ENLACED

Sustainability Plan and Transferability Guideline

Post-project sustainability horizon:
October 2026 – September 2031

Co-funded by the European Union

Co-funded by the European Union

ENLACED

Table of Content

1. Purpose and scope - 3 -
2. Source basis and planning principles - 3 -
3. Sustainability objectives - 4 -
4. ENLACED results to be sustained - 4 -
5. Sustainability mechanisms - 5 -
   5.1 Institutional and curricular sustainability - 5 -
   5.2 Pedagogical sustainability and staff capacity - 6 -
   5.3 Digital and open-access sustainability - 7 -
   5.4 Link with the ENLACED Transferability Guidelines - 8 -
6. Partnership and network sustainability - 8 -
7. Continued dissemination and exploitation - 8 -
8. Partner commitments and responsibilities - 9 -
9. Sustainability action plan 2026–2031 - 10 -
10. Resources for sustainability - 11 -
11. Expected long-term impact - 12 -
12. Purpose and scope - 13 -
13. Source basis and guiding principles - 14 -
   13.1 Theoretical basis - 14 -
   13.2 Guiding principles for transfer - 15 -
14. What can be transferred — the ENLACED model at a glance - 15 -
15. Transferability dimensions - 18 -
   15.1 Transfer to other languages - 18 -
   15.2 Transfer to other proficiency levels - 18 -
   15.3 Transfer to other educational levels and contexts - 19 -
   15.4 Transfer to other thematic or challenge areas - 19 -
   15.5 Transfer to other institutional and national contexts - 20 -
16. Prerequisites for a successful transfer - 21 -
   16.1 Time - 21 -
   16.2 People and skills - 21 -

16.3 Institutional conditions ..... - 21 -
16.4 Technical and financial resources ..... - 22 -
16.5 Readiness self-check ..... - 22 -
17. Step-by-step transfer methodology ..... - 22 -
18. Guidance by adopter profile ..... - 25 -
18.1 HEI foreign-language departments ..... - 25 -
18.2 VET providers and non-formal training organisations ..... - 25 -
18.3 Adult-education centres and language schools ..... - 26 -
18.4 Secondary schools ..... - 26 -
18.5 Non-formal education providers and community organisations ..... - 26 -
18.6 Institutions preparing learners for international mobility ..... - 26 -
19. Adapting the Web App and digital content ..... - 27 -
19.1 Two routes for digital delivery ..... - 27 -
19.2 Content format checklist for a new challenge ..... - 27 -
19.3 Accessibility ..... - 28 -
20. Quality assurance checklist for adaptations ..... - 28 -
21. Open access, licensing and reuse conditions ..... - 29 -
22. Support, contact points and the partner network ..... - 30 -
23. Risks and mitigations for transfer ..... - 32 -
24. Monitoring transfer and feeding back to the consortium ..... - 33 -
25. Summary checklist for adopters ..... - 34 -
Annex A — Glossary of key terms ..... - 36 -
Annex B — Quick-reference roadmap ..... - 37 -
Annex C — Worked example ..... - 37 -

1. Purpose and scope

This Sustainability Plan defines how the ENLACED consortium will preserve, use, disseminate and further develop the project results after the end of Erasmus+ funding. It translates the sustainability commitments made in the approved application into practical post-project actions, responsibilities, resources, monitoring arrangements and evidence.

The Plan is anchored in WP5, where sustainability is understood not merely as continued visibility, but as the active use and further development of ENLACED results. Accordingly, the core sustainability mechanisms are institutional integration, open access, continued digital availability, pedagogical reuse and adaptation, continued cooperation among partners, transfer to new contexts, and sustained dissemination through existing institutional channels.

Core sustainability commitment

ENLACED results are to remain usable beyond the funding period through curriculum integration, continued access to the project website and Web App, joint implementation of EFL challenges, adaptation to other languages and educational contexts, and continued partner investment of staff time, technical support and institutional resources.

2. Source basis and planning principles

This Plan is based primarily on the approved ENLACED application, especially the Impact section and WP5 (Dissemination, Exploitation & Sustainability), together with the consortium indicator register. It therefore preserves the terminology, intended outputs, target groups and commitments established in the project documentation.

- Sustain what has been created: preserve access to the Conceptual Framework, syllabi, learning units/challenges, Teacher's Handbooks, Web App, e-Portfolio and Transferability Guidelines.
- Sustain use, not only access: integrate the resources into teaching and training and encourage recurrent use with new cohorts.
- Institutionalise where possible: embed ENLACED methodology and resources in curricula, course delivery, staff development and partner training offers.
- Share responsibility: sustainability is a consortium commitment, with specific technical, academic and dissemination roles.
- Monitor proportionately: use simple, verifiable evidence that can be collected through normal institutional processes.

3. Sustainability objectives

Code	Objective
SO-S1	Ensure continued availability and accessibility of ENLACED outputs for at least five years after project completion.
SO-S2	Embed ENLACED methodology and resources in the educational and training activities of partner organisations.
SO-S3	Continue using and updating the digital and pedagogical resources with new cohorts of learners.
SO-S4	Support continued pedagogical use and proportionate updating of ENLACED resources after project completion.
SO-S5	Maintain cooperation among consortium partners and exploit opportunities for internationalisation at home and joint learning.
SO-S6	Continue dissemination and exploitation so that ENLACED results remain visible, accessible and usable beyond the funded period.

4. ENLACED results to be sustained

Result	Sustainability value	Post-project use
Conceptual Framework	Methodological basis for digitally-enhanced, challenge-based foreign language education linked to active citizenship and democratic culture.	Open-access reference; staff development; curriculum design; transfer to other languages/contexts.
Syllabi and learning resources	Syllabi and text-based units/challenges for English and the national languages targeted by the project.	Repeated course use; adaptation and update; incorporation into existing or new language courses.
Digital Breakout Challenges / Web App	Interactive digital environment supporting gamified challenge-based learning.	Continued access; repeated use; technical maintenance.
Teacher's Handbooks	Practical methodological guidance for instructors.	Induction of new teachers; in-house training; support for external adopters.
Updated curricula	Curricular integration of ENLACED methodology/resources in partner HEIs.	Institutionalisation and recurrent delivery to new student cohorts.

Result	Sustainability value	Post-project use
Teacher-training know-how	Capacity developed through transnational and intra-institutional training.	Peer support, internal workshops and transfer to colleagues.
Student e-Portfolio	Examples of student projects developed through ENLACED.	Demonstration, inspiration, outreach and dissemination.
Transferability Guidelines	Guidance for adapting ENLACED to other languages, levels and contexts.	Scaling and replication beyond the original consortium.
Partnership network	Academic and technical cooperation established among partners and external stakeholders.	Joint activities, cross-linking, dissemination, future cooperation and project development.

5. Sustainability mechanisms

5.1 Institutional and curricular sustainability

The strongest sustainability mechanism foreseen in the application is curricular integration. The consortium will continue using ENLACED resources within existing or newly established language courses, supported through normal institutional resources such as staff time, classrooms, computers and internet access.

Organisation	Application commitment/context	Sustainability action
UMFST G.E. Palade	*Multilingvism și competențe democratice,* Public Administration year 1 *Multilingvism si competente democratice – limba engleza–* LMA year I *Multilingvism si competente democratice – limba romana* APLR year 1	Continue use of ENLACED units/challenges; embed relevant activities in course delivery; use project resources in teacher and student-facing activities.
UNWE	ESP, Year 1, including students in Law, International Relations and European Policy. Bulgarian as a Foreign Language, offered to international, migrant and refugee students studying	Continue integration of ENLACED resources and challenge-based methodology in teaching English and Bulgarian as a foreign language.

Organisation	Application commitment/context	Sustainability action
	International Economic Relations, International Relations, European Policy and International Tourism.	
University of Nicosia	English Composition and EFL courses for students from non-linguistic backgrounds, Years 1–4.	Reuse and adapt resources in relevant English-language provision.
Sumy State University	Practical Course of English at bachelor and master level.	Continue curricular use and institutionalisation of the methodology and resources.
Tetra Solutions	Non-formal training offer, including preparation of School and VET learners involved in mobility projects.	Adapt methodology and digital breakout challenges to non-formal and mobility-related language preparation.

Where institutional procedures require formal curriculum approval, each HEI will retain the relevant syllabus, course description, curriculum decision or equivalent internal evidence. Where ENLACED is embedded at activity or module level rather than as a standalone course, evidence may consist of updated teaching plans, LMS/learning-platform records, timetables or teaching materials.

5.2 Pedagogical sustainability and staff capacity

Teacher capacity is a reusable project asset. Staff trained during ENLACED will act as internal multiplier agents by using the methodology, sharing resources with colleagues, supporting new users and incorporating ENLACED examples into professional-development activities. The Teacher's Handbooks and lesson-level methodological support will reduce dependence on the original project team and facilitate uptake by teachers who did not participate directly in the project.

- Reuse ENLACED activities with new student cohorts and document representative examples.
- Introduce new colleagues to the methodology through departmental meetings, peer support or short in-house workshops.
- Use the Conceptual Framework and Teacher's Handbooks as reference materials for instructional design.
- Encourage teachers to adapt tasks while preserving the project's combined linguistic, challenge-based and democratic-competence orientation.

- Use student projects and the e-Portfolio as models for future cohorts and outreach activities.

5.3 Digital and open-access sustainability

The approved application commits the consortium to unrestricted access to project results and to maintaining the project website and Web App for a minimum of five years after project completion. The universities will provide academic input, while technical time and hosting costs will be covered from partners' own resources and shared as necessary.

Asset	Action	Responsibility	Timeframe	Evidence
Project website	Keep core outputs accessible as OERs; retain links to the Web App and downloadable resources.	Tetra Solutions with content support from all partners	Minimum 5 years post-project	Website accessible; periodic link/content check.
Web App	Maintain operational access, address essential technical issues and preserve the existing challenges.	Tetra Solutions, with consortium support	Minimum 5 years post-project	App accessible; basic functionality check.
Digital resources	Retain stable versions of Conceptual Framework, syllabi, workbooks/units, Teacher's Handbooks, e-Portfolio and Transferability Guidelines.	All output owners; Tetra for website publication	Ongoing	Files accessible from project channels.
Updates	Revise challenges when pedagogically or contextually necessary.	Academic partners; technical support where needed	As required	Version/date record or updated file.

5.4 Link with the ENLACED Transferability Guidelines

Transferability is addressed in Sections 12-25 below, which incorporate the ENLACED Transferability Guidelines directly into this Plan. For sustainability purposes, the consortium will support the continued exploitation of the methodology and resources beyond their initial implementation contexts, in accordance with those Guidelines.

6. Partnership and network sustainability

The consortium agreement for joint implementation of EFL challenges provides a basis for continued cooperation among the partner HEIs. Post-project cooperation will focus on practical activities that reinforce internationalisation at home without requiring a new funded project.

- Joint or parallel implementation of selected EFL challenges with new cohorts.
- Exchange of updated materials and examples of student work.
- Peer consultation on methodological or technical adaptations.
- Inviting consortium colleagues to relevant online seminars, workshops, conferences or teaching activities.
- Cross-dissemination of ENLACED through related Erasmus+, institutional and professional networks.
- Exploration of future cooperation, mobility or project proposals where ENLACED results provide a relevant foundation.

7. Continued dissemination and exploitation

Post-project dissemination will shift from project promotion to exploitation: demonstrating how ENLACED resources are being used, adapted and transferred. Partners will use established institutional channels and professional networks rather than creating a separate high-cost dissemination structure.

Level/channel	Post-project exploitation route
Institutional	Department/faculty meetings, teaching events, institutional websites, internal newsletters and staff-development activities.
Academic/professional	Conferences, workshops, publications, language-teacher associations and professional-development networks.
Educational networks	HEIs, schools, VET providers, language centres, language teachers associations, and organisations interested in citizenship and democratic culture.

Level/channel	Post-project exploitation route
European	Relevant Erasmus+ networks and projects, European language-education networks and the Erasmus+ Project Results Platform.
Digital	Project website, Web App and partners' online channels.

8. Partner commitments and responsibilities

The following matrix consolidates the commitments already contained in the approved application and assigns practical post-project responsibilities.

Partner	Commitment	Resources	Evidence
UMFST G.E. Palade (Coordinator)	Continue curricular use of English resources; support elective provision for non-linguistic students; use Romanian-language resources where relevant; support European-level dissemination and consortium coordination.	Academic staff time; institutional teaching/digital infrastructure.	Relevant course documentation and/or evidence of use of ENLACED resources, where available.
University of Nicosia	Continue curricular use of English resources; use Greek-as-a-foreign-language resources where relevant; contribute to pedagogical adaptation and staff multiplier activity.	Academic staff time; institutional infrastructure.	Relevant course documentation and/or evidence of use of ENLACED resources, where available.
UNWE	Continue integration in ESP provision; as well as in teaching Bulgarian-as-a-foreign-language; foster transferability of ENLACED resources to other contexts (such as secondary education) through cooperation with Language teacher associations.	Academic staff time; institutional infrastructure.	Relevant course documentation and/or evidence of use of ENLACED resources, where available.

Partner	Commitment	Resources	Evidence
Sumy State University	Continue use in Practical English and Ukrainian-language preparation; support institutionalisation; continue dissemination/exploitation coordination where feasible through existing networks.	Academic staff time; institutional infrastructure.	Relevant course documentation and/or evidence of use of ENLACED resources, where available.
Tetra Solutions Ltd.	Maintain project website and Web App; support essential technical maintenance; integrate/adapt ENLACED methodology and challenges into relevant training offers.	Technical staff time; hosting/maintenance resources; trainer time.	Evidence of continued use in training and/or technical records, where available.
All partners	Contribute to updates; preserve open access; share relevant maintenance costs/resources; promote transfer; continue networking and use of outputs.	Staff time, equipment, internet, hosting/technical resources as relevant.	Continued accessibility of the website, Web App and project outputs; other relevant institutional or technical evidence, where available

9. Sustainability action plan 2026–2031

ID	Action	Responsible	Timeframe	Frequency	Evidence
S1	Keep project website and Web App operational and core outputs accessible.	Tetra + all partners	Oct 2026–Sep 2031	Annual	Website/App availability; accessible output links.

ID	Action	Responsible	Timeframe	Frequency	Evidence
S2	Continue curricular integration/use of ENLACED resources.	Partner HEIs	From 2026/27 academic year	Each academic year	Relevant course documentation and/or evidence of use of ENLACED resources, where available.
S3	Use national-language resources in relevant language-preparation programmes.	Relevant partner HEIs	From 2026/27	As courses run	Teaching records/materials.
S4	Use/adapt ENLACED in Tetra training provision.	Tetra	Post-project	As relevant	Training programme/materials.
S5	Update challenges and resources where necessary.	Academic partners + Tetra	2026–2031	As required	Updated/versioned resource.
S6	Share ENLACED through institutional/professional dissemination channels.	All partners	2026–2031	At least periodically	Link, agenda, publication or event evidence.
S7	Maintain partner cooperation and exchange examples of use/adaptation.	All partners	2026–2031	At least annually where feasible	Email/minutes/shared evidence of activity.

10. Resources for sustainability

The sustainability model is intentionally based on resources that partners can provide through their normal operations. The approved application identifies staff time, computers, internet access, methodological support, technical time and hosting as the main resources required after the project. Partners committed to sharing website/Web App maintenance costs and covering them from their own resources for a minimum of five years after project completion.

Resource	Purpose	Provision
Academic staff time	Course delivery, adaptation, updating, mentoring colleagues, dissemination.	Partner HEIs
Technical staff time	Website/Web App maintenance and essential technical updates.	Primarily Tetra, with consortium support
Hosting/IT infrastructure	Continued online availability.	Shared/covered from partner resources
Institutional facilities	Computers, internet, classrooms and existing learning platforms.	Partner organisations
Professional networks	Low-cost continued dissemination and exploitation.	All partners

11. Expected long-term impact

Consortium partners estimate that once integrated into partner teaching and training, ENLACED results can benefit more than 500 students and learners per year across the partner HEIs and Tetra. The longer-term value of the project therefore lies in repeated use with successive cohorts rather than in a one-off pilot.

At organisational level, ENLACED supports modernisation of foreign-language curricula, digital and challenge-based pedagogy, internationalisation at home and the integration of competences for democratic culture. At wider level, open access and transferability allow teachers, educational institutions and professional networks outside the consortium to reuse and adapt the methodology and resources.

Long-term sustainability outcome
By 2031, ENLACED should remain not simply an archived Erasmus+ project, but a usable set of open educational resources, a functioning digital environment and an embedded teaching approach that continues to support foreign-language learning, active citizenship and democratic culture.

Transferability Guidelines

The sections below are the ENLACED **Transferability Guidelines,** produced under this same Work Package (Activity A5.3) alongside the sustainability mechanisms set out above.

In brief, the Guidelines show that:

- ENLACED is made of nine components (Section 14) that travel with different ease - some, like the challenge architecture and its three-level discourse-analysis logic,

transfer almost unchanged; others, like the specific storylines or the evidence base behind the Conceptual Framework, must be rebuilt locally.

- A transfer can vary along five dimensions — language, proficiency level, educational sector, challenge topic, and institutional/national context (Section 15) — independently or in combination.
- The consortium's own eleven-step development sequence (needs analysis through to institutionalisation) generalises into a practical roadmap any adopter can follow at a scale proportionate to their resources (Section 17).
- All ENLACED outputs are published as Open Educational Resources, free to reuse and adapt for at least five years after project completion, on the condition that adaptations keep both halves of the model — the language-teaching methodology and the democratic-competence content — together (Sections 13 and 21).
- The consortium actively wants to hear from adopters: adaptations, examples of use and lessons learned can be fed back through the contact points in Section 22, keeping the transfer a two-way relationship rather than a one-off download.

12. Purpose and scope

These Transferability Guidelines explain how the methodology, digital resources and implementation model developed within the Erasmus+ ENLACED project can be adapted, replicated and scaled by organisations that were not part of the original consortium: higher education institutions (HEIs) teaching other languages or working with other student profiles, vocational education and training (VET) providers, adult-education centres, schools, and non-formal education organisations.

The sustainability mechanisms set out in Sections 1–11 above describe how the four partner HEIs and Tetra Solutions Ltd. will keep ENLACED results alive and in active use within the consortium after the funding period ends. These Guidelines take that commitment a step further, to organisations outside the consortium: how they can take the ENLACED approach and make it genuinely their own, in a different language, level, sector or country. Both parts of this Plan share the same evidence base — the approved application, in particular WP2 (Conceptual Framework), WP3 (Digital Learning Resources and Web App), WP4 (Teacher Training & Pilot Implementation) and WP5 (Dissemination, Exploitation & Sustainability).

These Guidelines are addressed primarily to:

- foreign and second language teachers, course leaders and curriculum designers seeking a tested model for combining language teaching with democratic-competence development;
- heads of language departments and centres deciding whether and how to adopt digitally-enhanced, challenge-based learning;
- instructional designers, educational technologists and e-learning developers who will build or adapt digital content and platforms;

- staff of associated or newly interested organisations — universities, VET providers, adult-education centres, schools, NGOs — who want to reuse ENLACED outputs rather than build from a blank page.

How to use this part of the Plan
Section 14 gives adopters a one-page map of what ENLACED produced and how well each component travels. Section 16 sets out what should be in place before you start. Section 17 is the practical core: an eleven-step roadmap for planning and running a transfer, structured like the WP2–WP4 activities that produced ENLACED itself. Sections 18–22 add guidance by adopter profile, technical notes on the Web App, a quality-assurance checklist, licensing terms and a contact list. Section 25 condenses everything into a one-page checklist for a first read-through.

13. Source basis and guiding principles

These Guidelines are based primarily on the approved ENLACED application — the Relevance, Impact and Project design sections, and in particular Work Packages 2 to 5 — together with the project's Conceptual Framework and the experience gathered while piloting the Digital Breakout Challenges with students in four countries. They therefore preserve the terminology, theoretical references and design logic already established in the project documentation, rather than introducing a new vocabulary.

13.1 Theoretical basis

ENLACED, and therefore any faithful transfer of it, rests on three bodies of theory and reference that were combined deliberately rather than used in isolation:

- The Common European Framework of Reference for Languages (CEFR), which anchors linguistic complexity and progression;
- The Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC, 2018), which supplies the values, attitudes, skills and knowledge that the democratic-competence dimension of each challenge is built around — human dignity, freedom, democracy, equality, respect for the rule of law, respect for human rights, including the rights of persons belonging to minorities, together with diversity, tolerance, civic-mindedness, autonomous learning, critical thinking, cooperation and problem-solving;
- Intercultural Citizenship Education theory, which supplies the pedagogical model for turning language tasks into intercultural, action-oriented projects rather than isolated exercises.

On the language-teaching side, ENLACED synergises Content and Language Integrated Learning (CLIL) — including critical discourse analysis as a method of content- and language-integrated instruction — Task-Based Language Learning (TBL) and Computer-Assisted Language Learning (CALL), combined with the methodology of challenge-based

learning in a digital environment. An adopter does not need to reproduce every one of these references, but should be able to say, for any adapted challenge, which framework it draws its democratic-competence content from and which language-teaching methodology shapes its tasks.

13.2 Guiding principles for transfer

- Preserve the synergy, not only the parts. Adapting only the digital format while dropping the citizenship dimension, or reusing the citizenship topics without the challenge-based task design, is not considered a genuine transfer of the ENLACED model.
- Adapt content, not values. Language, topics, difficulty level and cultural references should be localised to the new context; the underlying competence framework (RFCDC) should not be diluted or replaced.
- Start from real needs. The theoretical framework ENLACED began from desk research, a learner survey (126 respondents at application stage and 465 respondents at project implementation phase) and stakeholder focus groups (30 participants). Adopters are encouraged to repeat a lightweight version of this needs analysis rather than deploy the resources unchanged into an unfamiliar context.
- Keep the discourse-analysis logic. Challenges are designed to be worked through at three levels — descriptive (identifying the linguistic units used), interpretive (working out semantic and pragmatic meaning) and explanatory (relating that meaning to local, national and European contexts). This three-level logic is the methodological core of a Digital Breakout Challenge and should be transferred even when the language, level and topic change.
- Build in peer review and piloting. No ENLACED output was published without internal peer review by team members not involved in drafting it; no methodological change was scaled up before being piloted with real learners and revised on the basis of their feedback. The same discipline should apply to any adaptation.
- Keep it inclusive and accessible. Adopters working with under-resourced or vulnerable learner groups should plan equivalent accessibility measures from the outset, not as an afterthought.

14. What can be transferred — the ENLACED model at a glance

ENLACED is a set of nine interlocking components, each produced under a different Work Package. Some travel almost unchanged into a new context; others are frameworks or templates that must be filled in again with local content. The table below is the starting reference point for any transfer: it tells an adopter what they are inheriting, and what they still need to build themselves.

Component	What it is	What travels well	What must be re-made locally
Conceptual Framework	Methodological foundation (e-publication) synergising language-teaching methodologies with Intercultural Citizenship Education and challenge-based learning.	The theoretical architecture and its quality criteria: linguistically complex, content-oriented, context-appropriate, culturally sensitive, digitally-savvy.	The evidence base behind it (survey and focus-group findings) — should be regathered for the new context, even briefly.
Syllabus and unit structure	A workload model of 10 learning units per language, equivalent to 3 ECTS, built from a shared unit template.	The template logic and the principle of building each unit around a single problem/storyline.	The actual credit weighting, which depends on the adopter's own curriculum and credit-allocation rules.
Digital Breakout Challenges	Each challenge pairs a storyline and an introductory video (1–1.5 min) with a minimum of 15 linguistic and communicative tasks addressing all language skills.	The challenge architecture (storyline, intro video, task sequence) and the three-level discourse-analysis logic.	The storyline, topic and cultural references, which must reflect the new learners' own level, culture and current concerns.
Web App	A bespoke, desktop- and mobile-optimised platform hosting the challenges, with automated feedback on closed tasks and anonymous peer review of written assignments.	The interaction model, the feature set (registration, learning content, feedback, anonymous peer review) and the accessibility standards applied.	New content must be authored and loaded for the new language; interface localisation may be needed for non-Latin scripts or right-to-left languages.

Component	What it is	What travels well	What must be re-made locally
Teacher's Handbook	Lesson plans supporting the implementation of each challenge.	The handbook structure (per-challenge lesson plan, learning outcomes, suggested timing).	Individual lesson plans, which should be reworked for local timetables, class sizes and institutional norms.
Teacher Training model	A two-tier cascade: a transnational Teacher Training workshop followed by intra-institutional multiplier training (25-hour/1-credit workload).	The cascade design itself, and the combination of face-to-face collaboration with online follow-up.	Duration and credit weighting, which should be matched to the adopter's own continuing-professional-development framework.
Pilot implementation & assessment	Piloting with real students in international teams, with pre- and post-training competence assessment.	The assessment logic: formative and summative, criteria-based, covering both linguistic and democratic competence.	Arrangements for international teams (a partner institution abroad, or a locally sourced intercultural/diversity equivalent) must be newly built.
Student e-Portfolio & outreach	A showcase of completed student projects, presented to external stakeholders as a community-outreach activity.	The outreach format: present, don't just publish.	The local stakeholder network (community organisations, employers, alumni) must be identified and invited.

Component	What it is	What travels well	What must be re-made locally
Partnership & dissemination model	Shared responsibility for dissemination across partners, using existing institutional channels rather than a dedicated communications budget.	The low-cost, channel-based approach and the principle of assigning one dissemination contact per partner.	A new adopter builds its own channel map (faculty meetings, newsletters, social media, partner websites).

15. Transferability dimensions

A transfer of ENLACED can vary along five largely independent dimensions. An adopter can change one dimension while keeping the others close to the original (for example, teaching the existing ten topics in a new language at the same B2/C1 level), or combine several changes at once (for example, adapting the methodology for a VET provider working with A2-level learners on a wholly new set of challenge topics). The guidance below addresses each dimension in turn.

15.1 Transfer to other languages

ENLACED already produced challenges in five languages: English as a foreign language (B2/C1), and Bulgarian, Greek, Romanian and Ukrainian as foreign languages (A2). Extending the model to an additional language (German, French, Spanish, Italian and others were flagged as candidates during the application stage) means treating the Conceptual Framework's four quality criteria as a design brief for each new challenge: is the resulting text linguistically appropriate to the target level, built around authentic content, appropriate to the learners' local and national context, and sensitive to the cultures represented in the learner group? Translation of an existing challenge is the fastest route but rarely satisfies the context-appropriateness and cultural-sensitivity criteria on its own; recreation — keeping the storyline's problem and task typology but rewriting the content for the new language community — is the standard the original consortium applied when adapting the EFL challenges into Bulgarian, Greek, Romanian and Ukrainian.

15.2 Transfer to other proficiency levels

The original design paired English (as the language most partner HEIs teach to advanced non-linguistic students) with a B2/C1 target level, and the four national languages

(typically taught to beginners, including migrant, refugee and international students) with an A2 target level. Adopters working with a different level should reset task difficulty using CEFR descriptors while keeping the challenge's problem-solving structure and its RFCDC content intact: a lower level typically means shorter and more scaffolded texts, a narrower task typology (more closed tasks, fewer extended written assignments) and more scaffolding for the interpretive and explanatory discourse-analysis stages; a higher level allows longer authentic texts, more open tasks and more demanding peer-review writing assignments.

15.3 Transfer to other educational levels and contexts

The consortium already anticipated transfer beyond standard HEI degree programmes. Tetra Solutions Ltd., the project's non-formal education and technology partner, committed to adapting the methodology and the digital breakout challenges to its own non-formal training offer, including preparation of school and VET learners involved in mobility projects. This precedent generalises to four broad adopter contexts, each discussed further in Section 18:

- vocational education and training (VET) providers preparing learners for mobility or international placements;
- adult-education centres and language schools;
- secondary schools, particularly at upper-secondary level where CEFR B1/B2 outcomes are realistic;
- non-formal education providers and community organisations working with migrants, refugees or other under-served groups.

15.4 Transfer to other thematic or challenge areas

The ten citizenship-and-democracy topics developed within WP3, each mapped onto the RFCDC, were:

1. Speak Freely: Freedom of Speech and its Limits
2. Truth Check: Fake News and Media Literacy
3. Join In: Civic Engagement and Youth Participation
4. Us and Them: Stereotypes, Identity, and Inclusion
5. Power and protest: Democracy, Activism and Dissent
6. Digital You
7. Green Talks: Environmental Citizenship
8. Respect Rules
9. Worlds Collide: Intercultural Communication and Conflict
10. Speak Up

New topics can be designed following the same logic, provided each one still maps onto at least one RFCDC competence and lends itself to the descriptive/interpretive/explanatory task sequence. ENLACED's own piloting activity

already demonstrates this flexibility in practice, through two international student discussions that extended the model beyond the original topic list:

Case in practice — "Democratic Values in the Language of Food"

On 8 December 2025, Sumy State University and George Emil Palade University of Medicine, Pharmacy, Science and Technology of Târgu Mureș (Romania) held an international student discussion exploring how everyday food traditions — hospitality, globally shared foods such as cheeseburgers and Coca-Cola, and national dishes such as Ukrainian borsch and kutia or Romanian polenta — express democratic values including openness, equality, cultural dialogue and respect for diversity. The activity shows that a challenge topic need not come from an abstract political-science category: any shared cultural practice can be analysed at the descriptive, interpretive and explanatory levels the ENLACED methodology requires.

Case in practice — "Art, Music and Freedom: How Young People Express Democratic Values"

On 29 May 2026, partners hosted a discussion bringing together students and staff from Ukraine, Romania, Bulgaria, Cyprus and Georgia to examine how music, street art, digital creativity and social media are used by young people to express freedom, human dignity, equality, solidarity, inclusion and civic engagement, comparing murals, musical works and socially engaged artistic initiatives across the five countries. This five-country format illustrates how the challenge-based discussion model can scale beyond a single partner pair, and how a creative/artistic theme can carry the same democratic-competence content as a more overtly civic topic.

15.5 Transfer to other institutional and national contexts

Organisations outside the four-country consortium (Romania, Cyprus, Bulgaria, Ukraine) are the primary intended audience for these Guidelines. Section 22 lists the partner organisations and their areas of expertise as a starting point for contact; Section 21 sets out the open-access terms under which ENLACED outputs may be reused. Adopters in a new country should expect to repeat, at least in a lightweight form, the context-mapping and stakeholder-engagement steps described in Section 17 — the specific policy priorities, curricular structures and stakeholder landscape that shaped ENLACED in Romania, Cyprus, Bulgaria and Ukraine will not automatically hold true elsewhere.

16. Prerequisites for a successful transfer

16.1 Time

How much time a transfer needs depends on its scale. A single teacher adapting two or three challenges for their own classes, along the lines of the worked example in Annex C, can complete the roadmap informally within a semester. An institution planning to embed ENLACED across a whole degree programme, closer to what the consortium itself did, should expect the full cycle — from needs analysis to institutionalisation — to take close to an academic year, mirroring the roughly twelve-month span of the original project's WP2 (7 months), WP3 (12 months) and WP4 (7 months, overlapping WP3).

16.2 People and skills

At minimum, a transfer needs:

- at least one teacher with a good command of the target language, able to design or adapt learning tasks;
- a second colleague, even informally involved, to peer-review new content — no ENLACED output was published without a reviewer who had not drafted it;
- someone able to produce a short introductory video and load content onto a digital platform, though this can be the same teacher using simple, freely available tools rather than a specialist developer;
- a decision-maker — a head of department, programme coordinator or equivalent — who can eventually approve curriculum integration (Section 17, step 11).

Larger transfers benefit from the same division of labour the consortium itself used: a methodology/content lead, a digital-development lead, and a dissemination or outreach contact. A single person can hold more than one of these roles in a small-scale transfer.

16.3 Institutional conditions

- An existing or realistically plannable curriculum slot — a compulsory or well-subscribed course is a safer starting point than a new elective, since it guarantees the cohort needed for a meaningful pilot.
- Willingness to pilot before scaling: the consortium's own quality model treated piloting as a required step, not an optional extra, and adopters should budget for at least one pilot cycle and one round of revision before wider roll-out.
- A basic institutional openness to challenge-based and digitally-mediated learning — where this is genuinely new to an institution, the intra-institutional training model in Section 17 (step 8) is designed to build that familiarity gradually rather than assuming it from day one.

16.4 Technical and financial resources

A minimal transfer, of the kind illustrated in Annex C, needs no dedicated budget: it can run on staff time already allocated to teaching, delivered through an existing institutional platform or even offline. A larger transfer should plan for the same categories of resource the consortium itself relied on rather than sought as new funding: academic staff time for content development and delivery; modest technical time for digitising and maintaining content, whether through the ENLACED Web App (Section 19) or a local platform; institutional facilities (computers, internet access, and — as ENLACED itself provided — a laptop for learners without their own device); and, only where a transnational element is being replicated, travel and subsistence for a training event.

16.5 Readiness self-check

Before moving to Section 17, an adopter should be able to answer "yes" to most of the following:

- We have identified a course, module or non-formal programme to embed the pilot in.
- At least one colleague is available to review new content who did not write it.
- We can reach a first cohort of learners for a short needs survey and, later, a pilot.
- Our learners have reasonable access to the internet and a device, or we can provide one.
- The relevant decision-maker is open, in principle, to integrating the results if the pilot goes well.

A "no" to more than one of these is not a reason to abandon the transfer, but it does mean the corresponding gap — a missing reviewer, an access barrier, an unconvinced decision-maker — should be addressed alongside, not after, the roadmap in Section 17.

17. Step-by-step transfer methodology

The roadmap below generalises the sequence the ENLACED consortium itself followed across WP2 (Conceptual Framework), WP3 (Digital Learning Resources and Web App) and WP4 (Teacher Training & Pilot Implementation) into eleven steps that any adopter can follow, in full or in a reduced form proportionate to their resources. Steps 1–3 correspond to WP2, steps 4–7 to WP3, steps 8–10 to WP4, and step 11 to the curricular-integration work described in Sections 1–11 above. Each step lists its purpose, a suggested method drawn from ENLACED's own practice, and the typical output an adopter should aim to produce before moving on.

№	Step	Purpose & suggested method	Typical output
1	Needs analysis	Repeat a lightweight version of ENLACED's own three-step needs analysis: brief desk research on European/national priorities and existing provision; a short learner survey on Likert-scale items (motivation, interest in gamified/challenge-based learning, attitudes to global/citizenship issues); focus-group discussions with language teachers on their current methodology, gaps and constraints.	A short needs-analysis note identifying the gap the transfer will address and the target learner profile.
2	Context and curriculum mapping	Map the languages, levels and programmes in which the adapted resources will sit, and identify which curricula (or non-formal offers) they will be embedded in, at what point, and under whose institutional approval.	A one-page curriculum map, equivalent to ENLACED's own institutional-commitment table.
3	Adapting the Conceptual Framework	Decide which parts of the ENLACED Conceptual Framework transfer directly (the four quality criteria, the RFCDC/CEFR/Intercultural Citizenship Education basis) and draft a short local addendum covering the new language, level or sector.	A short (5–10 page) local adaptation note, rather than a full framework rewrite.
4	Designing new Digital Breakout Challenges	For each challenge: choose an RFCDC value, attitude, or skill and a storyline/problem; draft an introductory video script (1–1.5 min); design a minimum of 15 linguistic and communicative tasks covering all language skills, sequenced across the descriptive, interpretive and explanatory levels; draft assessment criteria.	A text version of each challenge (approx. 8–10 pages), following the ENLACED unit template.

№	Step	Purpose & suggested method	Typical output
5	Peer review of new content	Have each challenge reviewed by a colleague who was not involved in drafting it, using a simple peer-review form (accuracy, level-appropriateness, cultural sensitivity, alignment to the chosen RFCDC value).	Completed peer-review forms and a revised, final text version.
6	Building or adapting the digital environment	Decide whether to request access to the ENLACED Web App (see Section 19) or build/adapt an equivalent local platform; digitise the challenges, including automated feedback on closed tasks and an anonymous peer-review mechanism for open ones.	An interactive version of the new challenges, accessible on desktop and mobile.
7	Developing a local Teacher's Handbook	Turn each challenge into a lesson plan: learning outcomes, suggested timing, classroom/online delivery notes, links to the assessment criteria.	A Teacher's Handbook covering all new challenges.
8	Teacher training	Run a short training session (or cascade: a core group trained first, then briefing colleagues) so that all instructors who will deliver the challenges understand both the challenge-based methodology and the democratic-competence content behind it.	A trained teaching team, with a simple pre/post self-assessment of instructional-design confidence.
9	Piloting with learners	Run the challenges with a first cohort; collect pre- and post-assessment data on linguistic and democratic competence; collect learner feedback on relevance, usability and enjoyment.	Pilot results, revised challenges, and learner feedback forms.
10	Showcasing outcomes and outreach	Compile examples of learner work (written tasks, project outputs) and, where feasible, present them to an external audience — a department event, a community organisation, a local media outlet — as ENLACED did through its student e-Portfolio and Forums.	A short portfolio of learner projects and a record of the outreach event.

№	Step	Purpose & suggested method	Typical output
11	Institutionalisation and iteration	Seek the formal curriculum approval needed to make the adapted resources a recurring part of the course offer, and set a simple review cycle (for example, annually) for updating challenges as language, context or learner needs change.	A curriculum decision or equivalent institutional record, and a version/date log for future updates.

A single teacher adapting one or two challenges for their own classes can complete steps 1–9 informally in a few weeks; an institution planning to embed ENLACED across a whole degree programme, as the consortium partners themselves did, should expect the full cycle to take the better part of an academic year, mirroring the roughly twelve-month span (WP2 to WP4) of the original project.

18. Guidance by adopter profile

The consortium itself already spans several different teaching contexts — from English for Specific Purposes taught to Law and International Relations students, to a multilingual, multicultural university offering courses in the local minority language, to a technology company delivering non-formal training. The notes below extend that diversity of experience into guidance for adopter types that were outside the consortium.

18.1 HEI foreign-language departments

This is the closest match to the consortium's own profile — for example, a department teaching English for Specific Purposes to non-linguistic students (as at the University of National and World Economy), a philology programme combining language and literature (as at Sumy State University), or an English Composition/EFL provision for students of varied linguistic backgrounds (as at the University of Nicosia). For this profile, the roadmap in Section 17 can be followed close to full scale: align the adaptation with an existing compulsory or elective language course, use the department's own academic council process for curriculum approval, and consider piloting with a single cohort before wider roll-out, exactly as ENLACED piloted with 302 students before recommending institutionalisation.

18.2 VET providers and non-formal training organisations

Tetra Solutions Ltd. — the project's non-formal education and technology partner — already committed to adapting the methodology and digital breakout challenges to its own non-formal training offer, in particular the preparation of school and VET learners taking part in mobility projects. For this profile, the challenge format is well suited to

short, intensive preparation (for example, ahead of an international placement), and the international-team element of the pilot design maps naturally onto learners who are themselves about to work or study abroad. Assessment can be simplified to a completion-based or portfolio-based model rather than a full ECTS-equivalent workload.

18.3 Adult-education centres and language schools

Adult learners often bring stronger real-world experience of the RFCDC themes (civic participation, media use, workplace diversity) than younger cohorts, which can be used to enrich the interpretive and explanatory task levels. Session length and pacing should be adjusted to part-time or evening study patterns; the Digital Breakout Challenges' self-paced, mobile-friendly design (via the Web App or an equivalent platform) is particularly well suited to learners balancing study with work or family commitments.

18.4 Secondary schools

At upper-secondary level, where CEFR B1/B2 outcomes are realistic for a foreign language, the challenge format can be introduced as an elective module, a language-club activity, or a cross-curricular project linking the language classroom with civics or social-studies teaching. Storylines and topics should be selected with particular care for age-appropriateness; teachers should retain a stronger scaffolding and facilitation role than at HEI level, and international team-work (Section 15.3) may need to be replaced with intercultural collaboration within a diverse local classroom rather than across borders.

18.5 Non-formal education providers and community organisations

Organisations working with migrants, refugees or other under-served groups can draw directly on ENLACED's own equity commitments. The ENLACED project actively promoted inclusion by involving international students, migrants, refugees and learners from ethnic minority backgrounds in its pilot activities. They were connected in international teams with local students specifically to support integration. For this profile, language proficiency goals may be secondary to confidence-building, social connection and practical civic knowledge; challenges can be shortened, delivered with stronger facilitator support, and paired with access to equipment (as ENLACED itself offered laptops to students without their own device) to avoid a digital-access barrier undermining the transfer.

18.6 Institutions preparing learners for international mobility

For international-office or mobility-preparation teams, the value of the ENLACED model lies less in its citizenship content and more in its combination of language preparation

with intercultural-competence development in a single format — precisely the combination Tetra Solutions identified as valuable for its own mobility-related training. A shortened set of challenges focused on multiculturalism, plurilingualism and intercultural citizenship (topics 3, 4 in Section 15.4) is a starting point.

19. Adapting the Web App and digital content

The ENLACED Web App is a bespoke, desktop- and mobile-optimised environment hosting the Digital Breakout Challenges. It supports individual or group, online or blended work, and provides two features that are central to the pedagogy and worth preserving in any adaptation: automated personalised feedback on closed tasks (multiple choice, drag-and-drop, matching), and anonymous peer review of written assignments, which allows learners across institutions to give and receive feedback without direct social pressure.

19.1 Two routes for digital delivery

- Request access to the ENLACED Web App. Partner organisations and interested adopters can contact the consortium (Section 22) about hosting new-language or new-topic content within the existing Web App, subject to available capacity and the open-access terms in Section 21. This route reuses the platform's registration, feedback and peer-review functionality without new development.
- Build or adapt a local platform. Where the ENLACED Web App is not a fit (for example, an organisation with its own learning-management system), the same functional requirements should be reproduced: closed-task auto-feedback, an anonymous peer-review mechanism for open tasks, and desktop/mobile responsiveness. A simpler interim option is to deliver the text version of the challenges through an existing institutional platform (an LMS, a shared document, or even print) while digital features are developed.

19.2 Content format checklist for a new challenge

- A storyline or problem statement that gives the challenge its narrative frame;
- An introductory video, 1–1.5 minutes, in the target language (subtitled or voiced-over versions can support lower-level learners);
- A minimum of 15 linguistic and communicative tasks, covering reading, listening, speaking and writing, and including both closed tasks (for automated feedback) and at least one open, extended writing task (for peer review);
- Tasks sequenced across the three discourse-analysis levels: descriptive, interpretive, explanatory (Section 13.2);
- Explicit assessment criteria, aligned to CEFR for the linguistic dimension and to RFCDC for the democratic-competence dimension;

- For the capstone "intercultural citizenship project" type of challenge: a structure for team formation, project planning, implementation and presentation to an external audience.

19.3 Accessibility

ENLACED committed to applying accessibility standards to all web and text content, publishing outputs in open access, and ensuring that all pilot participants had access to the internet and, where needed, to a device. Adopters reusing or extending the Web App, or building an equivalent, should carry the same standard forward: accessible web content, no paywalled or login-restricted access to the core learning resources, and a plan for learners without their own equipment.

20. Quality assurance checklist for adaptations

The quality indicators the consortium used to monitor its own outputs (set out in WP1–WP4 of the approved application) translate directly into a self-assessment checklist for anyone adapting ENLACED. The table is intended as a working tool: an adopter can complete it once in planning (as a target) and once after piloting (as a check on what was actually achieved).

Area	Quality benchmark used by ENLACED	Check for your adaptation
Linguistic level	Content aligned to CEFR (B2/C1 for the foreign-language track; A2 for national-language tracks).	Is every task's language level explicitly matched to a CEFR descriptor for your target learners?
Democratic-competence content	Learning outcomes and task content aligned to the RFCDC value/competence areas.	Can you name the specific RFCDC value(s) each challenge develops?
Content and context	Content is authentic, content-oriented and reflects local, national and European democratic issues.	Does the storyline use authentic materials relevant to your learners' own context, not only translated originals?
Cultural sensitivity	Content promotes intercultural understanding and values diversity; avoids stereotyping.	Has the content been reviewed by someone from, or familiar with, the culture(s) represented?
Task design	Minimum 15 tasks per challenge, covering all language skills, sequenced descriptive → interpretive → explanatory.	Does the task sequence build from identifying language, to interpreting meaning, to relating it to a wider context?

Area	Quality benchmark used by ENLACED	Check for your adaptation
Peer review	Draft outputs reviewed by a team member not involved in drafting; >80% positive feedback sought before publication.	Has each new challenge been reviewed by someone who did not write it?
Piloting	No methodology change scaled up before piloting with real learners and revising on the basis of feedback.	Have you piloted with at least one cohort and collected feedback before wider roll-out?
Accessibility	Open-access, standards-compliant web content; equipment access for learners without their own device.	Is the adapted content free to access, and have you planned for learners without personal devices?
Assessment	Formative and summative, criteria-based assessment of both linguistic and democratic competence, with pre/post comparison.	Do you have a simple pre/post measure to show whether the adaptation is having the intended effect?

21. Open access, licensing and reuse conditions

The approved application commits the consortium to unrestricted access to project results and to maintaining the project website and Web App for a minimum of five years after project completion (October 2026 – September 2031). All ENLACED outputs — the Conceptual Framework, syllabi and learning units, the Web App and Digital Breakout Challenges, the Teacher's Handbooks, and the student e-Portfolio — are published as Open Educational Resources (OERs) and are available for reuse, adaptation and further development by organisations outside the original consortium.

- Reuse and adaptation of the text-based outputs (Conceptual Framework, syllabi, units, Teacher's Handbooks) is encouraged without requiring prior permission; adopters are asked, as good practice, to credit the ENLACED project and to indicate clearly where they have adapted rather than simply copied the content.
- Access to the Web App for hosting new content should be requested from the consortium (Section 22), since it depends on available technical capacity rather than a licensing restriction.
- Consortium members retain the copyright of the project results but will not limit their use, adoption, reproduction or sharing for non-commercial educational purposes.

- Any publication or presentation of adapted material should include the standard Erasmus+ funding acknowledgement (below), whether or not the adaptation was itself Erasmus+-funded, to maintain a clear record of the resource's origin.

Standard acknowledgement text
"This [resource/activity] adapts material originally developed by the ENLACED project (2024-1-RO01-KA220-HED-000249951), co-funded by the European Union. Views and opinions expressed are those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them."

22. Support, contact points and the partner network

The five consortium organisations bring complementary expertise and are the first point of contact for organisations planning a transfer. Enquiries are best directed to the area most relevant to the adopter's own need — methodological questions to UMFST or UNWE, teacher training to UNIC, technical/Web App questions to Tetra Solutions, and questions about transfer to non-EU or candidate-country contexts to Sumy State University, which brought that perspective to the original consortium.

Organisation	Country	Relevant expertise for adopters	Website
Universitatea de Medicină, Farmacie, Ştiinţe şi Tehnologie George Emil Palade din Târgu Mureş (UMFST) — Coordinator	Romania	Technology-enhanced language education, gamified teaching and learning, CLIL, community-outreach language courses; overall project coordination and the Conceptual Framework.	www.umfst.ro dana.rus@umfst.ro

Organisation	Country	Relevant expertise for adopters	Website
University of Nicosia (UNIC)	Cyprus	Multilingualism, speech acquisition, language and identity, social justice in education, teacher professional development; led Teacher Training & Pilot Implementation.	www.unic.ac.cy stylianou.ste@unic.ac.cy
University of National and World Economy (UNWE)	Bulgaria	Communicative-competence development methods, critical discourse analysis applied to instructional design, teaching foreign languages for specific purposes; led Digital Learning Resources and the Web App.	www.unwe.bg apencheva@unwe.bg
Sumy State University (SSU)	Ukraine	Interpretation and translation studies, non-verbal linguistics, e-democracy and active citizenship in physical and digital environments; led Dissemination, Exploitation & Sustainability.	www.sumdu.edu.ua s.tarasenko@biem.sumdu.edu.ua

Organisation	Country	Relevant expertise for adopters	Website
Tetra Solutions Ltd.	Bulgaria	English for global citizenship, challenge-based learning, web-based platforms for online teaching and fully digital breakout challenges; led quality assurance and Web App development.	www.tetra-solutions.eu dffice@tetra.bg

Beyond the five organisations, Tetra Solutions maintains cooperation with five associated partner HEIs in Bulgaria (New Bulgarian University, St. Kliment Ohridski University, Higher School of Management, Higher School of Agribusiness and Regional Development, and D.A. Tsenov Academy of Economics), whose language teachers were themselves involved in the project's survey, focus groups and pilot training. These institutions, and the wider language-teacher associations and professional networks the consortium engaged during dissemination, are a further source of first-hand adopter experience.

23. Risks and mitigations for transfer

The ENLACED consortium managed its own implementation risk using a simple significant/moderate-impact, low/moderate-probability classification (WP1 of the approved application) built into a Deming-cycle quality process of planning, assurance, control and improvement. The same discipline, scaled down, is useful for adopters: naming the most likely ways a transfer can go wrong, and deciding in advance how to respond, costs little and avoids discovering the problem only after a pilot has failed.

Risk	Likelihood/impact	Mitigation
Adaptation drops the democratic-competence dimension and becomes a conventional language exercise.	Moderate likelihood/high impact	Use the Section 13.2 principle "preserve the synergy" as a design rule; require every challenge to name the RFCDC competence it develops before it is approved for piloting (Section 20).

Risk	Likelihood/impact	Mitigation
New content is translated rather than genuinely recreated, and reads as culturally mismatched.	Moderate likelihood/moderate impact	Follow the recreation approach described in Section 15.1; have content reviewed by someone from, or familiar with, the target culture before piloting (Section 20).
No institutional buy-in: the adaptation stays a single teacher's initiative and is never formally integrated.	Moderate likelihood/high impact	Engage the relevant academic council or approval body early (roadmap step 2); use this Plan's own curriculum-integration table (Section 5.1) as a template for the kind of evidence approval bodies typically expect.
The digital platform is inaccessible to some learners (device, connectivity, disability access).	Low-to-moderate likelihood/high impact	Apply the accessibility checklist in Section 19.3 from the outset; budget for device access for learners without their own equipment, as ENLACED itself did.
Low pilot participation undermines the evidence needed to justify wider roll-out.	Moderate likelihood/moderate impact	Embed piloting in an existing compulsory or well-subscribed course rather than an optional add-on, following the approach used by all four ENLACED partner HEIs.
Teachers are not confident delivering challenge-based, digitally-mediated learning.	Moderate likelihood/moderate impact	Do not skip roadmap step 8 (teacher training); a short briefing or cascade session, even informally organised, measurably improved instructional-design confidence in the original project.
The adaptation is a one-off and is not maintained or updated.	Moderate likelihood/moderate impact	Assign a named owner and a simple annual review point (roadmap step 11), matching the versioning discipline this Plan itself commits to (action S5).

24. Monitoring transfer and feeding back to the consortium

Transferability is not a one-way handover. This Plan commits the consortium, throughout 2026-2031, to maintaining partner cooperation and exchanging examples of use and

adaptation (action S7) and to sharing ENLACED through institutional and professional dissemination channels (action S6). Adopters are warmly encouraged to feed back into this cycle rather than adapt the resources in isolation.

- Share what you adapt. A short note describing the new language, level, sector or topic covered, sent to the relevant partner contact (Section 22), helps the consortium understand how far the model has travelled and strengthens the evidence base for its own long-term impact reporting.
- Report problems as well as successes. If a component did not transfer well (a task type that did not work at a lower level, a topic that needed substantial rewriting), this feedback is as valuable to the consortium's own future updates as a success story.
- Consider joining a Forum. The consortium's project forums, "Foreign Language Education for Active Citizenship and Democratic Culture", held in each partner country, are open events bringing together students, teachers and external stakeholders; adopters are welcome to attend, present their own adaptation, and connect with the wider network.
- Use simple, low-cost evidence. In keeping with the project's own proportionate approach to monitoring, adopters do not need a formal evaluation study — a short description, a participant count, and a link or file recording the adapted resource is normally sufficient evidence of use.

25. Summary checklist for adopters

This one-page summary condenses Sections 13-23 into a single checklist for a first read-through, or for a quick self-assessment midway through a transfer.

Before you start

- Have you identified which RFCDC values, attitudes, skills and/or critical understanding areas and which language-teaching methodology your adaptation will draw on (Section 13)?
- Have you reviewed the component table (Section 14) to know what you are inheriting and what you must build yourselves?
- Have you identified which of the five transferability dimensions — language, level, sector, topic, country/institution — you are changing (Section 15)?

While you build

- Have you run at least a lightweight needs analysis and curriculum/context mapping (roadmap steps 1–2)?
- Does each new challenge have a storyline, an intro video, at least 15 tasks, and content sequenced descriptive → interpretive → explanatory (roadmap steps 3–4)?
- Has every new challenge been peer-reviewed by someone who did not draft it (roadmap step 5)?
- Have you decided whether to request access to the ENLACED Web App or build/adapt your own platform, and does it meet the content and accessibility checklist in Section 19?

- Have your teachers been trained or briefed before delivery (roadmap step 8)?

After you pilot

- Have you piloted the adapted resources with at least one cohort, collected pre/post assessment data, and revised the challenges accordingly (roadmap step 9)?
- Have you showcased learner outcomes to an external audience (roadmap step 10)?
- Have you sought the institutional approval needed to make the adaptation a recurring part of your offer (roadmap step 11)?
- Have you checked your adaptation against the quality-assurance checklist in Section 20?
- Have you included the Erasmus+ acknowledgement text (Section 21) and shared what you built with the consortium (Section 24)?

Annex A — Glossary of key terms

Term	Meaning
CEFR	Common European Framework of Reference for Languages — the Council of Europe scale (A1–C2) used to describe and align language proficiency.
RFCDC	Reference Framework of Competences for Democratic Culture (Council of Europe, 2018) — the values, attitudes, skills and knowledge/critical understanding that ENLACED's citizenship-and-democracy content is built around.
Intercultural Citizenship Education (ICE)	A pedagogical theory (Byram, 2008) that turns language learning into intercultural, action-oriented civic engagement; the basis for the "intercultural citizenship project" challenge type.
CLIL	Content and Language Integrated Learning — teaching language and (in ENLACED's case, citizenship) content together, including through critical discourse analysis.
TBL	Task-Based Language Learning — a methodology organising instruction around meaningful communicative tasks rather than isolated grammar points.
CALL	Computer-Assisted Language Learning — the use of digital tools and platforms, such as the ENLACED Web App, to support language learning.
Digital Breakout Challenge	ENLACED's core learning-unit format: a storyline/problem, an introductory video, and a sequence of linguistic and communicative tasks worked through at descriptive, interpretive and explanatory levels.
Descriptive / interpretive / explanatory levels	The three-level discourse-analysis logic used to sequence tasks within a challenge: identifying linguistic units, working out meaning, and relating that meaning to local, national and European contexts.
OER	Open Educational Resource — freely accessible, openly licensed teaching and learning material; the format in which all ENLACED outputs are published.
Consortium	The five ENLACED partner organisations: UMFST G.E. Palade (RO, coordinator), University of Nicosia (CY), University of National and World Economy (BG), Sumy State University (UA), and Tetra Solutions Ltd. (BG).

Annex B — Quick-reference roadmap

A one-line summary of the eleven-step transfer methodology described in full in Section 17:

- 1. Needs analysis — 2. Context and curriculum mapping — 3. Adapting the Conceptual Framework — 4. Designing new Digital Breakout Challenges — 5. Peer review of new content — 6. Building or adapting the digital environment — 7. Developing a local Teacher's Handbook — 8. Teacher training — 9. Piloting with learners — 10. Showcasing outcomes and outreach — 11. Institutionalisation and iteration.

For questions about this document, or to share an adaptation with the consortium, please use the contact points listed in Section 22.

Annex C — Worked example

The example below walks through the eleven-step roadmap (Section 17) for an illustrative transfer scenario, to show how the Guidelines apply in practice. It is provided as a model to follow, not as a description of an activity actually carried out by the consortium.

Scenario

A language centre at a university outside the ENLACED consortium wants to introduce German as a foreign language, at CEFR A2/B1 level, to first-year students from non-linguistic faculties, using the ENLACED approach. The centre has one experienced German teacher, no dedicated development budget, and access to its university's existing learning-management system rather than the ENLACED Web App.

Applying the roadmap

- Steps 1–2 (needs analysis and mapping): the teacher runs a short in-class survey (adapted from the ENLACED student-survey items) with the 40 students already enrolled in the compulsory first-year German course, and holds one short discussion with two colleagues about which citizenship topics would resonate locally. The German course itself, already compulsory, is the curriculum slot identified for the adaptation — no new course is needed.
- Step 3 (adapting the framework): rather than rewriting the Conceptual Framework, the teacher drafts a two-page local note confirming the same four quality criteria will apply, and setting the target level at A2/B1 rather than ENLACED's original B2/C1 (for English) or A2 (for the national languages).
- Step 4 (designing challenges): working from the ENLACED unit template, the teacher drafts three challenges to start (rather than the full set of ten), choosing topics that survey responses flagged as most relevant: "Cultural diversity and inclusion", "Digital citizenship and e-democracy", and a locally invented topic on multilingual daily life on

campus — following the same design logic as the "Democratic Values in the Language of Food" and "Art, Music and Freedom" discussions described in Section 15.4, which show that a well-chosen everyday theme carries the model as well as an abstract civic one.

- Step 5 (peer review): a colleague who teaches French, not involved in drafting, reviews the three challenges against the Section 20 checklist and flags that one task set is above A2 level; the teacher simplifies it.
- Step 6 (digital environment): rather than building a new platform, the three challenges are delivered as structured units within the university's existing learning-management system, with an anonymous discussion-forum feature standing in for the ENLACED Web App's peer-review function.
- Step 7 (handbook): the teacher writes short lesson plans for each challenge, mainly for their own use, since they are the only instructor involved at this stage.
- Step 8 (training): as a single-teacher adaptation, this step is limited to the teacher's own preparation; no cascade training is needed yet.
- Step 9 (piloting): the three challenges are piloted with the existing 40-student cohort over one semester, with a short before/after self-assessment of German proficiency and of comfort discussing the chosen topics.
- Step 10 (outreach): a handful of the strongest student projects are shared at the language centre's end-of-year open day.
- Step 11 (institutionalisation): on the strength of positive pilot feedback, the teacher proposes to the department that the three challenges become a permanent part of the compulsory German course from the following year, and that two further challenges be added.

This scenario illustrates a minimal, single-teacher transfer: most of the roadmap's steps are completed in a lightweight form, no new platform is built, and only three of the ten possible challenge topics are adapted in the first cycle. A department-wide or multi-institution transfer would follow the same eleven steps at a larger scale, closer to the original consortium's own twelve-month WP2-WP4 timeline (Section 17).

ENLACED

Digitally-Enhanced Foreign Language Education
For Active European Citizenship and Democratic Culture
Project No. 2024-1-RO01-KA220-HED-000249951

GEORGE EMIL PALADE UNIVERSITY OF MEDICINE, PHARMACY, SCIENCE, AND TECHNOLOGY OF TARGU MURES

UNIVERSITY of NICOSIA

tetra solutions

UNIVERSITY OF NATIONAL AND WORLD ECONOMY 1920 SOFIA

Sumy State University SSU

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union