Methodologies used	In what ways are the teaching and learning approaches elaborated and implemented in the project innovative? • Multidisciplinary approaches • Key competence development (knowledge, skills and attitudes) and assessment (formative assessment) • Linking formal, non-formal and informal learning • Inclusion, participation, cooperation • Learners' active role in the learning process • Cooperation with external stakeholders
Innovation environments	In what ways do learning environments involved in the project support innovative teaching and learning approaches? • Schools as enablers of innovation[1] • Building a **positive school climate**[2] • Sustainable use of available resources • A whole school approach • Cross-sectoral cooperation (in particular with health care, social services, justice, etc)
Teachers' role	In what ways do teachers/educators involved in the project influence the innovative teaching and learning processes? • Teachers' agency as innovators • Teachers' well-being • Teachers' competences • Teachers' cooperation and peer learning
Impact and outputs	What is the impact of the innovative teaching and learning processes elaborated and implemented in the project? • Direct impact on the project target groups • Inclusion of participants with fewer opportunities • Spill-over effect (to other students, teachers, schools, local communities and parents)

[1] In relation to well-being and mental health, this would imply, for example, placing the focus on itegrated school strategies that address well-being as a core objective of education, next to academic achievement, and as part of everyday school practices. Such strategies would also imply a stronger cooperation with the outside community, and a wide range of actors, professionals and parents / caregivers.

[2] See article as an example: The school climate has not been affected by global warming | ESEP (europa.eu)