



## Leonardo 4 Children Academy 2024-25

Project nr. 23PCE0003 – Erasmus+

### National Report



Co-funded by the  
European Union

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### National Report: implementation of suggestions for policymakers

|               |                                             |
|---------------|---------------------------------------------|
| <u>Date</u>   | <u>09/08/2025</u>                           |
| <u>School</u> | <u>Lycée français jean Monnet Bruxelles</u> |

The following document contains

I. Results of stakeholders feedback

Annex I contains the completed forms filled by stakeholders.

II. Recommendations including :

- 1) the results of the piloting period in the national contexts
- 2) opportunities to integrate the Model into national (local, regional)
- 3) opportunities at EU level

Annex II contains a transferable case study developed by the school.

## I. Results of stakeholders' feedback

Please summarize the stakeholders feedback (max 1000 characters).

As far as our school is concerned, the results of implementing the model have been very satisfactory. Both from the point of view of the teachers and from the point of view of the management. We have been able to observe the beneficial effects of implementing the model on teamwork in interdisciplarity and intercycle. The artistic projects have been able to be deployed across all our classes from kindergarten to high school. The impact has been particularly significant in taking into account societal and environmental challenges. The teachers were enriched with new tools during the working sessions during the regroupings and they were able to reinvest them for the implementation of the model in our school. Beyond these new skills developed and shared, the structuring of the project methodology also helped us a lot.

## II. Recommendations

### **Section 1: Results of the piloting period in national contexts**

1. What were the key lessons learnt during the piloting of the L4CA Model in your national context?

The need to communicate well on common educational objectives and links with the model towards institutions, parents and our entire school community.

2. What challenges did you face when implementing the L4CA Model in your school/classroom, and how did you address them?

The challenge of clarifying the model so that the projects developed in our school can be linked to it and contribute together to the successful implementation of the model

3. Have you discovered new unexpected features of your educational methods thanks to the piloting of the L4CA Model ? If so, please describe.

The ability to develop transversal skills in students by linking different disciplines around the model

4. What are the outcomes and expected impact from using the L4CA Model with students?

A better ability to understand societal issues without anxiety under the reassuring and safe side of art

5. What would be needed to make the use of the L4CA Model sustainable in the future?

Most certainly support it in national teaching programs and provide an interdisciplinary project approach in initial teacher training

## Section 2: Opportunities to integrate the Model into national (local, regional) contexts

1. In your opinion, how could the L4CA Model contribute to the existing national or regional education policies?

Continuing education and professional development: offer customized training modules, simulations, and automated feedback for teachers, facilitating large-scale skills development.

- Content and curriculum: help produce, update, and localize educational resources that comply with national standards while integrating local contexts and cultures.
- Resource planning and allocation: analyze regional data to guide investments (equipment, training, targeted support) and evaluate the impact of policies.
- Promoting lifelong learning: equip adult learning pathways and the validation of prior learning, in line with regional economic priorities.
- Continuing education and professional development: offer customized training modules, simulations, and automated feedback for teachers, facilitating large-scale skills development.
- Content and curriculum: help produce, update, and localize educational resources that comply with national standards while integrating local contexts and cultures.
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- Promoting lifelong learning: equip adult learning pathways and the validation of prior learning, in line with regional economic priorities.

2. What specific elements of your local or national educational curriculum could be enhanced by incorporating the L4CA Model?

### Examples of use by policy priority

- Primary school success: automated literacy/numeracy assessments and remediation programs to reduce gaps.
- High school-to-employment transition: personalized professional skills modules, mock interviews, and certifiable assessments.

3. What type of support (training, resources, time) would be needed to fully integrate the L4CA Model into the teaching practice on a broader scale?

Training (what,how much)

- Initial teacher workshops: 2–3 days (hands-on) covering pedagogy with L4CA, lesson design, assessment uses, classroom management, and data privacy basics.
- Follow-up coaching: 6–12 weeks of in-class coaching/mentoring (peer observations, co- planning).
- Microlearning modules: 10–20 hours self-paced e learning (platform use, troubleshooting, case studies).
- Communities of practice: monthly peer-learning meetings + moderated online forum for Q&A.
- Leadership & admin training: 1–2 days for school leaders, district officers, and IT managers on governance, monitoring and procurement.
- Specialist tracks: extra training for curriculum leads, assessment designers and special needs coordinators.

2) Resources

- Technical infrastructure: reliable connectivity (or offline modes), classroom devices (ideal 1:1; minimum 1 device per 3 pupils for rotation models), secure servers or cloud hosting, backups.
- Integration tools: LMS/ SIS connectors, APIs, single-sign-on, local content management.
- Pedagogical resources: ready-made lesson plans aligned to curriculum, templates, assessment banks, rubrics and exemplars.
- Accessibility & localization: text-to-speech, multiple languages, simplified formats, materials for special needs.
- Documentation: quick-start guides, teacher manuals, troubleshooting FAQ, privacy & consent templates.
- Technical support: tiered helpdesk (local IT + vendor support), SLA for incident response.
- Budget for devices, licences, maintenance, and teacher release time.

3) Time(practicalallocation)

- Preparation phase: 1–3 months to adapt materials, pilot design, stakeholder briefings.
- Pilot phase: 3–6 months in a representative sample of schools.
- Scale-up: phased 12–24 months with iterative improvements.
- For teachers: expect an initial time investment ~20–40 hours over the first 3 months (workshops + prep + co planning), then ongoing ~4–8 hours/month for refinement and reporting.

- Allow scheduled release time for teacher collaboration (e.g., half-day monthly).

#### 4) Organizational supports roles

- Programme manager at district/national level.
- Pedagogical lead(s) to align content with standards.
- IT lead and data protection officer.
- Local mentors/coaches embedded in schools.
- External partners: platform vendor, curriculum specialists, evaluation partner.

#### 5) Governance, data & ethics

- Clear data governance (minimization, retention, storage location, consent processes).
- Policies on model use in assessment and high stakes decisions (human in the loop).
- Regular bias and safety audits; transparency with parents/communities.

#### Monitoring & evaluation

- Baseline measures (learning outcomes, teacher confidence, infrastructure).
- KPIs: adoption rate, teacher satisfaction, student engagement, learning gains disaggregated by subgroup, incidents logged.
- Formative evaluation after pilot, summative after 12 months.

#### Risks and mitigations

- Digital divide → invest in devices/offline features and blended models.
- Teacher overload → provide release time, coaching and easy-to-use resources.
- Privacy breaches → strict policies + technical safeguards.
- Overreliance on AI → preserve teacher decision-making and critical pedagogy.

4. Can you identify any potential partnerships (local authorities, NGOs, universities) that could support the adoption of the Model?

French Embassy, French and Belgian Ministries of Education, Private Schools.

5. Please provide your recommendations to national/local policy makers.

See procedure explained in the previous point

### Section 3: Opportunities at the EU level

1. How can the L4CA Model contribute to EU educational policies? More specifically, how can the L4CA Model contribute to EU - wide youth engagement on civic education topics such as climate and equality?

#### Benefits for EU policies

The L4CA model can support several EU objectives:

**Strengthen European citizenship:** By taking action on issues that transcend national borders, young people develop a sense of belonging to a European community.

**Develop civic skills:** The model helps build essential skills such as critical thinking, collaboration, problem-solving, and empathy.

**Adapt education to contemporary challenges:** It allows schools to move away from traditional teaching methods to better prepare young people to face the complex issues of the 21st century.

**Promote democratic participation:** By transforming young people into agents of change, the L4CA model contributes to revitalizing democracy in Europe.

2. How can the L4CA Model foster collaboration and knowledge exchange among educators/schools across different EU countries?

**Joint projects:** Teachers can form partnerships to engage their students in exploring, learning, and taking action on a common issue. Students and educators can compare their local contexts, exchange solutions, and undertake coordinated actions.

**EU platforms:** Platforms such as eTwinning or Erasmus+ projects can be used to identify partner schools with a shared interest in the L4CA approach. Educators can exchange their "teaching scenarios" and "good practices" in civic action.

Communities of practice: Online communities or networks of educators can be formed around the L4CA model. These groups would allow for the sharing of project briefs, assessment tools, and concrete examples of successful initiatives. A teacher in France could draw inspiration from a campaign led by a school in Ireland for their own project.

Continuing training: The EU can support collaboration by offering professional development training for educators on the L4CA model. These trainings can be organized transnationally, allowing teachers to meet, learn from each other and plan future collaborations.

3. What kind of EU support (funding, training programs, networks) would encourage schools in your country to implement the Model?

French schools need funding to launch L4CA projects. EU programs, such as Erasmus+, could be adapted to offer specific grants. These funds could be used to:

Fund student civic action projects: Help cover the costs of materials, transportation for field trips, or communication for an awareness campaign.

Support transnational partnerships: Provide mobility grants so that students and teachers can work directly with schools in other EU countries on joint projects. For example, a French school could collaborate with a Greek school to compare recycling policies.

Create "micro-grants": Smaller, more easily accessible grants to encourage schools to test L4CA projects on a small scale.

4. Please provide your recommendations to EU policy makers.

Policymakers must first officially recognize the L4CA model as a pillar of European education.

- Formal recognition: Include the L4CA model in major strategic documents, such as the Education and Training Strategy 2020 or future education and youth policies. This would legitimize the approach and encourage Member States to adopt it.
- Establish a quality label: Create a European quality label for schools that integrate the L4CA approach into their curricula. This label could serve as a guarantee of the quality of civic education and would encourage the adoption of the model.

2. Allocate targeted financial support

Without adequate funding, the adoption of the model will remain limited. Policymakers should therefore ensure access to funds.



## Annex II: Case study

### Leonardo 4 Children Academy - example

#### Authors of the example

School : Lycée français Jean Monnet Teachers: Elise Noetinger

Contact details (optional): [elise.noetinger@lyceefrancais.be](mailto:elise.noetinger@lyceefrancais.be)

MODEL BASED ON WORK WITH GERALDINE DOIGNON, director, WITH “CINECOURTS EN HERBE” school film festival

#### Title

WORKSHOP : WRITING, SHOOTING AND EDITING A SHORT FILM

#### Target participants

Teenagers aged 13-18:

#### Discipline

Disciplines involved: literature, film studies, physics (optics and sound), fine arts

Expected role of Art & Science: Complete a short-film project focused on the themes of the environment and equality, working on optics and sound in the light of a film project.

#### Link with Climate and/or Equality topic

Students must create a film that underlines an intention related to the topics, whether combined or not: imagining a story, writing it, filming it, and editing it in a way that portrays a question and a solution related to equality and/or the environment.

### Teaching resources

Information: Presentation of the project materials and the necessary steps for production, practical work + presentation and handling of the techniques needed for production (photography, optics, sound, editing). Familiarization with the vocabulary of film making.  
Production notebook documents: writing, breakdown, shooting plan, some storyboard sketches.  
Equipment: camera, zoom lens, tripods, editing software.  
Tools: writing a preproduction dossier, raw footage, editing.

### Time required

Preparation: 10h  
Execution: 4 school days

### Description of the activity

#### DAY 1

**MORNING:** Introduction of the team of professionals and the 4-day workshop program

Details about the scope of the film and its production (writing, shooting, post-production, screening)

Details about the film to be made: subject defined within the framework of the LEONARD model, genre, duration, characters, shooting locations, feasibility, equipment, etc...

Formation of groups

First pitches, initial intentions, and first discussions to establish the foundation of the story and the script

**AFTERNOON:** Script Workshop

The story is broken down into sequences/locations

The characters' actions are defined, the dialogue is written, the staging is specified...

Location scouting: to visualize and stage the actions, address potential technical, logistical, and organizational challenges

Each group leaves with a nearly finished script (to be completed by the next day)

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#### DAY 2

**MORNING:** Technical introduction in 3 workshops: directing / image / sound Students

rotate through each introductory workshop to choose their role for the shoot

**AFTERNOON:** shooting

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#### DAY 3

**MORNING:** Continuation and completion of shooting

**AFTERNOON:** Start editing

**DAY 4**

**MORNING:** Continuation and completion of editing

Adding sound, ambiance, music, credits, etc...

**AFTERNOON:** Delivery of the 2 short films for screening

Debriefing with the students on writing, shooting, and  
post-production

**LATE AFTERNOON:** Presentation and screening of the 2 films in front of an audience

**Impact of the activity on the competences of participating students**

| Competence            | Description of the expected impact                                                                                                                                                                               | Expected impact (high-medium-low) |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Knowledge:            | Acquisition of representational practices, technical issues related to cinematic expression, and coherence between the subject (environment/equality) and its representation                                     | High                              |
| Art & Science skills: | Write a production file, shoot, edit, evoke emotions using the artistic and technical tools specific to cinema                                                                                                   | High                              |
| Social skills:        | Work in a group, know how to distribute tasks, listen to others, accept contradictions, learn to defend one's ideas and make concessions<br>Use emotions and knowledge to enrich the representation of a subject | High                              |
| Emotional skills:     |                                                                                                                                                                                                                  | High                              |
| Communication skills: |                                                                                                                                                                                                                  | High                              |
| Attitudes:            | seriousness, help peers, fulfill the role assigned in the production process, encourage, be positive                                                                                                             | High                              |

### Conclusions and recommendations for future application

The model is effective and structured for students who wish to get involved. It is important to ensure the balance of the groups and their dynamics – invested students sometimes struggle to delegate. The model is applicable to a longer project lasting several weeks or months, depending on the goal: a very short film for a workshop or a class of 1 hour per week, less than 5 minutes for a workshop over several months with 2 hours per week. It is very cross-disciplinary and can be applied in all subjects. The presence of at least one professional is highly recommended

### Audio-visual material

Please develop audio-visual material and a 1'-5' tutorial to be shared on Internet and social media (eg YouTube videos, reels etc).

a video was sent to LEONARDO4CHILDREN to be added to the platform.