In this sense, the partners have not respected what was established by the coordinating team and presented in the 3rd virtual meeting, in relation to the format of the tables, font, nomenclature, content of the different sections, number of activities for each of the categories, etc.

Similarly, it is stated that some of the activities are very contextualised from the cultural idiosyncrasies of each country and are hardly exportable to other countries. It is recommended that the necessary variants be specified in order to be able to generalise the Reading Education Toolkit in the different languages of the partners.

Finally, new delivery dates are agreed for Portugal, Greece and Italy, as well as the digitisation of the toolkit, specifically the next October to be presented at the next meeting of the project.

11:30 Restructuring of Calendar meetings. Dra. Dolores Madrid (UMA)

The following is the proposed new schedule of meetings and learning activities, taking into account the fact that all partners host a face-to-face meeting, as well as the project timings and activities to be carried out (See Table 4).

Furthermore, it is reported that the new calendar has been reorganised taking into account that these are appropriate dates according to the schedule of I03 tasks. (Read Animation App).

Table 4.

Restructuring of Calendar meetings and learning activities

RESTRUCTURING DUE TO COVID-19 MEETINGS AND LEARNING ACTIVITIES	NEW PROPOSAL FOR MEETINGS AND LEARNING ACTIVITIES
Place: Florence C2: 11th, 12th & 13th October, 2021	Place: Lisbon 5th Meeting, 8th & 9th October, 2022

	C1: 11th, 12th & 13th October, 2021
Place: Manchester C3: 22nd, 23rd & 24th February, 2022 5th Meeting, 25th & 26th February, 2022	Place: Manchester 6th Meeting, 1st March, 2022 C3: 2nd, 3rd & 4th March, 2022
Place: Florence 6th Meeting: 8th & 9th July, 2022	Place: Florence C2: 2nd, 3rd & 4th May, 2022
	Place: Florence 6th Meeting: 14th & 15th July, 2022

12:30 Presentation disseminations tasks, Mrs. Ester Gallardo (CEIP Rosa de Gálvez)

The agenda was rearranged and the presentation of the website was postponed to join Intellectual Output 1 (Phase 2): Digitalization Toolkit.

Subsequently, teacher Ester Gallardo took the floor to present the proposal for participation in the project's social networks. She explains the need for each partner to get at least 50 followers during the next academic year and to make direct or indirect publications every 20 days (See Figure 1).

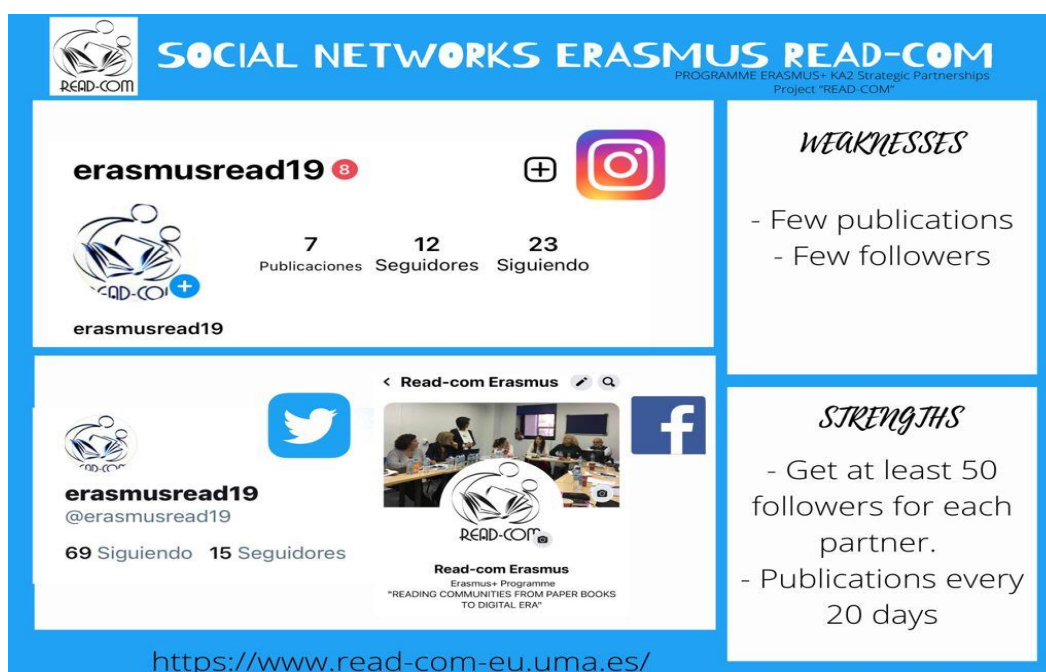





Figure 1. Infographic Social Networks READ-COM

12:30 E-Twinning planning

Next, teacher Ester Gallardo explains the e-Twinning work plan (see Table 5) for the partners involved: Istituto Comprensivo Giovanni XXIII (Italy), Associação de Jardins-Escolas João de Deus (Portugal) and CEIP Rosa de Gálvez (Spain).

Table 5.

E-twinning working plan

SOCIOS IMPLICADOS	 ISTITUTO COMPRENSIVO GIOVANNI XXIII	 Associação de Jardins-Escolas João de Deus	 Junta de Andalucía CEIP ROSA DE GÁLVEZ
Virtual meeting of partners by CEIP Rosa de Gálvez OCTOBER 2021	ASPECTS TO BE DEVELOPED: <ul style="list-style-type: none"> - Title - Short description - Language of communication - Number and age of participating pupils - Areas of knowledge (Language: Communication and Representation is recommended as the main focus). - Objectives of the project - Activities (it is recommended to plan activities related to learning to read, a line of work of the READ-COM project). - Technological resources and web tools - Indicate expected results. - A minimum agreement should be established for the development of the tasks: shared documents in Google Docs, internal E-twinning messaging, e-mails... 		
			E-twinning project registration
NOVEMBER - MAY 2022	<ul style="list-style-type: none"> - Development of the planned project with inter-centre virtual collaboration activities. - Decision on application for recognition, dissemination and publications. 		
Virtual meeting of the partners by CEIP Rosa de Gálvez MAY 2022 JUNE-JULY 2022	<ul style="list-style-type: none"> - Decision on application for recognition, dissemination and publications. - Dissemination plan. - Presentation of conclusions to the rest of the partners for dissemination. 		

Next school year, there will be three virtual meetings with schools in Spain, Portugal and Terranova. Each institution, if not already registered, will register on the e-twinning platform.

The actions will consist of sharing three activities (a story, a recipe, an experiment or Christmas greetings). These should be agreed with the schools in September through a virtual meeting, organised by CEIP Rosa de Gálvez, in order to finalise the actions to be carried out, as well as to specify the levels to be targeted within the infant and primary education stages (see Figure 2).

The image is a promotional poster for the 'Exchange of experiences' project. At the top, it features the 'READ-COM' logo on the left, the title 'Exchange of experiences' in a large, elegant script font in the center, and the 'eTwinning' logo on the right. Below the title, it specifies 'PROGRAMME ERASMUS+ KA2 Strategic Partnerships Project "READ-COM"'. The middle section displays three partner logos: 'Junta de Andalucía' (a green stylized 'A'), 'Associação de Jardins-Escolas João de Deus' (a circular seal with a figure), and 'ISTITUTO COMPRENSIVO GIOVANNI XXIII' (a colorful circular logo). The bottom section is divided into two white boxes. The left box contains the text 'REGISTRATION IN E-TWINNING' in orange, followed by 'THREE ENCOUNTERS' in large blue letters, and a list of activities: 'A storyteller a typical recipe an experiment and christmas greetings' in orange. The right box contains the text 'A common project with shared agreements and exchange of experiences' in a script font, with two small photographs below it showing children working on projects. At the very bottom, the website address 'https://www.read-com-eu.uma.es/' is displayed in a large, black, sans-serif font.

Exchange of experiences
PROGRAMME ERASMUS+ KA2 Strategic Partnerships
Project "READ-COM"

Junta de Andalucía

Associação de Jardins-Escolas João de Deus

ISTITUTO COMPRENSIVO GIOVANNI XXIII

REGISTRATION IN E-TWINNING

THREE ENCOUNTERS

A storyteller a typical recipe an experiment and christmas greetings

A common project with shared agreements and exchange of experiences

<https://www.read-com-eu.uma.es/>

Figure 2. E-twinning activities proposal

15:00 Intellectual Output 1 (Phase 2): Presentation Toolkit. Dra. Ligia Estrada and Dra. Ana Ma Rico (UGR)

Dr. Estrada and Dr. Rico (UGR) explained that, despite certain limitations caused by the distance of the partners, which sometimes cannot be solved as easily as when they are in common spaces, the creation of the Reading Education Toolkit has undergone a positive evolution from the initial proposal of the structure and criteria for the selection of activities.

In another sense, the multiple intra- and inter-partner meetings scheduled in the months of December to February to clarify didactic aspects on the approach that the activities of the Reading Education Toolkit should have, stand out. This has given rise to various reflections and debates for its improvement, where different proposals have been put forward that have enriched it. By way of example, the structure of families stands out, in which, finally, a specific section for families' reading experiences has been included. This has made it possible to humanise to a greater extent an instrument which was initially aimed at training and informing, evolving into one which also makes visible how the carrying out of certain activities in the family is valued by the families as necessary routines in their daily lives, giving greater value to the meaning which the project is making visible.

In relation to the reception of all the activities by the project partners and their selection for inclusion in the Toolkit, the UMA and the UGR have had a series of meetings that have served as a starting point for a joint work to make decisions on them, from which a list of selection criteria and the structure of the Toolkit were specified. The University of Malaga was in charge of receiving the activities, which in turn were sent to the UGR for review, selection and distribution in the various sections defined in the Toolkit. Based on this process, the University of Granada carried out an analysis in which the activities were rated very positively in relation to a series of criteria, but not so positively in others (see Table 6).

Table 6.

Criteria for selection of Reading Education Toolkit partner contributions

TOP-RATED CRITERIA	CRITERIA THAT COULD BE IMPROVED IN SOME ACTIVITIES FOR THEIR SELECTION
✓ Easy feasibility in its implementation.	✓ Language accessible to teachers and families. Clarity of instructions.
✓ Relevance of the activity in the assigned section.	✓ Innovative approach.
✓ Non-repeated activities	✓ Universal or adaptable to any context / country.
✓ Representativeness of each partner.	✓ All items are covered.
✓ Both strengths and weaknesses detected in the context assessment are represented.	✓ All sections included in the initial activity outline are covered.
✓ Diversity in the didactic approach and use of resources.	
✓ Inclusion of images alluding to the activity.	

The limitations were solved in a first phase by sending an improvement proposal to those partners who had to carry out certain activities (the UGR sent them to the UMA so that the coordinating partner could manage and centralise the process). In a second phase, once the activities were received with the improvements made and the selection criteria were reapplied, there were some small improvements that were necessary to obtain a good Toolkit. Since the activities had a high potential for the cooperative development of children's learning to read with their families or teachers, it was decided to make some modifications in:

- 1) the wording of some texts;
- 2) the relocation of the information within the worksheet so that the structure of the model activities was respected;
- 3) completing the information in some activities; and
- 4) creating some activities to compensate for the balance of the sections.

In conclusion, the partners perceive the creation of the final product of the Reading Education Toolkit as a cooperative work, in which the limitations that have arisen have been transformed into opportunities for improvement. In this way, they have served as a starting point to obtain a more attractive and useful product for children, teachers and families.

16:00h. Presentation web Project and Intellectual Output 1 (Phase 2): Digitalization Toolkit. Dra. Rocío Pascual (UMA)

First, Dr. Pascual presents the new website with the remodelling considering the proposal contained in the project (Figure 3).

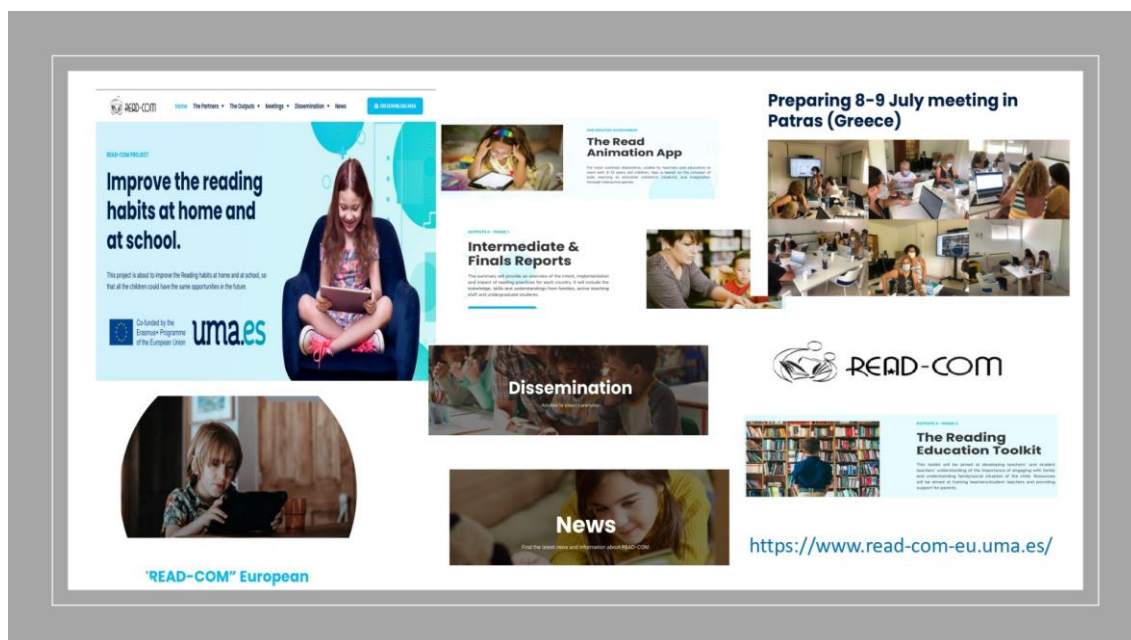


Figure 3. Infographic new READ-COM website

It is important that we all contribute with educational content that will nurture the life of the project. We will contribute news about events, dissemination of the project and all those that, especially for their pedagogical interest, are appropriate.

In relation to the toolkit, this pedagogical framework is tool to improve the reading habits at home and at school, so that all the children could have the same opportunities in the future.

Based on the analysis of the different needs that we have been able to identify, the curricular aspects and the methodological approaches that school and family can develop, the creation of this resource guide is amply justified, covering from Pre-school to Primary Education, active teachers, students of the Degree in Teaching, in-service teacher training and families. We try to respond to the practical development of communicative competence, and to show that it can be done in a comprehensive way from all areas of the educational community, not only within the classroom.

The guide consists of four parts which are divided into subcategories as we saw in the previous section. The infographic is presented with its cover (Figure 4).

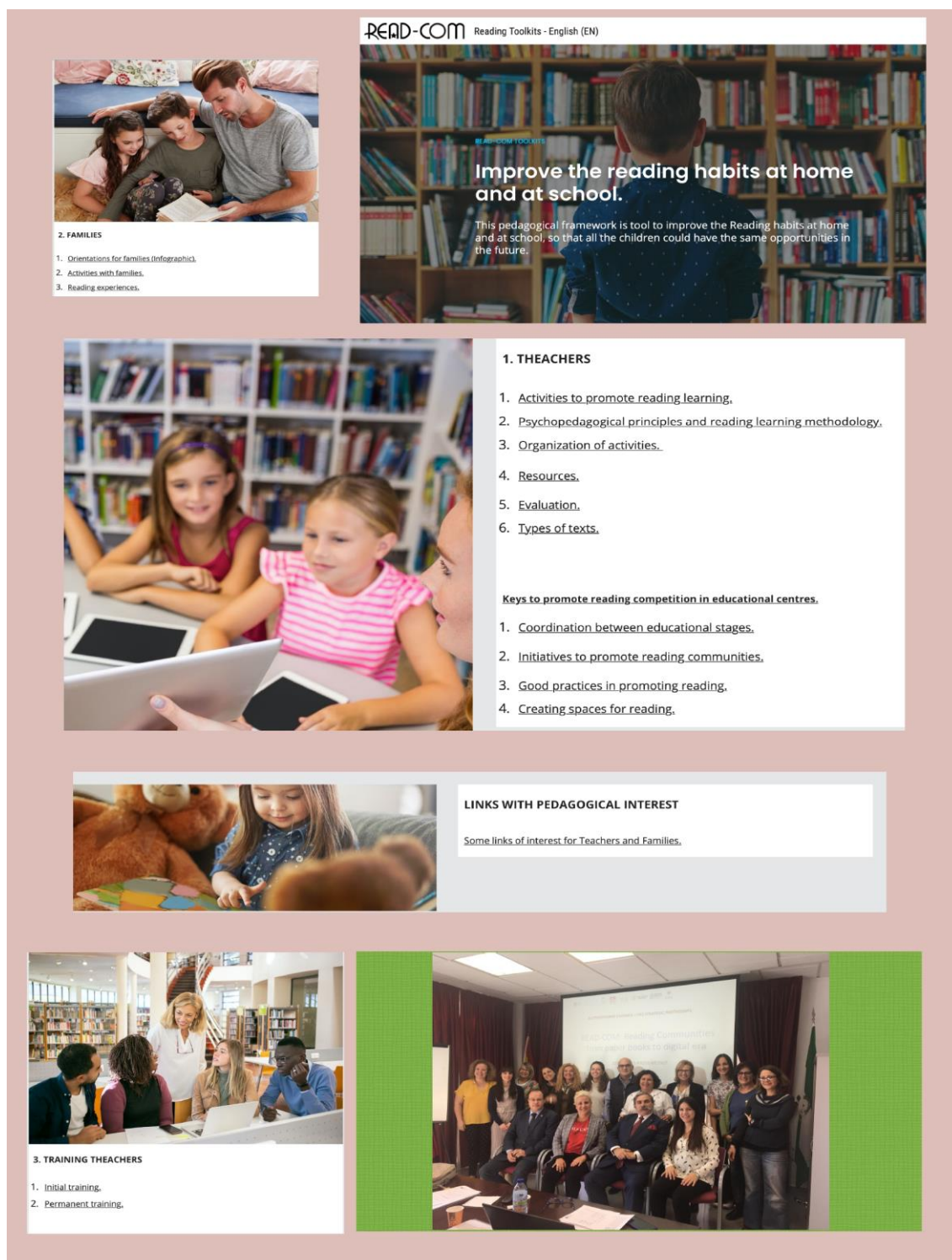


Figure 4. Infographic Reading Education Toolkit

It is presented in English, which is the common language used by the partners to exchange the activities planned for the project. It is available on the project website and before the end of July the Spanish version will also be available:

<https://www.read-com-eu.uma.es/output-2-phase-2/>

The Reading Education Toolkit will be translated into the languages of the participating partners: English, Italian, Portuguese, Greek and Spanish.

Given the change of components of the English partner (MMU), and the long lead time to carry out any project activity, the UMA team has revised the final product, although it is important to note that it does not have any component whose mother tongue is English.

On the other hand, for the digitisation of the Reading Education Toolkit a Google tool has been used, specifically "Google Site" which has been developed by a professional coordinated and reviewed by Dr. Madrid and Dr. Pascual.

The other partners agree that this professional will be in charge of digitising the version in their mother tongue, when they present all the documents duly organised as shown in the documents already produced and will be presented at the October meeting in Portugal (Lisbon).

In any case, the indications for the digitisation of the Reading Education Toolkit are presented below to be completed by the Italian, Portuguese and Greek partners:

- You will have to provide a google email address (GMAIL) to give you full access to a template created in Google Site for your exclusive use with the structure, images and texts (in English) of the project.
- You can download the template word files (<https://drive.google.com/file/d/1v-fV-M3p8VIjYXlhHeCIOBANaA638HyR/view>). You have to use this files to create the new ones in your own language. After that you have to export all files in PDF format.
- In the Google Site Template, you must change the texts to your language, upload the PDF files sorted in folders named like the categories and finally link it in each of the corresponding sections in the same way it is done in the English Toolkit.

All depends on your skills. It does not require technical knowledge, only meticulous work. We don't give any type of support; we only provide a template in a Google standard tool to create the toolkit.

17:00 Free debate, with possible questions from all participants

There is an intense debate about the use of the word "animation" in the IO3 called "READ-COM Animation App". This word makes sense in some languages such as Spanish or Portuguese, but lacks meaning in English.

It was agreed to study it and take a decision at the next meeting.

Likewise, a period of revision of the contents of the website is established in order to correct all the mistakes, lack of information and/or updates by all the partners. To this end, the UMA team must receive, before the end of September 2021, the contributions for improvement from each of the members.

DAY 2: Friday 9th July 2021

9:30 Planning of technical and pedagogical tasks and schedule of Intellectual Output 2 (Proposal 3). Dra. Stavroula Sokoli -Proffesor (CTI)

Dr. Sokoli and computer programmer Giorgios Birbilis present the technical features and singularities of the APP as detailed below:

Timeline:

- Early September: First prototype for first activities. Only for select users
- 7 October, we have the meeting in Lisbon and we need to present the prototype
- November-December: Partners develop first activities
- Next meeting FIRST WEEK OF SEPTEMBER (1-3 Sep)

The Center Machiaveli work on:

- Vector graphics - Delphi
- <https://www.read-com-eu.uma.es/>
- Logo, banner in different resolutions
- The app will point to a repository/gallery in Github

The structure of the gallery needs icons for assets: 1) images, 2) sounds, 3) animated GIFs, 4) texts

- Vector graphics for different balloons
- Layout like Comic Creator
- Layout like a child story book, user flicks to go the next page
- Each frame is the smallest unit
- Margot will collect some different layouts, visual frames

We need to collect backgrounds - ideally from each partner's culture.

Icons for actions:

1. A zoomable slate
2. Edit mode (e.g. a pencil)
3. A sandwich icon for the menu
4. A side pane for the gallery> a. global gallery b. local gallery
5. A lock icon to lock the progress of the frame (e.g. if it is a drill)

Suggestions for App title:

- READ-COM Interactive storybook
 - READ-COM storybook creator
 - READ-COM storybook
 - Key word "Promote reading for pleasure"
 - Try to delete "game" from the texts or references to gaming. We are not competing with gaming Apps!
- Could also be maybe:
- READ-COM Live Stories
 - READ-COM Story Maker or StoryMaker

See description on the project website (<https://www.read-com-eu.uma.es/output-3/>) below:

O3: "READ ANIMATION APP": Prepared by INSTITUTO TECNOLOGIAS YPOLOGISTONKAI EKDOSEON DIOFANTOS (Greek partner) (27 July 2021 - 28th February 2022).

Educative App for Reading Education usable by teachers and educators to work with 3-12 children. The App is based on the concept of ludic learning to stimulate children's creativity and imagination through interactive games (diversified by age groups 3-6, 6-9; 9-12) to create original stories starting from images and/or texts from classic children's narrative of each country as well as to promote intercultural awareness.

Within this IO it is planned to create an Educative App for Reading Education - to be built for mobile devices running by the most popular operative systems, namely iOS Apple, Android and Windows - usable by teachers and educators to work with 3-12 years old children.

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allow to create original stories starting from images and/or texts from classic children's narrative of each country, promoting at the same time intercultural awareness and affection towards reading and storytelling since early age. The educational APP will be based on the educational inspiration coming from the topics treated and implemented within the IO2. It will be realized with the Creative Commons license, will be free and easily accessible and downloadable, of public use and consultation as OER. It will allow both to all partners and everyone else interested in - institutions, professors, university students, family, other schools than the already involved, professionals - to access and to use all the READCOM intellectual products. This PRODUCT constitutes, at the same time, the prerequisite and the technical mean for promoting effectively reading attitude among children, their families and belonging communities, by using proper mobile devices.

Devices like Smartphones and tablet computers can indeed offer new ways of reading. They are attractive to younger people (and could thus encourage reading aptitude), they also offer accessibility features and are increasingly popular among people of any age. CTI Patras (GR) as lead partner responsible for the APP development, will be supported by a tandem partner (UMA as a Scientific Supervisor), who will collaborate in carrying out the specific tasks planned for the APP creation. They will work closely together to transform the requirements specified in the Pedagogical Framework and the contents implemented in the Reading Education Toolkit into Educational Reading "ludic" activities that need to be programmed by CTI within the APP. So, as tandem partner UMA will contribute especially to a more precise fulfillment of the results through its complementary experience to that of the CTI, by monitoring the activity and ensuring the scientific check of the APP's contents, the goodness of the results obtained. All other participating organizations will give their concrete contribute to the APP development and its testing, use, promotion, and dissemination. The participating organizations will also make a significant contribution in terms of the potential impact and transferability of the APP in their environments and belonging communities. The participating organizations will finally contribute to promoting this technical asset among their teaching staff or among associated partners, educational institutions that belong to their work networks, by disseminating information on how to consult and download the stored educational resources.

Some of the criteria decided at the meeting for the selection and adaptation of activities for the App, or even the creation of activities, were the following:

- Activities that, from the teaching practice, are identified as more motivating or attractive for the students, such as: Dragging, completing images according to the instructions given by the adult or the application...
- Encouraging interaction between children and adults (family members or teachers).
- Collaborative work with other children and/or adults.
- Easy adaptation to the singularities of the different countries of the European Union, with special attention to the member countries in the project (Spain, Portugal, Italy, Greece and United Kingdom).
- Attention to both cultural and multilingual plurality, a key objective in this project.
- Accessibility for all students, with special attention to students with special educational needs (functional, cognitive, linguistic, ...).

The possibility of presenting the activities with five sections in which the activities would be described orally in the five languages of the project partners was also discussed. Also the prevalence of images. In this way, it would be possible to cover some access difficulties and at the same time fulfil one of the strengths of the project: access to the educational diversity of children (with functional diversity, ADHD, learning difficulties, linguistic...) and/or their families (families with difficulties in reading knowledge and comprehension due to linguistic, cultural or educational factors). In this way, it will be possible to cater for diversity and facilitate access to the greatest possible number of children and families. Finally, it was decided that the partners, in order to facilitate the work and to be operational on a voluntary basis, could send 10 activities in English selected from the Reading Education Toolkit (sections 1.1, 1.3, 1.4, 1.6 and 3.2), during the two days following this meeting. This will make it easier for the CTI team to decide which ones can really be adapted to an App. Initially, UMA, CEIP Rosa de Gálvez and UGR committed themselves. In this way, a selection of activities will be made with a double filter procedure:

- 1) selection according to its most didactic and motivating approach;
- 2) selection according to its potential to be adapted to a virtual environment. This first draft of activities will also allow the partners to have feedback on the activities that are feasible in the App.

11:30 Free debate, with possible questions from all Participants.

During the meeting in Patras the Italian Partners, introduced some issues concerning the special program “Leggere Forte!” for the reading education within the early childhood educational stage (0-3/3-6 years old children) developed by Tuscany Region. The program is aimed to promote the reading aloud as fruitful means for children cognitive and social growth. According to the main themes treated by the READ-COM Project, the specific contents of this regional program seemed interesting for partners, as they could be fruitfully used to enrich the Toolkit’s contents.

Starting from the educative year 2019/2020, the Tuscany Region launched the "Leggere Forte!" project. The initiative aims to promote the reading aloud from the 0-6 Services till the secondary cycle of education and it is promoted by the Tuscany Region itself and the University of Perugia, the Ministry of Education through the URS (School Regional Administration Office), INDIRE (National Institute of Documentation, Innovation for Educational Research) and the CEPPELL (Ministry of Cultural Heritage and related Activities- Center for books and reading). “Leggere Forte!” (www.regione.toscana.it/leggereforte) is a multi-year action structured as a real educational policy focused on reading education. It aims to make the reading aloud (done by teachers and educators) a structural practice within the entire Tuscan educational system to support the children and young people in achieving school success and personal awareness. At the same time, the "Leggere Forte!" aims to produce greater awareness in families on the relevance of this practice at home. The intervention develops three macro actions: training for operators (educators, teachers), the reading activity in schools, the data collection to measure the achieved results.

Goals of the LEGGERE FORTE program

The field research showed that listening to reading aloud can bring to children several benefits on their educational and school path. Among the most representative ones, the reading aloud since the early childhood can:

- Support the development of fundamental cognitive functions (such as: attention, planning, etc.),
- Sustain the development of the ability to recognize one's own and others' emotions,

- Foster the development of relational skills,
- Significantly increase number of known words,
- Help children in building one's own identity,
- Develop children critical thinking and autonomy of thought

In fact, it:

- Promotes positive next school performances,
- Fosters the development of life skills.

Reading aloud, if practiced consistently, can overcome the disadvantages, and allow everyone to express their potential.

Note: Further details about “Leggere Forte” can be found both in the research “Report of Reading Practices in Child Education in Italy” (see page 2, section 1.1 The Situation of Reading in Italy) and in the READ-COM Toolkit (see section 3.3 Links of Interests), where this project has been clearly described.

Another issue launched by the Italian Partners within the meeting is that of accessibility. Considering the main goals of the READ-COM project and those of one of its core Intellectual Output (the APP), it seems to be essential that the APP will be designed to be accessible, even to people (children) with special needs. This way, the output can fully express all its educational potential.

Talking about accessibility there are 4 key points to be kept in mind in designing and implementing an ICT product with accessibility requirements:

- Accessible means "easy to access";
- Accessibility is an interest for everyone;
- The search for accessibility must not stop creativity;
- It is not always possible to achieve perfect accessibility.

At the same time, accessibility is a wide concept that should be applied also to the educational activities themselves. Proposing to children specific accessible activities for reading education (as those included in the Toolkit) means:

- Being prepared to offer a wide range of different activities

- Acquiring information about participants before carrying out the activity
- Adopting a friendly attitude
- Using plain and clear language
- Limiting the fatigue

These simple suggestions should be taken into account becoming a fruitful attitude that a teacher should have in proposing activities to his/her pupils, so as to make them really effective, inclusive and pleasant for little students.

Talking about reading education, we can mention as interesting example of "wide and effective accessibility" applied to this peculiar theme: the use of audio-books or audio-stories. An audiobook (or a talking book) is a recording of a book or other work being read out loud and – to date - it is a very spread form of entertainment among people of every age. This daily (and familiar to the wide majority of people) way to approach reading, could be easily integrated among the activities for reading promotion to be suggested to children (at school or at home), combining the pedagogical effects connected to listening the readings aloud and accessibility.

13:00 Quality, evaluation and monitoring process. Dr. Mario Paiano (Centro Machiavelli)

Dr. Paiano remembers monitoring and Evaluation are *transversal activities* to be carried out by each partner during all project's life cycle. And each partner contributes to this process through specific actions, according to its own assignments and operational tasks.

Therefore, a proper evaluation of all the aspects dealt with in the different meetings is of vital importance. For this purpose, a qualitative and quantitative evaluation is designed to help improve all the actions developed and to guide us in the organisation of future meetings.

The link to the questionnaire for this meeting is as follows:
<https://forms.gle/FoEz8zdcqzjHQrHR7>

13:30 Planning next meeting in Lisbon. Associação Jardim Escola João de Deus (Portugal) Dr. António Ponces de Carvalho (ESE)

Dr. Ponces de Carvalho took the floor to explain the essential aspects of the next meeting in Lisbon. First of all, he explained that the meeting will take place on 8 and 9 October and that on 11, 12 and 13 October 202, the learning visit will take place by attending different Portuguese schools of his Association. The choice of these schools will take into account the diversity of social contexts.

On the other hand, it invites to participate in the opening ceremony of the school year where each partner, depending on their strengths in the project, will make an intervention.

And finally, it is recalled that the meeting will present the activities chosen by each partner from its Reading Education Toolkit to be duly adapted to the APP. We will continue to make progress on the design of the APP.

CLOSING OF THE 2nd AND LAST DAY SESSION OF THE MEETING AT 14:30.