CLEAR

Work Package 9

Communication, Dissemination and Exploitation

Deliverable D9.1

Publication and Dissemination Plan and Visual Image

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Executive summary

The European-funded research project *Constructing Learning Outcomes in Europe. A Multi-Level Analysis of (Under-)Achievement in the Life Course* (CLEAR) enquires into the factors that affect the quality of learning outcomes across European regions. In this way, it intends to spark innovative policy approaches to tackle academic (under)achievement and increase social upward mobility for young people, especially for those in vulnerable and/or multi-disadvantaged positions. CLEAR is inquiring into the construction of learning outcomes and perceives the latter as resulting from manifold intersecting institutional arrangements, spatial and socio-economic determinants, discursive and socio-cultural influences, as well as individual experiences, dispositions, and cognitive and psycho-emotional abilities. It is the combination of these multiple factors that CLEAR seeks to examine and understand. Researching such complex issue places enormous demands also on the way the research findings are communicated to various audiences. In order to develop appropriate communication methods and choose suitable communication channels, we have developed our communication and dissemination strategies and project's visual identity in the Report on Publication and Dissemination Plan and Visual Image (Report).

In line with Open Science practices, the Report seeks to ensure high visibility, accessibility, and promotion of the project and its results throughout its life span, but also after the project is completed. Its core functions are to

- increase project's visibility,
- engage relevant stakeholders in policy and practice,
- influence educational policymaking,
- promote and strengthen transparency and Open Science practices,
- foster the sharing and transfer of knowledge,
- enhance the impact of the results on the wider society.

The Report has also vital internal function, seeking to strengthen the cooperation of Partners and their joint but also individual publication and dissemination activities. Against this background, in the Report, we have:

- emphasised the significance of effective communication of research findings and outlined the goals and objectives of our communication strategy,
- identified the primary channels and tools that we will employ to reach our target audiences, such as scientific associations' newsletters, policy briefs, reports, scientific publications, presentations at research conferences and symposiums, and research collaborations,
- outlined the key groups we aim to engage with, including policymakers, researchers, industry and labour markets at local, national, and EU levels, providers of formal and non-formal education and training, and young adults, particularly those facing multiple disadvantages,

- identified the most effective communication tools to be utilised for each target group,
- outlined our dedication to the promotion of Open Science principles to enhance the scientific quality of our own activities and to facilitate the utilisation of our results by others,
- identified the primary objectives, as well as the main channels and tools that we intend to leverage, such as websites and newsletters of our National Partner Institutions,
- presented the description of the project logo, as well as the various materials that have been developed and disseminated, such as flyers, document templates, and presentation layouts,
- outlined three potential types of visual products we intend to use at a more advanced stage of the project, including focus groups for discussion of results or Innovation Forums,
- presented a comprehensive plan for communicating and disseminating the results of CLEAR to various stakeholders and described the anticipated impacts of the project, including its impact on scientific and academic discussions on learning outcomes and young adults' achievement, policy, education and training practices, and the economic sectors and labour markets at local, national, and international levels, as well as on society as a whole,
- outlined the procedures put in place to ensure the regular updating of information and the communication and dissemination strategy and provided an initial

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1. Introduction

The project *Constructing Learning Outcomes in Europe. A Multi-Level Analysis of (Under-)Achievement in the Life Course* (CLEAR) is committed to better understanding the factors that affect the quality of learning outcomes across European regions and intends to spark innovative policy approaches to tackle underachievement and increase social upward mobility for young people. It focuses on constructing learning outcomes as the result of manifold intersecting institutional arrangements, spatial and socio-economic determinants, discursive and socio-cultural influences, individual experiences, dispositions, and cognitive and psycho-emotional abilities. With the overall aim to examine the combination of multiple factors shaping learning outcomes and thus affecting their quality, the CLEAR project conducts comparative, multi-level analyses in 8 EU countries – Austria, Bulgaria, Finland, Germany, Greece, Italy, Portugal, and Spain – using quantitative and institutional analyses, expert surveys at national and regional levels, qualitative analyses, and innovative participatory strategies at the local level. In order to communicate and disseminate the vast number of results and findings, we have prepared the *Publication and Dissemination Plan and Visual Image* (Report). The Report has several crucial functions, namely to:

- *increase visibility:* Disseminating research findings through various channels, including publications, presentations, and social media, increases the visibility of the research and reach wider audience, having as an effect more research and policy collaborations, and funding opportunities.
- *engage stakeholders:* Disseminating research findings engages stakeholders, including policymakers, practitioners, young people in vulnerable positions and the wider public in the discussion about learning outcomes and academic (under)achievement.
- *influence policy and decision-making:* Research findings have important implications for policy and decision-making. By communicating research results to policymakers and stakeholders, the findings inform policy decisions to boost achievement and tackle (under)achievement.
- *promote transparency:* Dissemination of research findings promotes transparency and Open Science practices, allowing others to scrutinise and evaluate the research, which, in turn, supports the identification of mistakes or inconsistencies, the improves research quality and builds mutual trust.
- *foster knowledge sharing:* Dissemination of research findings promotes knowledge sharing and collaboration among researchers, institutions, and disciplines and leads to new ideas, perspectives, and interdisciplinary research addressing complex phenomena.
- *impact society:* Dissemination of research findings significantly impacts society by informing policy decisions, improving practices, and enhancing public

understanding and awareness of the dynamics of constructing learning outcomes and (under)achievement.

In this vein, the Report is crucial for maximising the impact, relevance and outreach of research, promoting transparency and collaboration within the research community and among the stakeholders, and for informing educational policy decisions.

Research dissemination and research communication are two interrelated, yet distinct processes in the research production cycle. While both aim to share research findings and knowledge, they differ in their focus, audience, and strategies.

Research dissemination refers to the process of sharing research findings with a broad audience, including researchers, policymakers, practitioners, and the general public. The goal of research dissemination is to communicate research findings in a clear and accessible manner so that they can be understood, applied, and incorporated into decision-making processes. The emphasis is on making research findings widely available, rather than tailoring them to a specific audience (National Science Foundation, 2012; European Commission, 2014).

Research communication, on the other hand, refers to the process of sharing research findings with a specific audience, using effective communication strategies and channels. The goal of research communication is to translate complex research findings into language and visual materials that can be easily understood by the target audience and convey the relevance and importance of the research findings in a compelling manner. The emphasis is on tailoring the communication approach to the needs and preferences of the specific audiences (National Science Foundation, 2012; European Commission, 2014).

Acknowledging the crucial importance of research communication and dissemination in CLEAR, the aims of this Report are:

- to inform the Consortium of the aim and function of the communication, publication and dissemination activities;
- to give an overview of all ongoing and planned activities by the National Partners;
- to present the project's visual identity;
- to outline how visual images will be used for communication purposes.

The Report is divided in seven thematic sections:

In the section *Communication Strategy*, we discuss the importance of effective communication of research findings, both generally and within the CLEAR project. We outline the goals and objectives of our communication strategy and identify the primary channels and tools that we will employ to reach our target audiences. These may include scientific newsletters, policy briefs, reports, scientific publications, presentations at research conferences and symposiums, and research collaborations.

In the section *Target Audiences,* we outline the key groups we aim to engage with, including policymakers, researchers, industry and labour market representatives at local, national, and EU level, providers of formal and non-formal (vocational) education and training, and young adults, particularly those facing multiple disadvantages. For each group, we have identified the most effective communication tools to be utilised.

In the section *Dissemination Strategy,* we present how we seek to enhance the scientific quality of our own activities and to facilitate the utilisation of our results by others. In the section, we identify the primary objectives of dissemination, as well as the main channels and tools that we intend to leverage, including the websites and newsletters of our National Partner Institutions.

In the section *Visual Image*, we present the visual identity of the project. This includes a brief description of the project's logo, as well as the various materials that have been developed and disseminated, such as flyers, document templates, and presentation layouts. Additionally, we outline three potential types of visual products that we intend to use later in the project.

In the section *Impact Strategy*, we explain in a systematic way how we intend to communicate and share our results and how different audiences can benefit from CLEAR research. We proceed by presenting a comprehensive plan for communicating and disseminating the results to various stakeholders and describing the anticipated impacts of the project.

Finally, in the section *Periodic Reporting,* we outline the procedures put in place to ensure the regular updating of information entailed in the communication and dissemination strategy. The plan produced in the project establishes both quantitative and qualitative targets for assessing and measuring the impact of communication activities and produces an initial summary of the *Key Performance Indicators* and their respective targets. The periodic reporting process includes an analysis of the effectiveness of the communication tools and channels used, as well as an evaluation of the feedback received from the different target audiences.

2. Communication Strategy

This section elucidates the communication strategy of the CLEAR project. It starts with briefly pointing out at possible pitfalls researchers must take into account when seeking to maximise their research impact. We than explicate the approach adopted by CLEAR and define its objectives, goals, and the communication tools and channels employed.

The research debate about the communication of research results has focused on the challenges of effectively communicating research findings to diverse audiences, including policymakers, the general public, stakeholders, and other researchers. One major issue is the lack of clear communication strategies that can bridge the gap between scientific expertise and public understanding.

A study by Besley & Nisbet (2013) analysed the perceptions of researchers and journalists regarding the communication of scientific findings. They found that while scientists tend to focus on the accuracy and objectivity of their research, journalists prioritise newsworthiness and the potential impact of the research on society. This mismatch of priorities can lead to misunderstandings and misrepresentations of scientific findings in the media. According to Brossard & Scheufele (2013), who examined the role of framing in the communication of scientific findings, the way how scientific information is presented can have a significant impact on public opinion and policy decisions.

Based on these findings, we can conclude that effective communication of research results requires careful consideration of both accuracy and newsworthiness. CLEAR will ensure that its research is communicated accurately and objectively, while also being presented transparently and in interest of the public. Additionally, the framing of the research will be carefully considered, as it can have a significant impact on how the research is perceived by different audiences. CLEAR will consider the impacts foreseen on scientific and academic discussions on learning outcomes and young adults' achievements, policy, education and training practices, and the economic sectors and labour markets at different levels.

Overall, in CLEAR we acknowledge the importance of clear, accurate, and effective communication strategies that can bridge the gap between scientific expertise and public understanding.

2.1 Communication of results

CLEAR uses a comprehensive set of communication measures to promote the research progress and share the findings throughout the project's lifespan. The aim is to inform and reach out to the wide and multiple audiences within and beyond the scientific community. We will communicate our findings using a set of communication tools that include, among others, the participation in scientific events, publication in relevant peer review journals, and policy briefs (see Annex 1).

Goals and objectives

The focus of the communication strategy is to communicate the results to relevant stakeholders, particularly policymakers, education providers, young people in vulnerable conditions and labour market actors. The *Transversal Participatory Approach* developed in CLEAR will be particularly important in what concerns communication strategy. Evolving different stakeholders in the research project and in the dissemination of the findings will help the team to reach out to different audiences. However, the big challenge will be to translate academic language into a simple and efficient language without oversimplifying research results.

Tools and communication channels

CLEAR's communication strategy reflects the trend of using multiple activities, channels and tools to reach, engage and communicate research findings to specific audiences. The following list presents the communication activities carried out or to be carried out during the project. This list is not definitive and will be updated every six months.

- **Scientific associations' newsletters:** To communicate the project to the academic public some partners are using the scientific associations' newsletters to which they belong. In near future, information about the project will be published in following Newsletters:

  - ESREA, April, 2023;
  - AUTH Research Committee, June 2023;
  - Hellenic Adult Education Association, June, 2023.

During the life cycle of the project these channels will continue to be used to communicate the research results.

- **Policy briefs:** To help to bridge the gap between research and practice by translating complex information into actionable recommendations that can be implemented by policymakers and practitioners, CLEAR will produce three policy briefs: one in WP4 (*Policy Brief Addressing Poor Learning Outcomes*), which will provide illustrative descriptions of chosen policies; another in WP6 (*European Policy Brief*), which will summarise key challenges for European policy coordination, and the last one in WP9 (*Policy Brief*), which will be based on the preliminary findings from the Sites Selection, as well as from quantitative analyses of the sites selected.

- **Reports:** To communicate research activities and results, CLEAR will produce several Reports that will be available at the project's site in due time. In particular, we have delivered or will deliver *State-of-the-Art Report*, *Report with Sites Selection, International Policy Review Report, National Qualitative Report, International Qualitative Report, Expert's Opinion Report, Comparative Analysis Report, Final Report to Research, Policy, and Practice,* and *National Participatory Report*.

- **Scientific publications:** To communicate the project's results among the scientific community, several articles will be published in indexed national and international peer-review journals. At the time of drafting this Report, the team expects to publish 18 articles in the following journals: *International Review of Education*, *International Journal for Lifelong Learning*, *European Education*, *Comparative Education*, and *Journal of Education Policy*. Members of the research team will be editors of three special issues of *Education Sciences*, *Italian Journal of Sociology of Education or Scuola Democratica*, and *Societies*. A first book is already being drafted, titled *Constructing Learning Outcomes: Problematising (under)achievement in Europe*. It will be published in Bloomsbury Academic in 2024. Two more books are planned.

- **Presentations at research conferences and symposiums:** Thinking about capturing and involving a more specific audience, the research teams plan a set of participations at scientific events. The project's results will be presented at major international conferences, such as the *Comparative Education Society in Europe* (CESE), *European Sociological Association* (ESA), *European Society for Research on the Education of Adults* (ESREA), *International Society of Comparative Adult Education* (ISCAE), and *European Conference on Education Research* (ECER) to disseminate the results within the scientific community. So far, 43 communications are planned in scientific events. Additionally, the project will be promoted through doctoral programs, workshops, seminars, and lectures at both national and cross-national levels (see Annex 2).

- **Research collaborations:** The CLEAR project cooperates with several academic and research networks, among them with the RYOT Network (http://ryot-network.eu/), an early career researchers' group aiming to deepen the synergy of their collaborative and individual research. The cooperation encourages their participation in our dissemination and publication activities.

3. Target audiences

This section expounds on the project's comprehension of stakeholders and defines the project's intended audiences. Additionally, it elucidates some of the initiatives and methods devised to engage stakeholders in the project and facilitate communication with them.

To realise the envisaged outcomes, we will

- make the relevant target group aware of our results,
- help them pick up and use our results, for example by ensuring compliance with their standards, and
- help them to realise the impact, for example by supporting information material for stakeholders.

In CLEAR, target audiences are not understood as mere receivers of information. Once we are committed to participatory methodologies, representatives from different audiences will be invited to participate in particular phases of the research project (see *Strategy Paper for Transversal Participatory Approach*), which will increase the impact and dissemination of results. According to the best practices, we have identified our core target audiences for whom the project is potentially relevant. The following figure (see Figure 1) presents our key target audiences.

Policymakers and educational authorities

We will offer evidence-based advice to policymakers and the relevant authorities in education at the regional, national and EU levels by producing various national, and international reports, innovation forums, and policy briefs. We will offer advice of

strategic nature, advice for specific temporary crises, and advice at different levels of policy-making (local, national, EU) in a great variety of contexts with avoiding any partisanship.

Figure 1 – CLEAR target groups
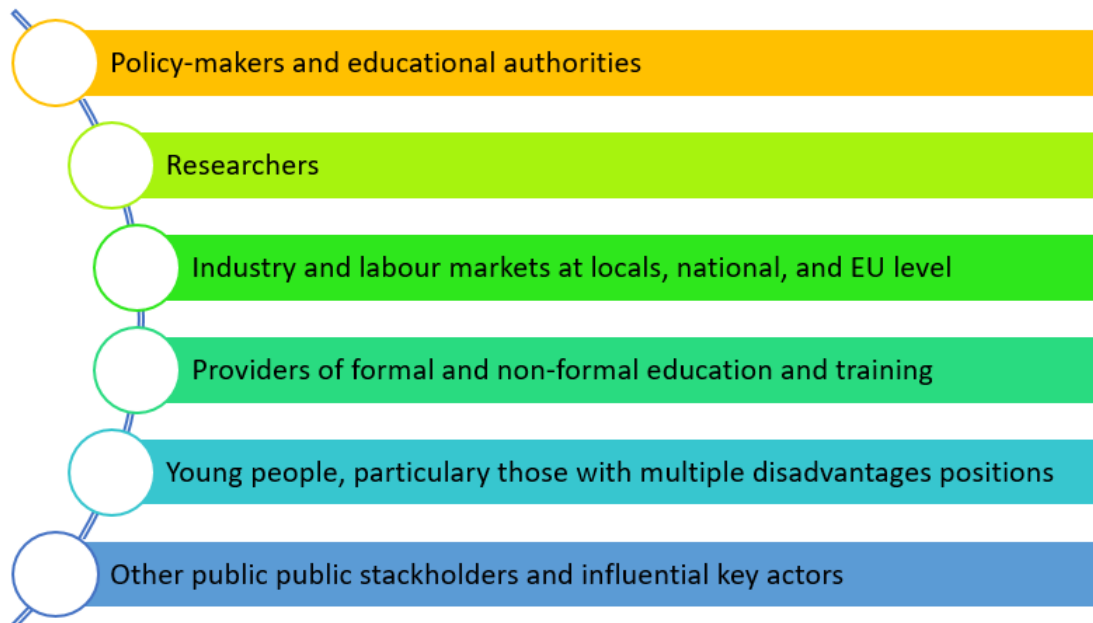
Source: WP9 Team's own elaboration

Researchers

We expect to contribute with significant conceptual results and a vast body of data to the research community. The project will contribute to the methodological-analytical repertoire of the main research perspectives adopted. It will also provide insights into the empirical application of theoretical perspectives of *Life Course Research*, *Intersectionality*, and *Spatial Justice*, and the use of *Transversal Participatory Approach*, thus probing their conceptual and analytical accuracy and application in practice. In addition, we aim to make our data available for other research and education purposes and present our results at several national and international conferences. We will also publish our results in specialised books and peer-reviewed high-quality journals. For all publications, we will ensure at least green open access. In addition, we will organise communication initiatives to enhance academic exchange and dissemination, such as targeted workshops that focus on learning outcomes and foster knowledge exchange and mutual support in the dissemination of issues like raising awareness among difficult-to-reach audiences, gaining the trust of all relevant policy fractions, providing material for non-formal education, etc.

Industry and labour market representatives at local, national, and European level

Evidence of distinct patterns of skills supply and demand will be of particular advantage to stakeholders in the industry and labour market. By targeting the construction of

learning outcomes, CLEAR will also contribute insights into the availability of information about the current and future demand for skills and the use of such information to guide planning, especially as related to skills (mis)matches and (under)utilisation in the workplace. Additionally, we will organise Innovation Forums, produce Policy Briefs, and National Reports, one for each country, which will provide a detailed analysis of the project's findings in each location. These reports will be tailored to the specific context of each country and will provide valuable insights into the local implications of the research outcomes.

Providers of formal and non-formal education and training

Informing representatives from educational institutions and providers of formal and non-formal education and training represents one further contribution of the proposed project. These stakeholders will profit from insights into different networks and landscapes of policy-making in lifelong learning-related topics, but in particular from skills feedback mechanisms between labour and education sectors. The results of the project will be communicated to this group through 32 National Reports, National Briefing Papers that we deliver in each country, Policy Briefs, and Innovation Forums.

Young people, especially those in vulnerable and/or multi-disadvantaged positions

Young people will profit a lot from the project as it includes the possibility for these stakeholders to give input and have a voice in scholarly and policy debates around the issues of lifelong learning, (under)achievement and learning outcomes. Via the project website, the innovations forums, and the participatory activities, CLEAR raises awareness among young people regarding the role of competencies acquired in informal and non-formal contexts for learning, employment, and innovation. CLEAR adopts a transversal participatory approach aimed at involving young people in some phases of the research to build a feedback loop of cooperation and spell out the dynamics of the construction of learning outcomes in the relevant social and cultural contexts (see *Strategy Paper for Transversal Participatory Approach*).

Other public stakeholders and influential key actors

An additional target audience is influential key actors and the wider public. A significant number of key stakeholders in education and policy can directly profit from the results of the project via existing and new networks and channels. The members of the Consortium offer consultancy, advice, support, and supervision in fundamental questions related to the quality of learning outcomes and the factors involved in their construction and promotion. Through their expertise and involvement in Innovation Forums, and in national and international networks, the Consortium members will contribute to connecting the project with relevant contexts of educational practice, policy, and research across Europe ensuring a balance between the project's actions at the local/regional level and national and European needs and policies. We will communicate with this group

through the organisation of European Policy Briefs, and the publication of three International Reports, and one Final Report.

4. Dissemination Strategy

This section delineates the foundation upon which the CLEAR project's dissemination plan rests. Specifically, it expounds on knowledge management and open access issues, but also intellectual property matters and ethical considerations that traverse the project. Additionally, it outlines the goals and objectives of the dissemination strategy and the communication tools and channels that will be used to disseminate research outcomes.

In CLEAR, dissemination activities are governed by the procedure of Article 17 of the Grant Agreement, which requires the beneficiaries to promote the action and its results by providing targeted information to multiple audiences, including the media and the public, in a strategic, coherent, and effective manner. Additionally, it should ensure open access to scientific publications and research data.

4.1 Knowledge management and open access

Open Science seeks to increase the quality, efficiency, comprehensibility, and reusability of scientific results. It concerns all stages of the research cycle (hypothesis, data collection, processing, data storage, long-term preservation, publication and dissemination of research results, reuse of data and information) (Open Science and Research Initiative, 2014, p. 8) and promotes transparency, accessibility, and reproducibility of the whole research process. Committed to these principles, CLEAR will assure open access to the following research products:

- *Pre-registered studies* – Several reports will be published on the project's website. This procedure intends to raise awareness about the project and its results, making it possible for the stakeholders to give feedback to improve the research.
- *Scientific Publications* – For all publications, we will ensure open access, via the gold option (costs are foreseen in the budget), and/or via the green option (Grant Agreement). All the publications will be available on the project website and via open repositories.
- *Participatory Tool Kits* – We will develop appropriate tool kits to help the implementation of transversal participatory research strategies. After gaining experience and collecting empirical evidence, we will draft guidelines for applying participatory methodologies. This document will be made accessible under *Creative Commons* (CC) licences and shared on the project's website.
- *Research Data* - In general, all data generated in Clear will be made accessible under FAIR principles:
  - *Findability of data* – We will share the data via available repositories. Data are assigned a globally unique and eternally persistent identifier, the *Digital Object Identifier* (DOI).

- *Accessibility of data* – We will make data accessible only for further research proposes and under CC licences. The data can be accessed using standard software of the disciplines and metadata will be linked via the repositories' interface.
- *Interoperability of data:* We will add descriptive metadata and keywords using vocabulary that follow FAIR principles.
- *Reusability of data:* As we use open repositories and public licences, all data will be available for re-use allowing replication, cross-comparison, and re-testing according to scientific quality standards.

To find a balance between the benefits of transparency and the risks of prematurely releasing unverified or potentially harmful findings, the research respects fundamental values and ethical standards as stated in our previous Reports (see *Working Paper on Ethical Issues*). Furthermore, we are committed to following the strategies and approaches of the Consortium to avoid possible risks and harms that might arise during any of its research activities.

4.2 Intellectual property and ethical concerns

The project has ethical concerns related to the use and misuse of data, such as data privacy and security, as well as issues related to the potential misuse of learning outcomes for discriminatory purposes or as a basis for ranking institutions or individuals. To address these concerns, we will take several ethical precautions, including obtaining informed consent from participants, ensuring data privacy and security, and establishing a code of conduct for the researchers and the stakeholders involved in the project. Additionally, we are committed to transparency and open communication with stakeholders, as well as ongoing ethical review and evaluation of our practices.

4.3 Dissemination goals and objectives

Aware of the wide range of challenges and opportunities that scientific communication presents, CLEAR proposes to define effective communication strategies to promote a relationship of trust between the research team, various stakeholders, and the public. A central goal of communication and dissemination is to maximise opportunities to promote, communicate and disseminate research results throughout the lifetime of CLEAR, and beyond. This will ensure that key stakeholders can contribute to, and act on the findings in a timely fashion. Dissemination activities in CLEAR pursue four main objectives, namely to:

1) Support research and policy action to address low-achievement in basic skills as well as in digital skills, prevent school dropout, thereby increasing social upward mobility in Europe.
2) Examine the quality of learning outcomes for primary and secondary school pupils and their determinants, including the influence of high-quality early childhood education and care.

3) Analyse and recommend possible policy approaches to address underachievement, evaluate successful and less successful policies and practices based on scientific research and evidence, as well as mobilise stakeholders to design innovative policy solutions, which can be scalable and replicable by other projects and stakeholders.

4) Understand, explain and tackle better the challenge of underachievement in relation to school dropout, i.e., in the context of early tracking policies, while focusing in particular on students belonging to vulnerable populations most affected by dropout (socio-economically disadvantaged groups, Roma, migrants, refugees, etc.).

A coherent, multi-layered strategy to effectively publish and exploit project's results will bundle input from the whole team across the entire lifespan of the project.

As we expect CLEAR to generate multiple outcomes, dissemination, and publication will be combined to maximise the impact on targeted stakeholders and communities. Among the most important of these outcomes are a huge body of data that is not yet available or is not available in that quality, new and significantly improved methods, and conclusive results for evidence-based policy advice and further research.

4.4 Tools and channels of dissemination

Project website: A new project website (see Figure 2) completely devoted to the CLEAR project has been set up with a direct, simple and easy to remember URL, which reminds the acronym of the project and its funding scheme Horizon Europe: https://clear-horizon.eu/

Figure 2 – Project's website (homepage)

Source: https://clear-horizon.eu/

The main sections and their subsections that are available to each user are listed here:

- *HOME*: Life Course – Intersectionality – Spatial Justice
- *THE CLEAR PROJECT*: Issues and Objectives – Research work – Consortium – EAB (External Advisory Board)
- *PUBLICATIONS AND RESOURCES*: Publications – Glossary – Links – News
- *PARTICIPATION:* Participation in CLEAR – How to participate –Tools & Resources

The CLEAR website serves as a major dissemination tool for communication with different audiences (see Figure 3).

Figure 3 – Project's website (Issues and Objectives)

Source: https://clear-horizon.eu/

On the **landing page,** the website first presents the project and its main goals:

- *Project presentation*: The CLEAR research project responds to the Horizon Europe's Call HORIZON-CL2-2021-TRANSFORMATIONS-01-04: Addressing poor learning outcomes in basic skills and early school leaving at national, regional and local level in Europe and seeks to better understand the factors that affect the quality and the construction of learning outcomes in Europe.
- *Main Goals*: CLEAR's overall aim is to examine the combination of multiple factors shaping learning outcomes and thus affecting their quality. Based on a better understanding of the processes of constructing learning outcomes, CLEAR inquiries into the impact of policies to boost achievement and tackle underachievement, design participative activities at local level that spark innovative policy solutions and increase social upward mobility for young people.

It then continues with describing the three theoretical perspectives used in the CLEAR project (see Figure 4 below):

- *Life Course* perspective offers a logical framework to explore the individual and subjective dimensions in the construction of learning outcomes and (under)achievement in a lifelong learning perspective.

- *Intersectionality* supports us in assessing educational inequalities more holistically, sharpens our view on educational policies targeting low-achievement, and helps us to devise intersectional solutions to intersectional problems.
- *Spatial Justice* draws our attention to the interaction of space and power, and enables us to study the spatial distribution of resources and opportunities of young people and their impact on the quality of learning outcomes and definitions of (under)achievement.

Figure 4 – Project's website (CLEAR's theoretical perspectives)

Source: https://clear-horizon.eu/
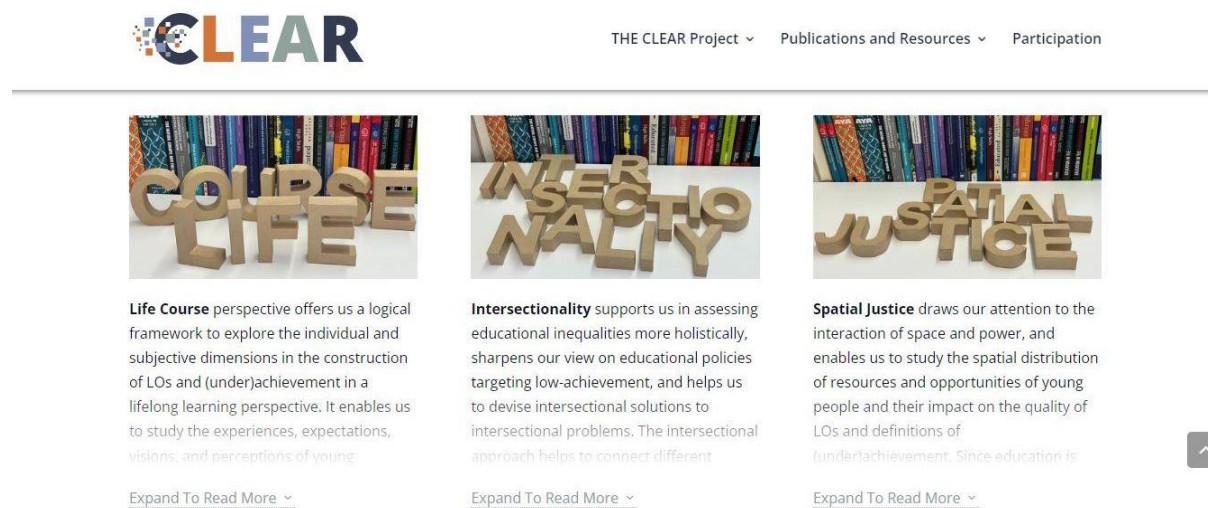
The section **The CLEAR Project** (see Figure 5) informs about:

- *Issues and Objectives* (https://clear-horizon.eu/issues-and-objectives/) provides an overview of the primary issues and objectives of the CLEAR project.
- *Research Work* (Research Work: https://clear-horizon.eu/research-work/): outlines the ten interrelated Work Packages (WPs) which are organised to support each other in creating synergy effects and achieving the project objectives.
- *Consortium* (https://clear-horizon.eu/consortium/): showcases the thirteen partner institutions across eight EU countries that collaborate to achieve the CLEAR project objectives and deliver high-quality results.
- *External Advisory Board* (https://clear-horizon.eu/external-advisory-board/): introduces the counselling body of the CLEAR research project, who provide external guidance and constructive feedback on the project's outputs and preliminary results.

Figure 5 – Project's website (The CLEAR Project)

Source: https://clear-horizon.eu/

The Section **Publications and Resources** (see Figure 6) presents:

- *News* (https://clear-horizon.eu/news/) provides regular updates on the progress of the project;
- *Publications*: https://clear-horizon.eu/publications/: offers downloads of public documents and deliverables, including reports, policy briefs, books, and articles;
- *Links* https://clear-horizon.eu/links/): engages interested stakeholders by providing links to related initiatives and projects;
- *Glossary* (https://clear-horizon.eu/glossary/): is a tab on the website that provides a glossary to promote clear and accessible communication between researchers, the general public, and other interested parties. The glossary helps diverse readers understand the theoretical concepts used in the project.

Figure 6 – Project's website (Publication and Resources)

Source: https://clear-horizon.eu/

The section **Participation** (see Figure 7) describes:

- *Participation in CLEAR* (https://clear-horizon.eu/transversal-participatory-approach-in-clear/): presents a comprehensive overview of the various understandings and applications of participation in qualitative research. It discusses the benefits and drawbacks of these understandings in relation to the project and provides a working definition of participation.
- *How to participate:* https://clear-horizon.eu/participation/: describes how young people, policy experts, local and regional practitioners, researchers, and other key educational stakeholders are involved in the research process and Innovation Forums. The section demonstrates how the various participants benefit from the ongoing research results, comparative analyses, and exchange of information between the various participating audiences.
- *Tools & Resources* (https://clear-horizon.eu/participation/): is the last tab of this section, which provides information on participatory tools and toolkits developed and deployed, the main resources used, and how the methodological approach can be applied in forthcoming research.

Figure 7 – Project's website (Participation)

Source: https://clear-horizon.eu/participation/

It should be noted that the project is also featured on the websites of the National Partner's institutions, in their respective national languages. We list some examples here:

- CODICI: https://www.codiciricerche.it/it/progetti/clear-constructing-learning-outcomes-in-europe/
- DIE: https://www.die-bonn.de/id/41599/about/html?lang=de&
- University of Lisbon: http://www.ie.ulisboa.pt/projetos/clear
- University of Münster: https://www.uni-muenster.de/EW/aktuelles/2022/CLEAR.html

- University of Porto: https://www.fpce.up.pt/ciie/?q=news/kick-meeting-do-projeto-clearhorizonte-europa
- University of Turku: https://www.utu.fi/fi/yliopisto/kasvatustiteiden-tiedekunta/kasvatustieteiden-laitos/CELE/tutkimusprojektit

Newsletters of National Partner's Institutions: To disseminate the project's results to the academic public, some National Partners are using their own institutional newsletters. The project has already been published in the Newsletter of the Department of Sociology of University of Wien, for example. In near future, information about the project will be published in following Newsletters:

- IE-ULisboa: March, 2023,
- Plovdivski Universitet: April, 2023

During the life cycle of the project, the following channels will continue to be used to disseminate the results.

- **Social media:** LinkedIn platform will be useful for detailed contents and for creating a more targeted community of experts, interested in the topics analysed by CLEAR. LinkedIn is already being used by Greek team, in his national language, to promote the project. Considering that each project researcher is registered on the ResearchGate platform, it can also be considered a channel for disseminating the project and its results to members of the academic community.
- *Innovation forums:* To foster an open exchange of ideas and opinions among people participating from different positions in the processes of construction of learning outcomes, Innovation Forums will be carried on the latest stage of the project's life-cycle and will be fed by the results of previous WP.

5. Visual Image

This section expounds on the visual identity of the project, including the diverse symbols used to identify it, such as the logo and layout templates developed in this Work Package. Moreover, it elucidates CLEAR's approach to employing visual resources as a communication strategy, as well as advocating for and proposing the creation of varied visual products.

The visual identity (logo and style) of the project helps the external audiences to easily identify CLEAR and contribute to the project's visibility by providing a clear identity from the very beginning of the project. All the communication and dissemination tools (project's website, LinkedIn page, ResearchGate, etc.), materials (flyers, presentations, posters, roll-up...), and Reports will employ the visual identity developed for the project, guaranteeing a professional, consistent, and attractive look.

The logo will be added to any official document and communication and dissemination material related to CLEAR. The colours chosen have no specific message. The squares

around the first letter C remind on the process of *construction*, which is intrinsic to the project's objectives and logic.

Figure 8 – Project logo

Source: Project's Coordination

5.1 Project's templates

We have created a set of document templates. The objective is to allow partners to share a common format by using a recognised visual identity. Additionally, we have also developed a style sheet to unify the writing style among all Partners. The style sheet contains information about the text formatting and reference examples (see Annex 4). The following figures show the templates for the Reports (Figure 9) and the presentations (Figure 10).

Figure 9 – Report template

Source: WP9 Team

Figure 10 – Presentation template

Source: WP9 Team

5.2 Visual resources and communication strategy

The project foresees the use of visual resources as a communication strategy. There is a debate among members of the scientific community regarding this topic and an increasing number of studies are advocating for the numerous benefits of using visual methods in research projects.

Firstly, visual data can provide a more nuanced and multi-layered understanding of social phenomena, allowing researchers to access and analyse aspects of experience and meaning that are difficult to capture through other methods (Dawn, 2016). Secondly, participatory methods that engage research participants in creating visual images can enable more democratic and collaborative knowledge production, as well as generate more authentic and contextually grounded insights (Reason & Bradbury, 2006). Thirdly, using visual and creative methods can enhance the accessibility and impact of research findings by presenting them in more engaging and memorable ways (Dawn, 2016).

Based on this scientific knowledge, CLEAR will adopt visual and narrative methods throughout the various stages of the research project and in the context of different Work Packages. We will explore the relationship between the visual and the participatory approaches throughout the project, using participatory and visual methods such as *imageries* and *narratives* during interviews with young people.

During the implementation of the *Transversal Participatory Approach*, we will design and create visual outputs on the basis of the involvement of young people, street-level experts, and academic experts. Until now, thee Work Packages have been proposed to

elaborate a visual product, with the help of the WP8 team and a graphic designer, starting from inputs and suggestions collected directly from the participants involved in the participatory activities.

Although the design process is still to be started, three possible types of visual products have been yet brainstormed:

1) A visual product aimed at being used during group discussions as a *conversation starter*.
This is a kind of large-sized board hung to the wall that shows some relevant contents from which the chairman or facilitator can start the conversation with the participants. The same board also plays the role of a dissemination tool, because it mainstreams, in a divulgation way, some of the main projects' contents/results/findings to a non-academic public.

2) A visual product co-designed with the end-users.
The idea is to involve a *working group* of street-level local professionals asking them to contribute to the selection of the (most relevant or urgent) topics/issues to be included in the output aimed at communicating to the same target group; as well as discussing the shape the output should take; and/or become a tester of the readability of the output and its effectiveness for a larger non-academic audience.

3) A visual product aimed at reinterpreting a project's Report, e.g., the project's Glossary
We plan to set up with young people's inputs a kind of Glossary made by their own narratives (i.e., just for some of the CLEAR keywords selected for the Glossary). This activity can lead to creating a *non-scientific* version of some keywords and be used as a conversation starter during the Innovation Forums.

In all these cases, the visual materials can serve:

- as communication tools within the participatory process, because they are meant to speak with a specific audience and communicate them something to start discussions and
- as dissemination tool to specific audiences (this is the case of Innovation Forums) and to a wider public (published on the CLEAR website).

Specific contents, formats, and visual impact will be discussed during the upcoming Participatory Activities. All products require the engagement of graphic technical competencies and a collaboration with a graphic designer.

6. Impact strategy

This section describes the distinct predicted impacts from the project's results, including their influence on scientific and academic debates, learning outcomes, and the educational achievement of young adults. Furthermore, it presents the potential effects on policies aimed at specific social groups, particularly young adults from vulnerable

social and educational backgrounds. The section also outlines the expected impact on education and training practices and providers, as well as their influence on specific economic sectors and labour markets, and ultimately, society as a whole.

The impact strategy of the CLEAR research project involves the dissemination of project's outcomes and results to various stakeholders and audiences, as well as the development of a sustainability plan to ensure the continued impact of the project. One of the objectives of this study is to generate data that elucidates the processes of constructing learning outcomes and to provide guidance to policymakers and educational authorities in their efforts to promote academic achievement in European education systems. To achieve this, the project utilises a variety of dissemination channels, such as conferences, workshops, and publications, to reach its target audiences, which include educators, policymakers, and students. The sustainability plan involves the establishment of a network of experts and stakeholders to promote the ongoing use and development of learning outcomes in education. Additionally, the project seeks to create a culture of transparency and accountability in education systems through the use of learning outcomes, which can help ensure that students are achieving the intended learning outcomes and that educational institutions are meeting their goals.

Therefore, the impacts foreseen include:

Impact on science and academic discussion on learning outcomes and young adults' (under)achievement

The CLEAR project supports research on learning outcomes by generating novel and updated empirical evidence on the construction of (under)achievement and its determinants, in particular through researching conceptual frameworks, policies, contexts, young people's experiences, and institutional settings across the European Union countries and regions. It addresses topics such as young adults' low-achievement in school, considering basic skills, and digital skills, as well as develops reflection upon school failure and dropout. The barriers young adult learners face can be identified and measured, having in mind individual aspects (ethnic status, language skills, migration background), or structural or institutional limits. CLEAR looks into discursive, interactional, and spatial barriers that learners face and shows how they generate educational inequality and constraints when facing opportunity structures. The Consortium partners aim at becoming a reference group concerning research and policy advice in LLL in Scotland and will transfer the results via peer-reviewed journals (number of articles published), edited books (number of books published), national and international conferences and symposia (number of researchers' attending conference and papers presented), and contribute to the academic debate way beyond the temporal duration of the project (number of reference, citation, and quotation referring to the CLEAR Project). By these means, the project will contribute to enhancing the understanding of learning outcomes, having in mind the wider definition of the concept.

Impact on policy

The CLEAR project generates data, data discussion, and interpretation following a specific theoretical framework. Results, conclusions, and policy recommendations obtained support the conception and implementation of educational policies (both discourses and practices) at macro (supranational and national), meso (organisational/educational provider level), and micro levels (learners and practitioners' levels). The Consortium aims to produce research documents that may influence LLL policies at the local and national level in Europe and in the countries represented by the different researchers. It includes data analysis and interpretation to be important for policy-makers and educational authorities. It will formulate specific policy recommendations targeting various governance levels in European Policy Briefs (N=2), National Reports (N=24), International Reports (N=3), National Briefing Papers (N=8), and a final Comparative Report (N=1). By these means, the project will support the improvement of educational policies and knowledge on the conception and implementation of these policies.

Impact on policies directed at specific social groups, namely young adults in vulnerable social and educational conditions

The CLEAR project generates qualitative data on how young adults consider school low-achievement and drop-out; additionally, it seeks to develop critical reflection among young adults joining the research project, such as the participatory discussion groups (Innovative Forums), on issues related to barriers to education and training, school aspirations and expectations on young adult learners. It strengthens young adults' position in the negotiation, design, and implementation of policy measures tackling social vulnerabilities. The Consortium aims at raising youth voices in the formulation and implementation of lifelong learning policies. It will produce national policy briefs and briefing papers (number of policy briefs and briefing papers), which will advance knowledge on specific aspects linked to young adults' education, such as specific policies and programs for young people that have demonstrated an improvement in their education and training success, labour insertion and reduction of risk of social exclusion. By these means, the project will support the improvement of educational policies and knowledge on the conception and implementation of these policies, in addition a critical awareness of young adults on policy conception and implementation when joining participatory discussion groups (Innovation Forums) and surveys.

Impact on education and training practices and providers

The CLEAR project seeks to get a wide understanding of learning outcomes developed by young adults, considering not only quantitative data, that can be found in official databases or generated by quantitative surveys, but also qualitative, namely the understanding young people as learners as other actors involved in education and training have of learning outcomes, considering their background and decisions made, and their life courses in spatial and regional contexts they live in. Therefore, it enhances

the educational practices of teachers, educators, trainers, etc. in formal and non-formal education and training by providing contextualised and theory-driven information on the dynamics of and differences between learning outcomes. The Consortium partner's aims at preventing ill-fitted policies from further exacerbating existing imbalances and disparities. It will transfer the results through practice-oriented reports (number of practice-oriented reports), including policy briefs (number of policy briefs) from quantitative and qualitative studies, policy reviews (number of policy reviews), and policy coordination surveys (number of policy coordination surveys). By these means, the project will enhance knowledge of education and training practices and highlight changes to be addressed and implemented.

Impact on education and training practices concerning teaching, guidance, orientation and tutorial actions

The CLEAR project generates knowledge, data, and critical reflection on existing guidance, orientation, and tutorial actions that involve young adults, in order to support the meso level (at school level) educational stakeholders and foster inclusiveness. The transition to the labour market of young adults is a central issue tackled by this project, in particular when considering the analysis of the modes of coordination between various policy actors and the connections between skills formation and skills utilisation. The Consortium aims at promoting best practices and patterns of coordinating policy-making at the local/regional level. It will produce national policy briefs and briefing papers (number of policy briefs and briefing papers), which will advance knowledge on specific aspects linked to young adults' education path, such as specific policies and programmes that have favoured young adults' labour insertion and reduced their risk of social exclusion. By these means, the project may support the improvement of teaching, guidance, orientation, and tutorial actions and staff practices and their understanding of work achieved at the meso (school) level.

Impact of specific economic sectors and labour markets at local, national and international levels

The CLEAR project generates knowledge, data, and critical reflection on educational support services that help young adults to overcome vulnerable conditions they are facing, avoiding the pre-initial evaluation of their unfavoured educational status and helping them to use their strengths and capabilities. Data discussion and interpretation developed in the project may also support local and regional practitioners to unveil the hidden potential of young people and support their ability to find education and training as well as labour market opportunities, suitable to their current condition and concerning their intersectional disadvantages. It can also share with national, regional, and local authorities' practical examples to set the standards of indicator dashboards, programme designs, governance schemes, and programme evaluations. It also may stimulate the reflection upon the creation of jobs that fit the skills of young adults in multi-

disadvantaged positions. It may support the distinction of skills and competencies that young adults have to obtain in formal, non-formal settings, and informal, which can be modified to match the local and regional labour market demands.

Impact on society

The CLEAR project generates knowledge and data that will support the conception and implementation of European Union policies in reducing the rate of early school leavers from education and training (for instance, in the age-bracket 18-24 years, below 10%, according to the European Union benchmark). It also will strengthen the lifelong perspective on education and training and show the influence of intersectional inequalities on the chances of young people breaking through the local opportunity structures and finding meaningful ways for pursuing their life courses. It may also enhance creativity, innovation, and entrepreneurship in education and training and support the coordination between various governance levels through our transversal participatory approach (such as by using/reading the website, the research and policy documents produced, participating in meetings, innovation forums, etc.). Raising awareness of young adults' barriers, constraints, problems and challenges faced when joining education and training providers is a significant impact to be considered. By these means, the project may provide information and data analysis and interpretation to people in general, which is to be spread by social networks such as LinkedIn and ResearchGate. New insights and knowledge on the complex construction of learning outcomes in various socio-economic and spatial contexts and scrutinising the intersecting factors involved in marginalisation of certain groups of people are foreseen, thereby paving the way to unlock their potential and support resilient and sustainable societies. It may also support the variety of approaches to enhance young people's active involvement in shaping their life courses. It will do so by inviting relevant stakeholders and young people to exchange their views and experiences on present and future educational attainment and by directing the debate toward mutual respect, understanding, and responsiveness.

7. Periodic reporting

This section describes the proposed measures for monitoring and assessing adherence to the communication and dissemination plan throughout the various stages of the project. Additionally, it presents the key performance indicators (KPIs) that will be used to evaluate the effectiveness of the communication and dissemination plan.

The following Report will be twice updated. National Partners are required to send information on dissemination, communication and publication activities carried out to the responsible WP Core team and fill in the templates available provided. Every six months, the WP Core team will update the list of activities.

Table 1 – Periodic update of the Publication and Dissemination Plan

No.	Version	Description	Month
D9.1	Version March 31, 2023	The first version of the Publication and Dissemination Plan and Visual Image presents the main channels and tools we are going to use in CLEAR to share the research findings, the target audiences we pretend to reach, the impact strategy, and the KPIs. It also focuses on CLEAR visual identity and gives an outline of visual resources we expect to use to communicate the project results.	Month 6
D9.4	1st update	The first update will focus on listing the communication, publication and activities carried out, presenting the new materials for CLEAR visual identity and the visual materials created to share research findings. It will also include an analysis of the effectiveness of the communication tools and channels used, as well as an evaluation of the feedback received from the different target audiences. The results of these evaluations will be used to refine the communication strategy, if needed, and to ensure that the dissemination of the project's findings and outcomes is as effective as possible. The periodic reporting process will take into account any changes in the project's objectives or circumstances, and the communication strategy and plan will be updated accordingly	Month 18
D9.5	2nd update	The second and final update will summarise and evaluate the application of the Publication and Dissemination Plan, which includes the assessment of Key Project Indicators (KPIs) .	Month 36

Source: WP9 Team

7.1 Key performance indicators

The detailed communication and dissemination strategy and plan produced in the project defines quantitative and qualitative targets to assess and measure communication impact. An initial summary of the key performance indicators and their targets is shown below (see Table 1).

Table 2 – Key performance indicators

Tools	Key performance indicators	Expected results	Means of verification
Website	Number of unique visits	3,000	Google analytics

Tools	Key performance indicators	Expected results	Means of verification
	Number of registered for upload	500	Google analytics
	Number of downloads of content	200	Google analytics
Publications	Number of newsletters of partners' higher education institute	6	Copies of newsletters
	Number of scientific Associations' newsletters	318	Copies of newsletters
	Number of scientific publications (books and articles)	21	Copies of scientific publications
	Number of flyers spread	200	Copies of flyers
Webinars	Number of webinars	3	Records of webinars
	Number of views	500	Google analytics
Presentations	Number of paper presentations	43	Copy of paper presentation
	Number of keynotes	5	Copy of the keynotes
	The number of academic symposiums hosted	5	Copy of symposium documents
Deliverables / Reports	Number of documents	18	Copy of the document
	Number of downloads	300	Google analytics
Innovation Forums	Number of participants	100	Through the names listed on the attendance sheets

Source: WP9 Team

6. Conclusion

The Report is a first version of *Communication and Dissemination Plan and Visual Image* and constitutes an important management tool with the purpose of ensuring that CLEAR communication activities are sufficiently planned and implemented. According to the Open Science practices, the Report presents CLEAR's communication, dissemination and impact strategies, the project's target audiences and visual identity. It also identifies the key project indicators and reports on the main guidelines to report the communication, publication and dissemination activities carried out by the Consortium.

In summing up, the Report has made the Consortium aware of the importance of communicating and disseminating CLEAR and its results within the framework of Open Science. It further presented the communication, publication and dissemination plans, including the description of communication and dissemination strategies, goals, objectives, tools and channels adopted in CLEAR, as well as the identification of CLEAR's main target audiences and *Key Performance Indicators*. In the Report, we have also

discussed the importance of visual resources to communicate and disseminate CLEAR's results and gave a first overview of how we intend to produce and use them in the project.

The nature of the topics covered in the Report gives it a dynamic character that requires continuous review and updating accounting for the developments during the project's lifespan. In the coming phases of the project, we will review and update the Report according to the communication, publication and dissemination activities, the production of visual identity and visual resources materials and the analysis of the effectiveness of the communication and dissemination tools and channels.

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Annex 1 – Main Communication Topics

The table lists the most appropriate communication channels and tools to communicate and involve the different audiences, based on the project's objectives and target groups. It also highlights the main communication topics and provides the expected dates when these topics will be communicated to the relevant audiences.

Target groups	Main communication topics	Communication channels
Scientific community	· Results from quantitative analyses of the selected sites on NUTS2 level (10th month) · Outcomes of the assessment and review of policy literature (15th month) · Results of qualitative studies with young people (21st month) · Expert's opinion on policy coordination (21st month) · Cross-case and cross-national comparative analysis report (33rd month) · Final comparative report (36th month)	· Professional networks · Professional journals · Books · Project website · Conferences · Newsletters of partners' Higher Education Institutions
State agencies	· Results of qualitative studies with young people (21st month) · Cross-case and cross-national comparative analysis report (33rd month)	· Project website · Newsletters of partners' Higher Education Institutions
Policymakers	· Outcomes of the assessment and review of policy literature (15th month) · Expert's opinion report on policy coordination (22nd month) · Cross-case and cross-national comparative analysis report (33rd month) · National reports on Innovation Forums and participatory methodology (36th month)	· Policy briefs · Project website · Innovation Forums · Newsletters of partners' Higher Education Institutions
Civil society initiatives	· Results of qualitative studies with young people (21st month) · Expert's opinion report on policy coordination (22nd month) · National reports on Innovation Forums (36th month)	· LinkedIn · Project website · Policy briefs
Workers' support services	· Results from quantitative analyses of the selected sites on NUTS2 level (10th month) · Results of qualitative studies with young people (21 st month)	· Project website · Policy briefs

Target groups	Main communication topics	Communication channels
		· Newsletters of partners' Higher Education Institutions
General public	Results of interviews with key policy actors and stakeholders (20th month) · Final comparative report (36th month)	· LinkedIn · Project website · Newsletters of partners' Higher Education Institutions Newsletters
Young people	· Scholarly and policy debates · Results of interviews	· Project website · Focus Groups · Individuals Interviews · Innovation Forums · Newsletters of partners' Higher Education Institutions

Annex 2 – Dissemination and Communication Activities

The table provides a comprehensive overview of the communication and dissemination activities used by the CLEAR project to share the results and to engage with key stakeholders. The table is structured by target audience and provides a detailed list of all the communication activities carried out or expected to be carried out, including papers presented at conferences, symposiums, and workshops, as well as the distribution of flyers and promotional materials. In addition to traditional communication methods, the table also highlights the use of digital channels such as the project website and partners' websites, as well as newsletters from partners' higher education institutes, to reach a wider audience.

Communication Tool	Title	Authors	Date	Target group
Website: University of Münster, Institute of Education	CLEAR – 'Constructing Learning Outcomes in Europe. A multi-level analysis of (under)achievement in the life course'	Marcelo Parreira do Amaral	23. Sept. 2022	Different audiences
Website: University of Münster	Ein Symposium leitet Studienstart zum besseren Verständnis von Lernergebnissen ein	Marcelo Parreira do Amaral	29. Sept. 2022	Different audiences
Poster	CLEAR – 'Constructing Learning Outcomes in Europe. A multi-level analysis of (under)achievement in the life course'	Marcelo Parreira do Amaral, Jozef Zelinka, Joseph König	04. Oct.2022	Different audiences
Roll-up	CLEAR – 'Constructing Learning Outcomes in Europe. A multi-level analysis of (under)achievement in the life course'	Marcelo Parreira do Amaral, Jozef Zelinka, Joseph König	04. Oct. 2022	Different audiences
Project's Website	CLEAR – 'Constructing Learning Outcomes in Europe. A multi-level analysis of (under)achievement in the life course'	Marcelo Parreira do Amaral, Jozef Zelinka, Joseph König, Sebastiano Benasso	06. Oct. 2022	Different audiences

Communication Tool	Title	Authors	Date	Target group
Flyer	CLEAR – 'Constructing Learning Outcomes in Europe. A multi-level analysis of (under)achievement in the life course'	Marcelo Parreira do Amaral, Jozef Zelinka, Joseph König	06. Oct. 2022	Different audiences
Symposium	CLEAR Opening Symposium	Marcelo Parreira do Amaral, Jozef Zelinka, Joseph König	06. Oct. 2022	Academic community
Newsletter of the Department of Sociology of University of Wien	CLEAR – 'Constructing Learning Outcomes in Europe. A multi-level analysis of (under)achievement in the life course'	Lisa Finocchiaro	Jan. 2023	Different audiences
LinkedIn	CLEAR Project introduction and update post	G. K. Zarifis	Feb. 2023	Different audiences
IE-ULisboa newsletter	CLEAR – 'Constructing Learning Outcomes in Europe. A multi-level analysis of (under)achievement in the life course'	IE_UL	March 2023	Different audiences
AUTH website	CLEAR – 'Constructing Learning Outcomes in Europe. A multi-level analysis of (under)achievement in the life course' - website in Greek	G. K. Zarifis	March 2023	Different audiences
IE_Ulisboa website	CLEAR – 'Constructing Learning Outcomes in Europe. A multi-level analysis of (under)achievement in the life course' - website in Portuguese	IE-UL	March 2023	Different audiences

Communication Tool	Title	Authors	Date	Target group
CIIE news webpage: https://www.fpce.up.pt/ciie/?q=news/kick-meeting-do-projeto-clearhorizonte-europa	Kick-off meeting of the project CLEAR/Horizon Europe	CIIE	Nov. 2022	Different audiences
Website of the Centre for Research on Lifelong Learning and Education (CELE), University of Turku	CLEAR – 'Constructing Learning Outcomes in Europe. A multi-level analysis of (under)achievement in the life course' - website in Turkish (?)	NA	2022	Different audiences
Website of the University of Turku	Interview of Marcelo Parreira do Amaral, Tero Järvinen and Minna Kyttälä about CLEAR	University of Turku's communications services	2022	Different audiences
AUTH Research Committee Newsletter	CLEAR Project update article	G. K. Zarifis	Jun. 2023	Different audiences (?)
Hellenic Adult Education Association newsletter	CLEAR Project introduction and update article	G. K. Zarifis	Jun. 2023	Different audiences
#Uniamo – blogazine of the University of Urbino Carlo Bo	Post/interview promoting first fieldwork results	Uniurb CLEAR team; Uniurb communication staff	2023	Different audiences
Value Enews Research magazine of the National Institute for the Evaluation of Education and Training (INVALSI)	Promoting first fieldwork results	Uniurb CLEAR team; Uniurb communication staff	2023	Different audiences (?)

Communication Tool	Title	Authors	Date	Target group
DIE newsletter (bimonthly), social media, press release (according to demand)	CLEAR Communication and dissemination	DIE press office with Alexandra Ioannidou	2023-2025	Different audiences
CODICI's website www.codiciricerche.it	Storytelling (narrative articles for non-academic audience) on main project outputs and milestones	Valentina Vivona, Francesca Zamboni, Cristina Cavallo, Andrea Rampini	tbd	Different Audiences
CODICI's international newsletter	News on main project outputs and milestones, re-posting of the storytelling, republication of partner's articles	Valentina Vivona (Newsletter manager)	tbd	Different Audiences
DIE website	CLEAR – 'Constructing Learning Outcomes in Europe. A multi-level analysis of (under)achievement in the life course'	DIE press office with Alexandra Ioannidou	2023-2025	Different audience, Scientific community
Website: WWU Centrum Europa	CLEAR – 'Constructing Learning Outcomes in Europe. A multi-level analysis of (under)achievement in the life course'	Katrin Bergener, Marcelo Parreira do Amaral	03. Nov. 2022	Different audiences & Academic community
FPCEUP webpage: https://sigarra.up.pt/fpceup/pt/PROJECTOS_GERAL.FICHA_PROJECTO?P_ID=79290	CLEAR – 'Constructing Learning Outcomes in Europe. A multi-level analysis of (under)achievement in the life course'	FPCEUP	Nov.2022	Different audiences & Academic community

Communication Tool	Title	Authors	Date	Target group
Paper presentation	ESREA Conference	Marcelo Parreira do Amaral, Jozef Zelinka	07-09, Sept.2023	Academic community
EPALE Platform	CLEAR Project introduction and update blog	G. K. Zarifis	Jan. 2023	Academic community
PU newspaper	Presentation of the project – aims, theoretical perspectives and methodology		April 2023	Academic community
ESREA Newsletter	CLEAR Project introduction and update article	G. K. Zarifis	April 2023	Academic community
Spring Conference of the DGS-Section "Sociology of Education" 2023. Youth - Education - Work. How Space and Origin Structure Integration in Education and Work (JuBilA) Halle-Wittenberg	Examining youth school-to-work dynamics of low skilled territories	Cefalo, Ruggero; Scandurra, Rosario	April 2023	Academic community
3rd International Conference Doing Transitions – Relational Perspectives on the Life Course, Frankfurt / Main	Youth transitions in two continents: subtle constellations of agency, policies and structures	Xavier Rambla, Siyka Kovacheva, Abel Bereményi and Darena Hristozova	10th – 12th of May 2023	Academic community

Communication Tool	Title	Authors	Date	Target group
Turku Institute for Advanced Studies (TIAS)	Methodological paper presentation relating to WP5 and WP8	Jenni Tikkanen	Spring 2023	Academic community
EduSpring event of the Faculty of Education, University of Turku	CLEAR project presentations for regional street-level experts in relevant organizations and institutions in Southwest Finland (in adjacent to EduSpring)	Päivi Naumanen & Jenni Tikkanen	Spring 2023	Policy-makers and educational authorities (?)
ESREA Network Conference on Policy Studies in Adult Education, University of Lisbon, Portugal Problematising the futures of adult education: between global, national, regional and local policies and actors	Symposium (tbd)	Marcelo Parreira do Amaral & Alexandra Ioannidou (and others?)	Sept. 7-9 2023	Scientific community
ESREA Network Conference on Policy Studies in Adult Education, University of Lisbon, Portugal Problematising the futures of adult education: between global, national, regional and local policies and actors	Paper presentation (around WP 3 focusing on Germany) (tbd)	Alexandra Ioannidou, Sonja Muders	Sept. 7-9 2023	Scientific community
XVI Conference Espanet Italia	TBD – possibly a presentation of first results from stakeholder survey	CLEAR WP6 core teams	Sept. 2023	Scientific community

Communication Tool	Title	Authors	Date	Target group
Espanet Europe Warsaw	tbd	Cefalo, Ruggero; Scandurra, Rosario, Yuri Kazepov	Sept. 2023	Scientific community
Espanet Italia Milano	tbd	Cefalo, Ruggero; Scandurra, Rosario, Yuri Kazepov	Sept. 2023	Scientific community
Nordic Conference on Research on Transitions, Career and Guidance (NorNet), Turku	Keynote	Tero Järvinen	Oct. 2023	Scientific community
EDutu! Webinar series of the Faculty of Education, University of Turku	Panel discussion	Jenni Tikkanen & Päivi Naumanen	Oct. 2023	Scientific community
Hellenic Adult Education Association e-learning platform	Webinar on learning outcomes for your adults in Europe: Introducing the CLEAR Project	G. K. Zarifis	Oct. 2023	Scientific community
WERA Focal Meeting at Nanyang Technology University, Singapore	Symposoium around WP3 (tbd)	Core Team WP3	Nov.22-24, 2023	Scientific community
The Conference of the Bulgarian Sociological Association	Presentation of the project – aims, theoretical perspectives and methodology	tbd	Nov. 2023	Scientific community
Kasvatustieteen päivät (Conference of the Finnish	Paper presentation	Minna Kyttälä	Nov.2023	Scientific community

Communication Tool	Title	Authors	Date	Target group
Educational Research Association)				
Regional Studies Association	Regional distribution of educational inequalities in the EU	Rosario Scandurra	2023	Scientific community
Colóquio Internacional das Ciências Sociais e da Educação - Universidade do Minho, Braga, Portugal	tbd	Hélder Ferraz, Tiago Neves	2023	Scientific community
Colóquio Internacional das Ciências Sociais e da Educação - Universidade do Minho, Braga, Portugal	tbd	Natália Alves, Paula Guimarães, Carmen Cavaco, Liliana Zeferino	2023	Scientific community
VIII Conference SISEC (Italian Association of Economic Sociology)	Proposal of a session on the themes of the project	CLEAR Italian team(s)	Feb. 2024	Scientific community
Sosiologipäivät (Sociological Conference of the Westermarck Society)	Paper presentation	Päivi Naumanen	March 2024	Scientific community
22th ESPAnet Europe Conference	TBD – possibly a presentation of final results from stakeholder survey	CLEAR WP6 core teams	Sept. 2024	Scientific community

Communication Tool	Title	Authors	Date	Target group
Congresso da Sociedade Portuguesa das Ciências da Educação	tbd	Natália Alves, Paula Guimarães, Cármen Cavaco, Liliana Zeferino	2024	Scientific Community
Congresso da Sociedade Portuguesa das Ciências da Educação	tbd	Hélder Ferraz, Tiago Neves, JP Amorim	2024	Scientific Community
Colóquio Internacional das Ciências Sociais e da Educação - Universidade do Minho, Braga, Portugal	tbd	Natália Alves, Paula Guimarães, Cármen Cavaco, Liliana Zeferino	2024	Scientific Community
Colóquio Internacional das Ciências Sociais e da Educação - Universidade do Minho, Braga, Portugal	tbd	Hélder Ferraz, Carla Malafaia	2024	Scientific Community
European Sociological Association	tbd	Aina Tarabini, Xavier Rambla	2024	Scientific Community
Conference of the Italian Sociological Association – Section of Sociology of Education	TBD – possibly a presentation of first results on Italy from WPs held in 2023	CLEAR Italian team(s)	2024	Scientific Community
16th Conference of the European Sociological Association	Dealing with educational failure in the life course	Darena Hristozova, Siyka Kovacheva	2024	Scientific Community

Communication Tool	Title	Authors	Date	Target group
European Network for Social Policy Analysis	tbd	Rosario Scandurra and Xavier Rambla	2024, 2025	Scientific Community
Conference of the Italian Sociological Association – Section of Spatial sociology	TBD – a presentation on spatial inequalities in education in Italy	Uniurb CLEAR team	Jan. 2025	Scientific Community
European Conference on Educational Research (ECER)	Paper presentation (on WP5)	Jenni Tikkanen	Aug. 2025	Scientific Community
Nuorisotutkimuspäivät (Finnish youth research conference)	Paper presentation (on WP5)	Jenni Tikkanen	Nov. 2025	Scientific Community
XIII Congresso da Sociedade Portuguesa de Sociologia	tbd	Natália Alves, Paula Guimarães, Carmen Cavaco, Liliana Zeferino	2025	Scientific Community
Congresso da Sociedade Portuguesa de Ciências da Educação	tbd	Natália Alves, Paula Guimarães, Cármen Cavaco, Liliana Zeferino	2025	Scientific Community
Congresso da Sociedade Portuguesa das Ciências da Educação	tbd	Hélder Ferraz, Tiago Neves, JP Amorim	2025	Scientific Community

Communication Tool	Title	Authors	Date	Target group
Colóquio AFIRSE	tbd	Natália Alves, Paula Guimarães, Carmen Cavaco, Liliana Zeferino	2025	Scientific Community
Colóquio AFIRSE	tbd	Hélder Ferraz, Gil Nata	2025	Scientific Community
European Conference of Educational Research	tbd	Xavier Rambla, Rosario Scandurra, Aina Tarabini	2025	Scientific Community
Congresso da Sociedade Portuguesa das Ciências da Educação	tbd	Natália Alves, Paula Guimarães, Cármen Cavaco, Liliana Zeferino	2024	Scientific Community
Congresso da Sociedade Portuguesa das Ciências da Educação	tbd	Hélder Ferraz, Tiago Neves, JP Amorim	2024	Scientific Community
Colóquio Internacional das Ciências Sociais e da Educação - Universidade do Minho, Braga, Portugal	tbd	Natália Alves, Paula Guimarães, Cármen Cavaco, Liliana Zeferino	2024	Scientific Community
Colóquio Internacional das Ciências Sociais e da Educação - Universidade do Minho, Braga, Portugal	tbd	Hélder Ferraz, Carla Malafaia	2024	Scientific Community

Communication Tool	Title	Authors	Date	Target group
European Sociological Association	tbd	Aina Tarabini, Xavier Rambla	2024	Scientific Community
Conference of the Italian Sociological Association – Section of Sociology of Education	TBD – possibly a presentation of first results on Italy from WPs held in 2023	CLEAR Italian team(s)	2024	Scientific Community
16th Conference of the European Sociological Association	Dealing with educational failure in the life course	Darena Hristozova, Siyka Kovacheva	2024	Scientific Community
European Network for Social Policy Analysis	To be decided	Rosario Scandurra and Xavier Rambla	2024, 2025	Scientific Community

Annex 3 – Publication Activities

The table provides a detailed overview of the various publication activities undertaken or planned by the CLEAR project. The table is structured by target audience and includes a comprehensive list of the different types of publication tools and channels used by the project. In addition to describing the different types of publication activities, the table also includes expected publication dates for each activity. This helps to ensure that the project team is able to meet its publication goals and timelines, and that stakeholders are kept up to date with the project's progress and outcomes. Overall, the table provides valuable insights into the project's publication strategy, highlighting the different channels and tools used to communicate research findings and other project outcomes to a wide range of audiences.

Publication Tool	Title	Authors	Date
Document - Report	Working Paper on Ethical Issues	WWU	31 Jan.2023
Document - Report	1- Data Management Plan	WWU	31 Mar. 2023
Document - Report	State-of-the Art	WWU, UPORTO, UNIGE	31 Mar.2023
Politics and Governance	Active Labour Market Policies and Youth Employment in Bulgaria	Darena Hristozova, Siyka Kovacheva	31 Jul. 2023
Elm Magazine (European Lifelong Learning Magazine)	Exploring learning outcomes for yourg adults in Europe: the CLEAR Project approach (title is provisional)	G. K. Zarifis	Jun. 2023
Document - Report	Report with Sites Selection	WWU, UPORTO, UNIGE	30 Jun. 2023
Document - Report	Comparative Analysis Report	WWU, DIE, AUTh	Jun. 2023
Document - Report	Policy Brief Addressing Poor Learning Outcomes	UAB, UNIURB, AUTh	31 Jul.2023
Document - Report	Cross-national/cross-regional - Quantitative Analysis Report	UNIVIE, DIE, UAB	Set. 2023
European Journal for Research on and Learning of the Education Adults	How adult education theory might influence learning outcome strategies for advising practices (title is provisional)	G. K. Zarifis, K. Bonidis	Oct. 2023
European Journal of Education	A Landscape Analysis of Evidence on Learning Outcomes for Adolescents in Fragile Contexts (title is provisional)	G. K. Zarifis, K. Bozznidis & A. Papadimitriou	Dec. 2023

Publication Tool	Title	Authors	Date
Revista Portuguesa de Educação		Natália Alves, Paula Guimarães, Carmen Cavaco, Liliana Zeferino	2023
Document - Report	Research Strategy Paper and Glossary	WWU, UPORTO, UNIGE	31 Dec. 22
Document - Report	2. Data Management Plan	WWU	31 Mar. 24
Achievement Made – Constructing Learning Outcomes in Europe Edited by Jenni Tikkanen, Natália Alves, Tero Järvinen, & Marcelo Parreira do Amaral	Chapter 4 – Education Research on Learning Outcomes: A Systematic review	Marcelo Parreira do Amaral, José Pedro Amorim; Nikoletta Jablonczay; Siyka Kovacheva; Minna Kyttälä; Achilleas Papadimitriou; Xavier Rambla; Anna Siri; Jenni Tikkanen,; Jozef Zelinka,	2023/2024
Achievement Made – Constructing Learning Outcomes in Europe Edited by Jenni Tikkanen, Natália Alves, Tero Järvinen, & Marcelo Parreira do Amaral	Chapter 3 – Territorial Divides in Youth Learning and School-to-Work Transitions: A European Assessment	Ruggero Cefalo, University of Vienna, Austria; Rosario Scandurra, Autonomous University of Barcelona, Spain; Alexandra Ioannidou, Leibniz Centre for Lifelong Learning, Germany	2023/2024
Education Sciences	Special Issue "The Territorial Dimension of School-to-Work Transitions: Youth Opportunities across Space, Contexts and Multilevel Governance"	Ruggero Cefalo, University of Vienna, Austria; Rosario Scandurra, Autonomous University of Barcelona, Spain (Guest Editors)	2023/2024
e-Erika (e-Publication for educators, teachers, university and administration representatives)	Popularised publication presenting CLEAR and its key approaches to experts	Päivi Naumanen	Spring 2024
Document - Report	Communication and Dissemination Activities Period 1	ULISBOA, UNIGE, CODICE	March 2024
Document - Report	International Policy Review Report	UAB, UNIURB, AUTh	May 2024

Publication Tool	Title	Authors	Date
Studies in the Education of Adults	A framework of learning outcomes for young adults: integrating social and emotional competencies with long-term results (title is provisional)	G. K. Zarifis, K. Bonidis	Jun. 2024
Document - Report	National Qualitative Report	UTU, ULISBOA, PU	30 Jun. 2024
Document - Report	Experts' Opinion Report	UNIURB, UTU, UPORTO	Jun. 2024
Document - Report	European Policy Brief	UNIURB, UTU, UPORTO	Jul. 2024
Journal (Special Issue)	Lifelong Learning Policies across the Globe - Focus on Young Adults	Marcelo Parreira do Amaral, Jozef Zelinka (Guest Editors)	2024
Sociological Problems (BG journal)	Local Opportunity Structures and Young People's Agency in the Life Course	Darena Hristozova, Siyka Kovacheva	2024
Document - Report	International Qualitative Analysis Report	UTU, UNIURB, AUTh	31 Oct. 2024
Bloomsbury Academic	Achievement Made – Constructing Learning Outcomes in Europe (1st CLEAR book)	Editors Jenni Tikkanen, Natália Alves, Tero Järvinen, & Marcelo Parreira do Amaral	Late 2024
Revista Educação e Pesquisa	tbd	Natália Alves, Paula Guimarães, Cármen Cavaco, Liliana Zeferino	2024
TBD (Italian Journal of Sociology of Education or Scuola Democratica)	Proposal on a special issue on the themes of the project to an Italian Journal of Sociology of Education	CLEAR Italian teams; others – from CLEAR and beyond – interested, after a call for papers	2024
Politics and Governance	tbd	Ruggero Cefalo, University of Vienna, Austria; Rosario Scandurra, Autonomous University of Barcelona, Spain	2024
Document - Report	3. Data Management Plan	WWU	30 Sep. 25
Book chapter in book titled Achievement Made – Constructing Learning Outcomes in Europe	Rethinking Educational Achievement	Tiago Neves, Jozef Zelinka, Gil Nata	2024
Book chapter in book titled Achievement Made –	Education Research on Learning Outcomes: A Systematic Review	José Pedro Amorim (among others)	2024

Publication Tool	Title	Authors	Date
Constructing Learning Outcomes in Europe			
Edited Book	tbd	Jozef Zelinka, Marcelo Parreira do Amaral (Co-Editors)	2024/2025
Guidelines to Use Participatory Methodologies (D9.2)	tbd	ULisboa Other: UNIGE, CODICI	2025
Sociologia Urbana e Rurale	Article on spatial inequalities in education in Italy	Uniurb CLEAR team	2025
TBD	Article on spatial inequalities, spatial justice and educational opportunities in Europe	Uniurb CLEAR team + CLEAR partners	2025
Polis	Article on spatial inequalities and educational policy in Italy	Uniurb CLEAR team	2025
Paper: Revista Educação, Sociedade & Culturas	tbd	Hélder Ferraz, Tiago Neves	2025
Document - Report	Innovation Forums	UNIGE, PU, CODICE	Jun.2025
Nuorisotutkimus (Finnish youth research journal)	Scientific article in Finnish (on WP5)	Tero Järvinen, Jenni Tikkanen, Minna Kyttälä, & Päivi Naumanen	2025/2026
YOUNG journal	International scientific article (on WP5)	Tero Järvinen, Natália Alves , Siyka Kovacheva, & Päivi Naumanen	2025/2026
Document - Report	National Participatory Report	UNIGE, PU, CODICE	Sep. 2025
Document - Report	Guidelines to the Use of Participatory Methodologies	ULISBOA, UNIGE, CODICE	Sep.2025
Document - Report	Policy Brief	WWU	Sep. 2025
Document - Report	Communication and Dissemination Activities in Period 2	ULISBOA, UNIGE, CODICE	30 sep. 2025
Document - Report	Final Report to Research, Policy, and Practice	WWU, DIE, AUTh	30 Sep. 2025

Annex 4 – Project's Style Sheet

The Style Sheet provides guidelines to ensure consistency in writing style across all project-related communications. It describes a common style sheet which has been developed by the project team, with guidance mainly based on the latest edition of the APA style guide.

1. General information

The CLEAR research project is operating in different countries and research cultures and will produce a plenitude of briefs, reports, papers, and deliverables. In order to unify the writing style among all partners, we have prepared a common style sheet informed mainly by the last APA edition (see: https://apastyle.apa.org/). By following these style and grammar guidelines, we can avoid unnecessary corrections and adjustments in the latter writing phase and instead concentrate on the content and output of the project.

2. Paper formatting

– 11 pt. Open Sans font, 1.15 line spacing, 2,5 cm margins, justified text
– Use *italics* for emphasis, foreign words, and enumeration

3. Reference examples

3.1 Books & Edited Volumes

– Jones, G. (2009). *Youth.* Polity Press.
– Brown, P., Green, A., & Lauder, H. (2001). *High Skills: Globalization, Competitiveness, and Skill Formation.* Oxford University Press.
– Shavit, Y., & Müller, W. (Eds.) (1998). *From School to Work. A Comparative Study of Educational Qualifications and Occupational Destinations.* Oxford University Press.

3.2 Chapters in edited books

– Bertaux, D. (1990). Oral history approaches to an international social movement. In E. Øyen (Ed.), *Comparative Methodology* (pp. 158–170). SAGE.
– Rasmussen, P. (2014). Adult Learning Policy in the European Commission. In M. Milana & J. Holford (Eds.), *Adult Education Policy and the European Union. Theoretical and Methodological Perspectives* (pp. 15–34). Sense Publishers.

3.3 Journal Articles

– Ecclestone, K., & Lewis, L. (2014). Interventions for Resilience in Educational Settings: Challenging Policy Discourses of Risk and Vulnerability. *Journal of Education Policy*, *29*(2), 195–216. https://doi.org/10.1080/02680939.2013.806678
– McLeod, J. (2012). Vulnerability and the neo-liberal youth citizen. *Comparative Education*, *48*(1), 11–26. https://doi.org/10.1080/03050068.2011.637760

3.4 Reports

– United Nations Development Programme. (2022). *New threats to human security in the Anthropocene. Demanding greater solidarity.* (Special Report). https://hdr.undp.org/content/2022-special-report-human-security

- CEDEFOP. (2013). *Labour market outcomes of vocational education in Europe. Evidence from the European Union labour force survey.* (Research Paper No 32). Publications Office of the European Union.

3.5 Gray Literature

- UNHCR. (2022, September 02). *Aspiring Ukrainian architect is building her future in a Polish school* [Press release]. https://www.unhcr.org/news/stories/2022/9/630f6e064/aspiring-ukrainian-architect-building-future-polish-school.html
- Ministry of Education (2021, February 12). *The role of the Ministry of Education.* [Press release]. https://www.education.govt.nz/our-work/our-role-and-our-people/what-we-do/

3.6 Conference Presentations & Proceedings

- Evans, A. C., Jr., Garbarino, J., Bocanegra, E., Kinscherff, R. T., & Márquez-Greene, N. (2019, August 8–11). *Gun violence: An event on the power of community* [Conference presentation]. APA 2019 Convention, Chicago, IL, United States. https://convention.apa.org/2019-video
- Duckworth, A. L., Quirk, A., Gallop, R., Hoyle, R. H., Kelly, D. R., & Matthews, M. D. (2019). Cognitive and noncognitive predictors of success. *Proceedings of the National Academy of Sciences*, USA, 116(47), 23499–23504. https://doi.org/10.1073/pnas.1910510116

3.7 Data Set References

- EUROSTAT. (2016). *Statistics on ICT use in Tourism* [Data set]. https://ec.europa.eu/eurostat/web/balance-of-payments/data/database

3.8 Webpage & Website References

- Natanson, H. (2022, September 1). *Youngkin criticizes trans rules, eases path to becoming a teacher in Va.* The Washington Post. https://www.washingtonpost.com/education/2022/09/01/youngkin-virginia-teacher-shortage-gender-policy/
- Jenkins, S. (2022, September 2). *Britain's traumatised education system needs a break – and a decent minister.* The Guardian. https://www.theguardian.com/commentisfree/2022/sep/02/britain-education-system-minister-covid-teachers-students

4. Parenthetical Citations (various examples)

- (Jones, 2009, p. 15)
- (Shavit & Müller, 1998, p. 50 [original emphasis])
- (Brown et al., 2001, pp. 113f cit. by McLeod, 2012, p. 14)
- (European Commission, 2021)

5. Quotations

- Short quotations: For quotations of fewer than 40 words, add quotation marks ("") around the words and incorporate the quote into your own text.

- Block quotations: For quotations of 40 words or more use block quotations, but do not use quotation marks to enclose a block quotation and start a block quotation on a new line with a 1pt. smaller font.

6. Numbers

- Use words to express numbers zero through nine, and use numerals to express numbers 10 and above.
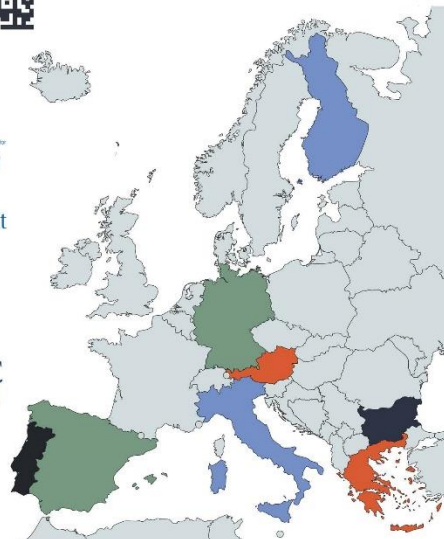
Annex 5 – Visual Materials

In the annex, we present the project's flyer and poster.

Issues & Objectives

Education is central for building prosperous and resilient societies and ensuring that everyone can unlock their full potential. Across Europe, however, alarming levels of educational poverty are reported and young people face many difficulties in pursuing their goals. One issue is the division of groups according to their learning outcomes, which creates a separation between "achievers" and "under-achievers", passive and active learners, promising students and school dropouts.

CLEAR reconceptualises the construction of learning outcomes as resulting from manifold intersecting factors and actors: institutional arrangements, spatial and socio-economic determinants, discursive and socio-cultural influences, as well as individual experiences, dispositions, and cognitive and psycho-emotional abilities.

CLEAR aims at better understanding the factors that affect the quality of learning outcomes in order to tap on the potential of young people, especially those in vulnerable and multi-disadvantaged positions, promoting their ability to achieve meaningful goals in their life courses.

- enhances extant knowledge bases with data and evidence from multiple perspectives, sites, and levels at national, regional and local levels;
- conducts policy reviews and expert surveys, identifying key elements in decision-making and coordination;
- designs and implements participatory approaches, giving voice to groups multi-disadvantaged and/or in vulnerable situations, while at the same time sparking innovative policy solutions.
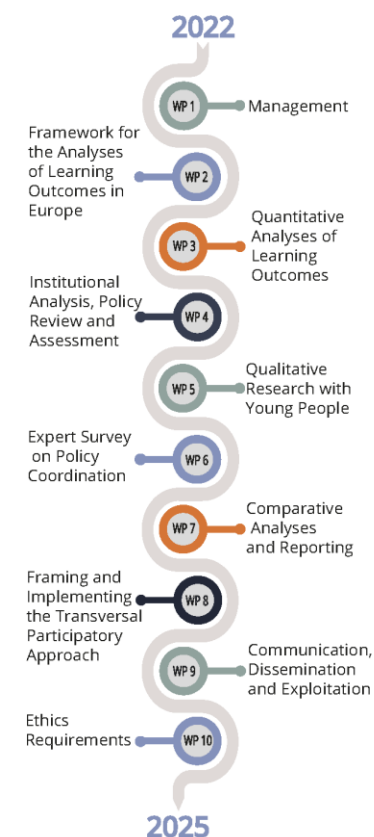
How we proceed

CLEAR adopts dynamic and relational concepts – *Life Course, Intersectionality, Spatial Justice*.

CLEAR examines educational (under) achievement among groups that are multi-disadvantaged and/or in vulnerable situations through five intersecting analytical dimensions – *institutional, individual, spatial, structural, relational*.

CLEAR integrates a *transversal participatory approach* to give voice to young people, policy experts and policy practitioners; it also runs *Innovation Forums* with various audiences.

CLEAR uses a mixed-methods design: quantitative and institutional analyses, expert surveys, qualitative analyses and innovative participatory strategies to *spark innovative policy solutions* by identifying sparse or missing data at various governance levels and enhancing the data quality of relevant bodies at local, regional, and national levels.

2022

WP	
WP 1	Management
WP 2	Framework for the Analyses of Learning Outcomes in Europe
WP 3	Quantitative Analyses of Learning Outcomes
WP 4	Institutional Analysis, Policy Review and Assessment
WP 5	Qualitative Research with Young People
WP 6	Expert Survey on Policy Coordination
WP 7	Comparative Analyses and Reporting
WP 8	Framing and Implementing the Transversal Participatory Approach
WP 9	Communication, Dissemination and Exploitation
WP 10	Ethics Requirements

2025

CONSTRUCTING LEARNING OUTCOMES IN EUROPE

A MULTI-LEVEL ANALYSIS OF (UNDER)ACHIEVEMENT IN THE LIFE COURSE

International and Comparative Education, Institute of Education, University of Münster

Issues & Objectives

Education is central for building prosperous and resilient societies and ensuring that everyone can unlock their full potential. Across Europe, however, alarming levels of educational poverty are reported and young people face various difficulties in pursuing their goals. One issue is the division of groups according to their learning outcomes, which creates a separation between "achievers" and "under-achievers", passive and active learners, promising students and school dropouts.

CLEAR reconceptualises the construction of learning outcomes as resulting from manifold intersecting factors and actors: institutional arrangements, spatial and socio-economic determinants, discursive and socio-cultural influences, as well as individual experiences, dispositions, and cognitive and psycho-emotional abilities.

The overall aim of the CLEAR research project is to better understand the factors that affect the quality of learning outcomes in order to tap on the potential of young people, especially those in vulnerable and multi-disadvantaged positions, promoting their ability to achieve meaningful goals in their life courses.

The CLEAR Project

Project lifetime: 2022-2025

Participating countries: Austria, Bulgaria, Finland, Germany, Greece, Italy, Portugal, Spain

Focus: young people aged 18-29 years attaining secondary and post-secondary education and training, with a special attention to groups in multi-disadvantaged and vulnerable positions.

Main objectives:

- to enhance extant knowledge with data and evidence from multiple perspectives, sites, and levels (national, regional, local);
- to conduct policy reviews and expert surveys, identifying key elements in decision-making and coordination;
- to spark innovative policy solutions by designing and implementing participatory approaches and strengthening the voices of young people in multi-disadvantaged and vulnerable positions.

Workplan

Concepts & Methods

CLEAR adopts a unique combination of dynamic and relational concepts – *Life Course, Intersectionality, Spatial Justice* – to examine educational (under)achievement among groups in multi-disadvantaged and vulnerable positions through five intersecting analytical dimensions – *institutional, individual, spatial, structural, relational*.

CLEAR integrates a *transversal participatory approach* in the whole research process to strengthen the voice of young people, but also to carefully listen to local/regional policy experts and educational practitioners. Based on participatory activities it develops and runs *Innovation Forums* with various audiences.

CLEAR uses various methods in a multi-level, mixed-method design, applying *quantitative and institutional analyses*, web-based *expert surveys, qualitative and comparative analyses*, as well as *innovative participatory strategies*.

CLEAR seeks to *spark innovative policy solutions* by identifying sparse or missing data at various governance levels and enhancing the data quality of relevant bodies at local, regional, and national levels.

Consortium

References

- Benasso, S., Bouillet, D., Neves, T., & Parreira do Amaral, M. (Eds.) (2022). *Exploring Landscapes of Lifelong Learning Policies across Europe. Comparative case studies.* Palgrave Macmillan.
- Parreira do Amaral, M., Kovacheva, S., & Rambla, X. (Eds.) (2019). *Lifelong Learning Policies for Young Adults in Europe. Navigating between Knowledge and Economy.* Policy Press.
- Rambla, X., & Kovacheva, S. (2021). Constructing meaningful transitions in a vulnerable situation – The role of lifelong learning policies in European regions. *International Journal of Social Welfare, 00*, 1–10.
- Scandurra, R., Cefalo, R., & Kazepov, Y. (2021). Drivers of Youth Labour Market Integration Across European Regions. *Social Indicators Research, 154*, 835–856.

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