



Joint Action MENTAL HEALTH TOGETHER

GUIDE TO SUBMITTING MENTAL HEALTH PRACTICES TO THE MENTOR REPOSITORY

Work Package	WP5
Task	T5.2.2



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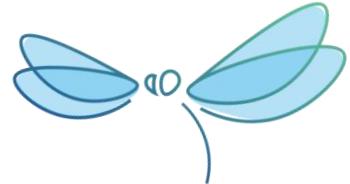
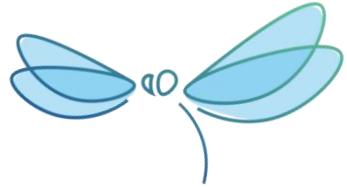


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BACKGROUND

What is MENTOR?

MENTOR (Mental Health Together) is a project that aims to improve mental health across the European Union (EU) by sharing successful programs and strategies. These include policies, clinical practices, and community initiatives that have already made a positive impact in different countries. The goal is to spread effective approaches, particularly for supporting vulnerable groups, to improve mental well-being at both individual and community levels.

Why Create a Repository?

As part of MENTOR's Work Packages (WP) 5 and 6, we are building a repository of innovative and effective mental health programs. By collecting these practices in one place, we can help organizations learn from each other and apply proven methods in new settings.

What Types of Programs Can Be Submitted?

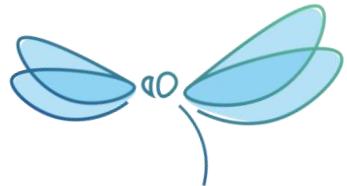
- **Community-Based Programs (WP5)**

As part of WP5 objectives, we are looking for community programs/interventions targeting young people in different settings, including, but not limited to, municipalities, educational institutions (e.g., schools and kindergartens), social services, workplaces and local communities.

- **Digital Mental Health Solutions (WP6)**

This category focuses on online tools and apps that support mental health. We are looking for digital solutions that have proven effective and accessible, with the potential to be adapted for use in different EU countries.

We are particularly interested in programs that use creative, non-medical approaches such as art, sports, or social activities (also known as "social prescribing"). Additionally, we welcome projects that aim to reduce health inequalities, including those supporting migrants and refugees, Roma communities, and people displaced by conflicts (e.g., from Ukraine).



How Will Submissions Be Evaluated?

Between October 2024 and February 2025, experts from WP5 and WP6 developed a structured and transparent evaluation procedure. This process ensure that all community-based initiatives and digital tools are assessed using clear and consistent criteria. The evaluation criteria are aligned with the **European Best Practice Portal**, ensuring that selected practices meet recognised standards for effectiveness and scalability.

Understanding Different Levels of Recognition

Programs submitted to MENTOR will be categorised as **promising, good, or best practices**, based on their level of evaluation and effectiveness:

- **Promising Practices:**

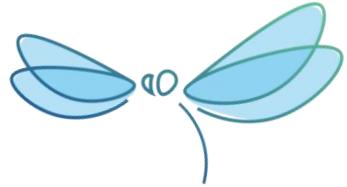
These innovative interventions have been implemented in real-life settings, but on a small scale. They have not yet undergone a full evaluation but show strong potential based on initial results and practical implementation (Stephen et al., 2022). They must include a well-defined target population, a clear problem-solving strategy, and a methodology that allows for adaptability and replication in different settings.

- **Good Practices:**

These interventions have demonstrated effectiveness through documented evidence, typically using quasi-experimental designs (e.g., pre- and post-measurements without random assignment). While they may not meet the highest research standards, they are backed by sufficient data to suggest a positive impact (Rossmann et al., 2023). Good practices should also demonstrate feasibility for scaling and adapting to different contexts.

- **Best Practices:**

These interventions have strong evidence of effectiveness based on rigorous experimental methods (such as randomized controlled trials) that show clear improvements over a control group. The criteria for best practices are consistent with the European Best Practice Portal criteria, ensuring that they meet high standards for effectiveness, sustainability, and adaptability.



What Happens Next?

After evaluation, the selected practices will be showcased in the repository on the MENTOR website and published in an openly accessible catalogue. This will act as a resource for organizations aiming to implement evidence-based mental health initiatives. The objective is to enhance the accessibility, scalability, and effectiveness of mental health support services across the EU.

Why Should You Submit Your Practice? Make an Impact

By sharing your initiative, you help advance public health, foster collaboration, and contribute to innovation in mental health care. If your program has made a difference in your community, consider submitting it to the MENTOR repository so it can benefit others across the EU and beyond.

Submitting your mental health initiative offers several benefits:

- **Recognition:**

Your program may be acknowledged as promising, good, or best practice.

- **Visibility:**

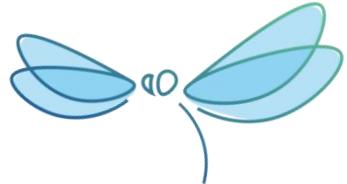
Inclusion in the MENTOR catalogue and possibly the European Best Practice Portal.

- **Funding Opportunities:**

Every year, DG Sante hosts a Marketplace for Best Practices, where selected projects can receive EU funding for broader implementation.

- **Collaboration:**

Attract interest from other countries and organizations, creating opportunities for partnerships and expansion.



GUIDE TO THE EVALUATION CRITERIA AND SUBMISSION

To determine whether a practice qualifies as a promising, good, or best, each submission undergoes a thorough evaluation based on criteria developed by Chiara Ciacchella (from the Italian National Institute of Health, ISS) and Djoeke van Dale (from the National Institute of Public Health and Environment in the Netherlands, RIVM), in collaboration with task and subtask leads from MENTOR Work Packages 5 and 6.

The evaluation criteria have been designed with reference to the European Best Practice Portal and the [Microsoft Word - 130610_def boekje Erkenningstraject notitie criteria 2013-2018](#).

This has resulted in a structured classification system with three levels of eligibility:

- **Minimum level:**

Required for promising practices,

- **Intermediate level:**

Required for good practices,

- **Maximum level:**

Required for best practices (see Figure 1).

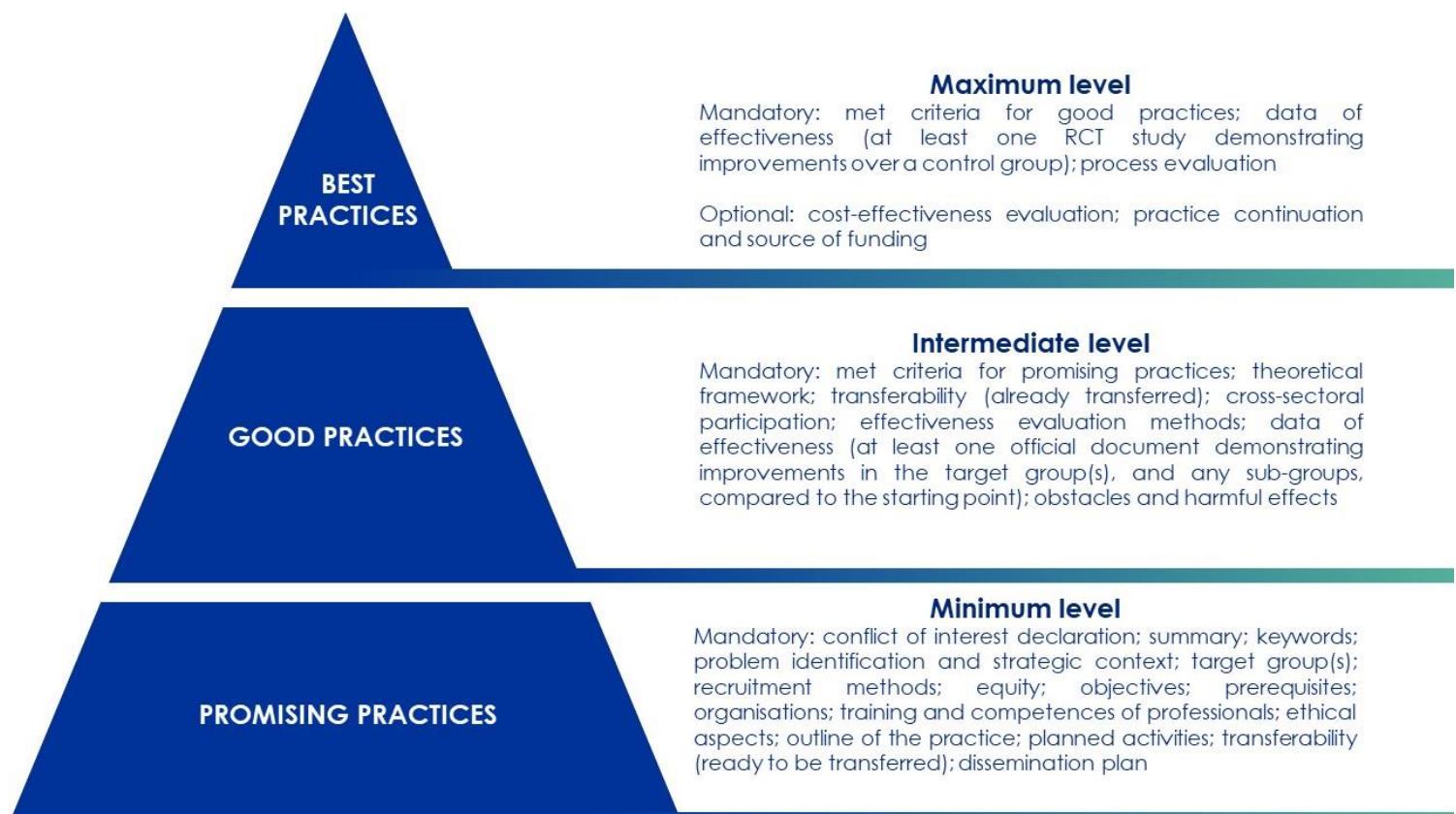
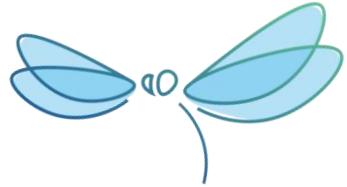


Figure1. Evaluation criteria for promising, good and best practices



The goal of this approach is twofold:

- **To align the evaluation model with established international standards, ensuring credibility and consistency.**
- **To create an inclusive framework that allows for the recognition of innovative interventions that have not yet been tested on a large scale.**

How to Submit a Practice for Evaluation

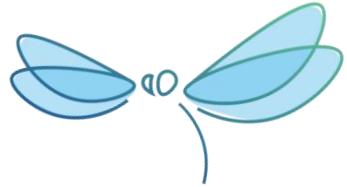
Practice owners must complete a structured submission form to be considered for evaluation and potential inclusion in the MENTOR catalogue. This form collects comprehensive details about the intervention, ensuring that all necessary elements for evaluation are included [online version of WP5 submission form https://ec.europa.eu/eusurvey/runner/MENTOR_WP5_Practices_Submission].

The time required to complete the form varies depending on the complexity of the intervention, typically ranging from **three to six hours**.

Submission Form Overview

Table 1 provides an overview of the questions included in the submission form, along with a more detailed description of each question and example answers. The table also highlights the relevance of each question in determining whether a practice qualifies as promising, good or best practice.

By participating in this submission process, practice owners contribute to developing evidence-based mental health strategies across the EU, helping to identify and promote effective solutions for mental well-being.



GUIDE TO FILLING IN THE FORM ITEMS

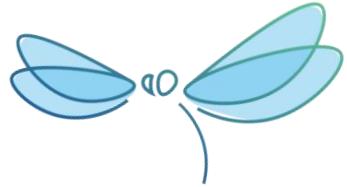
1. INTRODUCTION

1.1 Title of the practice

Item description	Please report the title of the practice. The title should be written in English and, if applicable, in the original language to enable its effective identification.
Indications and Examples	<i>Complex Instruction in Hungarian Komplex Instrukciós Program (KIP)</i>
Evaluation criteria	None

1.2 Owner/licensee of the practice

Item description	Please report affiliation details of the organization leading the practice (organization name, country, e-mail, phone, website). Please ensure the correct contact information is given.
Indications and Examples	<i>Organisation name: University of Miskolc Country: Hungary, USA Email: [Sensitive information blacked out] Website: https://www.komplexinstrukcio.hu/</i>
Evaluation criteria	None

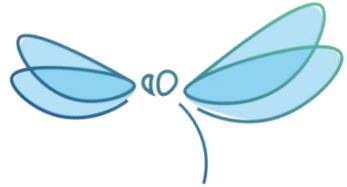


1.3 Contact person

Item description	Please report the contact information of a person representing the owner organization.
Indications and Examples	<p>Please note that the contact person should be available to be contacted by the MENTOR WP5 team for communications related to the submission and evaluation of the practice.</p> <p><i>Name and surname: [Sensitive information blacked out]</i> <i>Email: [Sensitive information blacked out]</i> <i>Phone: [Sensitive information blacked out]</i> <i>Institution: University of Miskolc</i> <i>Country: Hungary</i></p>
Evaluation criteria	None

1.4 Practice website

Item description	Please report the link to the practice's official website. The link should refer to a viewable site.
Indications and Examples	https://www.komplexinstrukcio.hu/ , https://complexinstruction.stanford.edu/
Evaluation criteria	None

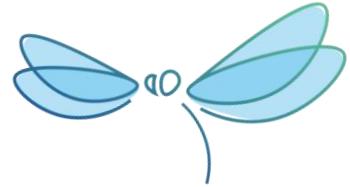


1.5 Conflict of Interest Statement

Item description	<p>Please report if the practice described below is supported by any financial or non-financial relationship that could unduly influence, or be perceived to influence, the development, content, implementation, dissemination, or evaluation of the community practice. Please note, that information regarding the Conflict of Interest (CoI) Statement can be found in the Manual. Submissions without a completed CoI declaration will be considered incomplete and may not be eligible for evaluation.</p> <p>You must also confirm if the practice is based on a specific product, device, application or method, which will result in a cost to be paid to the practice owner, including fees for intellectual property, patents or licenses.</p>
Indications and Examples	<p><i>"I, [Name], declare that there are no conflicts of interest related to the development, funding, or dissemination of this community practice. [Date]"</i></p> <p><i>"I, [Name], declare that the implementation of the community practice does not involve any costs payable to the practice owner or a third party. [Date]"</i></p>
Evaluation criteria	Minimum level for promising practices

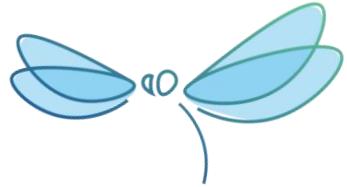
1.6 Keywords

Item description	Provide up to 5 key words that describe your practice.
Indications and Examples	<i>Teaching academic performance; equity; inclusion; schools; mental health prevention</i>
Evaluation criteria	Minimum level for promising practices



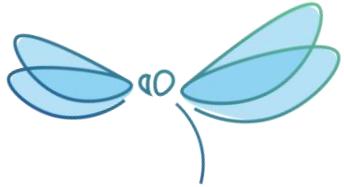
1.7 References of the publication(s) resulting/derived from the practice

Item description	Provide a reference list with the main published studies on the practice.
Indications and Examples	<p>https://complexinstruction.stanford.edu/library</p> <p>Cohen, E.G. & Lotan, R.A. (Eds.). (1997). <i>Working for equity in heterogeneous classrooms: Sociological theory in practice</i>. New York: Teachers College Press.</p> <p>Villa III, A. M., & Sedlacek, Q. C. (2025). A systematic review of complex instruction in the United States. <i>Intercultural Education</i>, 36(1), 10-25.</p> <p>Nagy, E. K. (2025). Complex instruction in Hungary. <i>Intercultural Education</i>, 36(1), 53-67.</p> <p>https://www.tandfonline.com/toc/ceji20/36/1</p> <p>K., Nagy Emese ; Salomon, Musa ; Lavicza, Zsolt <i>Artificial Intelligence in Classroom Management Focusing on Complex Instruction Program EDUCACION XXI 28: 1, 24 p. (2025) Artificial Intelligence in Classroom Management Focusing on Complex Instruction Program Request PDF</i></p> <p>Emese, K. Nagy <i>The long-term results of using the Complex Instruction Program (KIP) In: K. Nagy, Emese, Zagyváné, Szűcs Ida (szerk.) Reflexiák a neveléstudományok legújabb problémáira : Válogatás a Pedagógiai Szakbizottság tagjainak a munkáiból</i>. Magyar Tudományos Akadémia Miskolci Területi Bizottsága Eger, Magyarország : Eszterházy Károly Katolikus Egyetem Líceum Kiadó (2022) 131 p. pp. 121-131. 11 p. DOI: https://publikacio.uni-eszterhazy.hu/7524/</p> <p>K. Nagy, Emese <i>Low-status Students in Academically Diverse Classroom In: K. Nagy, Emese, Zagyváné Szűcs, Ida (szerk.) Kihívások és megoldások a XXI. század pedagógiájában : válogatás a Pedagógiai Szakbizottság tagjainak a munkáiból</i> Miskolc, Magyarország, Eger, Magyarország : Magyar Tudományos Akadémia Miskolci Területi Bizottsága, Eszterházy Károly Katolikus Egyetem Líceum Kiadó (2021) 269 p. pp. 259-269.</p> <p>K. Nagy Emese (2014): <i>A pedagógushallgatók felkészítse a heterogén tanulói csoport kezelésére a komplex instrukciós program segítségével</i>. Budapest, Magyarország : Magyar Tehetséggsegítő Szervezetek Szövetsége, 21 p.</p> <p>K. Nagy Emese (2012): <i>Több mint csoportmunka</i>. Nemzeti Tankönyvkiadó. chrome-extension://efaidnbmnnibpcajpcgkclefindmkaj/</p> <p>http://komplexinstrukcio.hu/files/Tobb_mint__csoportmunka.pdf</p> <p>K. Nagy Emese (2006): <i>A tanulói státus hatása a tanulók órai szereplésére</i>. Új Pedagógiai Szemle 55, 5:35-46.</p> <p>K. Nagy Emese; Nagy Zita Éva (2005): <i>Egy hátránykompenzáló iskolai program</i>. Új Pedagógiai Szemle. 55 : 4-5 pp. 172-190. , 19 p.</p>
Evaluation criteria	None



1.8 Summary

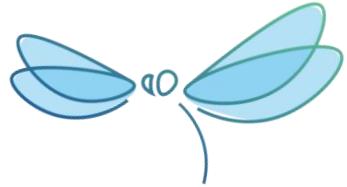
Item description	<p>Please provide a brief overview of the practice, summarising the most important information: problem identification, target groups, objectives, methodology and results.</p>
Indications and Examples	<p>The summary provided will be published if the practice is selected. Remember that a detailed description of practice with all relevant parts and characteristics will be requested in subsequent sections.</p> <p>Problem identification: <i>Language of instruction, and socially and culturally diverse backgrounds encompass a wide range presenting a solemn pedagogical challenge of providing equitable learning opportunities, rigorous and intellectually deep curriculum, and equal outcomes for all students. In Hungary, the rate of early school leaving is high (nearly 14%), and it has adverse negative effects. It is in the interest of every country that young people enter the labour market with strong competencies, knowledge, and physical and mental health.</i></p> <p>Objectives and Target Groups: Developed at Stanford University by Cohen and Lotan, the Complex Instruction Program (Komplex Instrukciós Program – KIP) is a pedagogical approach designed to create and support equitable classrooms for diverse student populations. KIP method supports children's adaptation to various social roles and statuses, it is well-suited for fostering the success of children aged 5 to 18, both individually and in group settings within schools. Additionally, KIP enhances teachers' competencies, enabling them to plan and implement developmental activities with greater precision.</p> <p>Methodology: KIP is mainly based on three methodological pillars: 1) multiple ability assignments, 2) group-work, and 3) status mitigation. Teachers build equitable classrooms by crafting group worthy learning tasks, organizing the classroom for productive collaboration, developing the student's facility with the academic discourse of the discipline, assessing and providing feedback to groups and individuals and, most importantly, by addressing status problems that arise in small working groups.</p> <p>Results: KIP was established in Hungary in 2000, becoming a Hungarian innovation. In Hungary, over 200 schools (almost 6% of all schools in the country) now integrate KIP into their curriculum, due to its positive impact on improving communication, creating a democratic classroom climate, and promoting motivation and academic achievement. It effectively emphasizes equal status interactions among students and specifies the conditions under which teachers can establish and support such interactions.</p>
Evaluation criteria	Minimum level for promising practices



2. BACKGROUND

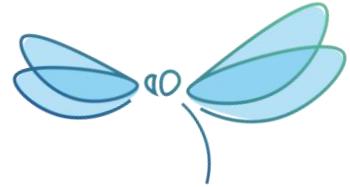
2.1 Problem identification and strategic context

Item description	Describe the mental health problem(s) the practice intends to address (indicating the nature, scope, distribution and possible consequences) and why this is considered a public health priority area. Also describe the strategy (e.g., mental health promotion, prevention programs, programs focusing on equity and social integration) adopted to respond to the problem identified at the local/regional, national or European level (the level must be indicated).
Indications and Examples	<p><i>It is in the interest of every country that young people enter the labour market with strong competencies, knowledge, and physical and mental health. In Hungary, the rate of early school leaving is high (nearly 14%), and it has many adverse effects. For society, it means less tax revenue and more social and health expenses, for the individual, low education is usually associated with low income, and the risk of unemployment increases, not to mention the health problems associated with the phenomenon.</i></p> <p><i>By implementing KIP, Hungary is responding to the new needs of society and the labor market by promoting equity and producing a workforce equipped with competencies (e.g. critical thinking, problem-solving skills, creativity, communication, collaboration, and as a result, social and cultural awareness and mental health). The KIP program, targeting primary and secondary school students, addresses the status hierarchy among peers, thereby enhancing motivation and positively impacting school performance. At the same time, it strengthens self-confidence and develops students' self-assessment skills, leading to improvements in their mental well-being.</i></p> <p><i>KIP can be successfully implemented in every EU country. The special issue INTERCULTURAL EDUCATION 36:1, published in December 2024, focuses on the global significance of the KIP. Among the authors are leading international researchers of the KIP method, including Rachel Lotan (Stanford University), George C. Bunch (University of California), Gerry LeTendre (Pennsylvania State University), Simone Plöger (University of Hamburg), Christine Schmalenbach (University of Hamburg), Isabella Pescarmona (University of Turin), Daniela Niesta Kayser (University of Berlin), and Emese K. Nagy (University of Miskolc). https://www.tandfonline.com/toc/ceji20/36/1.</i></p> <p><i>As we can read in Lothan's summary, academically, linguistically, socially, and culturally heterogeneous classrooms have become a prevalent phenomenon in many parts of the world. Whether they are the outcome of global immigration trends or residential living patterns, many classrooms today include students who have a wide range of previous academic achievement and different levels of receptive and productive proficiency in the language of instruction. Such classrooms pose considerable pedagogical challenges for educators who aim to support all their students' learning and development. Groupwork is a well-documented and highly recommended pedagogical strategy for augmenting students' academic, cognitive, linguistic, and social learning outcomes (Cohen and Lotan, 1997; Cohen, Lotan, and Leechor, 1989; Lotan, 2008). It is considered a sound approach for academically, socially, culturally, racially, ethnically, and linguistically diverse classrooms (Bunch et al., 2001; Cohen and Lotan, 2014; Lotan, 2008).</i></p> <p><i>The perennial dilemma of groupwork persists. How can teachers make sure that they build a classroom environment where all students benefit from equitable rates of interactions with peers and in whole-class participation have equal access to the teacher, the learning tasks, and learning resources? Importantly, all students need equal opportunities to demonstrate their intellectual, academic, and linguistic growth, as well as their valuable contributions to the group products.</i></p> <p><i>KIP is a good answer for this dilemma.</i></p>
Evaluation criteria	Minimum level for promising practices



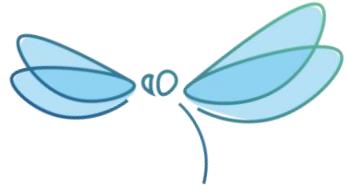
2.2 Theoretical framework

Item description	Describe the theoretical foundation of the practices and mention the evidence-based data that justify the practice approach.
Indications and Examples	<p>For practices based on well-known theories, it is sufficient to cite the primary references of the theoretical model in round brackets. Brief description of the relevant scientific literature that supports the innovative approach should be provided for particularly novel theories.</p> <p><i>The KIP is grounded on scientific principles, tried and tested (Cohen, 1986; Cohen and Lotan, 1997; Nagy, 2007). The pedagogical implementation is elaborated in detail (Cohen and Lotan 1989; 2014; Nagy, 2015).</i></p> <p><i>KIP is a teaching method that allows teachers to organise high-level group work in classes where the difference in students' knowledge and expression moves within broad limits, and as a result of classroom work, it slows down or prevents students from disadvantaged backgrounds falling behind and promotes that of the more talented ones. The complexity of the method means that the activities needed to develop the personality and key competence of learners are combined. In education, the cognitive, moral, and affective components of education and teaching are equally important. The aim of the program is to use a group work-based approach that gives students real-life and experiential personal experiences in classroom work.</i></p> <p><i>The program is primarily suited for creating equal opportunities for students from disadvantaged backgrounds in classroom work because ranking problems in the classroom become recognisable and manageable. A further reason for using the program is that during group work in heterogeneous classes, a special instructional procedure can prepare students for norms of collaboration.</i></p> <p><i>There are other positive effects of using the KIP. During group work, developing social skills provides an opportunity for the teacher to enable students to achieve their goals in a way that should be socially acceptable. Ethical norms and models of action are standards in group work, which have a significant motivating effect. The established system of norms accelerates personality maturation, developing and consolidating proper principles and forms of behaviour. Students' active participation in work, the use of multiple skills, classroom collaboration, learning from peers, eliminating interpersonal competition, and making similarities and differences recognised are a key to success in work. Success motivates and motivation is a positive experience, an effective long-term incentive that helps students to avoid failure, fruitlessness, and negative experiences.</i></p> <p><i>The effects of the program begin to appear within half a year to a year after its implementation (depending on the frequency of its use). The social dynamics (status hierarchy) among students change as a result of the program, leading to a convergence of status. This state is maintained as long as teachers apply the program with adequate frequency (in at least 10% of lessons). If the method is discontinued, the original status hierarchy re-emerges, characterized by students' social backgrounds and the pre-intervention ranking associated with specific school subjects.</i></p>
Evaluation criteria	Intermediate level for good practices



2.3 Equity

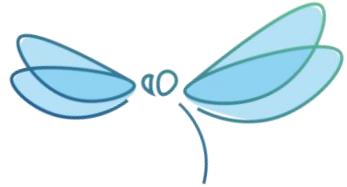
Item description	Describe how relevant equity dimensions have been considered throughout the practice implementation process (e.g., age, gender, socioeconomic status, rural or urban area, vulnerable groups including children, displaced persons, refugees and migrants, people with disabilities, etc.).
Indications and Examples	<p><i>Equity means that each child receives what they need to develop their full academic and social potential. KIP schools teach every student according to their needs, enabling students from different socio-economic statuses, gender identities or immigrant families to be similarly successful, both in terms of cognitive performance and emotional-social development and well-being. Due to the changing attitudes of students towards the school as an educational institution, teachers consider the students' socio-cultural backgrounds and individual skills, adjusting various educational strategies accordingly (OECD https://www.oecd.org).</i></p> <p><i>KIP shows significant benefits for historically marginalised groups, including students from lower socioeconomic backgrounds, English Language Learners (ELLs), and those with perceived lower academic abilities. These students often experience increased participation, improved confidence, and higher academic performance.</i></p> <p><i>Studies indicate that KIP reduces disparities in participation and achievement between high- and low-status students, creating a more balanced and inclusive classroom culture.</i></p>
Evaluation criteria	Minimum level for promising practices



3. CHARACTERISTICS

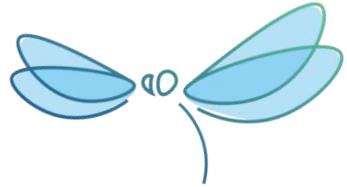
3.1 Target group(s)

Item description	Define the practice's participants: target group(s) and any subgroups that may be direct or indirect beneficiaries of the practice. Report the inclusion/exclusion criteria adopted in the selection of the participants (e.g., age, gender, ethnicity, education level, socioeconomic status, marital status, location, any other relevant feature).
Indications and Examples	<p>Direct beneficiaries refer to the immediate and quantifiable beneficiaries or recipients of practice interventions. Indirect beneficiaries refer to individuals or entities that are not the immediate recipients of the interventions but nevertheless experience a quantifiable impact because of the practice's activities.</p> <p><i>Since KIP is a method that supports children's adaptation to various social roles and statuses, it is well-suited for fostering the success of children aged 5 to 18, both individually and in group settings within schools.</i></p> <p><i>KIP is particularly effective during adolescence, when the dynamics of students' social hierarchies significantly influence their daily achievements and play a key role in the harmonious development of their personalities. Additionally, working with young people through KIP enhances teachers' competencies, enabling them to plan and implement developmental activities more precisely.</i></p> <p><i>As for contraindications, The KIP is not recommended for schools where the teaching staff is not committed to the mental, physical, and intellectual development of students. Ideally, the program should be implemented not just by individual teachers, but by at least two-thirds of the teaching staff on a weekly basis. While a single teacher can achieve results, these are limited to their own subject and fall short of school-wide transformation. The program is not recommended for students with moderate intellectual disabilities but recommended for those with learning difficulties or mild intellectual disabilities.</i></p> <p><i>The personality and commitment of the school leader also play a crucial role in the program's success. If the principal is not committed or does not understand the core mission of KIP—and therefore fails to motivate the staff—the expected outcomes are unlikely to be achieved.</i></p>
Evaluation criteria	Minimum level for promising practices



3.2 Cross-sectoral participation

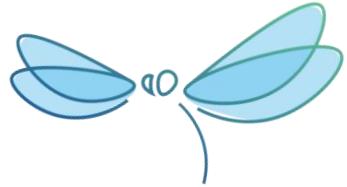
Item description	Describe how you involve the participants (target group(s) and any sub-group(s)), other relevant stakeholders, or civil society concerning the different stages of the intervention (development, implementation, monitoring or evaluation).
Indications and Examples	<p>Please also report if and how the practice's structure, organisation and content are defined and established together with one or more of the following: participants, relevant stakeholders and civil society.</p> <p><i>The program was developed by a school under the leadership of a researcher. In turn, the Gábor Dénes Awardees gave ideological support to the program, proclaiming that the goals of KIP coincided with the commitments and objectives of the Gábor Dénes Awardees.</i></p> <p><i>Their contribution ensured that the intervention targeted real needs and reflected the diverse perspectives of both the education sector and the wider community.</i></p> <p><i>The participation process involved structured consultations and collaborative feedback loops that influenced each phase of the program design.</i></p> <p>Successful KIP Implementation <i>Effective implementation of KIP requires collaboration between education, health, and social services to address the barriers marginalised students face, including mental health challenges.</i></p> <p>Partnerships with Community Organizations <i>Schools implementing KIP work closely with local organizations to effectively address cultural, linguistic, and socioeconomic diversity. These community groups provide resources and support that enhance classroom inclusivity and engagement.</i></p> <p>Involvement of Policymakers <i>KIP initiatives necessitate systemic support through education policies prioritising equity and inclusive teaching methods.</i></p> <p>Teacher Training and Development <i>The University of Miskolc has developed a structurally and conceptually cohesive teacher education program. This program aims to enhance students' disciplinary knowledge, promote equitable education, and support mental health, thereby improving social behaviour among students.</i></p> <p><i>To achieve these objectives, the KIP Methodological Center was established at the University of Miskolc in 2015. Through this initiative, students and practicing teachers gain expertise in KIP. University psychologists assist school leaders in adapting with KIP, providing coaching to ensure successful implementation. After the University of Miskolc's initial efforts, six of the country's leading universities began offering KIP courses.</i></p> <p>Parent and Family Engagement <i>Engaging parents in the KIP process fosters trust and ensures alignment between classroom practices and home environments, creating a supportive ecosystem for student success.</i></p>
Evaluation criteria	<p>The practice promotes collaboration among participants and relevant stakeholders during the implementation of the intervention: intermediate level for good practices</p> <p>The practice promotes collaboration among participants, relevant stakeholders and civil society during the development of the intervention: maximum level for best practices</p>



4. OBJECTIVES

4.1 General and specific objectives

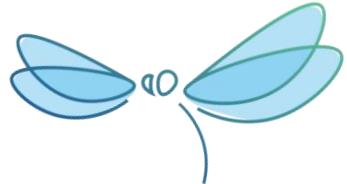
Item description	<p>State the general objective of the practice, intended as the main contribution of the practice to society. Describe the specific objectives of the practice associated with the target group(s) and any sub-group. When describing objectives, keep the SMART (Specific, Measurable, Achievable, Realistic and Timebound) framework in mind.</p> <p>Also, state how practice creates opportunities for the empowerment of participants.</p>
Indications and Examples	<p><i>The KIP is an educational approach that enables teachers to use cooperative group work to teach at a high level in academically and socially diverse classrooms. In KIP, teachers are trained to identify students' competencies in various areas and intervene to build the self-confidence of those who may feel marginalised. This aspect is particularly significant for students facing mental health challenges, as it fosters a more inclusive and supportive learning environment. The primary goal of KIP is to ensure academic access and success for all students in heterogeneous classrooms. As a pedagogical intervention, KIP aims to reshape the social structure of students during group work, fostering new roles for both teachers and students. These changes enhance cooperation, promote harmonious participation among students of different statuses, and improve task completion in small group learning activities.</i></p> <p><i>Students are encouraged to apply multiple skills through open-ended, collaborative tasks that allow them to demonstrate their abilities, communicate effectively, recognise each other's achievements, and pursue self-realisation. Group work is personalised with individual tasks, which contribute to strengthening self-confidence and promoting mental well-being.</i></p> <p><i>The impact of KIP is evident in several areas. Beyond improving lexical knowledge, it facilitates changes in students' status within peer groups, measurable through sociometric analysis. Additionally, it enhances students' communication and speaking skills, such as the frequency of verbal contributions. Student affinity for lesson planning using this method can also be evaluated, alongside reductions in unexplained deficiencies and academic failures.</i></p> <p><i>A school can benefit from implementing KIP when at least 70% of its teaching staff undergoes 30 hours of training and one year of mentoring, primarily organised by the University of Miskolc. Depending on the staff's engagement, characteristics, and expertise, the implementation process can take one month and a year.</i></p> <p><i>KIP is a pedagogical approach designed to create and support equitable, excellent, and democratic classrooms for diverse student populations in heterogeneous classrooms (Cohen and Lotan, 1997; 2014; Lotan, 2022).</i></p> <p><i>Because learning at home and in school occurs through social interaction, teachers need to create classroom environments where students interact productively with each other, with the teacher, and with texts and materials designed to further their academic, cognitive, linguistic, and social development. Classrooms are social systems rather than collections of individuals. KIP, based on sociological theories and research, is designed to create environments in which students, working cooperatively in small groups, interact equitably to master essential disciplinary content and discourse as well as to develop a varied and powerful repertoire of problem-solving strategies and skills. Importantly, KIP emphasises equal-status interactions among students and specifies the conditions under which teachers can establish and support such interactions (Cohen and Lotan, 1995; 2022).</i></p>
Evaluation criteria	Minimum level for promising practices



5. MATERIALS AND METHODS

5.1 Prerequisites

Item description	<p>Describe the organisational and contextual prerequisites for the successful implementation of the practice, including the facilities required and the estimated resources (materials and costs) for recruitment, implementation, and evaluation. Do not include intellectual property fees already reported in the Conflict of Interest Statement (1.5).</p>
Indications and Examples	<p><i>The following elements are needed to ensure the success of KIP.</i></p> <p>Professional Development and Teacher Training</p> <p><i>Workshops, training sessions, and online courses are central to equipping teachers with the knowledge and skills required for KIP.</i></p> <p><i>Organisations like the Stanford Complex Instruction Lab offer training programs and resources tailored to educators at different stages of KIP implementation.</i></p> <p>A 30-hour accredited training program organised by the University of Miskolc, covering:</p> <ul style="list-style-type: none">• <i>Identify and address status issues (e.g., perceived differences in student ability).</i>• <i>Understanding of students and their needs.</i>• <i>Transitioning to a new pedagogical culture (facilitate group work effectively by promoting equal participation).</i>• <i>Teaching and learning strategies (personalised differentiation).</i>• <i>Expertise in effectively teaching diverse, heterogeneous student groups (design multidimensional tasks requiring diverse skills to ensure every student contributes).</i>• <i>Awareness of opportunities to utilise multiple abilities in the learning process to uplift low-status students and build confidence.</i>• <i>Selecting and applying appropriate methods and organisational forms.</i>• <i>Prioritizing complex pedagogical activities.</i>• <i>Implementing problem-based teaching approaches.</i> <p>Teacher Attitudes</p> <ul style="list-style-type: none">• <i>Commitment to fostering equity in the classroom.</i>• <i>Supporting the development of students' innovative skills and social behaviour.</i>• <i>Encouraging and promoting student autonomy.</i> <p>Administrative and Structural Support</p> <p><i>School administrators should:</i></p> <ul style="list-style-type: none">• <i>Provide teachers with adequate planning time and resources.</i>• <i>Foster a culture of equity and inclusivity within the school.</i> <p><i>Introducing KIP at the institutional level ensures its practices are integrated into curricula and teaching methods. District-wide adoption often involves leadership training for administrators, allocating resources for teacher collaboration and materials, and ongoing monitoring and support to evaluate progress.</i></p> <p>Program Implementation</p> <ul style="list-style-type: none">• <i>Gradual and continuous introduction of KIP practices.</i>• <i>Participate in workshops, observe KIP classrooms, and receive mentorship from experienced educators.</i> <p><i>Building a Mentorship Network and Knowledge Sharing</i></p> <ul style="list-style-type: none">• <i>Establishing a mentor network for ongoing support.</i>• <i>Sharing best practices and resources among educators.</i> <p><i>Costs of the implementation</i></p> <p>Duration of the training: 30 hours</p>

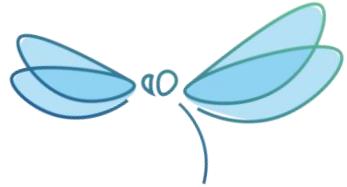


<i>The cost of the training and the 1-year follow-up per person:</i>	
<i>Training fee / person</i>	100 000 HUF
<i>Follow-up</i>	
<i>Sending 1 lesson plan per week for 36 weeks: 3000 HUF</i>	108 000 HUF
<i>Monthly mentoring fee for 9 months: HUF 15 000/person</i>	135 000 HUF
<i>Material costs (wrapping paper, freckle pens, coloured pencils, glue, coloured paper, scissors, ruler)</i>	2 000 HUF
<i>Total cost for a person</i>	345 000 HUF (865 EUR)

Evaluation criteria	Minimum level for promising practices
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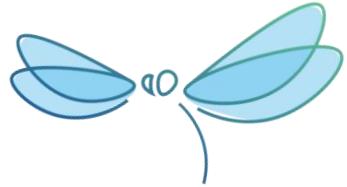
5.2 Training and competencies of professionals that implement the practice

Item description	Describe the personnel implementing the practice, specifying their professional skills. Specify the training they must have and how responsibilities are divided among professionals.
Indications and Examples	<p><i>The American Complex Instruction method was adapted into the KIP through the research efforts of Emese K. Nagy, establishing it as a Hungarian innovation. Starting in 2000, under her leadership, the teachers at the Hejőkeresztúr school played a crucial role in disseminating the method. For several years, they were the only educators with the practical experience necessary to train teachers from other schools.</i></p> <p><i>As the number of schools adopting the program increased, more teachers became KIP trainers. Currently, around 40 highly skilled trainers are involved in the program across the country. These trainers are teachers who incorporate the method into their daily teaching practice. During the 30-hour training sessions, their primary role is to familiarise other teachers with the method and provide ongoing support for its implementation for at least six months. This support may extend for up to five years in cases of high teacher turnover.</i></p> <p><i>Currently, the program's operational management is handled by members of the Teacher Training Institute at the University of Miskolc.</i></p>
Evaluation criteria	Minimum level for promising practices



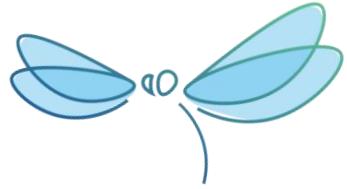
5.3 Ethical aspects

Item description	Describe how the participants' welfare and ethical principles are guaranteed during the practice implementation. Also, specify how the expected benefits are superseding the potential harms.
Indications and Examples	<p><i>The University of Miskolc monitors the development of the KIP in Hungary. It constantly assures quality of classroom teaching and professional learning of teachers, as well as the welfare of the participants involved.</i></p> <p><i>The program is based on non-threatening activities that promote inclusivity and reduce systemic inequality in education. However, KIP requires continuous attention: insufficient use of the method, or even discontinuation, can result in poor student performance (undermotivation) and a return to behavioural problems that existed before the program was introduced.</i></p> <p><i>The potential adverse effects were identified and addressed: if the program is discontinued—meaning teachers do not apply it regularly or only a few members of the teaching staff implement it—the expected results will not be achieved. The original status hierarchy among students may re-emerge, along with a return of inappropriate behaviour and demotivation. As this suggests, KIP requires additional effort and energy from teachers.</i></p>
Evaluation criteria	Minimum level for promising practices



5.4 Recruitment methods

Item description	Describe how the participants were reached and recruited into the practice, as well as the number of participants included.
Indications and Examples	<p><i>Schools can join the program by applying to the KIP network.</i></p> <p><i>Steps for Changing the Pedagogical Culture:</i></p> <ul style="list-style-type: none">• Accredited teacher training: 30 hours.• 1-year close follow-up: equivalent to 1/6 of the teaching hours. <p><i>Criteria for stepping to the KIP:</i></p> <ul style="list-style-type: none">• At least 70% of the teaching staff must be committed to changing the pedagogical culture.• The head of the institution is professionally supported and accepted by the teaching staff.• The teaching staff participates in a KIP lesson with the entire staff in a school already implementing KIP. <p><i>Next Step:</i></p> <p><i>If the institution meets the above criteria, the next step is to complete the 30-hour teacher training.</i></p> <p><i>Conditions for Qualifying as a KIP School:</i></p> <ul style="list-style-type: none">• At least 70% of the teaching staff actively use the program.• Between 10–20% of teaching hours are conducted according to the KIP method, with proper documentation.• The school organizes collaborative practices within the teaching staff, gradually creating a dedicated team responsible for KIP implementation, maintenance, and monitoring.• Teachers are proficient in status management techniques and incorporate them into their lessons.• Input and output measurements are performed regularly.• Statistical data is published annually. <p><i>Current Status of KIP in Hungary:</i></p> <p><i>There are approximately 3,600 schools in Hungary. One-third of teachers are familiar with the KIP method, and 201 schools (185 primary schools for children aged 6–14 and 16 secondary schools for students aged 15–18) apply it across the entire teaching staff or within a KIP team. According to www.komplexinstrukcio.hu, the national rate of schools actively using KIP is 5.54%.</i></p> <p><i>The number of KIP schools has been increasing since 2009, with participation expected to grow further as more secondary schools aim to diversify their pedagogical practices. All but two KIP schools are members of the KIP network, which includes over 30,000 students and nearly 2,000 teachers.</i></p>
Evaluation criteria	Minimum level for promising practices

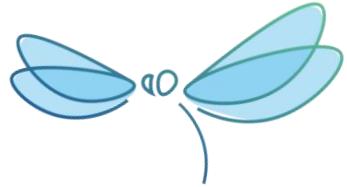


5.5 Organisations

Item description	Describe what type of organisation(s) can implement the practice.
Indications and Examples	<p><i>KIP is implemented within the classroom, making it suitable for use in any public education institution.</i></p> <p><i>However, when we refer to a "KIP school," we are not talking about individual teachers but rather about at least 70% of the teaching staff actively participating in the program.</i></p> <p><i>KIP schools are part of a network to enhance its effectiveness: https://komplexinstrukcio.hu/.</i></p> <p><i>This network provides continuous professional support to schools in need, helping to sustain and strengthen their educational work.</i></p>
Evaluation criteria	Minimum level for promising practices

5.6 Outline of the practice

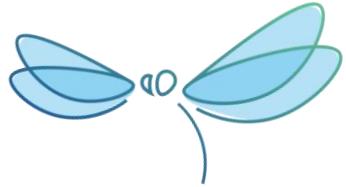
Item description	Provide a brief overview of the different stages of practice (e.g., recruitment, implementation, and/or evaluation), including each step and the task performed, along with its timeline (sequence, frequency, duration, timing of activities).
Indications and Examples	<p><i>Preparation, Implementation, and Closure of KIP</i></p> <ul style="list-style-type: none"><i>Teacher Training: Teachers receive training to implement the method effectively.</i><i>Mapping the Initial State: Introducing KIP in the school requires assessing the "initial state," including analysing relationships and reciprocity within the class (sociometric analysis). This provides insight into which students hold a low status within the class.</i><i>Assessment of Gardner's Intelligence Domains: The homeroom teacher evaluates the students' intelligence areas based on Gardner's theory.</i><i>Team-Building Activities: For approximately one month, the teacher conducts team-building games (e.g., "Master Planner," "Rainbow Logic").</i><i>Planning Heterogeneous Groups: The teacher organises heterogeneous groups in terms of knowledge and social skills, keeping in mind each student's strengths.</i><i>Preparing the Lesson Plan: The teacher prepares the lesson plan, ensuring that every student can showcase their strengths and knowledge, allowing for effective in-class status management.</i> <p><i>The method typically takes 3 to 6 months to implement:</i></p>



Time	Activity	Methods
	Study of professional literature	Teacher training. Personal learning.
First month:	Overview of the curricula. Schedule of KIP classes.	Team and individual work.
Second month:	Student observation. Team building games. Group work initiatives.	Traditional group work. Mapping strengths. Completing multiple intelligence tests. Bingo, master planner, cut-out square, summer drawing, etc. Introducing roles and rules. Introducing norms. Making contracts.
Third month:	Assessing the status situation. Learning roles, norms, rules. Organizing the first KIP classes.	Sociometry. Put principles on the wall, continuous repetition.
Fourth month:	Deepening the method. Continuous preparation of lesson plans. Practical application of lesson plans that comply with principles.	Organizing KIP lesson Teacher collaboration. Peer observation. Observation sheets, measurements.
Continuously from the sixth month	The program is applied with continuous mentoring and control.	Teachers are able to independently apply the method regularly, through which students' motivation, behavior, and status problems show improvement.

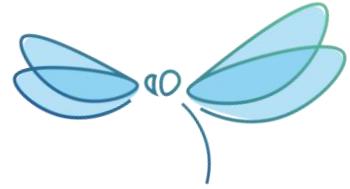
Evaluation criteria

Minimum level for promising practices



5.7 Planned activities

Item description	<p>For each task, describe the concrete activities, purposes and duration, including references to useful documentation for its implementation (e.g., citations of manuals and protocols). The description should allow the replicability of each activity. If applicable, describe how the activities are adapted to the needs of the participants, considering each target group and sub-group included.</p>
Indications and Examples	<p>The intervention's methodology and detailed description of the activity must be easily understandable for interested stakeholders. Also provide citations of accessible documents, guidelines, protocols or manuals that can help replicate the presented methodology.</p> <p><i>After completing the KIP training, teachers implement the KIP method in 10-20% of their teaching hours, across all age groups and subjects. The KIP method aligns with the national core curriculum and adheres to the prescribed syllabus. Its essence lies in engaging students in 45-minute lessons where they work in groups of 4-5 members, heterogeneous in knowledge and socialisation.</i></p> <p><i>The method follows a fixed schedule, and every KIP lesson includes the following elements.</i></p> <p><i>A brief introduction: This focuses attention on the task and sets the tone for the lesson.</i></p> <p><i>Group work: This time is used not only for advancing knowledge but also for fostering relationships among students. In groups with diverse levels of knowledge and social skills, dominant student personalities can positively influence the learning process. Group work promotes learning social roles, decision-making, responsibility, and conflict resolution techniques. The primary goal of group work is to develop students' cooperation and behaviour, while also emphasising the improvement of cognitive skills.</i></p> <p><i>Group presentations: Groups report on their work, with each group having approximately 2 minutes to summarise and present their results concisely to the rest of the class. The presenting student is responsible for showcasing the group's collaborative efforts.</i></p> <p><i>Individual work: This phase focuses on solving differentiated, personalised tasks. For talented students or those with the means (e.g., electricity at home and heating in winter), tasks are provided that can be completed at home if necessary. The tasks are targeted, brief, and achievable for others during the lesson.</i></p> <p><i>Feedback on individual work: There is often insufficient time for every student to present their work. The teacher strives to hear from at least one student from each group (excluding those who have already presented). Others may be asked to submit their notebooks for review at the end of the lesson, while students completing tasks at home receive feedback in the next class.</i></p> <p><i>Lesson closure with evaluation: Lessons end with an evaluation emphasises positive reinforcement, with status management playing a central role.</i></p>



Steps/Protocol for a 45-Minute Lesson:

Structure of KIP lesson	Duration	Teacher and student activities
Introduction	1–3 minutes	Connection with reality, everyday life, practical use of the curriculum.
Objective	1 minute	The teacher responds and states what he expects from this lesson. She formulates the goals (education, upbringing).
Big idea	1 minute	The guiding principle of the lesson: indicates the topic on which the groups are working. This is referred to at the end of the lesson.
Roles, norms	2–10 minutes	-facilitator, reporter, material manager, time organizer, but when using a computer or laptop: e.g. computer operator, e.g. warm-up in physical education class. Mandatory rotation of roles/status management tool/tracking of roles (e.g. in a table). Adherence to the norms previously formulated together with the class community enables disciplined work. Norms and roles are clearly and aesthetically placed on the wall. For example: - Help your partner, but do not solve the task for them!
Group task	10–20 minutes	Mandatory organization of heterogeneous student groups. Formulation of different open-ended tasks ("it depends") for each group. According to the other: – in accordance with the central theme, – exclusion of competitive situations, – tasks that activate a variety of abilities. The teacher's task is based on observing the interactions between students: – status management, – highlighting the strengths of students, praise, reinforcement, encouragement, recognition.
Group report	2 minutes/group	Requirement monitoring of the reports by the class. The teacher's task is: – positive reinforcement, evaluation, self-evaluation, also on an individual basis. What to pay special attention to: – saved teacher attitude.
Individual tasks	5–10 minutes	Differentiated individual tasks based on the results of group work. Students help each other while solving the tasks.
Individual reports	5–10 minutes	If there is no time for a student to present the solution, we listen to children who speak little It can also be homework. In any case, it must be checked and feedback given to the student
Closing – evaluation	2 minute	Reference back to the big idea. Personal developmental evaluation. I am confident that...; I know you are capable of...; ...you were very good at it; ...this is your strength... ; Would you think again? Could we help... etc.

Citation of accessible documents/guidelines/protocols or manuals

Lotan, R. A. (2025). Complex instruction in heterogeneous schools: building equitable, excellent, and democratic classrooms. *Intercultural Education*, 36(1), 5-9.

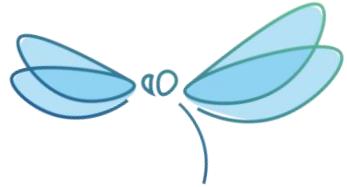
Cohen, E. G., & Lotan, R. A. (2014). *Designing groupwork: strategies for the heterogeneous classroom* third edition. Teachers College Press.

Nagy, K. E (2020). Developing Undergraduate Students' Teaching Competences. *Acta Educationis Generalis*, 10(2), 133-149.

Kiss, O (2024). Enhancing cooperation: The complex instruction program (KIP) in the EFL classroom. *Promoting Tolerance: Encounters of Education. Literature and Culture*, 39

Evaluation criteria

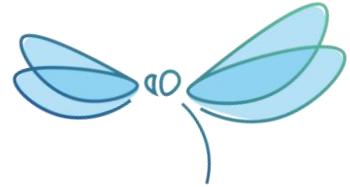
Minimum level for promising practices



6. OUTCOMES

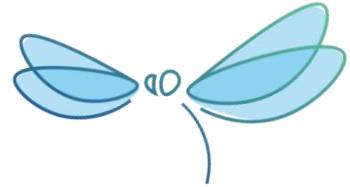
6.1 Evaluation methods

Item description	<p>Describe the evaluation methodology and the set of indicators or instruments used to measure outcomes related to the effectiveness of the practice in achieving the predetermined objectives (e.g., improving specific mental health-related outcomes) and/or the process (the reach of the practice, the extent to which activities were carried out as intended, the facilitators and barriers, and the appreciation and experience of the implementers and participants).</p>
Indications and Examples	<p>If you do not yet have a methodology for effectiveness and/or process evaluations, please describe how you plan to evaluate your practice in the future by giving a description of the indicators and outcomes that you would like to address.</p> <p><i>The program's own measurement and evaluation system has been developed, its description can be found here (Nagy, 2012).</i></p> <p>Measures of effectiveness</p> <ul style="list-style-type: none">- <i>Changes in the results of sociometric measures (improvements in peer interaction and interpersonal dynamics in the group).</i>- <i>Observation and measurement of the lesson (teacher behaviours and student reactions).</i>- <i>The impact of KIP on the community (absenteeism, school dropout; further education at a school that awards a high school diploma).</i>- <i>Academic work (the national competency assessment provides a broad analytical opportunity for external, independent and regular evaluation).</i>- <i>Equity in Participation (reducing disparities in classroom interactions, allowing traditionally marginalized students to participate more actively).</i>- <i>Social and Emotional Growth (development of collaboration, communication, and problem-solving skills, which benefit students beyond academic knowledge).</i> <p>Process evaluation</p> <ul style="list-style-type: none">- <i>Measuring the number of schools at national and European level that adhere to the KIP</i>- <i>Participants (number of students and teachers) in the KIP network</i>- <i>Experiences and perspectives of teachers</i>
Evaluation criteria	<p>Describe how you plan to evaluate your practice in the future: minimum level for promising practices</p> <p>Describe the evaluation methodology already used: intermediate level for good practices</p>



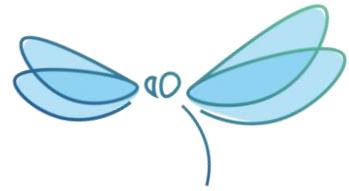
6.2 Process evaluation

Item description	Describe the results of the process evaluations, reporting the reach of the practice, the extent to which activities were carried out as intended, the appreciation and experience of the implementers and participants.																																		
Indications and Examples	<p>If you have not yet conducted a process evaluation, provide a brief overview of the reach of the practice, the extent to which activities were carried out as intended, and the appreciation and experience of the implementers and participants) based on anecdotal evidence/observations.</p> <p><i>The Hungarian national rate of schools actively using KIP is 5.54% (www.komplexinstrukcio.hu). A significant number of schools (around 60%) are situated in the north-eastern region of Hungary and in Budapest with a significant Roma population.</i></p> <p><i>The number of KIP schools has been increasing since 2009. An increase in participation is expected again, as more secondary schools intend to enhance their pedagogical repertoire culture. More than 30,000 students attend the schools of KIP network, with nearly 2,000 teachers involved.</i></p> <table border="1"><caption>Data for KIP schools (approximate values from graph)</caption><thead><tr><th>Year</th><th>Number of Schools</th></tr></thead><tbody><tr><td>2009</td><td>10</td></tr><tr><td>2010</td><td>15</td></tr><tr><td>2011</td><td>20</td></tr><tr><td>2012</td><td>30</td></tr><tr><td>2013</td><td>40</td></tr><tr><td>2014</td><td>55</td></tr><tr><td>2015</td><td>75</td></tr><tr><td>2016</td><td>105</td></tr><tr><td>2017</td><td>185</td></tr><tr><td>2018</td><td>195</td></tr><tr><td>2019</td><td>195</td></tr><tr><td>2020</td><td>195</td></tr><tr><td>2021</td><td>198</td></tr><tr><td>2022</td><td>200</td></tr><tr><td>2023</td><td>200</td></tr><tr><td>2024</td><td>205</td></tr></tbody></table> <p>KIP schools in Slovakia, Ukraine, and Romania also belong to the network.</p> <p>There are no exact plans to expand KIP. Each school decides whether to implement the program and join the network. The decision depends on their resources. However, at least 70% of the teaching staff must learn the program and go through the process from application according to the protocol already mentioned above. Otherwise, the results will not be achieved.</p> <p>The experiences and perspectives of teachers using KIP were monitored and explored, as was the preference for KIP among students, which reflected predominantly positive feedback. (Nagy, 2025). National level.</p> <p>https://www.oktatas.hu/pub_bin/dload/kozoktatas/kerettanterv/KomplexInstrukciosProgram_PDF.pdf</p>	Year	Number of Schools	2009	10	2010	15	2011	20	2012	30	2013	40	2014	55	2015	75	2016	105	2017	185	2018	195	2019	195	2020	195	2021	198	2022	200	2023	200	2024	205
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Evaluation criteria	<p>Describe how you plan to evaluate your practice in the future: minimum level for promising practices and intermediate level for good practices</p> <p>Describe the evaluation methodology already used: maximum level for best practices</p>																																		

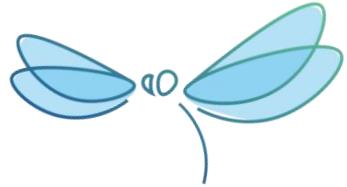


6.3 Data of effectiveness

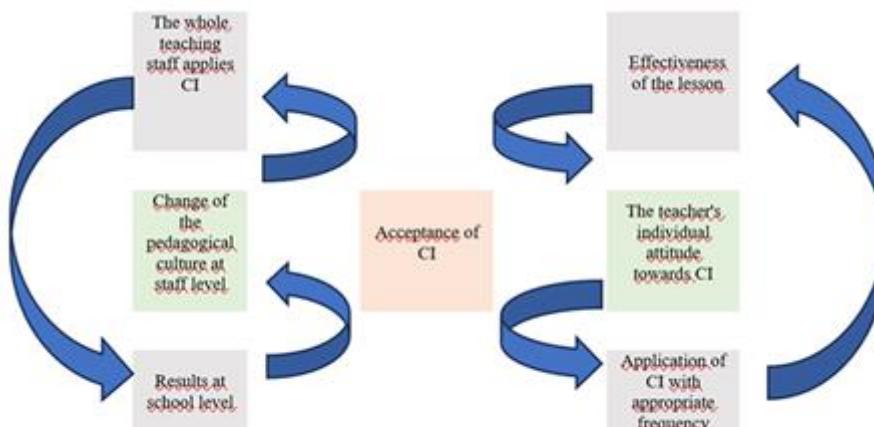
Item description	<p>Based on available research, what is known about the beneficial effect of the practice? Briefly describe which studies, using reliable and valid research methods, were conducted to evaluate the effectiveness of the intervention. Report the results, including unexpected/unintended adverse effects. If applicable, also describe the cost-effectiveness results. Include full references of each document cited.</p> <p>If you have not yet conducted effectiveness evaluations, please provide a brief overview of the main benefits of your practice so far based on anecdotal evidence/observations.</p>
Indications and Examples	<p>Publications in English:</p> <p>Cohen, E.G. & Lotan, R.A. (Eds.). (1997). <i>Working for equity in heterogeneous classrooms: Sociological theory in practice</i>. New York: Teachers College Press.</p> <p>https://m2.mtmt.hu/gui2/?type=authors&mode=browse&sel=authors10012519</p> <p>Nagy, E. K. (2025). Complex instruction in Hungary. <i>Intercultural Education</i>, 36(1), 53-67.</p> <p>Nagy, E. K. (2020). Developing Undergraduate Students' Teaching Competences. <i>Acta Educationis Generalis</i>, 10(2), 133-149.</p> <p>Nagy, E. K. (2013) Acquiring status treatment techniques by creating a lesson plan. <i>PedActa</i>, 33-44.</p> <p>Nagy, E. K. (2020). The teacher as a facilitator of the Differentiated Development in Heterogeneous Groups of Students-Complex Instruction Program (DFHT-KIP). <i>Az Eszterházy Károly Egyetem tudományos közleményei (Új sorozat 43. köt.). Tanulmányok a neveléstudomány köréből= Acta Universitatis de Carolo Eszterházy Nominatae. Sectio Paedagogica</i>, pp 95-108.</p> <p>Nagy, E. K. (2023). Issues in the education of minorities in Hungary. In Lubinszki, Mária Efficiency and Coherence in Pedagogy, Special Education and Teacher Training, pp 61-80.</p> <p>Nagy, E. K. (2020). Status Problem in Schools. In: Hideg, Gabriella; Simándi, Szilvia; Virág, Irén (eds.) Prevenció, intervenció és kompenzáció, pp. 377-386.</p> <p>Nagy, E. K. (2022). The long-term results of using the Complex Instruction Program (KIP).</p> <p>Nagy, E. K. (2013). How can we create an equitable classroom?. In Karlovitz, János Tibor (eds.) Questions and perspectives in education, pp. 109-115.</p> <p>Books in Hungarian:</p> <p>Nagy, E. K. (2012). Több mint csoportmunka. Nemzeti Tankönyvkiadó.</p> <p>Nagy, E. K. (2015). KIP Könyv I-II.</p> <p>Nagy, E. K. (2023). Komplex Instrukciós Program és differenciált fejlesztés az óvodákban Miskolc-Egyetemváros, Magyarország : Miskolci Egyetemi Kiadó (2023), 136 p. ISBN: 9786155626913</p> <p>Nagy, E. K. (2024). Komplex Instrukciós Program és differenciált fejlesztés az középiskolákban. Miskolc-Egyetemváros, Magyarország : Miskolci Egyetemi Kiadó (2024) , 209 p. ISBN: 9786156835079 https://complexinstruction.stanford.edu/library</p> <p>Results:</p> <ul style="list-style-type: none">- a decrease in the teacher's role as a class leader leads to an increase in students' interaction, joint activity, and work;- a positive change occurs in the classroom ranking and hierarchy of disadvantaged students;- the application of KIP improves the academic performance of students;- positive change in further education at a school that awards a high school diploma. <p><i>It is a common experience that teacher training often fails to leave a lasting impact on teachers' professional lives. KIP, however, is different. To achieve effectiveness, the initial 30-hour training, which we define as a "starting point," is not sufficient on its own. KIP requires continuous mentor support for schools for at least one year following the training.</i></p>

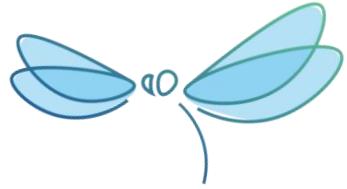


	<p><i>This support period is crucial to determine whether teachers are committed to the effective implementation of KIP and whether sustained efforts lead to the following expected outcomes:</i></p> <ul style="list-style-type: none"><i>Increased academic performance,</i><i>Improved social behaviour (e.g., cooperation, mutual respect, acceptance of others' opinions),</i><i>Reduced school absenteeism,</i><i>Increased student motivation.</i>
Evaluation criteria	<p>At least one official document (e.g., peer-reviewed or pre-print publication, internal reports or project documentation) demonstrating improvements in the target group(s), and any sub-groups, compared to the starting point (quantitative pre-post evaluation): intermediate level for good practices</p> <p>At least one RCT study demonstrating improvements in the target group(s), and any sub-groups, compared to a control group: maximum level for best practices</p>



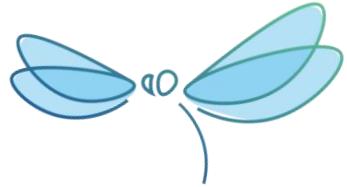
6.4. Obstacles and harmful effects

Item description	Describe the possible obstacles/harmful effects.
Indications and Examples	<p>Describe the nature, extent, distribution, and possible consequences of obstacles/barriers to practice implementation. Specify how harmful effects have been identified and addressed.</p> <p>If you have not yet evaluated this aspect, please report any obstacles you have observed.</p> <p><i>Based on the concept of the “virtuous circle,” the popularity of KIP and its appropriate application are driven by two mutually reinforcing processes. One involves the faculty’s willingness to adapt the program to shape the institution’s pedagogical culture. This cycle includes faculty-wide acceptance of the program, the program’s adequate effectiveness, and further acceptance of KIP, forming a continuous loop. The second loop arises from individual attitudes: the consistent application of the program, the emergence of results, and subsequent acceptance of KIP.</i></p> 
Evaluation criteria	Intermediate level for good practices



6.5 Dissemination plan

Item description	Describe the communication strategy adopted to disseminate the results of the practice.
Indications and Examples	<p>1. Collaborations with Educational Networks Partnering with educational organisations, research institutions, and community groups helps spread awareness and expertise. Networks like the National Equity Project often collaborate with schools to embed equitable teaching practices, such as KIP.</p> <p>2. Publishing Research and Case Studies Disseminating research findings and real-world success stories in journals, conferences, and online platforms builds credibility and encourages adoption. For example, studies on KIP's impact on marginalized students have been shared widely to promote its use as an equity-focused teaching strategy.</p> <p>3. Resource Creation and Sharing Creating accessible materials, such as KIP guides, example lesson plans, and task templates, supports teachers in adopting KIP without extensive initial training. Online platforms, including websites, webinars, and social media, make resources widely available.</p> <p>4. Cross-Sectoral Engagement Collaboration with policymakers and non-profits ensures KIP's principles are reflected in education reform initiatives. Engaging communities, including parents, enhances support for equitable teaching methods.</p>
Evaluation criteria	Minimum level for promising practices



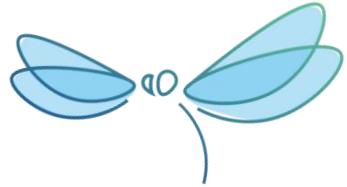
7. SUSTAINABILITY

7.1 Transferability

Item description	<p>Please report a plan on how the practice can be or has already been adapted and transferred/repeated in another context (local/national/European level).</p>
Indications and Examples	<p>The documentation of the practice activities and instruments (e.g., guidelines, protocols or a manual with a detailed activity description) should allow for repetition/transfer to other settings.</p> <p><i>KIP has been successfully implemented in schools worldwide, including Europe, New Zealand, and Israel. These adaptations often focus on fostering inclusivity in culturally and socioeconomically diverse classrooms. The dissemination of KIP is most effective in institutions that are both prepared to accept it and motivated to implement it.</i></p> <p><i>KIP implementation and evaluation are elaborated in detail (Cohen and Lotan 1989; 2014; Nagy, 2015; Lotan, 2025) promoting its sustainability and transferability. For external, independent and regular evaluation, the national competency assessment provides a wide range of analytical options.</i></p> <p><i>For transferability, it is essential to establish a well-defined organizational framework, including tasks, work division, decision-making system, communication networks, evaluation mechanism, feedback processes and regulatory procedures. Another fundamental condition for development is teacher learning and development. It is necessary not only because most teachers might have limited knowledge required for the development processes resulting in changes in the given cases, but also because generating constructing new knowledge is a significant innovation process in itself. Support from the school leadership is vital for KIP's success as well. The head of the institution's professional expertise and acknowledgment plays a pivotal role in engaging teachers with KIP's implementation.</i></p>
Evaluation criteria	<p>Ready to be transferred/repeated/ adapted: minimum level for promising practices</p> <p>The practice has already been adapted and transferred/repeated in another context (local/national/European level): intermediate level for good practices</p>

7.2 Practice continuation and source of funding

Item description	<p>Describe how the continuation of the practice can be or has been ensured in the medium and long term and the funding sources.</p>
Indications and Examples	<p><i>Funding for KIP initiatives usually involves a combination of sources, including school budgets, educational grants, private foundations, and government funding. Securing financial support is essential for training educators, developing resources, and scaling KIP programs in schools.</i></p> <p><i>The need for a shift in pedagogical culture, alongside with the success of KIP schools, will ensure its medium- and long-term sustainability.</i></p>
Evaluation criteria	Optional for best practices



CONFLICT OF INTEREST (CoI) STATEMENT

To ensure transparency and credibility, conflict of interest (CoI) declarations are collected from all practice owners participating in the MENTOR project.

For the purposes of this declaration, a conflict of interest refers to any financial or non-financial relationship that could unduly influence, or be perceived to influence, the development, content, implementation, dissemination, or evaluation of the community practice.

Practice owners are requested to declare the following:

Funding and financial relationships

Please declare the receipt of any funding or financial support (in cash or in kind), including grants, honoraria or travel support, received personally or institutionally for the development of the community practice, from any commercial organisation or related entity (e.g. foundation, institute, corporate social responsibility organisation), including but not limited to:

- **Alcohol producers, distributors, or retail companies**
- **Government monopolies or government institutions that produce, distribute, or sell addictive products or are directly linked to addictive industries (e.g. alcohol, tobacco, gambling)**
- **Pharmaceutical companies, where the funding is related to the treatment of mental health or substance use disorders (including alcohol and tobacco)**
- **For-profit healthcare institutions or organizations, including private hospitals or clinics, where the funding is related to the treatment of substance use disorders (including alcohol and tobacco)**
- **Organisations focusing on “social aspects” or similar entities whose primary funding sources or strategic direction originate from the above-mentioned actors.**

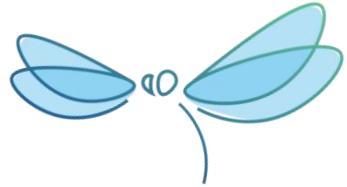
Research funding

Please declare whether any published data or evidence presented in relation to the community practice is derived from research funded by any of the entities listed above.

Non-financial interests

In addition, practice owners are requested to disclose any non-financial interests that could introduce bias, or be perceived as introducing bias, in relation to the practice submitted for evaluation. These include, but are not limited to:

- **professional interests,**



such as current or recent roles, affiliations, or activities;

- **personal relationships or personal beliefs**

that may affect, or be perceived to affect, impartiality. Examples include but are not limited to: holding a position on an editorial board, advisory board, or board of directors or other governance, oversight, or management bodies; involvement in writing and/or training, or consulting activities for educational or professional purposes; acting as an expert witness; participation in mentoring or supervisory relationships; or any other comparable professional or personal engagement that could result in an actual or perceived conflict of interest.

Interests not considered a conflict of interest

Public funding received from national authorities, public health institutions, directorates of health, research councils, or European Union programmes does not constitute a conflict of interest.

If no relevant conflicts of interest exist, please provide the following statement:

"I, [Name], declare that there are no conflicts of interest related to the development, funding, or dissemination of this community practice.

[Date]"

Additional declaration on Costs and Intellectual Property

Please confirm whether the implementation of the community practice involves costs payable to the practice owner or a third party, including fees related to intellectual property, patents, licences, products, devices, applications, or specific methods.

Please select and sign one of the following statements:

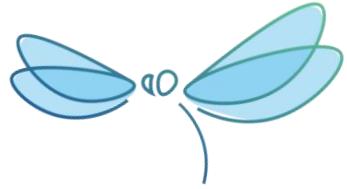
"I, [Name], declare that the implementation of the community practice involves costs payable to the practice owner or a third party.

[Date]"

or

"I, [Name], declare that the implementation of the community practice does not involve any costs payable to the practice owner or a third party.

[Date]"

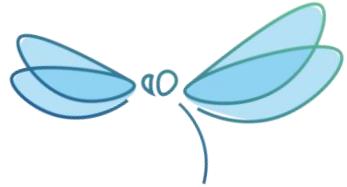


EVALUATION

Practices will be evaluated by reviewers selected from the MENTOR team members, who are properly trained on the evaluation process and criteria for promising, good, and best practices. To streamline the evaluation process, a checklist was developed, based on the [Dutch Recognition System for Interventions](#). This checklist includes four response options (Fully met; Partially met; Not met at all; and Not Applicable) for each section of the assessment form, ensuring a clear and straightforward evaluation. For each “Not met at all” response to an item in red, a suggestion is mandatory. For each “Partially met” response, a suggestion is recommended.

After evaluation, if the practice is deemed suitable for inclusion in the catalogue, it will be awarded the MENTOR label for promising, good or best practice. The practices will also receive an evaluation regarding the potential for growth.

Finally, you may receive minor suggestions to improve the presentation and meet all the benchmark criteria of a specific level.



See below the outcome evaluation sheet

Outcome of the evaluation

Please indicate here whether you believe this intervention qualifies sufficiently for recognition as

- **promising practice**, where all the **red criteria** (minimum level) must be set to 'Fully met'
- **good practice**, where all the intermediate level criteria must be set to 'Fully met'
- **best practice**, where all the maximum level criteria must be set to 'Fully met'

You should only select the option 'with minor suggestions for improvement' if you are certain that the necessary adjustments are minimal and can be implemented within one month. Your points for improvement must be specific enough for the owner to understand exactly which adjustment(s) are necessary.

I give this practice the level...

- insufficient**, because:
- promising**, without need for revision
- promising**, with the minor suggestions for improvement:
- good**, without need for revision
- good**, with the minor suggestions for improvement:
- best**, without need for revision
- best**, with the minor suggestions for improvement:

Potential for growth

If applicable, do you think this promising practice has the potential to grow to the intermediate level (good practice)?

- yes**
- no**

What do you think is needed to make this (still) possible?

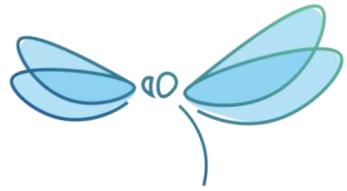
If applicable, do you think this good practice has the potential to grow to the maximum level (best practice)?

- yes**
- no**

What do you think is needed to make this (still) possible?



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REFERENCES

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Stepien, M., Keller, I., Takki, M., & Caldeira, S. (2022). European public health best practice portal - process and criteria for best practice assessment. *Archives of public health*, 80(1), 131. <https://doi.org/10.1186/s13690-022-00892-5>



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