MAKE IT OPEN

Open Schooling Hubs

Strategic guidelines

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Authors	Andrew Whittington-Davis and Alix Thuiller
Reviewers	Dee (Forth) Daniel (Forth)
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0.3	28/01/2022	Andrew Whittington-Davis and Alix Thuiller	Ecsite	Final draft
1.0				

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Phase 3

1. Introduction

Globally, educational systems are looking in need of change. The digital divide, the change in labour markets, the imbalance of information flow are all factors that need solving. Education can be that avenue/contributor in overcoming these challenges. But, in what exact form should educational institutions take? The EU project Make it Open aims to provide a piece to this overall puzzle by positioning schools, teachers, educators, students, and their parents as core components of the learning process, where synergies between science, entrepreneurship, creativity and innovation are created through what is known as Open schooling, taking inspiration and guidance from maker education and citizen science.

For the past year Make it Open has been researching and building a series of tools that aim to encourage the uptake of open schooling by making it more accessible for new and experienced users. The tools on offer include:

1. Open schooling guidelines to present open schooling in a concise, easy to read format
2. An online navigator to support teachers through their open schooling journey
3. A series of "lessons" called Learning Scenarios that schools can use in their classroom as part of their curriculum

With these tools, the aim is to stimulate and facilitate the transformation of schools into open schooling environments. However, as noted in D1.1 *What is open schooling*:

> *"*
>
> *The initial research identified a wide variety of open schooling programmes, and revealed*
>
> *that schools and partners need significant support in devising, shaping and planning their*
>
> *open schooling projects.* *"*

These tools alone cannot transform schools into open schooling environments. In light of this there needs to be some kind of vehicle or educational incubator that will encourage this change by meeting and working with the schools where they are. The Make it Open Hubs act as that vehicle, adopting tenets from incubators and accelerators alike to provide leadership

and mentorship for 150 schools across Europe. Over the next school year (September 2022 – September 2023), 10 Hubs across 10 locations in Europe – Greece, Hungary, Israel, The Netherlands, Poland, Portugal, Romania, Spain, Sweden and the UK – will become spaces to help transform schools into spaces of community wellbeing, and support them in forming diverse partnerships with parents, industry actors, non-formal learning organisations, policymakers and researchers. To meet these overarching goals however, there is a technical and logistical need for a strategy to be formed that all Hubs will follow.

This document acts as that strategy, which has taken inspiration from past open schooling projects, and education ecosystem-based methodologies allowing us to consolidate interesting methods and steps to help build a Make it Open Hubs strategy fit for Make it Open's goals and objectives. These inspirational strategies and methodologies can be found at the end of this document.

It is important to note that this document describes first guidelines on what the hub's overall goal is, what they will do, and how they will function, logistically and technically. Over the course of Make it Open's life the strategy might have to mould and change to accommodate to local and international needs. This strategy consists of five chapters:

1. A projected roadmap
2. Phase 1: Preparation
3. Phase 2: Establishing the Hub
4. Phase 3: Building long term relationships
5. Other things to consider: evaluation and ethics

Each phase contains a number of steps. At the beginning of each step a checklist is provided of the mandatory elements that all Hubs must aim towards. The information provided after this checklist is there to offer guidance and a process one could take to achieve the items on the checklists. Ultimately, there is not one route to take when building open schooling partnerships. Adaptations are expected between the Hubs to suit their local needs and resources. These adaptations and journeys will be documented in D4.2: Report on the operation of 10 Hubs in March 2023.

Hubs roadmap

Projected timeline

MAKE IT OPEN HUBS TIMELIME (NOVEMBER 2021 – JUNE 2023)

Phase 1: Preparation

- STEP 1: UNDERSTANDING THE MAKE IT OPEN HUB (page 13)
  December 2021 - January 2022

- STEP 2: GETTING FAMILIAR WITH THE PROJECT'S TOOLS (page 17)
  December 2021 - April 2022
  Key action/event: Hub leaders training, multiple training sessions from February to April

- STEP 3: EXPOSING MAKE IT OPEN (page 21)
  November 2021 – September 2023

Phase 2: Establishing the Hub

- STEP 4: FORM A HUB ADVISORY BOARD (page 26)
  February - May 2022
  Key date/event: Form a Hub Advisory Board by May 2022

- STEP 5: LOCATING 15 SCHOOLS (page 32)
  February - September 2022
  Key action/event: Training for schools in before, during or after Summer 2022

Phase 3: Building long term relationships

- STEP 6: ACCESSING HUB SUPPORT (page 43)
  September April – June 2023
  Key action/event: attend bi-monthly calls and communication channel organised by Ecsite

- STEP 7: PROVIDE SUPPORT FOR THE SCHOOL (page 44)
  April 2023 – June 2023
  Key action/event: Hold two in person/online meetings with school representatives and run a final stakeholder event

Evaluation – Proof of concept

- STEP 8: SCHOOL EVALUATION (page 48)
  September 2022 – June 2023
  Key action/event: Quarterly call/meeting with hub representative and longitudinal survey once at the beginning and once at the end

- STEP 9: HUBS EVALUATION (page 50)
  Spring 2022 & June 2023
  Key action/event: two focus group meetings with Ecsite and Copernicus once at the start and once at the end. Quarterly online surveys.

Phase 1

Preparation

" *Education has to become everyone's business, and the more connected, intertwined and interdependent societies become, the greater the opportunity to leverage our collective* "
efforts.

- Local Learning Ecosystems: Emerging Models, WISE (2019)

STEP 1: UNDERSTAND WHAT A MAKE IT OPEN HUB IS (December 2021 - January 2022)

Step 1 checklist

☐   Understand the role of a Make it Open Hub

☐   Be aware of a Hub's principles

☐   Be aware of the aims and goals of a Make it Open Hub

1.1. What is a Hub?

The Make it Open Hub should be viewed as a body that will cultivate and help schools in becoming an ecosystem of idea exchange, collaboration and networking between different users (Winthrop *et.al*, 2017), using the tools from Make it Open. Each Make it Open Hub has one main overarching goal, which is to encourage and support 15 schools to use the Make it Open methodology and tools, where schools will solve challenges within their community. Supporting this innovative change will require Hubs to be a centre offering **leadership** and **guidance** for the schools in creating and facilitating open schooling projects, provide **collaboration** moments between users who can interact and network with one another, and provide **support** for the schools by offering training on the Make it Open tools, which will assist in maintaining momentum throughout the 2022 – 2023 school year. The hubs are set up by the host institutions (partners of the Make it Open project).

Overall the implementation of the open schooling projects will be led by the schools (teachers and headteachers) whilst being supported by the Hubs. In short, the Hubs will:

- ✓ Support 15 schools through their transformation to adopt open schooling
- ✓ Help engage these schools with the community and other organisations
- ✓ Hold a series of networking events where schools can meet online and in person
- ✓ Contribute to the proof of concept by evaluating the schools progress through longitudinal surveys
- ✓ Each Hub is required to share interesting news/stories from their local open schooling system with Ecsite, WP6 leader, for the Make it Open website and socials

✓ The Hubs located in science engagement centres and museums will expose their visitors and other stakeholders to Make it Open increasing awareness of the project.

The Hubs will be formed in April 2022 and will work towards these goals until the end of the project in September 2023.

1.2. Operating principles of a Make it Open Hub

Overall, the Make it Open Hubs will work under three core principles – work on a culture of trust, view all actors as creators, and cultivate a sense of community. These principles should be encouraged throughout the Hubs work, when working with schools and other stakeholders. In a sense, these principles are "worn on our sleeves", meaning they are openly displayed, highlighting to all involved the core ethos of Make it Open's work and what an open school should try to emulate.

<u>Working on a culture of trust</u>
In the publication "Science Education for Responsible Citizenship" it states that a:

> " *A prerequisite to success for an open school is a culture of trust and shared commitment* " *that supports a collaborative effort.*

As a Hub it is important to establish a culture of trust as a condition that enables an open school environment to flourish. With open schooling, teachers, families, students and other stakeholders will often adopt new roles from facilitator, networker to mentor. Creating a culture of trust in the project encourages users to feel comfortable adopting these new roles, creating a sense of shared openness and accountability between all actors (Harris, et.al., 2013). For example, headteachers should provide creative freedom to the teachers allowing them to have influence on school-based decisions around teaching and how the open schooling project is formed; space should be given to the students where they also are brought into the decision-making process; regular meetings and events should be set up by Hub coordinators so that schools will be able to meet other schools allowing them to build strong, long term relationships with the local community. Building trust is the lifeblood of success in virtually every structure and process.

<u>Viewing all actors as creators</u>

Viewing all actors – teachers, students, societal actors etc. – that will be involved in an open schooling project as not only consumers but as the creators of their open schooling journey is an outlook adopted from the start. Throughout Make it Open, each open school might bring together representatives from their student cohort, industry and civil society associations who in cooperation with the school will utilise the Learning Scenarios to scan the horizon, analyse the community needs, and cooperate to design and innovate solutions (MacBeth and Mortimore, 2003). Seeing this process as a shared endeavour where topics are chosen from interests that matter to the school and the community enhances passion and engagement and one that is left to the school to decide on, linking in with a community of actors to deliver it. Hubs act as the guides for the schools through this process.

<u>Cultivating a sense of community</u>

All Hubs should be created with the aspiration to build a diverse and inclusive community where all feel welcome and confident to discuss problems/questions openly to the Hub coordinator, as well as with other schools at specific events. This is not only important within the Hubs but also important in the schools and the open schooling projects themselves where the involvement of certain groups of people in STEM related fields often do not reflect their actual representation in society. The open schooling activities in Make it Open are there to create motivation and curiosity of both students and teachers and designed to reach a series of goals (see section 1.3), and encourage the competitive style classroom environment to be replaced with innovative teaching strategies that offer students and other actors' high participation. This will assist in cultivating a sense of community – and a diverse and inclusive one at that (Covay and Carbonaro, 2010, and OECD, 2019). Encouraging this should be at the forefront of all activities arranged by the Hubs and the school.

To seek advice and tips on how to encourage such a community ethos, please review the European project spaceEU's gender and equity guidelines.

1.3. The end goal

The end goal for the hubs is fourfold:

1. For Hubs: Widen participation in open schooling

2. For students: increase interest and a desire to go into STEM subjects and develop a sense of citizenship
3. For schools: be better equipped to approach science education in a flexible and responsive way
4. For the non-formal learning sector: to develop new ways and links with schools and civil societies
5. For local industries: have a visible contribution to its local community and in developing the workforce of the future

Key performance indicators were set at the beginning of the project that each Hub will directly engage with (Table 1). For guidance on how these numbers will be counted and monitored please refer to Section 10.

Stakeholder group	Reach
Schools	15
Teachers	70
Young people	2400
Family members	1200
Industry and Civil Society Organisations	20
Researchers	10
Policymakers	20
Non-formal learning educators	20

Table 1: Key performance indicators

STEP 2: GET FAMILIAR WITH THE PROJECT'S TOOLS (December 2021 - April 2022)

Step 2 checklist

☐ Get comfortable with the Make it Open tools

☐ Attend multiple sessions facilitated by project partners on how the tools work

2.1. Make it Open tools

A number of instruments have been made for schools to use throughout their open schooling projects. These tools not only facilitate open schooling, they also are useful when communicating and networking about the project.

[Open schooling information packs](#)
Created by: Forth

Completion status: completed

Description: Open schooling information packs (figure 1) are tools to help teachers and stakeholders understand what the options are available to them, communicate with others about open schooling, and create tailored objectives which match their own school needs and resources. These templates capture the central elements of any open schooling project, highlighting open schooling benefits for all stakeholders involved and serve to kickstart the work of devising an open schooling project. They can be used in a number of ways:

- To support communication efforts when locating schools to be a part of a national open schooling Hub;
- To support decision making when deciding on specific goals and objectives of a project;
- To support planning when schools form their tailored open schooling journey.

These open schooling information packs will be embedded on the open schooling navigator. For further information on how these information packs were formed refer to D1.1 *What is open schooling*.

Figure 1: Open schooling guidelines

Open schooling navigator

Created by: WAAG

Completion status: Incomplete. Will be completed by April 2022

Description: The Open Schooling Navigator (figure 2) is an online tool for teachers in the planning/starting phase of their open schooling practice. The Navigator will hold a repository of Learning Scenarios to serve as inspiring open schooling examples. Teachers will be able to create an account, self-assess their openness, follow some of the pre-defined learning units, and/or build their own Learning Scenarios, either by starting from scratch or adapting an existing one. Teachers can choose to share their Learning Scenarios to the repository to increase the options on the platforms, and ultimately benefit all schools in the project.

Figure 2: Open schooling navigator

Learning Scenarios

Created by: Bloomfield Science Museum

Completion status: Incomplete. Will be completed by 30th March 2022

Description: A Learning Scenario (LS) is a set of activities (each of which is called a Learning Unit) created for teachers. Unlike traditional pedagogical methods, the Scenarios utilise varied physical settings, modified teaching roles, and unique learning formats in order to promote a richer, more open, learning experience and create a long term, sustainable connection with the community. The LS should be seen as a supportive framework for teachers, which allows them to try out an open learning approach by giving them content, tools and context. Teachers have a mixture of routes they can take when it comes to the Learning Scenarios, from carrying out four Learning Units to a full Learning Scenario (more information in section 5.1).

In total there will be 16 Learning Scenarios produced and will be embedded onto the navigator (figure 3).

Figure 3: Sounds around us Learning Scenario and its units.

2.2. Tools under the spotlight

Multiple sessions will take place between February and May 2022 where Hubs will get to see and practise using these tools. The sessions will be hosted by Ecsite where key partners will join to highlight specific parts of the project and the tools. For example, every two weeks throughout February and March a learning scenario will be showcased with a final session taking place in May specifically focussed on the Navigator.

These sessions will not only provide familiarity with the tools but they will also provide the Hubs with the knowledge and expertise to communicate the project further and help support the schools to use these tools themselves. This workshop will also provide all Hubs the opportunity for mutual exchange between the other Hub coordinators.

STEP 3: EXPOSE MAKE IT OPEN (November 2021 – September 2023)

Step 3 checklist

☐　　　Communicate about the project internally

☐　　　Communicate the project using the news packages and other channels available

☐　　　Understand how to communicate value

Getting user interest for new ways of thinking or a new product is a complex and lengthy process. One of the first steps that can be taken to optimise uptake is "product awareness". From the start of the project and throughout its implementation it is necessary to expose Make it Open and its methodology internally with the Hubs team and externally through the Hubs network to target users highlighting the social value of Make it Open and open schooling. By doing this, all Hubs will be able to recruit schools more easily, attract partners, broker relationships, create new opportunities for the project, and increase confidence in open schooling.

3.1. Internally

Establishing the Make it Open Hub as part of the institution is essential for the Hub's success. The host institution will appoint a Make it Open hub coordinator (we suggest the main contact person for the project to fill this role). This person will be the central contact point for the project, liaising between the host institutions team, external bodies and the Hub advisory board. Once nominated and familiarised with the project, this person is encouraged to present the project internally showcasing the strategic importance of Make it Open to staff, board members, local stakeholders and external relations. Someone could have connections to a particular stakeholder or an idea on how something could be done. Exposing Make it Open internally can be done through a number of ways:

- Through an internal staff newsletter that the project can feature in?
- A presentation of the project can be done at an internal meeting?
- A poster showcasing Make it Open can be printed and pinned up in various locations

3.2. Externally

Ecsite are producing monthly communication packages are being produced for all Hubs to use through their own external channels. Alongside these, other awareness building tactics Hubs have access to should be incorporated. Phase 1 is about understanding the project for each Hub's team and making "noise" about the project through their own external channels. Some ideas that can help:

- Look at embedding some of the Learning Scenario units into an existing outreach program or internal workshop
- Explore what marketing/communication channels are available? Is there a teacher focussed newsletter that can be utilised? Are external events held for businesses and other organisations which could be used to draw in possible advisory board members (for information on the role of the advisory board see section 4). Is there an educational based newspaper that can be taken advantage of?
- Look for local educational conferences that could be attended to talk more about the project
- Is there a close connection with a school and/or teacher that could be explored?

Building awareness internally and externally is a valuable part of the Hub creation process. However, it is important to remember that when communicating about the project never assume people understand how open schooling is beneficial and what Make it Open is trying to achieve. Continually repeat the value it is bringing and the end goal of the project throughout a wide range of activities – training, seminars, workshops – conducted inside and outside of the host institution. View *PACK ONE: Introduction to Open Schooling* from the open schooling guidelines created by Forth to view some of the benefits of open schooling.

3.3. How to communicate value

Having clear communication tactics and methods is a fundamental prerequisite to awareness building. This section is not meant to act as a complete breakdown of how to create engaging communication campaigns. Every organisation will have their own strategic communication strategy - how to structure communication posts, the language that should be used etc. This section is instead here to act as a way to help build on top of that, providing ideas, mindsets and frameworks to help produce more meaningful and valuable communication formats. Some key aspects to keep in mind:

<u>Be concise</u>

As a general rule shorter communication campaigns do better than longer ones. Being concise will prevent the value given from disappearing. For example, Facebook allows 60,000 words in a post, but that does not mean organisations should write 60,000 words.

- Use a structure when communicating internally and externally. A simple format that can be followed is the problem-solution-reward structure. This is a structure used to frame the project's message/value. For example, start with the problem e.g. *due to COVID-19 science education is becoming even more distant for some communities*. This acts as a way to grab an audience's attention. Then bring in the solution e.g. *join the open schooling program that will help support you connect your students with your community by solving local problems*. The solution gives reason to be invested. Then a reward can be provided e.g. *being a part of this programme offers unique funding opportunities for your school and teachers through Erasmus+.* This is the call to action. Providing a tangible reward afterwards gives value to what is being said.
- Volunteer organisations and charities also go to great lengths to connect with audiences during their campaigns - here are some [guiding questions](#) for a communication strategy and effective message.

<u>Use storytelling</u>

This follows on from "being concise" but by investing and embedding narrative storyline into communication tactics offers a good chance an audience's engagement and willingness to get involved will increase. "By placing knowledge into context, stories are easier to process and generate more attention and engagement than traditional logical communication" (Sundin et.al., 2018, p. 2). There are different tools that can be used to help form a better story/narrative:

- Using the ABT (and, but, therefore) template e.g.__ and_ , but_ , therefore . is a handy template to use in giving structure when forming communication outputs. Every story, whether that be a scientific paper or a movie can be reduced to this single structure. The ABT structure is the DNA of a story. For example: "in my laboratory we study physiology AND biochemistry, BUT in recent years we have realised the important questions are at the molecular level, THEREFORE we are now answering these questions...". Often when individuals communicate their work or project their

narrative structure is based around an AAA structure (and, and, and). Create depth and interest by using the template above to engage audiences in a more story-based way.

- To read more about the use of storytelling, and how individuals can rethink communication practices access this [open paper](#), which delves into how one can use contextual narrative with stakeholders to increase their engagement in research.

Make conversation

To master communication one must master the art of conversation. A conversation is a dialogue, not a monologue. Use this moment to encourage the stakeholders being engaged with to respond or continue the conversation elsewhere, so:

- Ask questions
- Reach out to individuals directly
- Do not hesitate to directly call people to action by using the word "you" or use the word "we" to describe one's own organisation. Avoiding to write in the third person will be more personal and make communication seem less robotic
- If a Hub chooses to start a local Make it Open Facebook for the schools to join, encourage them to use it by posing questions and ideas to them

Phase 2

Establishing a Hub

"
Part of the adventure here is thinking about school in a different way.
"

- Sir Ken Robinson, The Art of Education (2016)

STEP 4: FORM A HUB ADVISORY BOARD (February - April 2022)

Step 4 checklist

☐   Understand the role of the Hub advisory board

☐   Perform the stakeholder mapping exercises to select advisory board candidates

☐   Reach out to selected advisory board candidates and form the Hub advisory board

4.1. What is it?

At the beginning of phase 2 each Hub is expected to nominate a local advisory board with at least one school, one civil society organisation representative, one research centre/industry professional, and a regional or national policymaker, totalling 5 members (including the hub coordinator). This number is not limited however, it can be more if a Hub sees a need to do so.

4.2. The role of the advisory board

The advisory boards role is varied but in short, their role is to:

1. Understand and promote open schooling throughout their network.
2. Support in the recruitment of stakeholders utilising their own connections and network e.g. schools, researchers, policymakers, industry actors
3. Help recruit relevant stakeholders to attend the final national stakeholder event

In terms of meetings and events, the advisory board members should be expected to attend:

- Part of the two-day training camp for the schools
- Some meetings when needed e.g. schools needing training on how to find and approach industry actors. Which meetings they attend will be down to each Hub.
- Attend the final national stakeholder event

This we see being a total of about 12-16 hours' worth of commitment over the course of the 2022-2023 school year. This amount might be contentious for some, which is why managing expectations and what each member can willingly provide should be a point of discussion at the beginning of the process. Some incentives are laid out in section 4.3.2 highlighting some ideas Hubs can adapt for their local context to incentivise interest and commitment.

4.3. How to select advisory board members

4.3.1 Identifying and selecting stakeholders

At the beginning all Hubs will look to identify and select at least 4 advisory board candidates. Identifying stakeholders is not a straightforward process. The exercises listed below are intended to help Hubs identify and select advisory board members, but they can also act as useful tools for schools when they begin their process of selecting and identifying who could be involved in their open schooling project. These activities should be done as a team in a staff meeting and if possible involving representatives from different departments in the organisation.

Identifying stakeholders
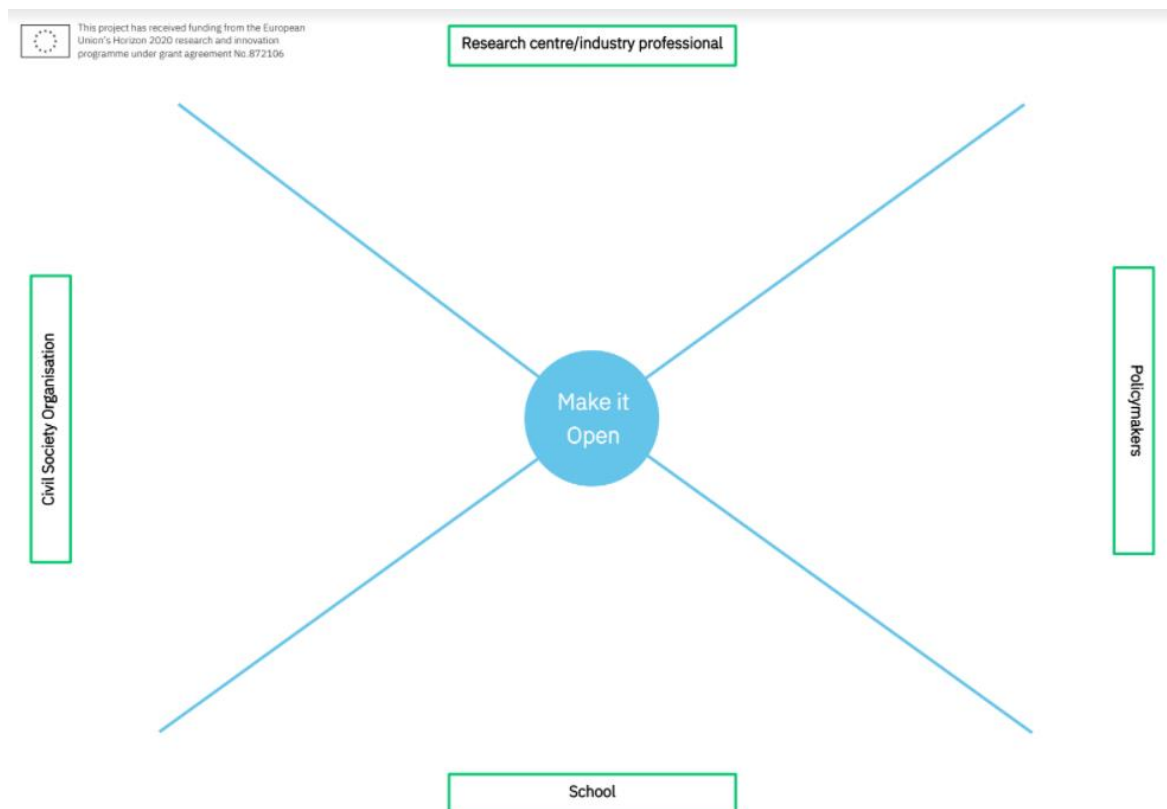
1. Download [this exercise sheet](). Hubs can either print it off in A3 format or work on it with a team collaboratively on a computer.
2. Brainstorm together to come up with a list of institutions and people. Write these names on sticky notes and place them on the big sheet of paper.
3. In this exercise Hubs should not pick possible ones of interest, but instead include everyone who currently has an interest in the project now and those who might be in the future.

Where possible, identify individuals, revise past projects and activities, think about who could has been connected with before. Once complete, share the results more widely (with the rest of the team) and if possible gather input from other staff members.

<u>Selecting stakeholders</u>

Once Hubs have completed the mapping exercise above, Hubs should now analyse the list to understand the listed stakeholders' relevance and the perspective they could bring to each Hub. In Make it Open, the desire is to enlist advisory board members who are **committed** to the cause we are pushing for, and who might hold some **influence** in this space. The following graphs will help position the stakeholders that have been identified in the previous task to find out who is committed and who has influence, which will help determine who would be suitable as an advisory board candidate.

1. Download the graphs [here]().
2. Start with the commitment graph before moving onto the influence graph.
3. Begin placing each stakeholder on the graph in relation to openness/engagement and influence/impact
4. The areas in red indicate the stakeholders that are not so relevant and the ones in green are the ones that are most relevant for the project.

Commitment graph:
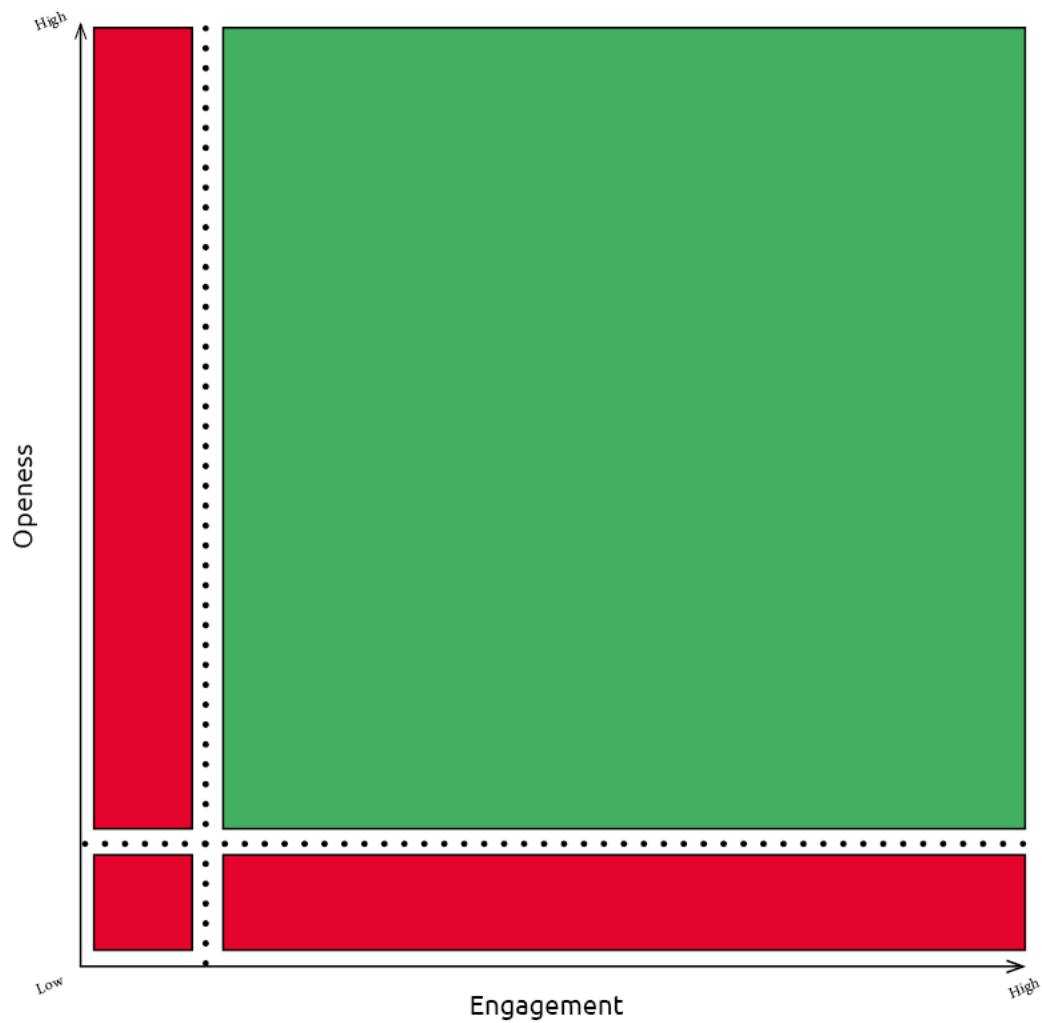
Openness: Are these stakeholders willing to experiment with new approaches and try new things? Are they willing to change how they practice with the community (if they do)?

Engagement: Do these stakeholders believe in the importance of education? Are they committed to the advancement of education inside and outside of schools?

Influence graph:
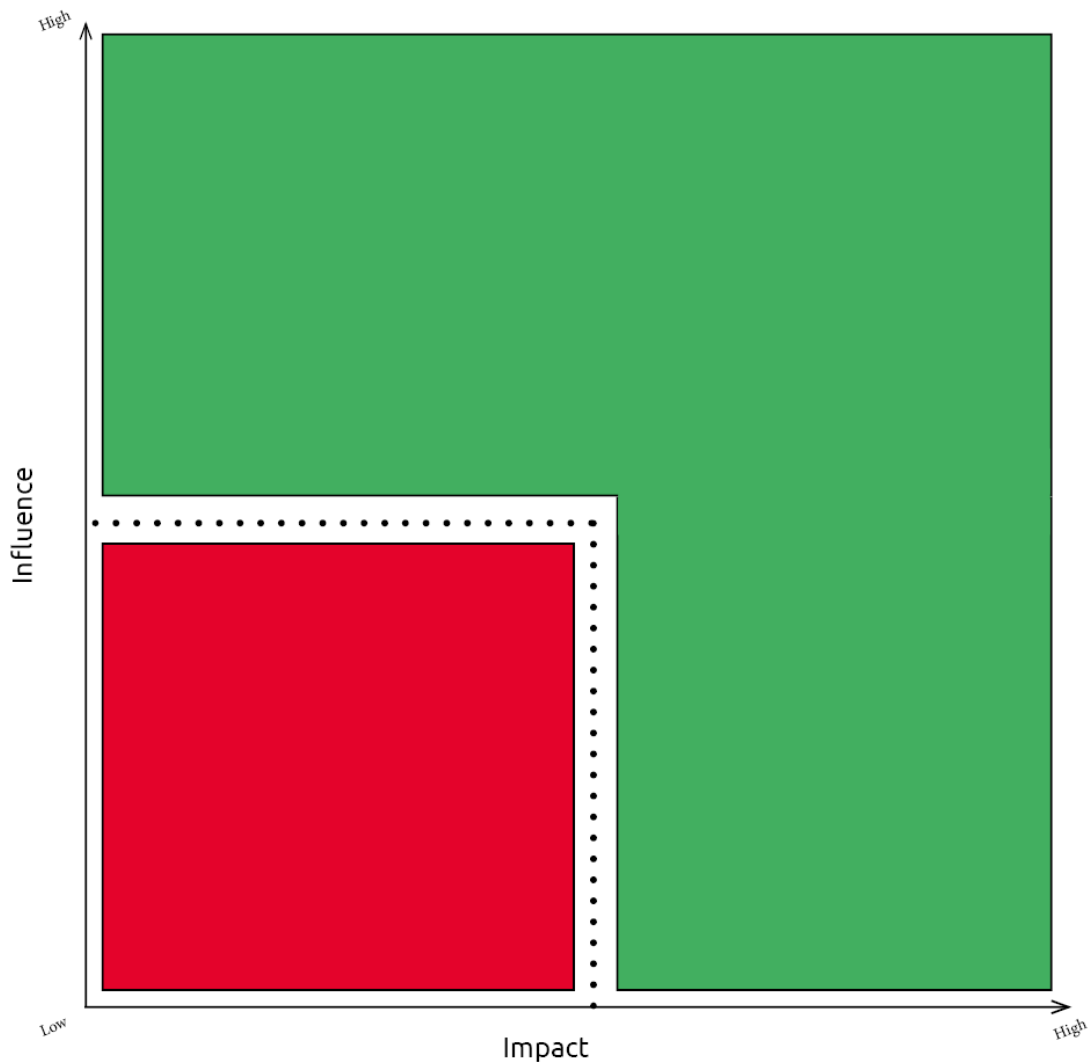
Influence: Is this stakeholder a relevant member of their community? Does this person have the capacity to shape/influence the ideas and approaches of other members in their community?

Impact: does this person have the ability to bring actual change in their community? Think about social status here.

Once Hubs complete their stakeholder analysis, they can begin contacting prospective advisory board candidates. For an example email template Hubs can use see Annex 3.

4.3.2   Incentives for participation

Some motivations that can be used to attract organisations/individuals to devote time to this endeavour can be:

- To meet other actors in the education field
- To develop close collaboration with a renowned museum/science centre
- To be socially involved locally and build strong relationships with local actors
- To satisfy a professional curiosity
- To give a social dimension to their brand/organisation
- To be identified as an active person/organisation in the innovative education field
- The opportunity to work on and support the development of the school of tomorrow

STEP 5: LOCATING SCHOOLS (February - September 2022)

Step 5 checklist

☐   Understand what level of interaction is needed for a school to count towards the 15 schools each Hubs should reach

☐   Be aware of the different paths these 15 schools can take

☐   Locate 15 schools that commit to trialling open schooling with the Make it Open tools

5.1. Understanding levels of interaction between schools and the Hubs

Before locating schools, it is necessary to frame what a successful Make it Open project is and what schools count towards the 15 schools each Hub will aim to reach. Across Make it Open, schools will engage with the Hubs and the project materials through five successive steps (Figure 4), with each step denoting a level of engagement. These are:

1. Meeting
2. Connecting
3. Learning
4. Delivering
5. Sharing

These five steps can be seen as levels of engagement going from less engagement to high engagement, which the schools will work through over the course of the project. In the early stages of the project all Hubs will run a technical training session or sessions before, during or after the summer of 2022 ([see section 7.1 for more details](#)). All Hubs should aim to invite as many school representatives as possible. This training will allow all schools to meet, connect and learn about the Make it Open materials (the first three engagement levels). It is here all schools will use the Make it Open assessment tool (to be completed in April) which will help them evaluate themselves and their school's openness. An aspect of this tool will be assessing a school's commitment to Make it Open by selecting a light, medium or in-
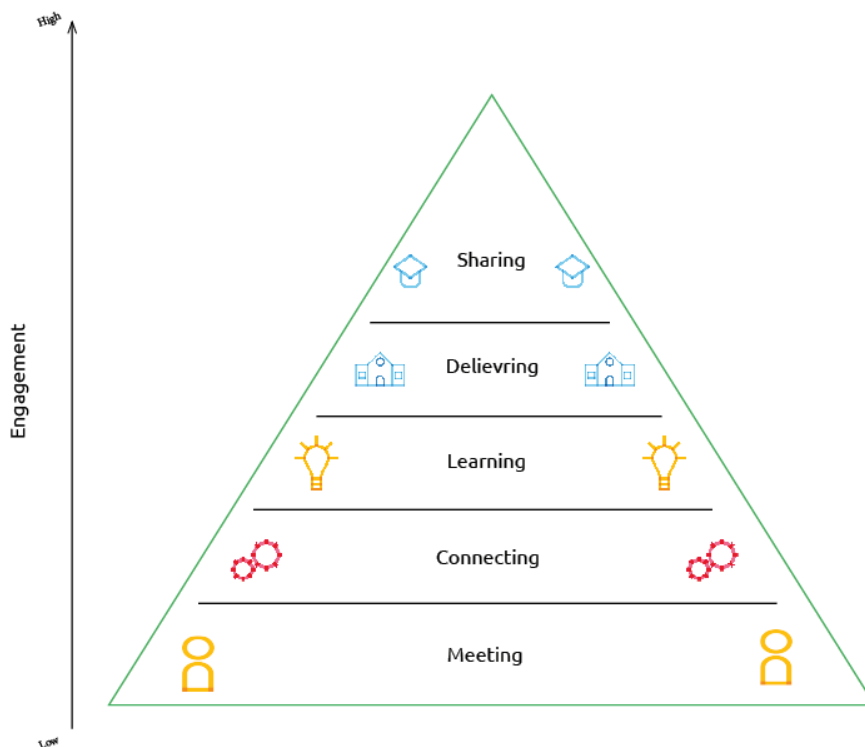
Figure 4: 5 levels of engagement being used to measure a school's involvement

depth path (see [section 5.2](#) for more information). If schools commit, they move onto the next two stages of engagement: where they deliver on their plan to adopt open schooling using the Make it Open tools and where they share their work at the end of the project through their own private channels.

It is these schools that are counted as one of the 15 schools all Hubs will aim to reach over the course of Make it Open

With that in mind, this process would look like this:

1. **Meeting and Connecting**: Schools attend training session/s where they meet and connect with other schools and the Hubs
2. **Learning**: Schools learning about the project, get familiar with the Make it Open tools and self-evaluate themselves on how open they and a dimension of open school they would like to commit to

3. **Delivering**: Each school commits to a Make it Open path by submitting a plan and implement that plan in the 2022-2023 school year under the support of the Hubs
4. **Sharing**: Schools report back to the project by submitting a survey ([see section 8](#) for more information) and upload their work through their own private channels

5.2. The school's role

The ultimate goal here is for schools to form a deeper engagement with the community and with external stakeholders by using the Make it Open tools. Once schools commit to extending their engagement into the project they can achieve the above goal by following a **light**, **medium** or **in-depth** path. Each path requires different levels of commitment which the school will choose during the training session/s Hubs will run. All paths have options to scale/widen across the school by incorporating multiple classrooms. This however, is not a mandatory component, although it is encouraged where resources allow. The paths are as follows:

Path	# of learning units	Involvement	Options to scale
Light	4+	1 class/1 teacher	Carry out the light path with multiple classes/teachers
Medium	8+	1 class/1 teacher	Carry out the medium path with multiple classes/teachers
In-depth	1 full Learning Scenario	1 class/1 teacher	Carry out the in-depth path with multiple classes/teachers

Within this defined task it is valuable to remember that each school's open schooling project journey will evolve differently and manifest different results/outputs. Within the Open Schooling information packs, in particular "*Pack Three: Planning your Open Schooling Project*", a roadmap is provided which can act as a framework for schools to follow. As stated

in this pack, ambition, creativity, and methodical planning is necessary for a successful open schooling project. With this in mind, encouraging a community of practice outlook here is beneficial for the health and longevity of the open schooling project whereby each open schooling project:

- Is driven by intrinsically motivated members
- Stimulates the imagination of participants and promote out of the box thinking
- Are flexible and continually adapt activities to suit the evolving project
- Develop collaborative relationships and mutual norms between its members

At least one teacher from a participating school will be expected to attend some meetings with the Hub representatives and be a part of some evaluation processes. For more information regarding this see phase 3.

5.2.1 Actors' that schools can work with throughout the paths

This section aims to highlight each group schools may involve throughout their open schooling journey. Within the open schooling information packs there are email templates that schools can use when contacting individuals/organisations.

There is no strict ruling when it comes to how many actors must be involved in each open schooling project and which stakeholders' schools involve will vary depending on path taken, Learning Units chosen, topic, interest and community need. However, each school can be expected to involve these actors in some way:

<u>Families</u>

The Aspires Project led by Louise Archer at King's College London highlighted that interest in Science is not the only factor that determines whether students follow STEM careers. It also highlighted issues around identity and suggested that the role of students' families in their selection of a future career has a much stronger influence than what was previously expected. This is one of the reasons why schools have to involve parents as it enables the student to continue learning outside of the classroom with family members. Parents can be more than just the student's parents, they can also be represented by parent organisations that represent the rights of parents regarding their children's education e.g. FCPE: Fédération des Conseils de Parents d'élèves in France.

Industry and Civil Society Organisations

Stakeholders from industry and Civil Society Organisations can vary hugely from individuals connected to a commercial enterprise involved in the production, processing, and distribution of goods to non-profit organisations, grassroot organisations and charities. Some examples include:

- Waste disposal service employee
- Local restaurant
- Expert from a climate technology company
- Academic expert/local university

Policymakers

A policymaker is someone who creates ideas/plans carried out by a business or government. Reaching and engaging with these decision makers can often be challenging. However, when reaching out to policymakers it is best to identify the right time window of opportunity to reach out and locate ones that have an interest/stake in the education sector or the topic selected by the school. That could include:

- Governmental organisations
- A school board
- Organisational policymakers i.e. board of directors' management committee
- National/local policymakers working in government

Hubs can support schools in making these connections by utilising their national network e.g. link in with [Ciencia Viva](#) in Portugal or [VSC](#) in the Netherlands. They will have worked with national policymakers related to STEM and education that might be of interest.

Non-formal learning educators

By non-formal learning educator we mean any actor that works to provide education outside of the formal classroom. This could be a:

- Maker lab
- Facilitator of a coding/tinkering club
- A charity representative

- Public library employee
- Science communicator e.g. journalist, tv broadcaster, YouTuber
- Museum professional

<u>Researchers</u>

From industry, or academia or the education field who are related to the topic/challenge chosen by each school/classroom.

- Climate scientist
- Lab technician

5.2. Locating schools

Much to the ethos of open schooling, there is flexibility within the Make it Open's framework, meaning the tools of the project have been built and tailored towards schools with varying levels of open schooling knowledge. The kinds of schools that Hubs should target include:

- Schools with limited expertise in open schooling
- Schools with a lot of expertise in open schooling
- Classes of students aged between 9-15 years old.
- Primary and Secondary schools (lower and upper schools). A 50% split is not necessary.

To begin locating schools all Hubs should utilise their own internal network of schools to begin making connections. There are also a number of websites (e.g. [inspiring science education](#) or [schools of the future](#)) that highlight hundreds of schools across Europe and their past involvement in similar open schooling practices, highlighting their vision, key areas of action and development objectives. Leveraging these large databases can also be a good scanning process for all Hubs.

5.3. Options to scale: Establishing a "change agent"

Once schools have been located and they have chosen to follow a light, medium or in-depth path, schools do have the option to scale to other classes in the school ([see section 5.2](#) outlining these paths). **This is an optional route which is encouraged however**. Make it Open's purpose is to spread open schooling as wide and as deep as possible. Because of

this, scaling the light path over doing the in-depth path for example is encouraged and would produce a greater impact for the Make it Open project. As mentioned, scaling is optional but something Ecsite wants to motivate all Hubs to try and carry out.

A way that can stimulate this is by adopting the notion of a "change agent" – a singular teacher that will likely be the one facilitating the schools open schooling plan that will also campaign and scale Make it Open to other teachers in the school with the support of leadership. In most schools, new innovations are often led by a small number of innovative teachers with the school head, which is why enlisting a change agent to scale the Make it Open tools can help. The notion of a change agent has been used in other open schooling projects with much success, with change agents often being rewarded for their effort through further professional development or an appropriate time compensation scheme by the school.

5.4. Incentives and benefits for schools

Here we provide a series of incentives and benefits that can be shared with schools to help encourage interest. However, it is important for Hubs to reflect on their own national context and think about what specific "villains" i.e. problems, schools are faced with. Can Make it Open help solve that problem. For more incentive ideas review this [padlet board](#) which contains incentives that were brainstormed by Make it Open partners. These suggestions listed here are not mandatory, they merely provide some ideas a Hub can utilise.

5.4.1 Tangible incentives

Two streams of tangible incentives that can be offered revolve around professional development for the teachers and raising the school's profile.

<u>Erasmus+ professional development</u>

A number of funding strands related to professional development are on offer under the Erasmus+ scheme for schools partaking in Make it Open. These are to be applied for by the school, and are not actions directly linked to Make it Open's work. These are based under two actions:

- Staff mobility (Key Action 1) – which allows teachers (including student teachers) and other school staff to attend training or job shadowing in another country, or deliver

lessons at a school abroad. It also allows schools and other organisations to provide these activities for visiting teachers

- Strategic partnerships (Key Action 2) – which allow schools to work with other schools and organisations to improve teaching and learning approaches, and the quality and relevance of education and training

These funding strands can provide schools with funded opportunities to engage in international activities with lasting benefits for school leaders, pupils, teachers, the school, and the wider community. Funding is available in the form of grants which aim to contribute to activities supporting education and training within a school. There are five key benefits for schools here:

1. Improve teaching and learning
2. Expand pupils' horizons
3. Provide professional development
4. Raise the school's profile
5. Connect with stakeholders

All schools involved in Make it Open (minus schools based in the United Kingdom) will have the opportunity to apply for these funding strands showcasing their Make it Open involvement as an Erasmus + project. An Erasmus + project is one that becomes central to school life and is considered highly beneficial to the school, staff and pupils. The project the school carries out should be part of the development/strategic priorities of the school and be supported by everyone within the school. Due to the nature of Make it Open being a European project encouraging schools to form an open schooling plan and create school wide projects with the community, schools will be well placed in applying to secure funding for their actions.

There is a suite of resources available which offer advice and help to schools to fill out the application and apply for this funding strand. Most National Agencies also run information activities to help organisations apply for funding of this kind. Some useful resources related to this:

- A practical guide for school leaders for KA1 and KA2 funding

- [European School Innovation Academy hosting a live webinar on completing the application form](#)
- [Erasmus + specific guidelines](#)

Doing this is an extra body of work for schools. In past projects, the partner (in this case the Hub) offered support to the schools in filling out such applications.

<u>Raising a schools' profile</u>

Three years ago the [Open Schools Journal for Open Science](#) was launched, a peer reviewed journal that publishes student's scientific articles from Primary to Secondary schools across Europe under the mentoring of their teachers. Any school within Make it Open can utilise their open schooling project as a means to carry out research/citizen science.

The benefits with this journal not only raise a school's profile in the community, the school board, prospective parents and the country but it also benefits the students in terms of them being introduced to the concept of open science, the value of data and supporting them in developing their critical thinking skills.

5.4.2 Social/moral benefits

Being involved in a project such as Make it Open not only provides tangible incentives but it is also worth pinpointing the social/moral benefits that can come from such an involvement. Engaging in such a program that enables partnerships between local business, research centres, science centres, policymakers and community members can help tackle challenges a school is facing such as:

- Helping with student motivation
- Supporting classrooms of low achievement
- Helping to address gender issues

There is also an element of expanding a pupil' horizons, whereby students develop key skills and intercultural understanding, gaining new perspectives on their own learning. For further social benefits for all societal actors engaged in an open school project please view the [open schooling information packs](#), in particular, *Pack 1: Introduction to Open Schooling*.

Phase 3

Building long term relationships

" *A team is not a group of people that work together. A team is a group of people that trust,*

" *support and help each other.*

\- Simon Sinek, Leaders Eat Last

This phase is all about moving from the idea generation to the reality of designing the architecture to catalyse the work of the Make it Open Hubs and the schools enlisted throughout Europe. This phase will be where new partnerships are formed between the schools; where multiple conversations will take place about new roles, ways of working, and evolving contributions and challenges.

Step 6: ACCESSING HUB SUPPORT

Step 6 checklist

☐   Attend regular meetings with all 10 Hubs starting in April 2022 organised by Ecsite

☐   Join a Hub communication group set up by Ecsite

6.1. Bi-monthly Hub calls

Bi-monthly Hub calls will be set up starting in April 2022. This will act as a chance for all 10 Hub representatives to join a call where issues, questions and comments can be raised. These calls will be led by Ecsite where ahead of each call an agenda will be formed with common problems raised allowing us to work as one unit to solve them. Ecsite will look for interesting formats to elicit good levels of dialogue from all involved. For example, these calls could be used as training sessions where experts from various fields can offer advice to facilitate some aspect of work e.g. how to engage with and get industry actors involved or support in filling out KA1 applications for Erasmus + funding strands etc,

6.2. Hub slack group

Depending on the desires from Hub representatives a central point of communication will be built which will help Hubs stay in contact with one another in a more informal way. A slack channel will be suggested but other channels will also be explored e.g. Reddit, Facebook, WhatsApp.

6.3. Connecting to educational ministries

European Schoolnet (EUN) is the network of 33 European Ministries of Education and a partner in the Make it Open project. They can help hub leaders establish links with their national ministries of education. Having the support of the Ministry of Education can help scale the project nationally, can help with recruiting schools and provide training and in general it would bring the project closer to its goal - to scale open schooling in Europe. Once the hub has started working with schools and is able to show some local activity EUN will introduce the projects locally to the relevant contacts and will establish that first connection. It will then be up to hub leaders to follow this action up and establish a way of collaborating further.

Step 7: PROVIDE SUPPORT FOR THE SCHOOLS

Step 7 checklist

☐   Organise training session/s before, during or after Summer for the schools

☐   Hold two in person/online meetings with all school representatives

☐   Organise a final event at the end of the 2022-2023 school year where all school representatives and advisory board candidates will be invited

7.1. Provide teacher training

Part of the initial role of the hub coordinator with schools is to introduce open schooling to them and train them on the materials we have produced as a project. This will be facilitated through a training camp organised by the Hubs before, during or after the Summer of 2022. The date of this training camp will be down to the Hubs own calendar and when it makes sense for the schools in their country. The format of this training camp can be planned in a way that seems sensible for each Hubs own space, community and context e.g. two full days, four morning sessions split over 4 days. The format of such a training will be discussed in the future Hub calls.

7.2. Encouraging behavioural change

Aside from their training in the tools of Make it Open, teachers will have to adapt to new behaviours and new philosophies in their working life. For some teachers, this might be the first time they are adapting their teaching to a different model, which can be challenging at first. There are some methods that can be adopted that can help with this change:

Providing awards – final open schooling event

A way to persuade teacher interest is through providing different mechanisms that drive positive reinforcement. All Hubs are expected to hold a final open schooling event at the end of the 2022-2023 school year where open schooling projects carried out by local schools are recognised. Advisory board representatives are expected to attend such an event where awards can be given to recognise innovative projects. Other award schemes that could be offered could include:

- Monthly competitions/challenges encourage schools to work towards certain goals. The winning project could be awarded a visit to the local science centre for free
- Promotion of the best teacher created lesson plans through the Hubs institutions channels or a local newspaper etc.

Hubs will be encouraged to think of ways to positively reinforce the teacher's effort and involvement in the project.

Consistent role models that provide support

All Hubs will set up a consistent schedule where each school representative or change agent can get a chance to update the Hubs on their progress. Over the course of the 2022-2023 school year Hubs will hold two in person/online meetings with all school representatives to check in and provide support along the way. This provide opportunities for schools to form connections with a growing community of like-minded individuals' Other optional suggestions could include:

- Setting up regular case clinic meeting carried out over zoom or telephone
- Set up a Facebook community page or other social media channel to link all schools together where questions and support can be given between meeting

Each Hub also has a budget for materials that can be bought for the schools. For the full procedure of purchasing costs using EU budget please refer to [Annex 1](#).

Giving them something to believe in

Providing a purpose for schools to believe in the work Make it Open is trying to do connects to how we communicate value as mentioned in [section 3.3](#). To encourage this change in teaching format communicating the social value that open schooling can bring to the school, the teachers and the students can help. Highlighting the importance of scientific literacy for pupils and how classroom dynamics, low attainment rates, lack of interest amongst students can be helped by expanding the learning ecosystem. Giving them something to believe in also ties closely to the social/moral benefits listed [here](#). Carefully crafting a story around these ideas will give a sense of belonging and belief amongst the teachers, pushing them to take the leap to learn new skills through Make it Open's methodology.

Further considerations

Evaluation and Ethics

Over the course of the project, all Hubs and schools will be involved in a range of evaluation processes allowing us to gather stories and events taking place in the Hubs, to understand how the operation of the Hubs is taking place, and evaluate how the schools are progressing in the project. These evaluation methods will also allow us as a project to measure quantitatively our progress in reaching the goals we laid out in section 1.3.

All surveys and feedback-based reports used in the project will be digitally based for ease of use and will be stored on a platform called Qualtrics which will be easy to navigate for all users.

STEP 8: SCHOOL EVALUATION

Step 8 checklist

☐   Schools do one survey at the beginning and one at the end

☐   Schools to speak to Hub representative every four months to report on numbers reached through their actions

☐   Hubs reports these numbers online to Ecsite and Copernicus

8.1. Longitudinal survey

Each school is expected to fill out a longitudinal survey. This will be a survey online that they take at specific points in their open schooling project e.g. once at the start of their open schooling journey and once at the end.

8.2. Quarterly reports

Every 4 months schools will be contacted by Hubs to retrieve dissemination numbers. These dissemination figures include reach obtained through phone calls, surveys to parents, meetings, posters left up in the community hall, teachers involved etc. For more information on dissemination number see section 10.

8.3. Hubs involvement

Hubs will be responsible for distributing and reminding schools about these timed surveys and quarterly reports over the course of the project. Hubs can fill in the quarterly reports for the schools. Hubs will also be expected to translate these surveys and reports from English.

STEP 9: HUBS EVALUATION

Step 9 checklist

☐   Hubs attend two focus group meetings with Evaluation lead, Copernicus and Hub lead, Ecsite

☐   Hubs to fill in quarterly reports on progress and to provide dissemination reach

9.1. Focus group meetings

Two focus group meetings will take place between Hub representatives and Copernicus and Ecsite. One will take place after 1-2 months of activity and once at the end of the project. The aim of these meetings will be to identify ways of cooperation and main problems, with the second meeting revising these points.

9.2. Online survey

Hub representatives will be expected to fill in short regular quarterly surveys allowing Ecsite to monitor progress and gather much needed data in relation to key performance indicators reached by both the school and Hub. This survey will be based off of the first focus meetings Ecsite has with each Hub. The material gathered here will feed into the Hub bi-monthly case clinic meetings, where common problems, successes and ideas for the future can be discussed, and feed into the reporting for the project.

HOW THE KPI's WILL BE COUNTED AND MONITORED

When addressing how numbers should be counted and monitored, it is important to note that dissemination is something that takes place throughout the entire project and not only at the end. Counting and monitoring the numbers reached directly through the Hubs work is vital information to assess the outcomes of the project. As stated earlier the key performance indicators (KPIs) related directly to the Hubs work is as follows:

Stakeholder group	Direct Reach
Schools	15
Teachers	70
Young people	2400
Family members	1200
Industry and Civil Society Organisations	20
Researchers	10
Policymakers	20
Non-formal learning educators	20

These numbers above are direct reach made by the Hubs actions. Direct numbers mean anything that directly targets a specific group of people. There are two way the numbers above are met:

1. Only the reach counted from the school's side (the meetings they have, the experts and family members they involve in their open schooling project)
2. Any action a Hub representative facilitates that purely relates to a Hubs work (advisory board members reaching out to their stakeholder network, showcasing the Hubs work in the centre or a community space).

These numbers are **separate** to the numbers reached across the **entire project** through regular project dissemination, which can be seen as more indirect.

Hubs will be responsible for collecting this reach from the schools via quarterly calls/meetings. These numbers will then be added to the Hub's quarterly report.

10.1. Examples of direct reach

For each group we break down possible moments that would be classed as "direct engagement".

Teachers

By acting on our plan to enlist a "change agent" that brings on onboard other teachers, our target of reaching 70 teachers per hub is achievable but there are some other ways our teacher count can grow:

- A school exhibition, hosted by the school pupils involved in the open schooling project to showcase their work to other teachers, pupils, parents, journalists and staff. Visitors to this exhibition can be counted towards these numbers
- An 'outdoor' visit organised within the Learning Scenario with extra teachers accompanying the group

Young people

- If the Hubs institution utilise the learning scenarios/units into the science programmes, young people reached because of this can be counted towards these numbers
- Perhaps a school makes a promotional video or photo slideshow to show the unique benefits of working/studying at their school, arising from their involvement in Make it Open. The viewers of this video count towards the numbers above if the video is posted somewhere where the kind of audience engaging with it is known
- Internal magazine or journal/radio disseminated to the students

Family members

- If a school runs a survey for parents related to the open schooling project, information can be obtained such as "how many people live in your household". The number they gave can be counted towards these numbers
- A school exhibition, hosted by the school pupils involved in the open schooling project to showcase their work to other teachers, pupils, parents, journalists and staff from local schools. Visitors to this exhibition can be counted towards these numbers
- Perhaps a school makes a promotional video or photo slideshow to show the unique benefits of working at this school, arising from their involvement in Erasmus+. The viewers of this video count towards the numbers above if the video is posted somewhere where the kind of audience engaging with it is known
- Magazine/Journal sent to families
- News published on the school website and socials
- Communication to the families via a school newsletter

Industry and Civil Society organisations

- Hubs or schools can upload products/results (curricula, research reports, etc.) to the Erasmus+ dissemination platform which can count towards the numbers above by the kinds of people that view and interact with it.
- News published on the school website and socials

Policymakers

- A meeting held with a policymaker/decision maker will count towards the numbers above
- Official communication to a local/regional education authority

Non-formal learning educators

- Non-formal educators involved invited to hold a workshop with a class

Please see Annex 2 where guidance is provided on how Hubs and schools can count numbers when ascertaining exact numbers is difficult.

ETHICAL CONSIDERATIONS

Due to the nature of Make it Open, Hub representatives will be gathering data from teachers on their progress. Their progress will involve the collection of data that involves pupils meaning all partners are expected to conduct this research whilst keeping in line with the principles of the European code of conduct for research integrity following the procedure highlighted in Deliverable 8.1 Ethics Requirement. It states:

"For the Make it Open activities that involve external participants, the collection of personal data will only be conducted once 'informed consent' has been established. 'Informed consent' is the granting of permission with full knowledge by the participant, and their guardian (if applicable) after reading through the Participant information, signing their consent, ensuring that participation is voluntary, and the participant is free to withdraw at any time."

Example consent forms for all Hubs to use will be provided.

Annexes

Annex 1: Rules when purchasing materials for schools

All Hubs have budget for school materials. This is to be purchased by the Hubs not the schools. When making purchases for materials invoices must be obtained for the potential future auditing by the European Commission. Please follow your own internal regulations when it comes to costs related to European projects. For more information on cost eligibility please see [Article 6 of the annotated grant agreement on page 36](#).

Annex 2: Audience reach guidelines

Communication & dissemination activity	Method to calculate the audience reached	Method to classify the audience reached
Conference (organised)	Attendance sheet	Attendance sheet ("Organisation" field)
Workshop (organised)	Attendance sheet	Attendance sheet ("Organisation" field)
Conference (attended)	Estimated number of participants (according to organisers if available, otherwise according to project partner's opinion)	Estimate (according to organisers if available, otherwise according to project partner's opinion)
Workshop (attended)	Estimated number of participants (according to organisers if available, otherwise according to project partner's opinion)	Estimate (according to organisers if available, otherwise according to project partner's opinion)
Other event (attended)	Estimated number of participants (according to organisers if available, otherwise according to project partner's opinion)	Estimate (according to organisers if available, otherwise according to project partner's opinion)
Press release	Number of media/journalists to whom the press release was sent	No need to classify, since all audience reached falls in the "Media" category, just use the "Media" column in spreadsheet.
Non-scientific and non-peer-reviewed publication (popularised publication)	Number of views for each article/blog/news story shall be included whenever possible (e.g., info is available or retrievable)	Number of views for the web page of the blog/article/news story when retrievable. If the number is not retrievable (e.g., information is not available online or cannot be retrieved from the publishers), an estimate (according to project partner's opinion and considering publication type, e.g. newspaper,

		specialised magazine, etc.) can be included.
Exhibition	Estimated number of participants (according to organisers if available, otherwise according to project partner's opinion)	Estimate (according to organisers if available, otherwise according to project partner's opinion)
Distributed flyers (digital and physical)	Number of actually distributed flyers (or an estimate)	Estimate (according to event organisers if available, otherwise according to project partner's opinion)
Training	Attendance sheet	Depending on the target of the training activity
Social media	LinkedIn: number of post visualisations ("view statistics" on each post, visible only by who posts/LinkedIn page manager) Twitter: "view tweet activity" on each post, number to report: "impressions" (=the number of people that have actually seen the post) Instagram: Tap "Insights", the "Accounts reached". Then "see all posts" – reach number for each post can be found here. Facebook: For Facebook you take the number of "people reached"	All social media shall be classified as "General Public" (except for LinkedIn groups or other groups with limited access where it's possible to estimate the audience nature)
Communication campaign (e.g. Radio, TV, newsletters)	If number of viewers or listeners is retrievable, then calculate 20% of number of listeners/viewers (to be retrieved on the internet or, if it's not possible, estimated) For newsletters, number of people it was sent to.	Estimate (according to project partner's opinion and considering broadcast type, e.g. news, specialised program, etc.) For newsletters, number of people it was sent to – retrievable by the partner managing the MailChimp account or other method for circulating newsletters.

	Estimated number of participants (according to organisers if available, otherwise according to project partner's opinion)	Estimate (according to organisers if available, otherwise according to project partner's opinion)
Brokerage event		
Pitch event	Estimated number of participants (according to organisers if available, otherwise according to project partner's opinion)	Estimate (according to organisers if available, otherwise according to project partner's opinion)
Trade fair	Estimated number of participants (according to organisers if available, otherwise according to project partner's opinion)	Estimate (according to organisers if available, otherwise according to project partner's opinion)
Participation in activities organized jointly with other H2020 projects	Depending on activity (e.g. attendance sheet/estimated number of participants according to activity organisers if available, otherwise according to project partner's opinion)	Attendance sheet ("Organization" field) if available, otherwise estimate (according to organisers if available, otherwise according to project partner's opinion)
Other	Depending on activity (e.g. attendance sheet/estimated number of participants according to activity organisers if available, otherwise according to project partner's opinion) For webinars: number of registered people, to be tracked by partner in charge of hosting/organising the webinars	Attendance sheet ("Organisation" field) if available, otherwise estimate (according to organisers if available, otherwise according to project partner's opinion) For webinars: depending on the target, could be general public or retrieved from the "organisation" field if provided upon registration to webinar

Annex 3: Example email template to prospective advisory board members

Dear [insert name/organisation]

I'm contacting you on behalf of [Insert name of organisation] for the EU project Make it Open, a European project that is creating a transformational approach to science learning through Open Schooling, where schools grow from traditional educational institutions into community partnerships, working with parents, local industry actors, policymakers and many other actors. Our ultimate vision is providing new means of learning in which students work

in partnership with our wider communities, and learn by solving real world challenges. This approach will help develop skills for the future such as communication, teamwork and critical thinking.

An opportunity for [insert name of organisation] to get involved

An important part of Open Learning is allowing the students to have the opportunity to learn from a variety of people within both local and expert communities, who have different knowledge, experience and expertise. We are seeking representatives to join our open schooling advisory board where you will work with us to stimulate and inspire teachers and students and help support schools make this transformational move to open schooling and promote this work throughout your network.

We have reached out to you as we see you have significant expertise in this area and think your knowledge of [insert area of knowledge which you think the organisation/representative can provide]. Your involvement will span from May 2022 to July 2023, which we foresee a commitment from you being about 12 hours in total. There also may be other ways or other ideas to get you involved depending on your availability and interest.

The advisory board will consist of 5 other representatives from other sectors (civil society organisations, business, policymaking, industry) which we see will allow you:

- To meet other actors in the education field
- To be socially involved locally and build strong relationships with local actors
- To give a social dimension to your organisation
- To be seen as an active person/organisation in the innovative education field **and the community**
- To have the opportunity to work on and support the development of the school of tomorrow
- [insert other incentive you can offer]

I am very happy to answer any questions you have about our organisation; the project Make it Open and the role. We are very flexible about how this could happen. I hope it's acceptable to follow up on this email with a phone call at the end of this week to discuss the possibility of your involvement then.

Yours sincerely,

[insert name]

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