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"PLATFORM 9 3/4 RIGOR AND CREATIVITY"



JOINT REPORT ON THE EXPERIMENTATION OF THE E-LEARNING COURSE

(Italy, Romania and Turkey)

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Introduction

Teaching methods and training content are increasingly dynamic and the ability to renew themselves and offer students concrete tools to face the contemporary world has become one of the main challenges for schools and teachers. The European project “Platform 9 3/4 – Rigor and Creativity” was born precisely from this awareness shared between partners from Italy, Romania and Turkey and from the desire to build together an innovative educational model, which knows how to integrate the best of the arts, sport and the teaching of transversal skills, making the school a place of complete growth for each student.

The distinctive element of the project lies in the choice to build an educational proposal based on the contamination of languages, methods and approaches: “Platform 9 3/4” is an invitation to overcome the rigidity of separate knowledge to open up to a truly interdisciplinary teaching in which the arts, sport and emotional education continuously dialogue with traditional disciplines. The idea is that of active and participatory learning, where knowledge is built through experience, comparison, reflection and cooperation between peers.

The proposed model draws inspiration from a European and contemporary vision of education: no longer just the transmission of notions, but the harmonious development of cognitive, social, relational and emotional skills, so that each student can recognize and enhance his or her talents and face his or her life path with confidence and a critical spirit. The choice to work on soft skills is not just a pedagogical fashion, but a concrete response to the demands of the world of work, society and international educational policies, which recognize the fundamental value of skills such as creativity, communication, collaboration, critical thinking, empathy and adaptability.

The arts as a laboratory of skills

In the design of Platform 9 3/4, the arts are not “accessory” or decorative activities, but protagonists of workshops for the development of transversal skills. The nine arts (architecture, theatre, dance, visual art, music, painting, literature, cinema and photography) were chosen not only for their cultural importance, but above all for their ability to activate deep learning processes and to encourage the development of critical, creative and relational skills.

The practice of the arts offers unique opportunities to stimulate curiosity, imagination and the ability to observe reality with new eyes. Writing a story, reciting a poem, participating in a theatre workshop or carrying out a photographic project allows students to express themselves, to communicate emotions and thoughts, to test themselves, to learn from mistakes and to experience the satisfaction that comes from shared creation. The arts strengthen self-esteem,

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self-confidence and confidence in others, stimulate openness to different points of view and acceptance of differences, all qualities that are the basis of an inclusive and welcoming school.

As we observed in the research phase (WP2), several international studies confirm that art education has a positive impact on the development of students' cognitive and social skills. For example, teaching music has been linked to improved self-discipline, memory and emotion regulation; dance and theatre help children to overcome shyness, to develop confidence and to manage group dynamics; visual arts and photography foster the ability to observe details, interpret symbols and communicate creatively; Literature and poetry train critical thinking, argumentation and self-awareness.

The strength of the arts also lies in their profoundly inclusive nature: they offer everyone, even students with special educational needs or in disadvantaged situations, the opportunity to participate, express themselves and feel like protagonists, enhancing different attitudes, learning styles and abilities. Artistic activities encourage cooperation, the negotiation of meanings, the construction of common projects and the sharing of results, strengthening the sense of belonging to the class group and promoting a positive and respectful climate.

Sport as a school of life and values

Alongside the arts, Platform 9 3/4 recognizes sport as a decisive role in the development of soft skills. It is not only a matter of enhancing the motor dimension and physical well-being, but of seeing sport (individual and team) as a real school of life. Through sports, students learn to respect the rules, to manage fatigue, to accept defeats and to rejoice in victories with fair play. Sport teaches perseverance, constancy in training, the ability to adapt to change, resilience in the face of difficulties, solidarity, management of emotions and the enhancement of diversity.

Sports activities are powerful tools for inclusion, because they put everyone in a position to give the best of themselves, regardless of starting skills and offer a context rich in relational stimuli. Participation in competitions, team games or collective motor activities helps to develop leadership, a sense of responsibility, the ability to make quick decisions, cooperation and personal initiative. Sport has also proven to be a valid tool for the inclusion of students with disabilities, offering concrete opportunities for collaboration and mutual growth.

The educational approach of Platform 9 3/4 therefore integrates the best of the arts and sport into a common methodological framework: learning takes place not only through theoretical study, but above all through experience, practice and reflection on what has been experienced.

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Soft skills and soft skills in the digital age

The issue of soft skills is now at the centre of the international educational debate. Organizations such as the European Union, UNESCO and the OECD underline the urgency of going beyond the mere learning of disciplinary knowledge, to train citizens capable of dealing with a complex, constantly changing world, marked by globalization, digital transformation and the challenges of sustainability.

In this scenario, Platform 9 3/4 fits in as a concrete and innovative response. The entire course, both in its face-to-face phases and in the e-learning experimentation, has been designed to train children and young people a wide range of skills: the ability to work in a team and cooperate; creativity in tackling new problems; the management of one's own emotions and respect for those of others; clear and effective communication; empathy, flexibility and adaptability; autonomy and self-awareness.

The e-learning platform, the heart of this experimentation, was designed precisely to stimulate these skills in a systematic and intentional way. Each module is built around a specific "focus" (from collaboration to creativity, from inclusion to emotional management) and offers activities that alternate moments of theoretical learning with practical challenges, cooperative work, quizzes and guided reflections.

Experimentation in the three countries

One of the most interesting features of the Platform 9 3/4 experimentation was the possibility of testing the e-learning course in three very different contexts, adapting the activities to the characteristics, habits and specific needs of the groups involved.

In Italy, the course was tested in a primary school, with the constant guidance of the teachers who accompanied the children through the various stages of the course, fostering a climate of cooperation, discussion and mutual support. The students, also thanks to their younger age, experienced the activities as opportunities to get to know each other better, help each other, learn to put themselves in the shoes of others and discover that everyone has talents and resources to offer to the group. The quizzes and group work were carried out collectively, with the support of the IWB, concrete materials such as posters and notebooks and direct monitoring by the teachers.

In Romania and Turkey, the experimentation took place mainly online: students and teachers were able to access the platform individually, carry out the activities independently or in small groups, participate in guided discussions and share reflections and results in a more flexible way. Here, the digital component and the ability to track progress through the platform made it

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possible to monitor the progress of activities in detail, offering valuable insights to analyse the strengths of the model and to identify any critical issues.

This comparison between different modalities represented a real added value: on the one hand, it made it possible to verify the flexibility and adaptability of the course; on the other hand, it has fostered a continuous exchange of good practices between partners, enriching everyone's baggage and making the methodological framework more solid and shared.

Survey, observation and evaluation

At the centre of the experimentation there was a great deal of attention to the evaluation not only of the results, but also of the processes activated. The tools used (quizzes, observation grids, feedback collection and moments of reflection) made it possible to collect valuable data both on the level of learning achieved and on emotional involvement, self-perception and satisfaction with the activities.

The survey administered at the end of the course represented one of the most significant moments: through targeted questions, it was possible to listen directly to the voice of the students, collecting their impressions of group work, the management of emotions, the sense of inclusion, the usability of the platform and the effectiveness of the materials proposed. These data offered a realistic cross-section of how much the path affected not only knowledge, but above all transversal skills, relationships, motivation and perceived well-being.

The teachers were also personally involved in the evaluation: their observations, suggestions and proposals for adaptation helped to improve the model, to solve any technical criticalities in real time and to make the path increasingly responsive to the real needs of the classes.

Arts, sports and soft skills: a path to inclusion

The common thread that unites all the activities of Platform 9 3/4 is the belief that inclusion is not just a matter of access to activities, but the result of daily work to enhance differences, promote mutual respect and encourage the active participation of everyone. The arts and sport, in this perspective, are powerful tools to break down barriers, strengthen the sense of belonging and bring out the richness that comes from the encounter between different stories, talents and identities.

The e-learning experimentation has made it possible to consolidate these beliefs with concrete experience: references to artistic and sporting activities have fostered a positive classroom climate, more motivating and participatory learning, greater attention to the emotional and

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relational dimension. Students learned to know each other better, to trust others, to manage conflicts and difficulties without feeling alone, to collaborate to achieve common goals and to recognize the value of differences.

Even in the presence of initial resistance, the flexibility of the model and the ability of the teachers to adapt have made it possible to overcome this block and to bring out the educational value of the proposal, in favour of authentic and lasting learning.

A look at the next steps

The experimentation of the e-learning course represents the first stage of the "Platform 9 3/4" journey. The entire Platform 9 3/4 project responds to the great challenges launched by the European Union in the field of education: inclusion, participation, development of transversal skills, centrality of emotional well-being, openness to dialogue and enhancement of differences. The ultimate goal is to offer each school concrete tools, operational guidelines, adaptable models to promote teaching capable of responding to the real needs of today's students and to build a European educational community that has creativity, sport, the arts and collaboration at its centre.

In this perspective, in the coming months, the skills, knowledge and results that emerged will be put to good use and expanded through the Mini-Olympics, events with in-person activities that will take the model off the screen and into the daily reality of schools. The Mini-Olympics will be discussed in more detail in the conclusions of this report, which will focus on development prospects, sustainability and operational guidelines for their implementation. The experience gained in the different phases of the project, in fact, will be valuable for the drafting of the final guidelines that WIDE will develop to accompany teachers and schools in the implementation of subsequent activities.

The heart of this path is the value attributed to experience, listening and continuous improvement: Platform 9 3/4 is an open laboratory, in which students and teachers are protagonists and promoters of an education that looks to the future.

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The Platform 9 3/4 e-learning course

Platform 9 3/4 aims to improve teaching by making it a transformative experience, capable of speaking to students through multiple languages and tools. The e-learning platform designed and tested by partners and target groups from three European countries was created with this goal: to offer an inclusive and stimulating digital environment, where knowledge, skills and attitudes find space and develop through interactive and dynamic paths.

The course is divided into four main modules, each built around a soft skill that is fundamental for the personal and social growth of students. This structure has been designed to accompany children and young people aged 7 to 11 on an educational journey that, in addition to providing content, promotes active participation, reflection and collaboration:

- Module 1: Collaboration and Teamwork ("Together We Grow – Collaborating to Learn")The first module is dedicated to making students discover the value of working together, sharing and listening to each other. In addition to the basics, role-plays, cooperative exercises and moments of confrontation are suggested, where participants learn to recognize their own and others' strengths, to support each other and to find common solutions.
- Module 2: Building Knowledge – Learning by Working Together

  In this module, the focus shifts to the collective construction of knowledge. Students learn the concepts behind cooperative learning strategies, have the opportunity to engage in research and co-creation activities, develop leadership skills and learn to take on different roles within groups.
- Module 3: Inclusivity and Creativity - "Learning Without Barriers – Inclusivity and Creativity"

  The third module value the acceptance of differences, respect, empathy and creativity. Students are called to put themselves in the shoes of others, to reflect on their own uniqueness, to propose original solutions to problems and to see inclusion as a precious resource for the group.
- Module 4: Emotions in Play – Let's Explore the World of Our Feelings

  The last module deals with the theme of emotions: recognizing them, expressing them in a healthy way, listening to those of others and learning strategies to manage them constructively. Through artistic activities, games, narratives and moments of reflection, students gain greater emotional awareness and learn to communicate authentically.

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The design of the modules is based on the latest contributions from active pedagogy and experiential learning. Each module integrates theoretical materials (presentations) with proposals for practical and laboratory activities, final assessment quizzes, discussion proposals and opportunities for group work. The platform offers an intuitive and easily accessible environment, designed to stimulate curiosity and the pleasure of learning, even in children who are unfamiliar with digital technologies.

A fundamental aspect of the course is the transversality of the languages used: it goes from storytelling to images, from games to debate. This variety allows each student to find their own privileged channel of expression and learning and also favours the involvement of those who, in more traditional contexts, may encounter difficulties or feel excluded.

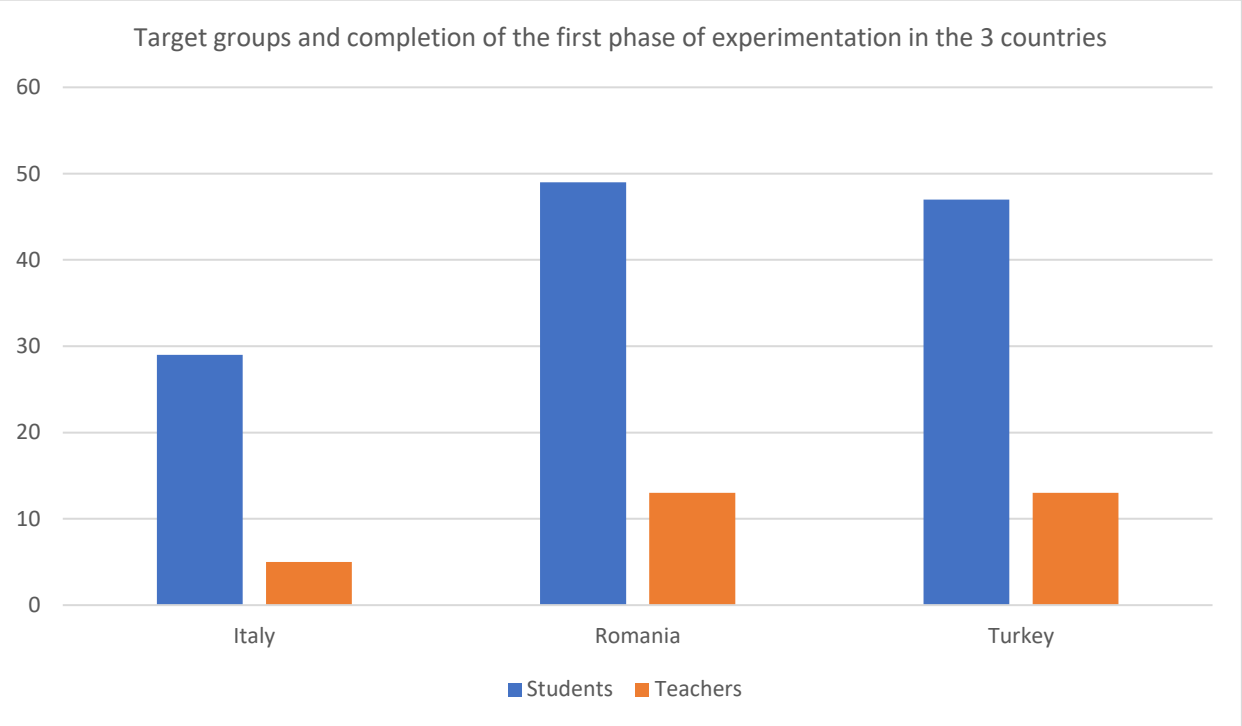
The platform also promotes autonomy, allowing students and teachers to modulate times, methods and insights according to their needs. Teachers can take on the role of facilitators, observing and supporting the students' journey, encouraging reflection, enhancing strengths and helping to overcome any obstacles.

The course also stands out for its ability to combine didactic innovation and inclusion: both in the proposed materials and in the activities, great attention is paid to respecting the differences in learning style, the needs of children with special educational needs and the value of the group as a community of practice.

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Target groups involved

The experimentation of the Platform 9 3/4 e-learning course took place in three school contexts different in age, organization, resources and digital awareness, thus offering a rich and authentic picture of the effectiveness of the model. The variety of targets involved made it possible to observe the response of the project with respect to different needs, levels and backgrounds and represented a fundamental test bed to evaluate the flexibility and inclusiveness of the platform.



Italy – Istituto San Giuseppe Artigiano

In Italy, the project was carried out at the San Giuseppe Artigiano Institute, a primary school in Rome, with the direct involvement of pupils in the fourth and fifth grades, aged between 9 and 10. The target group consisted of two classes led by teachers with experience in innovative and collaborative methodologies. The activities were carried out entirely in person and used a combination of digital tools and concrete materials: the Lim (interactive multimedia whiteboard) was used for the visualization of presentations, videos and quizzes, while school materials such as posters, glass jars, notebooks and recycled materials were used for laboratory and creative activities. The chosen methodology favoured group work, cooperative learning, gamification,

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circle time and active listening, making the path accessible and engaging for all students. The constant support of the teachers has favoured the participation of even the most fragile students or with specific educational needs, allowing full inclusion.

Romania – Liceul Teoretic "Ștefan Odobleja"

The Romanian partner carried out the experimentation at the primary and secondary school Școala Primară și Gimnazială - Liceul Teoretic "Ștefan Odobleja" in Bucharest. According to the partner itself, 49 students from lower and upper secondary schools and 13 teachers participated. The students were able to access the digital platform independently, participating both individually and in small groups in the activities provided for in the modules, with constant monitoring by the teachers. Also in this context, the active presence of teachers was fundamental both for technical support and for pedagogical tutoring, encouraging the acquisition of digital, collaborative and emotional skills by students.

Turkey – AYK Sport Club (AYK Primary School)

In Turkey, the experimentation was conducted at the AYK Primary School, with the involvement of 47 students, approximately between 9 and 11 years old and 13 teachers. The activities were conducted through the use of the digital platform, with the active guidance of the teachers, who played both the role of facilitators and users, participating directly in the modules, questionnaires and reflection sessions. Teachers promoted inclusive and collaborative teaching, encouraging all students to actively participate and develop skills related to teamwork, emotional intelligence and digital learning.

Synthesis and transversal strengths

In all three countries, the heterogeneous composition of the groups was a key resource: the training activities carried out for some in person and for others online, the presence of motivated teacher-tutors and the variety of tools used made it possible to adapt the course to the specificities of the contexts and targets. The active participation of teachers and students has encouraged the sharing of good practices and has stimulated an authentic discussion on needs, results and learning strategies.

The experimentation has shown that the Platform 9 3/4 model is able to effectively reach students and teachers with different levels of experience, offering everyone the opportunity to develop transversal skills, strengthen inclusion and enhance the potential of each one.

Summary table of the groups involved:

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Country	Institute	Type of school	N° of students	Age of students	N° Teachers	Testing methods	Notes
Italy	San Giuseppe Artigiano Institute (Rome)	Primary school	29	9-10 years	5	Presence, group work, IWB and concrete materials.	Collaborative activities, inclusion, practical materials, teacher support
Romania	Școala Primară și Gimnazială - Liceul Teoretic "Ștefan Odobleja" (Bucharest)	Primary and lower secondary school (not specified)	49	7-11 years old (not specified)	13	Digital/hybrid, self-access, small groups.	Digital tracking and monitoring, autonomy, direct involvement of teachers.
Turkey	AYK Primary School (Serik)	Primary school	47	9-10 years	13	Digital, group work, teacher support.	Digital tracking and monitoring, autonomy, direct involvement of teachers.

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Methods and duration of the experimentation in the three countries

The experimentation of the Platform 9 3/4 e-learning path represented a test bench for the partners to evaluate the resilience, transferability and real educational value of the training proposal. The design of a digital environment dedicated to soft skills and active teaching required a phase of methodological adaptation in each national context, both in terms of organization and in terms of student and teacher engagement strategies. The course was created and administered in English, but this did not represent an obstacle for the participants.

At the San Giuseppe Artigiano Institute in Rome, Italy, the course was entirely carried out in the classroom in presence, being part of the educational programming of the fourth and fifth classes of primary school during the second quarter of the school year and developing for several weeks between March and April 2025. The teachers played a central role in conducting the activities: the e-learning platform was used as the backbone of the modules, but constantly integrated with group work, circle time, role-playing and reality tasks. The use of the IWB (interactive multimedia whiteboard) for the use of presentations and videos, together with the use of practical materials such as posters, glass jars, notebooks and recycled materials, allowed active and inclusive learning, calibrated to the needs of the classes and the participation of all pupils, including those with special educational needs. The timing was marked by flexibility: each module was adapted to the needs of the class, allowing even the most fragile students to actively participate, thanks to the constant mediation and supervision of the teachers.

In Romania, at the Liceul Teoretic “Ștefan Odobleja” in Bucharest, the experimentation took place mainly between March and April 2025. The 49 students, supported by 13 teachers, were able to independently access the digital platform through personal credentials, choosing times and methods to complete the activities, quizzes and exercises suggested in the different modules. The teaching, oriented towards blended learning, has integrated moments of autonomous work with comparison sessions in small groups and collective discussions, making it possible to continuously evaluate and monitor progress in detail. Here too, the active presence of teachers, both as facilitators and as direct users of the contents, has ensured inclusion and personalization, making it possible to support both the most autonomous students and those with greater support needs.

In Turkey, at the AYK Primary School, the experimentation took place flexibly between March and May 2025, involving 47 students and 13 teachers through an alternation of face-to-face sessions and activities on the digital platform. The course was adapted to the needs of the classes, providing both group work and individual activities, with a strong emphasis on active participation, inclusion and rotation of roles among the pupils. The teachers acted as facilitators

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and observers, ensuring organizational flexibility and support for students with different levels of ability

In all three countries, the experimentation benefited from a flexible and extended timeline, a strategic choice that allowed careful observation of student progress, the constant collection of feedback and the offer of personalized teaching support. The active presence of teachers, the personalization of activities and the combination of digital tools and concrete materials have made it possible to adapt the course to the different levels of digitization, teaching habits and available resources, promoting a transferable and truly inclusive educational model, capable of enhancing collaboration, participation and the development of soft skills in every context.

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Analysis of results of online training

The experimentation of the Platform 9 3/4 e-learning course has provided initial and significant evidence on the effectiveness of the proposed training model, on its ability to involve students and teachers and to promote the development of soft skills in the different schools involved. The analysis of the results is based both on objective data (completion of modules, results in quizzes and exercises) and on qualitative observations offered by teachers.

Quantitative results: module completion and quizzes

In all partner reports, the high participation of students in the proposed activities is emphasized. In Italy, the report of the San Giuseppe Artigiano Institute shows that all the pupils involved in the two participating classes have completed the entire course, including students with special educational needs, thanks to careful and inclusive educational design.

Similarly, in Turkey, the AYK Primary School reports the completion of the e-learning course by the 47 students involved, with the supervision of 13 teachers. The report specifies that participation “was full and continuous” and that all students “worked actively in groups and individually”.

Also in Romania, the Liceul Teoretic “Ștefan Odobleja” documents the participation of 49 students, with digitally monitored activities and completion of the required exercises.

The results of the final quizzes are positively evaluated by the teachers in the reports. It is emphasized that the students have “reached satisfactory levels of learning”, have shown “progress in collaboration, communication and problem-solving skills” and that “practical activities have strengthened interest and motivation”.

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Qualitative results: changes observed and soft skills developed

In addition to the quantitative data, the added value of the experimentation emerges above all from the observation of the transformations in student behaviour and in the classroom atmosphere.



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In Italy, teachers report a “strengthening of group cohesion”, a “greater mutual listening” and the growth of “trust in oneself and in others”. A teacher reports:

“Even the shyest or initially less confident children participated enthusiastically in group activities and became more proactive over time”.

In Romania, the improvement of organisational capacities and autonomy is highlighted. A teacher reports:

“Students learned to better manage their time and take initiative in group work, showing more responsibility”.

The Turkish report highlights the growth in empathy and peer collaboration:

“We have observed that the children have become more willing to help each other and solve problems together. The climate in the classroom has improved significantly”.

Digital skills

A cross-cutting result that emerged in all three contexts, but with particular emphasis in Romania and Turkey, was the strengthening of basic digital skills, both for students and for many teachers. Regular use of the platform, navigation between modules and participation in quizzes have made the digital environment more familiar even to those who, at the beginning, showed some uncertainty or resistance.

Inclusion and motivation

The inclusive approach, the attention to the starting differences and the variety of the activities proposed are recurring elements in the feedback. Both in collaborative activities and in moments of individual evaluation, the Platform 9 3/4 project has proven to be able to stimulate motivation, self-confidence and curiosity about new ways of learning. The positive climate that has been created in the classrooms, also thanks to the support of teachers, has helped to reduce performance anxiety and promote a more serene and participatory attitude towards the school and the innovations proposed.

In the Italian report, the partner highlights how the flexible structure of the platform and the support of teachers allowed everyone to participate:

“The possibility of working in small groups and with practical materials has favored the inclusion of even the most fragile students”.

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The active involvement of teachers and the adaptability of the platform are judged to be strengths by all partners.

Opportunities for improvement

In the reports, no specific technical criticalities are reported, nor widespread difficulties related to accessibility or inclusion. The suggestions that emerge concern the opportunity to further enrich the platform, as stated in the Turkish report:

“Students are asking for more creative activities and role-plays. It would also be useful to introduce moments of discussion with students from other countries”.

These ideas, collected in particular in the reports of Turkey and Italy, represent a valuable asset for the future development of the model, without however indicating significant critical issues in the experimental phase, also because the model already provides for a second experiential and active phase to put into practice what has been learned from the e-learning modules.

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Feedback survey, observation and evaluation

The evaluation of the Platform 9 3/4 experimentation was not limited to the analysis of the quantitative results of the quizzes, but adopted a global approach, in which the monitoring of attendance and progress, the results of the quizzes, the feedback of students and teachers and qualitative observations were considered fundamental to grasp the complexity and depth of the training experience. The evaluation system implemented by the partners aimed to provide a faithful picture not only of learning, but also of the relational, emotional and social growth processes activated by the e-learning path.

Observation and data collection methods

During the entire experimentation, the teachers played the dual role of facilitators and attentive observers, regularly noting progress, critical issues, relational dynamics and effective strategies.

In Italy, the face-to-face conduction allowed the teachers to carry out daily documentation through circle time, group work, direct observation and collection of papers. The teachers also tracked progress by adopting a log throughout the training. The teachers report:

“The class atmosphere was serene, collaboration grew and the students learned to better manage conflicts”.

In Romania and Turkey, observation was carried out partly through the digital platform, thanks to the monitoring of online activities, discussion forums and post-training classroom meetings, integrating the supervision of the work with moments of collective reflection.

A Romanian teacher points out:

“The platform helped students share ideas and feel part of a group, even working remotely”.

This systematic observation has made it possible to collect evidence both on the skills acquired and on the transformations in behaviour, motivation and approach to collaboration.

End-of-course e-learning survey

Structure

At the end of the experimentation, all partners administered a structured survey to all participants, aimed at collecting articulated feedback on multiple aspects of the experience. The format of the survey, prepared at the project level and shared between the partners, included a combination of closed-ended questions (e.g., on satisfaction scales from 1 to 5 or multiple-

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choice questions) and open-ended questions, to allow students to express personal opinions, reflections or specific requests. The quantitative items made it possible to monitor the effectiveness of the platform on aspects such as the clarity of the contents, the ease of navigation, the level of involvement perceived during the activities, collaboration within the groups, awareness of one's emotions and the usefulness of the proposed teaching materials.

The open questions, on the other hand, offered an important space to collect comments, personal experiences and advice to make the proposal even closer to the needs of the students. This dual mode of data collection has made it possible to read the experience in the round, interweaving objective data and subjective narratives.

Student Feedback

The data collected through the surveys show an average high level of satisfaction on the part of students, who have lived the Platform 9 3/4 e-learning experience as an opportunity for growth, discovery and relationship.

In the feedback of Italian students, for example, the dimension of collaboration and "doing together" is one of the most appreciated: many underlines how group work has made it possible to overcome initial shyness and to feel more comfortable expressing ideas and opinions. An Italian student writes:

"I enjoyed working together with others and learning new things. I would like to do more group games".

This type of statement recurs often, pointing out how the proposal of cooperative activities has been experienced not only as a moment of learning, but also of pleasure and fun.

Students also highlight that they have learned to know themselves and their peers better, improving their ability to listen, take turns and support those in difficulty. Several young people explicitly speak of "having become friends" or of having discovered new qualities in classmates that they did not know before, testifying to the inclusive value of experimentation.

In Romania, the questionnaires highlight the issue of personal security and the conquest of greater autonomy.

A student states:

"I feel safer speaking in front of my teammates. I think the course helped me improve".

Many Romanian children say that they have learned to manage emotions, feel less anxious during group work and have discovered new strategies to deal with difficulties. There are those

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who point out that the platform has given “the opportunity to work calmly”, choosing the most suitable times and better organizing their work.

From the Turkish context, references often emerge to the enhancement of mutual aid and the importance of learning from mistakes.

A Turkish student writes:

“I learned that working with others is beautiful and you can learn from mistakes as well”.

Others point out that the activities allowed them to feel “important to the group,” to receive advice from other students and to “help each other when someone didn’t understand”.

This feedback shows how the e-learning path has had a concrete impact on the relational and emotional growth of students, strengthening skills such as emotional management, resilience, the ability to collaborate and find solutions together with others.

Another recurring theme is appreciation for teacher support. Many students directly cite the positive role of teachers, both for the encouragement received and for the ability to make lessons interesting and never boring.

“I felt listened to by the teachers. When I had doubts, I could ask and I was helped without feeling judged”. (student, Italy)

Teachers’ Perspective

Even for the teachers involved, the experimentation was evaluated very positively. In the reports, teachers recognize the validity of the platform not only for the variety of activities, but also for its ability to promote active learning and participation of all students, including the most fragile or less motivated at the beginning.

“The platform offers many opportunities for active and participatory work. The students responded very well to the proposals”.

Many teachers report that the students appeared motivated, involved and eager to continue even beyond class time.

“We observed that many students developed new skills that were also useful during other lessons and outside of school, such as the ability to work in a team, solve problems and manage emotions”.

Several teachers also appreciated the opportunity to observe their students in new situations, grasping talents and potential that in traditional activities often remain hidden.

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One of them sums it up like this:

“Working cooperatively, with practical and creative activities, made the class more cohesive and open to change”.

The survey photographed a school community on the move: students and teachers united in a dynamic, participatory learning experience oriented not only to knowledge, but also to knowing how to be together.

Transversal aspects that emerged from the survey

The cross-analysis of the questionnaires collected in Italy, Romania and Turkey makes it possible to identify a series of transversal elements, i.e. aspects that have manifested themselves consistently and regularly in the responses of students and teachers, regardless of the country, school level or organizational specificities. These elements represent the true cultural and pedagogical “figure” of the Platform 9 3/4 model and provide valuable information for the consolidation and future development of the project.

1) **Appreciation for collaborative learning**
   In all contexts, collaboration between peers was one of the most appreciated pillars of the experience. Working together, confronting each other, helping each other and sharing tasks and responsibilities fostered a sense of belonging and solidarity among the students. This element has made it possible not only to improve interpersonal relationships, but also to promote inclusion and bring out the skills of each one. The students often emphasized how it was “easier to learn with others”, highlighting the value of mutual support in overcoming difficulties or insecurities.

2) **Development of emotional awareness**
   Another recurring trait in feedback concerns the greater awareness of one’s emotions and the ability to manage them, especially during group activities or in the confrontation phases. Many students said they felt more confident, less anxious and more ready to express their ideas and feelings. The work on emotions helped to strengthen self-esteem and the ability to face both success and error as an opportunity for growth.

3) **Centrality of the role of teachers**
   In all countries, students recognized the presence and constant support of teachers as one of the main success factors of the experimentation. Teachers were perceived not only as transmitters of content, but above all as facilitators, mediators and “coaches” of

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soft skills. Their intervention was decisive in creating a serene and inclusive learning environment, in which everyone felt welcomed and valued.

4) **Interest in practical and creative activities**

The appreciation for workshops, role-plays, practical and creative activities represented another transversal thread to the answers. The students expressed the desire to try their hand at dynamic, concrete and engaging proposals, which would allow them to "learn by doing", putting in place imagination, manual skills and spirit of initiative. This desire is accompanied by the request for more opportunities for discussion, exchange and collaboration with students from other schools and countries.

5) **Motivation and desire for continuity**

An aspect that is not taken for granted, but particularly significant, is the high motivation expressed by both students and teachers to continue the path started with Platform 9 3/4. Many openly declare that they want to repeat the experience, that they are curious to face new challenges such as the Mini-Olympics and that they want to keep the positive atmosphere created during the course active.

This motivation represents a very important result, which testifies not only to the success of the experimentation, but also to its potential for lasting rooting in daily educational practice.

6) **Inclusion and enhancement of differences**

The platform and the methodologies adopted have contributed to enhancing the diversity among the students, allowing each one to express themselves and participate according to their possibilities and inclinations. In several cases, students with greater fragility or initially less secure have found space to emerge and feel like protagonists, thanks to a truly inclusive approach.

These transversal aspects demonstrate the coherence and educational strength of the Platform 9 3/4 model, capable of generating meaningful experiences and enhancing the protagonism, emotions and potential of all participants, regardless of the starting context. This wealth of common results represents the ideal terrain on which to build the next phases of the project, increasingly oriented towards participation, creativity and inclusion.

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Ideas for improvement and proposals

One of the most interesting and dynamic aspects that emerged from the analysis of the end-of-course questionnaires concerns the collection of suggestions, ideas and desires expressed by both students and teachers. These feedback are not limited to providing a simple validation of the tested model, but constitute a real "working map" for the future, capable of inspiring new activities and adaptations even more targeted to the real needs of the participants.

Several students, in particular, expressed the desire to see the educational proposal of the platform further enriched, asking for the inclusion of more **practical workshops**, creative exercises and structured role-playing games. The experiential and laboratory element was in fact experienced as one of the most engaging moments and many believe that an expansion of this type of activity can increase the participation even of those who are initially more shy or less inclined to expose themselves.

A Turkish boy, for example, says:

"I would like to be able to participate in meetings with other children from partner schools, to meet new people and see how others work".

This desire for **international openness** and comparison with peers from other countries is one of the most interesting innovations that emerged from the questionnaires. Students immediately grasp the potential of technologies to "break down distances" and live intercultural experiences, which go beyond their daily school context.

No less significant is the point of view of the teachers, who in their suggestions often dwell on the importance of **involving everyone from the early stages** of the course, focusing on practical activities, cooperative games and creative tasks already at the start of the course. As an Italian professor points out:

"It could be interesting to integrate more practical and creative activities, especially in the initial stages of project presentation, to involve everyone right away".

Many teachers observe that the laboratory dimension helps even the most fragile students to feel an active part of the group, reducing anxiety and resistance and suggest expanding the space dedicated to group work, simulations and artistic activities, perhaps linking them to practical experiences in the real school or in collaboration with families.

Other frequent suggestions concern the introduction of **moments of discussion and exchange between students from different schools**, both through synchronous online meetings and through forums or collaborative platforms where you can share work, ideas, reflections and even

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simple greetings. This type of interaction not only fosters motivation and enthusiasm, but also allows cultural differences to be valued and learning in a richer and more multidimensional way.

Finally, there is no shortage of those who propose to make the navigation between the modules even more flexible, giving students the opportunity to choose some paths or activities based on their interests and passions. A Romanian student suggests:

“I’d like to be able to choose which activities to do first, so I can start with what I like best”.

The combination of these ideas shows how the students were authentic co-protagonists of the experimentation, capable of proposing concrete and often very mature ideas. At the same time, teachers confirm the goodness of the proposed approach but ask for more personalization, more creativity and tools to keep motivation high over time.

Overall, the evaluation of the experimentation through the survey is extremely positive: students and teachers recognized the quality and innovation of the Platform 9 3/4 model, especially appreciating the variety of activities, the possibility of working together, the flexibility of the paths and the welcoming atmosphere created by the platform. The ideas for improvement collected offer the project team a solid and concrete basis for planning the future evolution of the model, starting with the introduction of new practical and creative activities, the promotion of international exchange experiences and the strengthening of didactic personalization.

These suggestions represent, in essence, a real growth engine for the project and will also be central to the design and implementation of the next Mini-Olympics, which will be the ideal opportunity to test the skills, ideas and values gained during the e-learning process in an even more direct and engaging way.

All this reinforces the conviction, already clearly emerged from the data, that the direction taken is the right one and that the active participation and protagonism of students and teachers are the true beating heart of any educational innovation.

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Comprehensive and comparative analysis of the results of the online training and survey in the three countries

After describing the specific results obtained from the e-learning experimentation and illustrating the data collected through the surveys and observations in the different partner countries, this section proposes an integrated and comparative analysis. The aim is to provide a summary of how the Platform 9 3/4 platform has worked in the three national contexts, what elements of continuity and what differences have emerged and how feedback from students and teachers has influenced the perception and effectiveness of the model.

This reflection represents the bridge between the pilot experience of the on-line training and the subsequent phases envisaged by the project, in particular the Mini-Olympics and the role-playing games, underlining how the results achieved constitute the basis for an overall evaluation and for future implementation actions.

Overall results

One of the most significant aspects that emerged in all the partner reports concerns the ability of the e-learning platform to generate participation, interest and real development of soft skills. Students from Italy, Romania and Turkey experimented with innovative learning methods, testing their skills both on the specific contents of the modules and on collaborative dynamics, communication, emotional management and the ability to face challenges and difficulties in groups.

All students have completed all the planned modules and the figure is even more relevant considering the variety of contexts involved: different environments in terms of technological equipment and teaching practices, different levels of digital familiarity among students, different levels of knowledge of the English language and the topics covered.

Growth in social and emotional skills was reported in all contexts. Teachers observed an increase in students' participation and willingness to get involved, an improvement in the quality of peer relationships and in the ability to work in a team. From the comments and reflections collected in the surveys, satisfaction with the positive climate, pleasure for collaboration and emotional management and a sense of belonging to the group emerge recurrently.

Common points

1. **Inclusivity and engagement**

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All partners underlined how the e-learning course was able to actively involve every student, regardless of the starting point. In Italy, teachers highlight that everyone, even the most reserved students, participated enthusiastically, thanks to flexible teaching and the use of practical materials. In Turkey and Romania, the blended mode required more autonomy, but the platform proved to be accessible and adaptable even for less digitally savvy students.

2. **Enhancement of soft skills**
   The promotion of soft skills (collaboration, effective communication, listening, empathy, autonomy) was central to the modules and is clearly reflected in the results. Italian teachers emphasize the effectiveness of the course in strengthening cohesion and relationship management, with benefits also on self-esteem. In Romania and Turkey, teachers show improvements in the ability to manage conflicts and make shared decisions, as well as a greater awareness of one's emotions.

3. **Growth in digital skills**
   The use of the online platform, although a novelty for some students, has favored a rapid learning of basic digital skills. In the Romanian and Turkish reports, there is a greater autonomy of students in the use of digital tools, in the management of materials and in the navigation of modules. In Italy, where the use of the IWB and devices was already consolidated, the transition was more natural, especially because the children were always followed by the teachers during training.
4. **Positive climate and motivation**
   In all groups, the climate created during the trial was described as positive and stimulating. The students appreciated the variety of activities and the interactivity of the modules, as well as the possibility of expressing themselves in different ways and times.

Differences

1. **Diversity in how they are implemented**
   Although the application methods followed the same reference model, they reflected the characteristics of the target groups.
   In Italy, where the children were younger, the entire course was carried out in presence, with intensive use of IWBs and practical materials and the direct involvement of teachers. In Romania and Turkey, the blended mode required more autonomy from students, with a more individualized management of time and materials and the use of digital monitoring tools. The organizational flexibility has made it possible to alternate online

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and face-to-face activities, enhancing mutual help and adapting the path to the needs of individual classes.

2. **Impact of digital assets and habits**
   The level of technological equipment and familiarity with digital practices have influenced the methods and timing of implementation.
   In Italy, the presence of IWBs and the habit of using devices in the classroom have facilitated experimentation. In Romania and Turkey, where the students accessed independently, greater attention was needed to organization and support, but no technical difficulties were reported.

3. **Observation and evaluation methods**
   In Italy, the evaluation was based mainly on qualitative observations and on constant paper documentation of the activities. In the Romanian and Turkish contexts, digital monitoring allowed for more detailed tracking of progress, but here too the integration of informal observations and direct feedback enriched the evaluation.

Convergences and insights from feedback

The collection of surveys made it possible to grasp the direct perception of the protagonists. The Italian students expressed particular appreciation for the group work, the variety of activities and the support of the teachers. In Romania, the focus of feedback is on increasing autonomy and the possibility of self-managing learning. In Turkey, peer collaboration and a welcoming atmosphere were the most cited strengths.

Teachers from all countries highlighted how the course allowed them to get to know the students better and to experiment with new teaching strategies. The possibility of seeing skills emerge that are not always valued in traditional paths was considered an added value, as well as the opportunity to observe the children face and overcome practical and relational difficulties.

Among the most frequent suggestions, both students and teachers hope for the future modules enriched by further practical activities, role-plays, creative workshops and moments of discussion between partner schools, confirming the desire to continue on this path.

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Overall evaluation of the Platform 9 3/4 e-learning platform

The overall evaluation of the Platform 9 3/4 platform, as it emerges from the partners' national reports and end-of-course surveys, returns a positive picture, with concrete results and data that reflect the real experience in the three school contexts.

Strength aspects

In all partner countries, the platform was accessible and intuitive, both for students and teachers. The clarity of the materials, the division into modules and the presence of clear instructions were appreciated, facilitating participation even in groups with less digital experience.

In cases where students with special educational needs or initial difficulties were present, the possibility of integrating concrete materials, teacher support and collaborative activities allowed real involvement, as highlighted above all by the Italian report.

The inclusive environment and the variety of activities were often mentioned as elements that fostered active participation and the development of soft skills, in line with the project objectives.

The reports highlight that the platform has allowed for more participatory and innovative teaching than school customs, both in face-to-face and blended models. The collaborative and creative approach, the possibility of documenting the processes and products of group work and the inclusion of role-plays were positively evaluated by the majority of the teachers involved.

A particularly relevant point that emerged in the reports concerns the effectiveness of monitoring and data collection systems. All partners have adopted tools that allow timely tracking of activities:

- paper registers and face-to-face observation in Italy,
- platform monitoring systems and reports in Romania and Turkey,
- surveys structured to collect final feedback, both quantitative and qualitative, in all countries.

This plurality of tools made it possible not only to follow the progress of the experimentation, but also to collect ideas for improvement and useful reflections for the next phase. Feedback was systematically collected, discussed and shared among partners, becoming an integral part of the final evaluation.

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Limits and prospects for development

The overall assessment is positive. The reports do not highlight any issues, but offer suggestions for further refinement of the model:

- greater support and involvement of students in the start-up phase, especially with digital teaching;
- further increase practical activities, opportunities for comparison between different classes and international exchanges, including online.

These aspects have already been taken care of by the partners and will constitute elements of attention for the enhancement of the model in the subsequent phases.

Platform 9 3/4 proves to be a solid and adaptable platform, capable of responding to different needs thanks to the flexibility of the contents and methodologies proposed. The monitoring and feedback collection systems provided accurate and actionable data, allowing for a reliable and shared evaluation. The experience gained in this first phase therefore represents a concrete basis for future activities, starting with the Mini-Olympics, which will be able to take advantage of the strengths and ideas for improvement that emerged in the experimentation.

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Future developments of the Platform 9 3/4 model

The analysis of the results of the e-learning experimentation in the three partner countries confirmed the solidity of the Platform 9 3/4 platform and its ability to promote participatory, inclusive learning oriented towards the development of transversal skills. The positive results, collected through monitoring, participation data and feedback from students and teachers, represent the basis on which the second phase of the project rests: the implementation of the Mini-Olympics and role-playing activities in schools.

This phase represents not only a continuation, but a methodological and operational leap in quality, as it puts into practice and enhances the soft skills gained in the digital dimension in presence, bringing innovation and collaboration to an even more involved level.

From digital platform to shared experience

The experimentation of the platform, carried out in different ways but equivalent in terms of educational impact in the three partner countries, has made it possible to test an adaptable model capable of involving students with very different needs and starting levels. In Italy, the implementation mainly in presence and with tangible tools (IWB, recycled materials, notebooks) has made it possible to include even the youngest children or those with specific educational needs, encouraging active participation and personal growth through cooperation.

In Romania and Turkey, where access was individual and monitored via a digital platform, the greater autonomy of the students was accompanied by careful observation of the teachers, who were able to personalize the interventions and closely follow the progress of each group.

In all contexts, what made the difference was the model's ability to stimulate curiosity, a sense of belonging and mutual trust, key elements for meaningful and lasting learning. The data collected confirm a strong increase in student motivation, in the management of emotions, in the attitude to teamwork and in the propensity to share knowledge and responsibility.

The Mini-Olympics

In light of the results achieved, the Mini-Olympics phase is an opportunity to offer students an even richer learning environment, in which the skills developed in the online course can be experienced, trained and further enhanced in real, creative and relational situations (just as the participants wished).

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The Mini-Olympics will be designed for mixed groups of students aged 7 to 11, with a focus on diversity of talents, abilities and personal attitudes. The groups will be composed in a heterogeneous way, promoting collaboration among peers, rotation of roles and respect for differences, in line with the founding principles of the project.

Each Mini-Olympics will include four activities (one for each module developed in the e-learning platform) to be carried out over a week or according to the timing deemed most suitable by each school. This organisational flexibility is one of the strengths of the entire model: it makes it possible to enhance local resources, the pace of the school and the characteristics of the groups, while maintaining a common methodological framework shared at European level.

The experimentation has already shown how hybrid and multidisciplinary learning, based on the encounter between the nine arts and the values of sport, represents a privileged vehicle for the growth of soft skills. The activities of the Mini-Olympics will take this to an even more tangible level, making visible the evolution of skills such as leadership, effective communication, resilience, conflict management and the ability to work in a team.

Arts and sport, as already emerged in the partner reports and in the observations of online activities, are not simply decorative frames, but tools for personal growth, social inclusion and active citizenship. Through role-playing games, creative workshops and tests inspired by the principles of fair play and collaboration, students will be able to experience firsthand, by playing, the value of commitment, diversity, empathy and acceptance of the result, transforming what they have learned in the digital phase into practical experience.

One of the most qualifying aspects of the entire project and which will be further strengthened in the second phase, is the systematic monitoring and collection of feedback. The Mini-Olympics will not only be an occasion for celebration or positive competition, but a real laboratory of observation and documentation. Each school will be encouraged to collect data, narratives, photographs, videos and testimonies, so as to build a shared memory and a repertoire of good practices useful for the growth of the entire educational community.

The possibility of adapting the activities during the course of the work, based on the results observed and the needs that will emerge, guarantees full consistency with the inclusive and participatory logic that has guided the project from the beginning. This dynamic approach, already successfully tested in the online phase, is essential to enhance the contributions of everyone, from teachers to tutors, from students to families.

A further objective of the Mini-Olympics is to strengthen the sense of belonging to a European educational community, capable of sharing values, methodologies and innovative tools beyond national borders. The comparison between schools, the exchange of experiences and the

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documentation of activities will make it possible to build a common baggage of replicable and adaptable practices, promoting the idea of an open, inclusive school ready to meet the challenges of the future.



In the coming months, partner schools will be called upon to carry out at least three editions of the Mini-Olympics by the end of October 2025, following the guidelines developed by WIDE and adapting them to their own realities. This phase will be the subject of dedicated monitoring, aimed at collecting not only data on the effectiveness of the activities, but also suggestions, critical issues and proposals for improvement, with a view to continuous improvement and transferability of the model.

Without anticipating in detail, the operational contents of the guidelines, it is possible to say that the full implementation of the Platform 9 3/4 model will offer schools not only a teaching tool, but a real experience of community, collaboration and shared growth, destined to leave a lasting mark on European educational practice.

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