



“Arete-school” final report

Summarizing the postdoctoral research

“Modernization of school education in Latvia through an innovative research-based programme on 21st century competences and virtue ethics development supported by a virtual campus (ARETE-school)”

1.1.1.2/VIAA/1/16/071

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Table of contents

Executive summary.....	3
Section 1 – Description of implementation of the research application.....	4
1.1. Achievement of the objective of the research application.	4
1.2. Implementation of research activities	5
1.3. Involvement of the cooperation partner and cooperation results.....	6
1.4. Main amendments to the research application after the mid-term evaluation:.....	6
1.5. Sustainability and usability of the research results in further research.....	7
Section 2 – Scientific quality	8
2.1. Improvement of the postdoctoral researcher’s skills and competences.....	8
2.2. Clarity and scientific quality of the scientific results of the research application	10
2.3. The online platform ‘Arete research’	13
2.4. Quality and sustainability of the results achieved	14
Section 3 – Socioeconomic impact.....	15
3.1. Social and economic impact of the achieved results of research application.....	15
3.2. Dissemination of the results of the research application and knowledge transfer....	16
Section 4 – Implementation quality	21
4.1. Implementation quality of the research application.....	21
4.2. Summary budget of the research application not related to economic activity	22
4.3. Details about the research application implementation costs	23
Appendix: Visual materials	24
1. Project webpage.....	24
2. International collaboration.....	25
3. Collaboration with teachers and school directors	26
4. Publications and materials for schools.....	27

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Executive summary

This report contains information regarding the postdoctoral project “Modernization of school education in Latvia through an innovative research-based program on 21st century competences and virtue ethics development supported by a virtual campus (ARETE-school)” (Project contract number: 1.1.1.2/ VIAA /1/16/071).

The project was implemented between November 2017 and October 2020, and had a total cost of EUR 133.806

The output indicators of the project were largely reached: a new and sustainable post-doctoral position was created, 9 scientific articles and 3 research reports were published in indexed journals, a new technology, which could be commercialised, has been elaborated (the online platform “Arete research”), and a new ICT enterprise has started collaboration with the research institution (University of Latvia).

The report is structured in 4 sections: Section 1 deals with the description of implementation of the research application, including information about achievement of the objectives, implementation of research activities, involvement of the cooperation partners, main amendments to the research application and sustainability and further usability of the research results. The Section 2 addresses the project scientific quality, regarding in particular the improvement of the postdoctoral researcher’s skills and competences, the clarity and scientific quality of the scientific results of the research application, the description of the online platform ‘Arete research’ and the quality and sustainability of the results achieved. In Section 3 the socioeconomic impact of the project is explained, and information is provided about dissemination of the results of the research application and knowledge transfer. Finally, Section 4 provides information about the project implementation quality and the summary budget of the research application. At the end of the report, an appendix with some visual materials regarding the project is also provided.

Section 1 – Description of implementation of the research application

This section provides a short but comprehensive, structured evaluation of the implementation of the research application and a summary of the results achieved and their sustainability, which gives an idea of what has been done within the scope of the research application.

1.1. Achievement of the objective of the research application.

The objective of the research application (RA) was to improve the postdoctoral researcher's skills and competences, and to increase his scientific capacity and networking, therefore enhancing his professional development and the capacity of his scientific institution. This objective was completely achieved, as can be seen in the number and the quality of the publications elaborated during the project (see section 2.2. - Clarity and scientific quality of the scientific results of the research application), the specialization of the postdoctoral researcher in the field of character education through the obtention of a MA Character Education with Distinction (see Table 1), and the national and international research network created. As a logical continuation of the research application, the Latvian Academy of Science has just supported the continuation of the project through an individual grant of 13 months on the topic "Fit and feasibility trial of an online curriculum for virtue education in Latvian educational institutions (for 5 to 15 years-old students)".

In addition, the project results were intended to promote youngsters' personality development, to enhance the economic prosperity of Latvia by modernizing its education system, and to improve the relationship between the ICT field and the school education field. This has been achieved 1) through the scientific monitoring of two continuous development programmes for character education for teachers and school leaders: a) The teacher training programme "Arete catalyst", currently implemented at the Adult education centre of the Department of Education, Psychology and Arts of the University of Latvia, and b) the school leaders' competence

enhancement programme “Arete leadership”, implemented already three times for more than 60 participants in Riga and Riga surroundings and Sigulda. And 2) through the scientific monitoring of the online platform “Arete research” (<https://www.arete.lu.lv/>), embedded in the webpage of the University of Latvia and elaborated with the assistance of the IT company DataPro Group Ltd (the commercial partner of the project). In particular, this platform contains a whole section “Transfer to education” with character education materials for use of school principals, teachers, families and, last but not least, a whole character education curriculum from preschool till secondary education with lesson plans, presentations and guidelines for teachers, whose elaboration was scientifically monitored during the project.

1.2. Implementation of research activities

The planned activities included: scientific modelling and monitoring of an online platform (ARETE-research) providing academic research-based content in the field of CE (Work package 1) – completely achieved (<https://www.arete.lu.lv/>); a gap analysis of CE in Latvia, based on exploration of current CE theories, an historical research of CE in Latvia and on an international benchmarking on CE theory and practices in collaboration with Latvian and foreign experts (Work package 2) – completely achieved (see Research report No. 1 and Popular scientific report in section 2.2. Clarity and scientific quality of the scientific results of the research application); providing the scientific bases for character education in Latvian context by scientific modelling and monitoring the elaboration of competence development programmes in character education for teachers and school directors (Work package 3) – completely achieved (see publication list also in section 2.2.); scientific monitoring and evaluation of the piloting of the character education programmes (Work package 4) – completely achieved (see publication list in section 2.2.); and to study the effective implementation and dissemination of character education in Latvia (Work package 5) – completely achieved (the dissemination strategy is embedded in the application form of the newly obtained grant Latvian Academy of Science).

The project is having an influence on the scientific community of Latvia through scientific conferences and seminars and in particular through regular collaboration with professors, leading researchers and master and doctoral students at the University of Latvia. As a result of this collaboration, 2 senior researchers, three senior experts and 4 students are included in the scientific team of the new individual grant from the Latvian Academy of Science (see also joint publications). Its influence on the actors of education system can be seen in their intensive participation in the research process (see details at the end of section 3.1. Social and economic

impact of the achieved results of research application). Collaboration was also established with regional boards of education, pupils, municipalities and State institutions and teachers who participated in the elaboration and piloting of the programme and are ready to continue collaborating. Influence over wider public in Latvian society was achieved through several radio podcasts, interviews in the local press, a project blog and participation in the policy making meetings of the Commission of Education and Culture regarding virtue education (see section 3.2. - Dissemination of the results of the research project and knowledge transfer).

1.3. Involvement of the cooperation partner and cooperation results

The merchant ‘DataPro Group Ltd.’ was involved in consultations about the scientific monitoring of the online platform and the planning of further dissemination of research results through the platform uzdevumi.lv, in which a section containing research-based materials elaborated during the project could be included in the future (but so far the costs exceed the possibilities of the postdoctoral project). The scientific partner Research Institute for Regional Studies was involved in consultation about the research design, data collection in Latvian regions and two publications containing the research results. The Research Institute for Regional Studies is also involved in the dissemination of the teaching and learning materials available in the platform “Arete research” in their region.

1.4. Main amendments to the research application after the mid-term evaluation:

Recommendations of the mid-term evaluation of the scientific quality (working with school leaders and educational authorities) have been taken into account in the implementation of the Work package 3, Work package 4 and Work package 5 by splitting the scientific monitoring of the program “Arete school” in two parts: the first part finalized the work initiated with teachers (monitoring the elaboration and implementation of the teacher training programme ‘Arete catalyst’), and the second part addressed specifically the work with school directors and educational authorities (‘Arete leadership’).

1.5. Sustainability and usability of the research results in further research

Sustainability and usability of the research results in the mid-term (at least till December 2021) will be ensured by the individual research grant recently accorded by the Latvian Academy of Sciences, which builds mainly on the results of the postdoctoral research. In addition, it can be foreseen that several new scientific publications, which are currently approved, submitted, or under preparation, and for whose elaboration support was provided within the scope of research application, will be published in the next months or years.

Section 2 – Scientific quality

This section describes how the post-doctoral researcher has developed his scientific capacity and has improved research competency during the implementation of the application, as well as information regarding the main scientific results and a description of the technological product of the project. Overall, the following results were achieved (see Table 1).

Table 1: Output indicators

Output indicators					
No.	Title of the indicator	Scheduled value	Achieved value	Value to be achieved during the follow-up period	Unit of measure
		value	value	value	
1.	Number of new post-doctoral positions expressed as full time equivalent	1	1	-	Number
2.	Number of scientific articles and publications	6	9	-	Number
3.	Number of new products and technologies, which can be commercialised	1	1	-	Number
4.	Raised private investments	0		-	EUR
5.	Number of enterprises cooperating with research institutions	1	1	-	Number

2.1. Improvement of the postdoctoral researcher's skills and competences

The project soundly improved the scientific capacity and networking of the postdoctoral researcher, therefore enhancing his professional development and the capacity of his scientific institution. This can be seen in particular in the number and the quality of the publications elaborated during the project (see section 2.2. below).

Another aspect of this improvement is the specialization of the postdoctoral researcher in the field of character education through the obtention of a MA Character education with Distinction at the University of Birmingham. See in Table 2 the detail of the modules, assignment topics and marks.

Table 2. MA Character education - modules, assignment topics and marks

Module	Assignment	Mark
Theories of Character, Virtue and Flourishing	Aristotelian virtue identity: commitment to grow in virtue as a central part of the sense of self	72% (with Distinction)
Research Methods in Character Education	Youngsters' strategies for developing virtue identity: a synthetic approach for researching commitment to character growth at school	78% (with Distinction);
Character Education Interventions in Schools and Organisations	Enhancing children understanding of character growth in after school activities	75% (with Distinction);
History and Politics of Character Education	Legitimation of character and citizenship education under dictatorship: case of Soviet Latvia.	72% (with Distinction);
The Virtuous Practitioner	Reflection as a tool for understanding and educating the virtuous educational researcher	78% (with Distinction)
Character Education Leadership in Schools and Organisations	Supporting school principals' virtuous leadership for character education	65% (with Merits)
Master thesis	Assessment of a pilot programme for supporting principals' leadership for character education in Latvian schools	78% (with Distinction)
Total credits:	180	
Qualification obtained	M.A. (taught) Character education With Distinction	

As a continuation of the research application, the Latvian Academy of Science has just supported the continuation of the project through an individual grant of 13 months on the topic "Fit and feasibility trial of an online curriculum for virtue education in Latvian educational institutions (for 5 to 15 years-old students)".

The postdoctoral researcher has now 10 publications in the Thomson Reuter data base "Web of science", with 6 citations, h-index: 2. He also have 4 publications indexed in SCOPUS

data base, with 5 citations, h-index: 2. And 40 publications in Google scholar, with 52 citations, h-index: 5.

He has also granted with new responsibilities in several scientific boards: since 2020 he is the Chairman of the Research Ethics committee of the Department of Education, Psychology and Arts of the University of Latvia, is the Vice-Chair of the Education Science Promotion Board of the this same department and a member of the Council of the Doctoral School of Lifelong Learning “Human Capacity Development and Life Wide Learning in Inclusive Contexts of Diversity”. Since 2019 he is a member of the Association Moral Education (<https://www.amenetwork.org/>) and of the Association for character education (<https://character-education.org.uk/>).

2.2. Clarity and scientific quality of the scientific results of the research application

The research results achieved in terms of scientific publications are clear and unambiguous: here is the list of the main publications and scientific reports by work packages:

Work package 1

Fernández González, M. J. (2018). Research-based reflections about character education: myths, challenges and international perspectives [Zinātniski pētniecisks skatījums uz rakstura audzināšanu: mīti, izaicinājumi un starptautiskās perspektīvas]. *Society. Integration. Education. Proceedings of the international scientific conference*. Rezekne (Latvia) May 25-26, 2018 Volume II, pp. 126-136. Latvia: Rezekne Academy of technologies. <http://dx.doi.org/10.17770/sie2018vol1.3133>

Work package 2

Surikova, S., Pigozne, T., Fernández González, M. J., & Stokenberga, I (2020). Understandings of Character and Virtue Education in Riga: Main Findings. *Proceedings of the 13th International Scientific Conference “Rural Environment. Education. Personality -REEP 2020” Volume 13*, pp. 266-273, 8th - 9th May 2020. Jelgava: Latvia University of Life Sciences and Technologies, Faculty of Engineering, Institute of Education and Home Economics. <https://doi.org/10.22616/REEP.2020.032> .

Fernández González, M. J. (2019). Relational-Self-of-Virtue: Classical, Modern and Christian Perspectives in Moral Education. In: L. Daniela (2019) *Human, technologies and quality of education. Proceedings of scientific papers* (pp. 22-32). Riga: University of Latvia press. <http://doi.org/10.22364/htqe.2019.02>

Fernández González, M. J. (2019). Legitimation of virtue education in teacher training discourse during soviet Latvia. *Society. Integration. Education. Proceedings of the international scientific conference*. Rezekne (Latvia) May 24-25, 2019 Volume 1, pp. 194-204. Latvia: Rezekne Academy of technologies. <http://dx.doi.org/10.17770/sie2019vol1.3916>

Fernández González, M. J. (2019). At the Heart of Virtue Growth: ‘Self-of-Virtue’ and ‘Virtue Identity’. *Estudios sobre Educacion* 36, 9-29. <https://doi.org/10.15581/004.36.9-29> .

Research report. Fernández González, M. J. (2019). Cultural and historical research on character and virtue education in Latvia in an international perspective. Research report (summarizing the Work package 2 of the postdoctoral research). [*Rakstura un tikumiskās audzināšanas kultūrvēsturiskā izpēte Latvijā un pasaulē. Pētījuma ziņojums (pēcdoktorantūras pētījuma 2. aktivitātes kopsavilkums)*]. Online, available at <https://dspace.lu.lv/dspace/handle/7/46411> [EN] un <https://dspace.lu.lv/dspace/handle/7/46410> [LV]

Work package 3

Fernández González, M. J., Pīgozne, T., Verdeja Muñiz, M., Säre, E., & Surikova, S. (2020). Designing a teacher training programme for character education: an international partnership. *Proceedings of the International Scientific Conference “Society. Integration. Education”*, May 22nd – 23rd, 2020. Volume V pp. 72-88. Rezekne, Latvia: Rezekne Academy of Technologies. <http://dx.doi.org/10.17770/sie2020vol5.5171>

Fernández González, M. J. (2019). Character growth mindset enhancement in extracurricular activities: An international study. In: L. Daniela (Ed.). *Proceedings of ATEE Spring conference 2019 “Innovations, technologies and research in education”* (pp. 254-267). Latvia: University of Latvia Press. <https://doi.org/10.22364/atee.2019.itre.17>

Fernández González, M. J., Pīgozne, T., Surikova, S. and Vasečko, L. (2019). Students' and staff perceptions of vocational education institution heads' virtues. *Quality Assurance in Education*, 28(1), 1-18. <https://doi.org/10.1108/QAE-11-2018-0124>

Fernández González, M. J., Pīgozne, T., Surikova, S., & Vasečko, L. (2018). Vocational education institution leaders' virtues and educational leadership profile in Latvia: A personality perspective of education quality. In L. Daniela (2018) *Human, Technologies and Quality of Education*, pp. 203-222. Latvia: University of Latvia press. <https://doi.org/10.22364/htqe.2018.18>

Popular Scientific Study Report. Fernández González, M. J. (2019). Moral upbringing of pupils in Latvian schools: views of parents, teachers, future teachers and school and education management leaders [*Skolēnu morālā audzināšana Latvijas skolās: vecāku, skolotāju, topošo skolotāju un skolu un izglītības pārvaldes vadītāju viedokļi*]. Popular scientific study report. Riga: Scientific institute of Pedagogy of the Department of Education, Psychology and Arts, University of Latvia. <https://dspace.lu.lv/dspace/handle/7/46498>

Work package 4

Monitoring report. Fernández González, M. J. (2020). *Scientific monitoring of 'Arete-school' programme piloting*. Research report summarizing the work package 4 of the postdoctoral research. University of Latvia.

Surikova, S., Fernández González, M. J., & Pīgozne, T. (*in press*), "Adaptation of a teacher training programme for character education to the Latvian context". In L. Daniela (*in press*), *Proceedings of the 78th scientific conference "Human, technologies and quality of education"*. University of Latvia.

Fernández González, M. J., & Surikova, S. (*submitted*). Enhancing 10-15-years-old boys' understanding of character growth during an international summer camp in Baltic Sea region: A feasibility study. *Journal of Baltic Studies*.

Work package 5

Final research report. Fernández González, M. J. (2020). *"Arete-school" final report summarizing the postdoctoral research*. University of Latvia.

2.3. The online platform ‘Arete research’

The new technology developed is the online platform ‘Arete research’ (www.arete.lu.lv). It is the fruit of the collaboration between the postdoctoral researcher, the Communication and innovation department of the University of Latvia and the merchant “DataPro Group Ltd.”. It includes five sections (see Figure 1): Projects, Scientific materials, Networking, Transfer to education and General information about the project.

The section “Transfer to education” contains character education materials whose preparation was monitored during the postdoctoral research. After a Glossary defining the main terms in the field, the first sub-section is addressed to school principals. It contains a “Framework for Character Education”, a tool for school self-assessment “11 Principles (Character.org)”, and materials for interacting with families. The sub-section addressing teachers contains information about teacher’s role and mission, methodological materials, examples of character education programs for schools and materials for teacher training in the field. Other sub-sections contain materials for families, online open courses, educational movies and a whole character education curriculum with more than 120 lesson plans and presentations from preschool till secondary education, and guidelines for teachers, whose elaboration was scientifically monitored during the project.

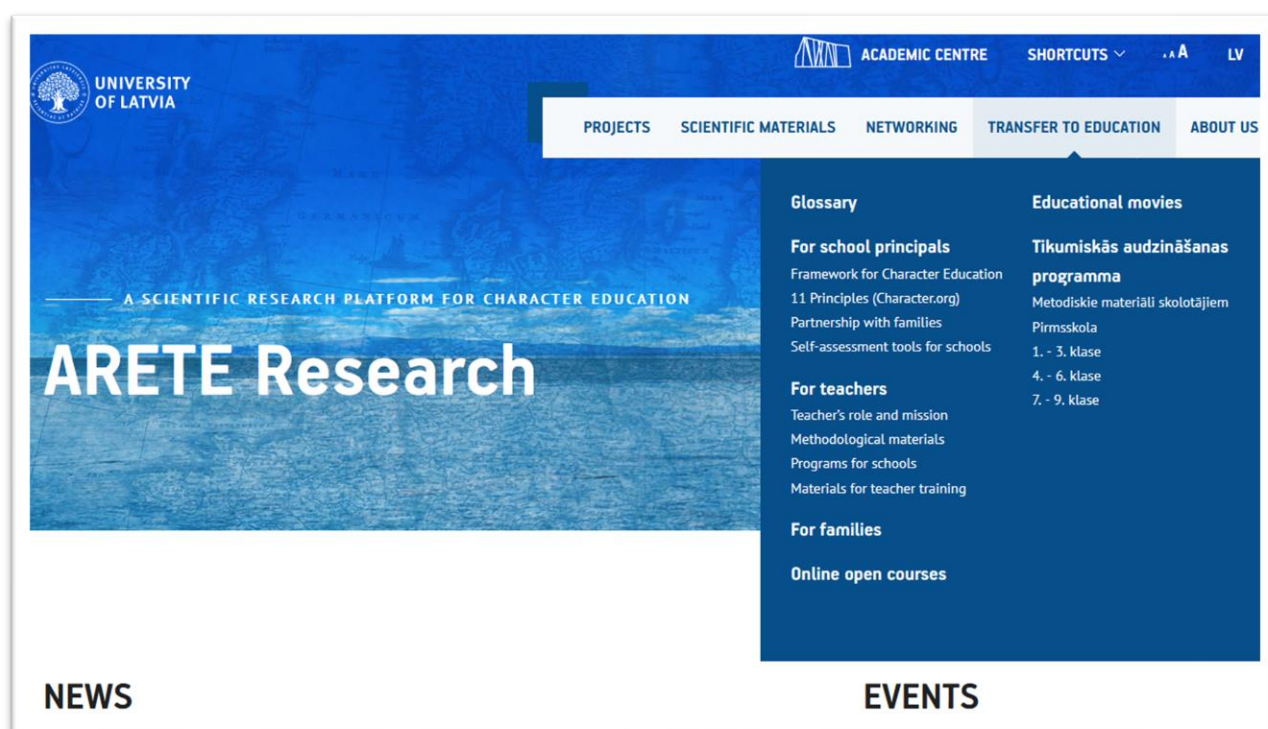


Figure 1: The online platform “Arete research” (www.arete.lu.lv)

2.4. Quality and sustainability of the results achieved

The scientific quality of the results is relevant, as can be seen by the fact that most of those scientific publications are included in the scientific data bases (Web of Science, SCOPUS).

Taking into account the support already received from the Latvian Academy of Sciences for the continuation of the research topic, the sustainability of the scientific direction of the research application is ensured.

The newly created job is being maintained at least 5 years after the end of the postdoctoral project: the postdoctoral researcher is currently elected in this position till March 2021 and it is planned to renew this position for a new period of six years.

The scientific platform “Arete research” is hosted by the website of the University of Latvia, and its contents will be regularly updated with new information and materials.

Section 3 – Socioeconomic impact

3.1. Social and economic impact of the achieved results of research application.

The results of the research application not only have fostered strengthening of scientific capacity of the post-doctoral researcher and put the bases for long-term international cooperation with scientific networks in the field (see section 2.1), but also of the implementer of the research application, cooperation partner and the field of science, as well as the RIS3 goal “Information and telecommunications” and the development of society.

The implementer (University of Latvia) has strengthened its collaboration with the boards of education of the 88 Latvian districts and main Latvian cities, including the Education, Culture and Sports Department of Riga City Council, which collaborate in data collection, and with the more than 20 schools that had participated in the elaboration and piloting of “Arete catalyst” and “Arete leadership” programmes. In addition, the National Centre for Education of the Republic of Latvia, the State Education Quality Service and the Ministry of Education and Science collaborated in the dissemination of the Popular science report, and the Latvian Academy of Science has just granted an Individual scholarship to the University of Latvia in order to continue the work initiated in the postdoctoral research.

The scientific partner Research Institute for Regional Studies was so far involved in consultation about the research design, and, thanks to its contacts with local schools and with the regional board of education, has helped with data collection in Latvian regions. The Research Institute for Regional Studies has also organized several conferences in which the postdoctoral researcher has participated and has issued two of the postdoctoral researcher’s indexed publications. The Research Institute for Regional Studies is also involved in the dissemination of the teaching and learning materials available in the platform “Arete research” in their region.

The new product created (online platform ‘Arete research’) corresponds to the RIS3 priority area of smart specialization “Information communication and technology”, and collaboration of the postdoctoral researcher with the merchant (DataPro Group Ltd.) and with the Communication and innovation department of the University of Latvia has reinforced the

development of this specialization area. In addition, the wide participation of key academic, scientific and governmental actors has ensured the alignment of the project with the Latvian RIS3 development priority “Modern and work market-oriented education system”.

Finally, the activities for dissemination and transfer of achieved research results have fostered the development of the national economy and society. As regards the project influence on the actors of education system, it should be noted that 244 teacher students, 473 in-service teachers, 127 school directors, 461 families, 32 members of regional boards of education and 837 pupils (grades 9 to 12) participated in the research (Work package 3 and Work package 4), filling the questionnaire, which included scale questions and open questions. The boards of education of the 88 Latvian districts and main Latvian cities were involved in data collection and the final report was sent individually to each of them by email. Since the beginning of the project, research results have been presented face-to-face to more than 350 pupils in classrooms of 20-30 students, in school parents’ meetings at 2 schools, and in 5 different conferences for teachers and school directors. A group of 20 Latvian experts (teachers, school career consultants, school psychologists) participated in a seminar for the scientific monitoring of the elaboration of ‘Arete catalyst’ teacher training program. 25 Latvian teachers piloted this program, and more than 60 school directors from Riga, Riga surroundings and Sigulda have piloted the programme “Arete leadership”. This work has been properly communicated to Latvian society: in addition to the regular information published in the project platform, the website of the LU and through Facebook, two radio podcasts, several interviews in the local press, and monthly entries in the project blog (sk. <http://blogi.lu.lv/manuels/>) ensured the outreach to a wider public.

3.2. Dissemination of the results of the research application and knowledge transfer

Several actions and activities have been performed to ensure popularisation of the results of the research application and public awareness and knowledge transfer to society. Here are the details of those dissemination activities (conferences and publicity events):

Conferences

1. 2020.09.25. Presentation of the report “Moral education of pupils in Latvian schools - findings of scientific research and transfer in education” in the host of the University of Latvia "New Technologies and Innovation Day” event, “Knowledge Agora”.

2. 2020.05.22. Virtual presentation of the report: “Designing a teacher training programme for character education: an international partnership (scientific conference “Society, Integration, Education – SIE 2020, Rezekne)
3. 2020.05.09. Virtual Presentation of the report “Understandings of Character and Virtue Education in Riga: Main Findings” (13th International Scientific Conference “Rural Environment. Education. Personality -REEP 2020”, Jelgava)
4. 2020.01.31. Presentation of the report “Adapting and piloting a teachers’ professional competence development programme for character education in Latvia” at the 78th scientific conference of the University of Latvia “Humans, technology and quality of education”. Riga, University of Latvia.
5. 2019.12.9-11: Participation in the 3rd presence seminar of the MA Character Education at the University of Birmingham.
6. 2019.11.09: Presentation of reports “Relational self-of-virtue: growing in virtue together” and “Character Growth Mindset Development in Extracurricular Activities” at the international conference “Morality and Ethics for the Digital World” organized by the Association for Moral Education in Seattle (USA)
7. 2019.10.21-24: Participation in the scientific seminar about the “Arete catalyst” programme in Oviedo (Spain), discussion of the scientific monitoring of the programme.
8. 2019.10.03. Presentation of the lecture “Value and moral education through the curriculum: How pupils' moral habits are developed in the subject 'Physics'?” in the conference “School in the world – the world in the school’, organized in the frame of the education content reform project “Skolas2030”. Jelgava – Latvia University of Life Sciences and Technologies.
9. 2019.09.27: Implementation of the workshop “The language of virtue” at the informational dissemination conference “Supporting teacher for developing personal competences and character education at school” organized by the department of Education, Culture and Sports of the Municipality of Riga. Riga, University of Latvia.
10. 2019.06.07-08 Presentation of the report “Character growth mindset enhancement in extracurricular activities: An international study” at the ATEE Spring 2019 conference *Innovations, technologies and research in education*. University of Latvia, Riga.

11. 2019.05.25. Presentation of the report “Legitimation of virtue education in teacher training discourse during soviet Latvia” at the conference “Society. Integration. Education”. Rezekne Academy of Technologies, Latvia
12. 2019.05.08-12 Presentation of the report “Catalysing virtue growth in extracurricular activities (or the secret power of the self-of-virtue)” at the 2nd presence seminar of the MA Character Education at the University of Birmingham, U.K.
13. 2019.02.12. Presentation of paper “Self-of-virtue and virtue identity: classical, modern and Christian perspectives in character education”. LU 77 international conference “Human being, technologies and quality education”. Section “conventional and innovative trends in the pedagogical processes at school”. University of Latvia, Riga, Latvia.
14. 2018.11.20. Presentation of paper “Parents’ role in the process of formation of pupils’ moral habits”. at the parents’ meeting of the “Doms choir school of Riga”. Riga, Latvia
15. 2018.10.26 Presentation of paper “The music teachers’ role in the flourishing of youngsters’ happiness” at the conference “Further education for organists”. Riga Higher Institute of Religious Sciences affiliated to the Pontifical Lateran University (RARZI). Jelgava, Latvia.
16. 2018.10.19 Presentation of paper “The formation of pupils’ moral habits”. Meeting with school directors in Kuldiga region. Organizer: Kuldiga’s regional municipality. Kuldiga, Latvia.
17. 2018.10.13 Presentation of paper “The formation of pupils’ moral habits in the subject of Mathematics at school”. Latvian mathematic teachers’ union conference (LMSA) “From Mathematics to...”. Cēsis, Latvia.
18. 2018.08.23 Poster presentation “The formation of pupils’ moral habits transversally through the curriculum” (LU cross-curricular). Methodological conference of the Interdisciplinary centre for educational innovation: “Natural sciences and mathematics at school efficiently and creatively”. The Academic Centre for Natural sciences of the of Latvia, Riga, Latvia.
19. 2018.03.17 Presentation of paper “Developing pupils’ transversal competencies and virtuous character in the music classroom: a neo-Aristotelian approach” European Association for Music in Schools international conference “Competences in Music Education”, March 14-17, 2018, Jelgava, Latvia. <https://eas-music.org/2018-jelgava-lv/keynotes/>

20. 2018.03.15. Presentation of paper “New tendencies in the virtue ethics theory and practice from an international perspective”. 76th international scientific conference of the University of Latvia, Alūksne city section.
21. 2018.02.12 Presentation of paper “The use of the concepts ‘character’ and ‘virtue’ in the journals of the leading teacher associations (1922-1939)”. 76th international scientific conference of the University of Latvia. University of Latvia, Riga, Latvia.
22. 2018.02.12 Presentation of paper “Aristotelian virtue identity: commitment to grow in virtue as a central part of the sense of self” 76th international scientific conference of the University of Latvia. University of Latvia, Riga, Latvia.
23. 2017.12.12 Informative and research seminar in Riga 64th secondary school on the theme “Character education nowadays” in the framework of the project for improvement of professional competence of teachers of the Riga Educational and Informative Methodological Center. Participants: 50 teachers and support staff.
24. 2017.12.08. Information seminar “Young youth leaders: about human beings, character and virtues” for 20 youngsters of the “Catholic youth centre of Vidzeme”

Publicity events

Regular information on the project website every trimester (<https://www.lu.lv/index.php?id=53859>) and on the project blog every month (<http://blogi.lu.lv/manuels/>).

2017.11.30. Special interview at the LU website section “Researcher of the month” (<https://www.lu.lv/zinas/t/49882/>)

2018.03.09 Special interview in the monthly journal “The messenger of the Catholic Church” (4 pages)

21.09.2018 Interview in “Radio Maria Latvia”, with references to the postdoctoral research project.
http://arhivs.rml.lv/RML_arhivs/Raidijumi/Musu%20baznicas%20muzikas%20meistari/2018-09-21_22-00_EmanuelFernandezs_MBMM_RML.ogg

April 2019 Press releases about the Popular science report published LU website (<https://www.lu.lv/par-mums/lu-mediji/zinas/zina/t/49182/>), homepage of the Study Development and Management Improvement Program “Ozolzile” of the University of Latvia (<https://www.ozolzile.lu.lv/par-mums/zinas/zina/t/49190/>), and their Facebook pages (<https://www.facebook.com/ozolzileaug/>; <https://www.facebook.com/superskolotajiem/>) .

2019.04.16 Interview at Latvia Radio 1, program “Family Studio” (sk. <https://lr1.lsm.lv/lv/raksts/gimenes-studija/skolenu-morala-audzinasana-latvijas-skolas.a117061/>)

2019, December. Publication of the popular science paper “Understandings of the concept of virtue education” in the journal “Domāt. Darīt. Zināt”, published in collaboration with the National Centre for Education. <https://www.skola2030.lv/lv/jaunumi/zinu-izdevums/vertibas-darbos-un-vardos>

2020. October: Publication of the information prepared by the service Innovation and Communication department of the University of Latvia in the website of the University of Latvia about the results of the postdoctoral research (<https://www.lu.lv/par-mums/lu-mediji/zinas/zina/t/61749/>) and in the website of the Scientific institute of Pedagogy of the Department of Education, Psychology and Arts of the University of Latvia (<https://www.pzi.lu.lv/par-mums/zinas/zina/t/61756/>).

After the project, public awareness of the results of the research application will be ensured through the blog of the project, the online platform, the website of the University and of the Department of Education, Psychology and Arts, and through regular participation in public debates regarding character and virtue education.

Section 4 – Implementation quality

4.1. Implementation quality of the research application

This section contains information about the quality of the research application and the resources used for the research application.

The education of the post-doctoral researcher, in particular in the MA Character education but also during the collaboration with the scientific adviser and other staff of the University of Latvia, corresponds to the set objectives and research topic. Thanks to the project, he specialized in the field of virtue education at schools: he has just completed the 3-year long online MA Character education at the University of Birmingham, one of the top European programmes in the field, had published over 10 indexed scientific paper related to this area.

The allocation of functions and responsibilities of cooperation partners has been successful: The scientific partner Research Institute for Regional Studies' (RIRS) has helped, as foreseen, in the work with local schools and with the regional boards of education, as well as in the publication of postdoctoral work in indexed conference proceedings and in the dissemination of the final results. The merchant 'DataPro Group Ltd.' was involved in the scientific monitoring of the online platform and the planning of further online dissemination of research result, as well as in the achievement of the goal related to the RIS3 priority area of smart specialization "Information communication and technology", in collaboration with the Communication and innovation department of the University of Latvia.

4.2. Summary budget of the research application not related to economic activity

The financial resources spent on the implementation of the research application correspond to the scope of work performed and the results achieved in the research (see details in Table 3)

Table 3: Budget summary of the research application not related to economic activity:

Code	Title of the cost item	Application of unit costs (applicable or not applicable*)	Quantity		Unit	Costs of the research application	
			Initially planned	Final achievement		Initially planned	Final achievement
1.	Remuneration costs for the implementation personnel of the research application (post-doctoral researcher's gross salary + employer's compulsory social insurance contributions)	Not applicable	36	36	2 731 € "amount of salary per month"	98,316.00	98,316.00
2.	Implementation costs of the research application (Research costs)	Applicable	36	36	800	28,800.00	28,800.00
3.	Administration and infrastructure maintenance costs of the research application	Applicable/Not applicable	36	36	185.83 €	6,689.88	6.689,88
4.	Investment in kind (shall not exceed 5% from the eligible costs of the research application)	(If applicable)				0	0
4.1.	Fixed assets (tangible assets)						
4.2.	Assigned materials (tangible assets)						
4.3.	Professional activities related to research within the framework of the research application						
	Total					133,805.88	133,805.88

4.3. Details about the research application implementation costs

Concept	2017	2018	2019	2020	total	By positions
Incomes (800 € / month)	1600	9600	9600	8000	28800	
Online Master on character education (Birmingham, 180 credits over 3 years): 3300 € per year * 3 years = 10000 €		5376,7	2 841,61		8218,31	8218,31
Research materials for piloting ARETE-school:						7550
Translations materials schools				7550	7550	
Trips for To Birmingham (JCCV)						2589,82
March 2018 (5 days)		975,54			975,54	
May 2019 (5 days)			897,86		897,86	
December 2019 (5 days)			716,42		716,42	
Participation in international and national conferences						3234,76
AME November 2019, Seattle USA			1458,46		1458,46	
Jelgava conference Mai 2018		23,24			23,24	
Rezekne conference Mai 2018		271,2			271,2	
Rezekne conference Mai 2019			160		160	
Hamburg ECER conference August 2019			961,86		961,86	
Riga ATEE scientific conference June 2019			110		110	
Rezekne scientific conference Mai 2020				250	250	
Participation in national and international seminars						1796,72
Participation in scientific seminar "Arete catalyst" (January 2017, Oviedo)		564,72			564,72	
Finland scientific seminar 2018		516,2			516,2	
Cesis teacher seminar 2018		19,87			19,87	
Kuldiga teacher seminar 2018		33,87			33,87	
Tartu scientific seminar January 2019			268,5		268,5	
Oviedo scientific seminar October 2019			393,56		393,56	
Contracts with research and technical assistants					0	5485,07
research assistant (2018)		1235			1235	
technical assistant web + translations January-February 2020				1563,53	1563,53	
technical assistant web + translations 2020 summer				2475,59	2475,59	
Text corrections for web 2020 summer				210,95	210,95	
total expenses	0	9016,34	7 808,27	12050,07	28874,68	28874,68
remaining year	1600	583,66	1791,73	-4050,07	-74,68	
remaining cumulated	1600	2183,66	3975,39	-74,68		

Appendix: Visual materials

1. Project webpage



<https://www.lu.lv/index.php?id=53859>

2. International collaboration



With colleagues from the MA Character education at Birmingham (2019)



With colleagues from Estonia, Spain and Latvia in Riga (2019)

3. Collaboration with teachers and school directors



With mathematics and science teachers in Cesis (Latvia) – 2018



With schoolteachers in Riga (2019)

4. Publications and materials for schools

