



# Horizon Europe

## European Research Council (ERC)

### Application Form

#### Technical Description (Part B)

ERC Public Engagement with Research Award 2026  
(ERC-2026-PERA)

Version 1.0  
10 September 2025

#### Disclaimer

This document is aimed at informing applicants for EU funding. It serves only as an example. The actual web forms and templates provided in the Participant Portal Electronic Submission System might differ from this example. Proposals (and annexes and supporting documents) must be prepared and submitted directly inside the Participant Portal Electronic Submission System.



## **IMPORTANT NOTICE**

### **What is the application form?**

The application form is the template for EU prize applications; it must be submitted via the EU Funding & Tenders Portal before the call deadline.

The form consists of 2 parts:

- Part A contains structured administrative information
- Part B is a narrative technical description of the application.

Part A is generated by the IT system. It is based on the information which you enter into the Portal submission system screens.

Part B needs to be uploaded as PDF in the submission system. The templates to use are available there.

### **How to prepare and submit it?**

The application form must be prepared by the applicant. Once submitted, you will receive a confirmation.

#### **Character and page limits:**

- page limit: 12 pages (Part B) counting from and including the cover page
- minimum font size — Arial 9 points
- page size: A4
- top and bottom margins: at least 1,5 cm (not including headers & footers); left and right margins: at least 2 cm

Please abide by the formatting rules. They are not a target! Keep your text as concise as possible. Three hyperlinks serving as evidence of the public engagement activity can be included in your text. Do not use hyperlinks to describe how the award criteria are met. Evaluators will not consider as evidence any additional hyperlinks.

 If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. After you have submitted it, any excess pages will be made invisible and thus disregarded by the evaluators.

 Please do NOT delete any content in the template application form (including the cover page, the important notice, the instructions and the history of changes table), except in the fields to fill in. The overall page-limit has been raised to ensure equal treatment of all applicants.

## APPLICATION FORM (PART B)

Part B of the application form must be downloaded from the Portal submission system, completed, and then assembled and re-uploaded as PDF in the system.

**Note:** Please take due account of the call conditions published on the Portal. Pay particular attention to the award criteria; they explain how the application will be evaluated.

**PROJECT<sup>1</sup>** The project name, acronym and Principal Investigator contact should refer to the present contest application and be those filled-in in Part A.

Project name:	Advocacy and Innovation for Reading Equity: Engage-to-Scale Literacy Strategy
Project Acronym:	[AIRE]
Coordinator (ERC Principal Investigator) contact:  (In case of joint application of Synergy PIs, please fill in all names and indicate who the lead PI is)	[Almudena Sevilla, London School of Economics and Political Science]

### ERC funded project

Please provide the number, acronym and title of the ERC funded project linked to your public engagement activities.

ERC Project Number	770839
ERC Project Acronym	PARENTIME
ERC Project Title	PARENTAL TIME INVESTMENTS AND INTERGENERATIONAL TRANSMISSION OF INEQUALITY

The ERCEA may occasionally contact Principal Investigators who applied for this award, even those who did not win, to present their public engagement in communication activities, speak in national and international forums, etc. Do you consent to the ERCEA staff contacting you for such purposes? Please note that your reply will have no impact on the evaluation of your application.

Yes

<sup>1</sup> For ease of reference and consistency on the Funding & Tenders Portal, the terms 'call', 'project', 'proposal', 'coordinator' or 'beneficiary' (or other project-related acronyms like COO or BEN) are used as equivalent to 'contest', 'application' or 'contestants/applicant'.

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### 1. SUMMARY

#### Summary (max 2000 characters)

Provide an overall description of your prize application. This summary should give readers a clear idea of what it is about. It should be written as a stand-alone text.

**!!! Please use the same text here and in Part A online forms (Abstract) !!!**

*Large and persistent deficits in reading progress constitute one of the most urgent educational challenges in Europe. One in four students in OECD countries fails to reach basic reading proficiency, and average reading performance has declined since 2012 despite rising public investment. A central reason for this failure is not only the lack of effective tools, but the fragmentation and top-down design of literacy policies, which rarely engage teachers, families, schools and policymakers as active partners in diagnosing needs, adapting solutions and sustaining change. I designed AIRE – Engage-to-Scale Literacy Strategy as a long-term national public engagement strategy that uses research as a shared resource to support dialogue, trust and collective decision-making around literacy policy. The strategy generated accredited training programmes, platforms and engagement systems that enabled sustained uptake and policy learning at scale. The project brought together teachers, school leaders, families, civil-society organisations and policymakers in the co-design, implementation and scaling of DytectiveU, an AI-driven personalised literacy programme. Engagement activities were embedded at every stage, from early pilots in 98 public schools in 2019 to successive regional contracts, culminating in a 2023 mandate extending DytectiveU to all 1,246 public and publicly funded primary schools in Madrid, reaching 500,000 children (<https://contratos-publicos.comunidad.madrid/contrato-publico/ayuda-dislexia-comunidad-madrid-2019>, <https://contratos-publicos.comunidad.madrid/contrato-publico/print/pdf/node/252490>, <https://contratos-publicos.comunidad.madrid/contrato-publico/ayuda-dislexia-comunidad-madrid-2021> <https://contratos-publicos.comunidad.madrid/contrato-publico/proyecto-ayuda-deteccion-precoz-problemas-lectoescritura-centros-sostenidos-fondos>). This engagement model has since enabled national deployment across Spain through a partnership with Fundación "la Caixa". Through collaborative research with practitioners and policymakers, I produced a body of large scale causal evidence over five years, showing DytectiveU adds about one month of learning. By placing public engagement at the centre and using rigorous evidence to support mutual learning and uptake, AIRE transformed research on AI-driven personalised learning into system-wide education policy.*

### 2. DETAILED DESCRIPTION

Please describe how you meet the award criteria set out in the Rules of Contest and listed below. Focus on facts. You may include up to three hyperlinks as evidence of the public engagement activity. Evaluators will not consider as evidence any additional hyperlinks. **Do not use hyperlinks to describe how the award criteria are met.**

#### Award criterion 1 – STRATEGY AND IMPLEMENTATION (50%)

Quality of the public engagement strategy and its implementation. Relevance of the used tools, channels, resources and the implementation to the objectives and audience of the action. Degree of novelty or creativity of the approach.

*Describe the strategy that you developed for your public engagement activity (please reply to each question).*

1. *What did you want to achieve?*

2. Who was the target audience?
3. Describe the resources that you used to implement your activity.
4. Which tools or channels did you use and why?
5. How did you implement your public engagement strategy (description of the completed implementation plan)?

## 1. What did you want to achieve?

My objective was to enable the equitable, responsible and scalable adoption of AI-driven personalised learning in schools through a sustained public engagement approach. From the outset, I treated engagement as the central mechanism for impact and designed what I refer to as the **Engage-to-Scale Literacy Strategy**, which places continuous interaction and shared decision-making at the core of literacy policy implementation. Working closely with teachers, school counsellors, families, school leaders, policymakers and civil-society organisations, I focused on involving these actors in the co-design of training, safeguards, communication materials and organisational routines, so that DyTECTIVEU could be confidently integrated into everyday practice across diverse school contexts. The aim was not only to introduce a technological tool, but to build trust, shared ownership and institutional capacity around its use.

To support this engagement process, I generated and mobilised rigorous, policy-ready evidence on DyTECTIVEU's effectiveness, which was shared and discussed in continuous dialogue with practitioners and decision-makers to refine implementation and guide system-level decisions. This integrated approach ensured that research and engagement advanced together over time, reinforcing each other and supporting sustained scale-up. Beginning with early collaborations in Madrid in 2017, this engagement-led strategy supported the progressive expansion of DyTECTIVEU across schools and ultimately enabled its full deployment to all 1,246 publicly funded primary schools in the region. After eight years of continuous engagement, the credibility and shared ownership built through this process made it possible in 2025 to establish a national agreement with Fundación "la Caixa", extending DyTECTIVEU to schools across Spain.

## 2. Who was the target audience?

The primary beneficiaries of my engagement strategy were children experiencing reading difficulties, whose progress depends on timely detection and personalised support. Consistent with the Engage-to-Scale Literacy Strategy, I also defined the target audience more broadly as the full ecosystem surrounding the child, recognising that sustainable impact requires engagement well beyond the individual learner. I therefore engaged teachers and school counsellors, who play a central role in identifying needs and integrating personalised support into daily classroom practice, as well as families, whose understanding and trust are essential for sustained use and reduced stigma. School leaders across the 1,246 participating schools were a key audience, as they coordinated implementation and ensured alignment with school-level priorities and routines. Policymakers, particularly within the Regional Ministry of Education of Madrid, were also a core target audience, as their engagement was necessary to translate evidence and practice into system-level decisions.

In parallel, I worked closely with civil-society organisations to broaden reach and legitimacy. This included collaboration with Change Dyslexia (<https://changedyslexia.org>), which supported engagement with families and the wider public, and with Fundación "la Caixa", through its education arm EduCaixa, whose national networks and public credibility enabled engagement beyond the initial regional context and supported uptake at scale. Finally, the wider public constituted an important audience for engagement activities aimed at raising awareness, reducing stigma around reading difficulties and building social acceptance of personalised learning. Media and outreach activities developed with these partners ensured that the engagement extended beyond professional audiences and contributed to a broader public conversation around literacy and educational equity.

## 3. Describe the resources that you used to implement your activity.

To implement the Engage-to-Scale Literacy Strategy, I developed a set of institutional, training and technological resources that enabled teachers, schools and families to identify reading difficulties earlier and integrate personalised support into everyday practice. A core resource was my long-standing collaboration with the Regional Ministry of Education of Madrid, which provided an institutional framework for engagement and enabled early implementation and dialogue across the public school system. This partnership allowed me to mobilise engagement-focused resources at scale, including accredited teacher-training programmes, school-based support structures and continuous feedback mechanisms. Alongside DyTECTIVEU itself, the strategy generated a set of accredited training programmes (<https://innovacionyformacion.educa.madrid.org/actividades/dyTECTIVEU-innovacion-educativa-tecnologia-deteccion-intervencion-dificultades>), digital platforms, dashboards and engagement systems that enabled sustained uptake, feedback and policy learning at scale. Within this framework, technological tools such as the DyTECTIVEU adaptive platform, the DyTECTIVE Test and teacher dashboards functioned as shared resources for engagement, supporting conversations between teachers, families and policymakers around student progress rather than serving as stand-alone technical solutions. Through these channels, more than 700 teachers and school leaders

were trained annually, and engagement was sustained across over 34,000 students in 264 schools.

As trust and uptake increased, I expanded the strategy to the national level through a partnership with Fundación "la Caixa". Through its education arm EduCaixa, this collaboration provided access to national dissemination and engagement channels, including school outreach, media collaborations and policy-oriented communication, enabling the extension of engagement beyond the initial regional context and supporting adoption across Spain. Finally, public credibility constituted an important enabling resource for engagement. Recognition received by key partners, as well as my appointment as Commander of the Order of the British Empire (CBE) in January 2025, strengthened the visibility and legitimacy of the initiative, facilitating dialogue with diverse audiences and supporting engagement with both public institutions and civil society. Together, these resources allowed engagement, evidence and implementation to be integrated first at regional level and subsequently at national scale.

#### **4. Which tools or channels did you use and why?**

Engagement under the Engage-to-Scale Literacy Strategy was delivered through hands-on, continuous tools and channels designed to align closely with the everyday needs of teachers, families and policymakers, prioritising practical relevance, sustained interaction and mutual learning as the project expanded from Madrid to national scale. In the initial Madrid phase, I focused on direct, practice-oriented engagement with teachers and school counsellors through the Regional Ministry of Education's accredited *Aulas Virtuales de Formación* and *Formación en Centros* programmes, complemented by DytectiveU's dedicated *Soporte Docente* helpdesk. These channels enabled hands-on demonstrations, continuous feedback and reliable classroom adoption, ensuring that engagement was embedded in everyday professional practice rather than limited to one-off events.

To engage families, I used concrete, non-technical communication tools, including the *Guía para Familias DytectiveU* and school-based *Sesiones de Detección Temprana*, developed with Change Dyslexia. These tools facilitated understanding of reading difficulties, reduced stigma and supported sustained participation beyond the school setting. For school leaders and policymakers, I relied on targeted policy briefs and accessible evidence summaries, discussed through structured meetings within Madrid's *Comisión Técnica de Innovación Educativa*, allowing implementation experiences and evidence to directly inform decisions on scalability and equity.

As engagement moved to the national level, I expanded the strategy through collaboration with Fundación "la Caixa" and its education arm EduCaixa, which provided access to large-scale engagement and dissemination channels. These included *EduCaixa Talks*, the *Aula Digital EduCaixa* teacher platform, national press collaborations, televised interviews and the *Recurso Educativo DytectiveU* video series, all of which broadened public awareness, supported dialogue with diverse audiences and facilitated nationwide uptake of personalised learning. (<https://educaixa.org/es/-/recurso/dytective-mejora-la-lectura-y-la-escritura>)

#### **5. How did you implement your public engagement strategy?**

I implemented the Engage-to-Scale Literacy Strategy as a progressive and iterative engagement process, designed from the outset to support both regional scale-up in Madrid and subsequent national expansion, while building trust, shared ownership and capacity over time. From the outset, implementation prioritised continuous dialogue with practitioners and decision-makers, ensuring that engagement informed each phase of expansion. The first phase in Madrid focused on direct, hands-on engagement with schools through visits, workshops and sustained support for teachers and school counsellors. This early engagement allowed training materials, dashboards and family guides to be co-developed and refined in response to everyday classroom needs, embedding engagement within routine practice rather than treating it as a parallel activity. As engagement deepened, I expanded implementation through large-scale accredited training programmes, structured feedback loops and regular meetings within the **Comisión Técnica de Innovación Educativa**, creating formal spaces where teachers' experiences, school-level constraints and emerging evidence could jointly inform regional decision-making. This engagement-led process supported the transition from pilot initiatives to the 2023 system-wide rollout across all 1,246 publicly funded primary schools in Madrid, which required strengthened communication, coordinated leadership guidance and continuous monitoring.

Building on this foundation, I extended the strategy to the national level through a partnership with Fundación "la Caixa" and its education arm EduCaixa. This phase adapted engagement materials and formats to diverse regional contexts while preserving core principles of evidence-informed practice, supported through national webinars, teacher networks and school-outreach events. Throughout all phases, ongoing consultations, platform analytics and regular review of implementation experiences ensured that engagement remained responsive, equitable and grounded in the needs of children, teachers and policymakers.

#### **Award criterion 2 – IMPACT (50%)**

Quantitative and qualitative evidence demonstrating the achievement of public engagement objectives. Possible evidence of learning by the research team and/or the participating public on effective approaches to public engagement.

*Describe the impact of your public engagement activity (please reply to each question).*

1. *What were the benefits of the activity for you and for your audience?*
2. *Describe the qualitative evidence of the activity's success in achieving its own public engagement*

objectives.

3. *Describe the quantitative evidence of the activity's success in achieving its own public engagement objectives.*
4. *Were there lessons learnt by the research team and/or the public who engaged in the activity on how to successfully engage with the public? If yes, describe the evidence of learning.*

## 2. IMPACT

### 2.1 What were the benefits of the activity for you and for your audience?

From the outset, I designed the Engage-to-Scale Literacy Strategy to ensure that public engagement generated tangible benefits for all participants, rather than treating engagement as a by-product of research dissemination. By proactively creating spaces for access, dialogue and feedback, the strategy enabled teachers, families, schools and policymakers to participate meaningfully and continuously in shaping how AI-driven personalised learning was understood and implemented. For teachers and school counsellors, the main benefit was the development of confidence, agency and practical capacity to integrate personalised learning into everyday classroom routines. Through accredited training, ongoing support and structured opportunities for exchange, educators moved from initial uncertainty or scepticism to sustained use of student dashboards, earlier identification of reading difficulties and more informed differentiation of instruction. Engagement activities allowed teachers not only to receive guidance, but also to voice concerns, share implementation challenges and influence how tools and materials were adapted to classroom realities.

Families benefited from engagement that prioritised clarity, accessibility and trust. Through non-technical explanations and school-based interactions, parents gained a better understanding of their children's reading difficulties and of how personalised support could complement classroom learning. This improved communication reduced stigma, strengthened family–school collaboration and supported sustained participation beyond the school setting. Schools and school leaders benefited from a coherent engagement framework that aligned pedagogical, organisational and communication elements. Rather than managing isolated initiatives, schools were able to embed personalised learning within existing routines, supported by shared materials, leadership guidance and peer learning. Policymakers benefited from continuous engagement that combined practitioner feedback with accessible evidence summaries, enabling informed and timely decisions on regional and national deployment.

For me as Principal Investigator, sustained engagement fundamentally improved the quality and relevance of my work. Continuous interaction with schools revealed implementation barriers and equity concerns that would not have been visible through research alone, shaping both engagement design and evidence mobilisation. This reciprocal learning strengthened interdisciplinary collaboration and ensured that the project delivered public value aligned with the objectives of the ERC Public Engagement with Research Award.

### 2.2 Qualitative evidence of the activity's success in achieving its public engagement objectives

Qualitative feedback consistently highlighted the value of the engagement activities implemented under my Engage-to-Scale Literacy Strategy in building trust, improving understanding, and increasing the effective use of DytectiveU. As one speech therapist involved in the programme noted, "Dytective is a great initiative. It gave us the opportunity to reach more people," capturing a widely reported shift from initial uncertainty to active and confident use of personalised learning tools. Teachers reported that the training sessions and school-based workshops clarified the pedagogical principles behind adaptive learning, enabling them to move from scepticism to systematic use of personalised data to guide instruction and identify reading difficulties earlier.

Many schools highlighted that the materials developed for families made conversations about reading difficulties more constructive, reduced stigma and strengthened parent participation. One school head emphasised that "the children love it and learn by playing," while family representatives stressed the importance of equitable access, noting that "making DytectiveU available regardless of economic situation is priceless." These perspectives reflect how engagement with families supported sustained participation beyond the school setting and reinforced trust between schools and parents.

Policymakers noted that the regular briefings and the clear presentation of evidence facilitated decision-making during both the regional deployment in Madrid and the subsequent national expansion. Collaboration with Change Dyslexia and Fundación "la Caixa" was repeatedly mentioned as a factor that helped broaden the reach and credibility of the initiative. Across audiences, participants described feeling more informed, more confident and more capable of engaging with technological tools aimed at reducing literacy gaps, demonstrating alignment with the PERA objectives of accessibility, understanding and inclusive engagement with society.

This qualitative evidence builds on earlier public engagement activities directly linked to DytectiveU and reported in the previous AIRE application, which documented extensive practitioner, family and public feedback. In this earlier phase, my team and I collaborated with Luz Rello, chief executive of the Change Dyslexia charity, to engage schools, parents and educators around how AI-supported personalised learning could help reduce literacy gaps in primary school children. These engagement activities accompanied the introduction of DytectiveU in 273 primary schools

(over 27,000 students) between 2019 and 2022 in the region of Madrid.

As part of this engagement process, I was invited by Professor Juan F. Jimeno to publish a policy-oriented report presenting the findings in an accessible format ("Educational Reinforcement Measures in Literacy: The Case of the Dyslexia Aid Program in the Comunidad de Madrid", *Cuadernos Económicos de ICE*, 2021, <https://revistasice.com/index.php/CICE/article/view/7317>). In my policy brief and the subsequent webinar with policymakers, the emphasis was placed on facilitating dialogue around implementation and challenging pre-existing beliefs about personalised learning, rather than on technical research results alone. As part of the dissemination strand of the Engage-to-Scale Literacy Strategy, together with Change Dyslexia and national media outlets, I led a series of public outreach initiatives including communication campaigns through social media engagement, videos, press coverage, blog articles and television appearances, as well as active visits to schools to reach a diverse audience of teachers, speech therapists, children, parents and the wider public.

I also engaged directly with the private sector, parents, teachers and practitioners to raise awareness about the importance of closing literacy gaps. In parallel, I deliver an annual 2.5-hour training session on DyTECTIVEU for teachers, school heads and educational practitioners. These sessions are heavily oversubscribed, with more than 700 attendees each year, and consistently generate strong qualitative feedback.

### **2.3 Quantitative evidence of the activity's success in achieving its public engagement objectives**

The impact of my public engagement activity, implemented through the Engage-to-Scale Literacy Strategy, is reflected in both its scale and its duration over time. By 2023, this engagement-led process supported the extension of DyTECTIVEU to all 1,246 public and publicly funded primary schools in Madrid, reaching almost 500,000 children. Between 2019 and 2024, sustained engagement activities underpinned the progressive adoption of DyTECTIVEU across more than 260 schools, involving over 34,000 students across five consecutive school years.

This long-term engagement with schools, teachers and families culminated in the 2023 regional contract extending implementation system-wide in Madrid. At national level, the subsequent agreement with Fundación "la Caixa" enabled free access to DyTECTIVEU for primary and secondary schools across Spain, demonstrating uptake well beyond initial pilot contexts and reflecting the success of the engagement-led scaling approach. Over this period, teacher-training activities reached thousands of educators through accredited professional development courses delivered by the regional education authority, providing repeated and structured opportunities for participation. Monitoring data show consistently high and sustained levels of platform use, with teachers and school counsellors regularly consulting dashboards and reports to guide instruction, indicating that engagement translated into continued use rather than one-off adoption.

These quantitative indicators show that public engagement went beyond awareness-raising and dissemination, actively enabling widespread, consistent and effective implementation at scale. Within this engagement framework, the associated research documented substantial learning gains, with each DyTECTIVEU session increasing reading proficiency by approximately three weeks of learning. Together, these outcomes demonstrate that engagement functioned as a central mechanism for impact, in line with the objectives of the ERC Public Engagement with Research Award.

Earlier engagement activities also generated measurable policy outcomes that prefigure the large-scale impact achieved under AIRE. Evidence on the cost-effectiveness and scalability of DyTECTIVEU, mobilised through sustained dialogue with policymakers, directly informed a major policy shift that expanded the programme across Madrid's primary schools. Between April and May 2023, I continued to work with Luz Rello and engaged in further discussions with regional policymaker David Cervera, contributing to the decision to implement DyTECTIVEU in all 1,246 primary schools in the region of Madrid (Ref: A/SER-007075/2023 (3220-004-23)).

At national level, the subsequent agreement with Fundación La Caixa enabled free access to DyTECTIVEU for primary and secondary schools across Spain, demonstrating uptake well beyond the initial pilot contexts and reflecting the success of the engagement-led scaling approach. Since the launch of the Fundación La Caixa programme on 1 October 2025, 1,581 schools have registered on the platform, with 480 schools actively using DyTECTIVEU. A total of 15,452 student accounts have been created, of whom 3,965 students have already completed at least one DyTECTIVE session. These figures provide early quantitative evidence of both reach and effective engagement shortly after national rollout.

### **2.4 Lessons learnt by the research team and/or the participating public**

The engagement process implemented through my *Engage-to-Scale Literacy Strategy* generated valuable learning both for me as Principal Investigator and for the participating public throughout the project. Teachers consistently highlighted that early, hands-on training and clear explanations of the pedagogical rationale behind AI personalisation were essential to overcoming initial scepticism and sustaining engagement over time. Families emphasised the importance of accessible language and short, practical guidance, which directly informed the ongoing refinement of engagement and communication materials. School leaders and policymakers stressed the usefulness of concise evidence summaries and regular check-ins, shaping how engagement activities were structured and timed to support dialogue and informed decision-making.

For me and my research team, sustained engagement with schools underscored the importance of aligning technological innovation with everyday classroom realities and of proactively addressing concerns around equity, data protection and the role of teachers in AI-supported learning. The iterative dialogue with educators also improved our understanding of how implementation constraints affect programme fidelity and scale-up in real-world settings.

These lessons were continuously incorporated into training materials, engagement formats and implementation guidance, ensuring that learning from engagement fed back into practice and strengthened the project's public value, in line with the objectives of the ERC Public Engagement with Research Award.

## References and links

### Academic articles and working papers

- Cuadernos Económicos de ICE (2021).  
*“Medidas educativas de refuerzo en lectoescritura: el caso del programa de ayuda a la dislexia en la Comunidad de Madrid”*  
<https://revistasice.com/index.php/CICE/article/view/7317>
- EdWorkingPaper, Brown University.  
*“Bridging Literacy Gaps with AI-driven Computer-Assisted Learning”*  
<https://edworkingpapers.com/ai25-1209>  
DOI: <https://doi.org/10.26300/68mk-mk89>
- Italian Economic Journal (2025).  
<https://link.springer.com/article/10.1007/s40797-025-00354-1>

### Policy documents and public contracts

- Regional Ministry of Education of Madrid – DytectiveU contracts:
  - 2019 contract:  
<https://contratos-publicos.comunidad.madrid/contrato-publico/ayuda-dislexia-comunidad-madrid-2019>
  - 2020 contract:  
<https://contratos-publicos.comunidad.madrid/contrato-publico/print/pdf/node/252490>
  - 2021 contract:  
<https://contratos-publicos.comunidad.madrid/contrato-publico/ayuda-dislexia-comunidad-madrid-2021>
  - 2023 contract (A/SER-007075/2023):  
<https://contratos-publicos.comunidad.madrid/contrato-publico/proyecto-ayuda-deteccion-precoz-problemas-lectoescritura-centros-sostenidos-fondos>
- Spanish Government (2021).  
*España 2050: Fundamentos y propuestas para una Estrategia Nacional de Largo Plazo*  
ISBN: 978-84-7471-150-9.  
[https://www.lamoncloa.gob.es/presidente/actividades/Documents/2021/200521-Estrategia\\_Espana\\_2050.pdf](https://www.lamoncloa.gob.es/presidente/actividades/Documents/2021/200521-Estrategia_Espana_2050.pdf)

### Training and engagement activities

- Official accredited teacher training course (Madrid):  
<https://innovacionyformacion.educa.madrid.org/actividades/dytectiveu-innovacion-educativa-tecnologia-deteccion-intervencion-dificultades>
- LSE Women in Social and Public Policy Research Hub (WISPPRH):  
<https://www.lse.ac.uk/social-policy/research/Research-clusters/WISPPRH>

## Media, public outreach and videos

- T3chFest (2018).  
“*Inteligencia artificial para acabar con la dislexia*”  
<https://www.youtube.com/watch?v=csWnPn6fEa8>
- BBVA / El País / Change Dyslexia (2019).  
“*La dislexia es una dificultad de aprendizaje, no es una enfermedad*”  
<https://www.youtube.com/watch?v=bNjr9Y1k0SI>
- TEDxMálaga (2019).  
Luz Rello, “*El valor de los errores*”  
<https://www.youtube.com/watch?v=DbDu-qtihCg>
- Agencia SINC.  
“*Women, young, Spanish and technology leaders*”  
<https://www.agenciasinc.es/Reportajes/Mujeres-jovenes-espanolas-y-lideres-en-tecnologia>
- El Confidencial.  
“*Cómo detectar y combatir la dislexia jugando*”  
[https://brands.elconfidencial.com/sociedad/2018-06-11/dislexia-juego-ninos-detectar-bra\\_1575406/](https://brands.elconfidencial.com/sociedad/2018-06-11/dislexia-juego-ninos-detectar-bra_1575406/)
- Nada es Gratis blog post.  
“*Aprendizaje asistido por ordenador y el rendimiento de los estudiantes*”  
<https://nadaesgratis.es/admin/aprendizaje-asistido-por-ordenador-y-el-rendimiento-de-los-estudiantes-herramientas-prometedoras-que-no-sustituyen-a-los-docentes>

## NGOs and partners

- Change Dyslexia:  
<https://changedyslexia.org>
- Grupo Planeta – Aulaplaneta:  
<https://www.aulaplaneta.com/>
- Fundación “la Caixa” / EduCaixa:  
<https://educaixa.org/es/-/recurso/detective-mejora-la-lectura-y-la-escritura->

## 3. OTHER

### 3.1 ETHICS

#### Ethics

*Describe ethics issues linked to your application (if any) and the measures you took/intend to take to solve/avoid them. In the absence of any ethics issues, please indicate n/a.*

*All research and engagement activities have undergone standard ethical procedures in accordance with EU and UK regulations, as well as with discipline-specific practices. The project has also been reviewed and approved by the Ethics Committee of a Spanish public university, the Universidad Rey Juan Carlos Ethics Committee, which confirmed compliance with ethical standards for research involving schools, children, and educational data. No additional ethics issues are foreseen beyond those already addressed through these established procedures.*

### 3.2 SECURITY

## Security

Describe security issues linked to your application (if any) and the measures you took/intend to take to solve/avoid them.

Indicate if any of the information is/should be EU-classified (Decision [2015/444](#)).

In the absence of any security issues, please indicate n/a.

N/A

## 4. DECLARATIONS

Double funding	
Information concerning other prizes for this project	<b>YES/NO</b> (if NO, add details)
<p><b>⚠</b> Please note that there is a strict prohibition of double funding from the EU budget (except under EU Synergies calls). Applications that have already received an EU prize cannot receive a second prize for the same activities</p> <p>We confirm that to our best knowledge neither the application as a whole nor any parts of it have benefitted from any other EU prize.</p>	<b>YES</b>
We confirm that to our best knowledge neither the application as a whole nor any parts of it are (nor will be) submitted for any other EU prize.	<b>YES</b>

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	10.09.2025	Initial version