Area	Nº	Criteria	Definition
Content	1	Appealing and age-appropriate topics	Topics that are engaging and relevant for children taking into consideration their interests, as well as their linguistic and cognitive abilities
	2	Cross-curricular content	Content and/or activities that integrate concepts and skills from more than one subject area to encourage more holistic learning and competence development
	3	Inclusivity and different forms of otherness	Content and/or activities that (i) ensure that all children, regardless of their background or abilities are included and valued in the project; (ii) celebrate diversity and promote tolerance of difference
	4	Intercultural practices and plurilingual expression	Content and activities that foster understanding and appreciation of different cultures and/or encourage the use of multiple languages to enhance students' intercultural awareness and language skills
	5	Early literacy skills	Activities that develop reading and writing competences
Methodological Approach	6	Curriculum innovation through creative educational approaches, strategies, and methods (e.g., storytelling, STEAM, project-based learning, reflective learning, multisensory learning, etc.)	The use of novel and imaginative activities to enhance student engagement and learning outcomes
	7	Activation of children's creativity and higher order thinking skills	Encouraging children to think critically, solve problems, and express their creativity through challenging tasks
	8	Language scaffolding	Language support provided by teachers to help children participate in project activities. This includes modelling and practising the vocabulary and language patterns needed for

			different tasks, and providing feedback.
	9	High degree of children's agency in designing, shaping and evaluating the educational process	Allowing children to participate in decision-making and gain some control over their project and learning experience to foster independence and responsibility.
	10	Different forms of collaboration (peer teaching, national and international group work)	Tasks that involve working together with peers, either within the same classroom or with children from partner countries to achieve common learning goals
Communication	11	Synchronous and asynchronous communication between participating students	Facilitating both real-time (synchronous) and time-independent (asynchronous) activities among students
	12	Opportunities for authentic language use in meaningful communicative oral, written and multimodal tasks	Inclusion of tasks that allow children to use language in real-world contexts employing multiple modes (linguistic, visual, aural, gestural, spatial) and different media (video, audio, digital, print)
Use of Technology	13	Creative, meaningful, and responsible use of diverse technological tools	Integrating technology in ways that are innovative and purposeful to support and enhance the learning experience and develop digital competences
Final outcomes	14	Visible results in the form of digital, multimodal and/or handmade products (booklets, posters, videos, etc.)	Encouraging the creation of tangible outcomes from learning tasks to showcase children's communicative, linguistic, intercultural, digital, social and citizenship competences
	15	Wider community impact including schools and families with local/global outreach	Ensuring that project activities have a broader influence, engaging not just the students but also their families, the school and the wider community

Co-funded by the European Union

CC BY NC ND

INVITED is funded by the European Union. Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union or Erasmus+ National Agency for Higher Education (German Academic Exchange Service). Neither the European Union nor the granting authority can be held responsible for them.