PARTNERSHIPS FOR PATHWAYS TO HIGHER EDUCATION AND SCIENCE ENGAGEMENT IN REGIONAL CLUSTERS OF OPEN SCHOOLING

D5.10. Exploitation Plan

Project Details

Acronym: **PHERECLOS**

Title: PARTNERSHIPS FOR PATHWAYS TO HIGHER EDUCATION AND SCIENCE ENGAGEMENT IN REGIONAL CLUSTERS OF OPEN SCHOOLING

Coordinator: **KINDERBURO UNIVERSITAT WIEN GMBH (KUW)**, Austria

Reference: 824630

Type: Coordination and Support Action (CSA)

Program: HORIZON 2020

Theme: Open schooling and collaboration on science education

Topic-ID: Topic SwafS-01-2018-2019

Start: 01 October 2019 – 30 September 2022

Duration: 36 months

Website: www.phereclos.eu

Consortium: **KINDERBURO UNIVERSITAT WIEN GMBH (KUW)**, Austria

SYNYO GMBH (SYNYO), Austria

UNIVERSITAET INNSBRUCK (UIBK), Austria

UNIWERSYTET SLASKI (UNI SLASKI), Poland

UNIVERSITAT WIEN (UNIVIE), Austria

EUROPEAN SCHOOL HEADS ASSOCIATION (ESHA), Netherlands

KOBENHAVNS UNIVERSITET (UCPH), Denmark

STICHTING INTERNATIONAL PARENTS ALLIANCE (IPA), Netherlands

SNELLMAN-INSTITUUTTI RY (SNELLMAN), Finland

POLITECHNIKA LODZKA (TUL), Poland

UNIVERSIDADE DO PORTO (UPORTO), Portugal

S.I.S.S.A. MEDIALAB SRL (MEDIALAB), Italy

UNIVERSIDAD EAFIT (EAFIT), Colombia

ASOCIATIA UNIVERSITATEA COPIILOR (UNICO), Romania

TEACHER SCIENTIST NETWORK LBG (TSN), United Kingdom

Deliverable Details

Number: **D5.10**

Title: **Conference Report**

Lead beneficiary: UNICO

Work package: WP5 Documentation, Visualisation, Dissemination and Exploitation

Dissemination level: PU (Public)

Nature: Report (RE)

Due date: 30st September 2022

Submission date: 30st September 2022

Authors: **Mirela Paraschiv,** UNICO
                            Laura Cristea, UNICO

Contributors: **Cyril Dworsky**, KUW

Reviewers: **Philip Smith,** TNS

Version History:

Date	Version No.	Author	Notes	Pages (no.)
12.09.2022	0.1	UNICO	Draft Version	52
25.09.2022	0.2	UNICO,KUW, TNS	Revision	60
30.09.2022	0.3	TNS, UNICO	Final Version	98

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1.   Executive Summary

The present Conference Report aims to outline the importance that the "Lay of the Land " had on disseminating and celebrating the achievements of the PHERECLOS project.

The "Lay of the Land" Conference provided a forum to explore, discuss and share the concept of Open Schooling. Open Schooling is a way of operating a school reflecting on external ideas, topics and challenges and incorporating them in their teaching approaches and everyday school life. In return, the creativity and potential of pupils and teachers are identified and they will become available to the community around them.

The free conference opened the discourse about "Why Open Schooling", the relationship between the concepts of Science Capital and Open Schooling and the experience from theory and practice from the pilot programs and case studies within the PHERECLOS project.

The "Lay of the Land" Conference revealed inspiring speakers, tools and hands-on workshops, thematic discussions and networking. The program aimed to allow the participants to rethink their educational approaches, whether coming from the formal (e.g. teachers) or non-formal (e.g. Children's Universities organisers). Being the final conference of the PHERECLOS project the participants were invited to share their own ideas and to explore new input for future Open Schooling educational pathways.

2.   Introduction

"I find the great thing in this world is not so much where we stand, as in what direction we are moving: To reach the port of heaven, we must sail sometimes with the wind and sometimes against it,—but we must sail, and not drift, nor lie at anchor."

(Oliver Wendell Holmes Sr., 1850)

Between the 7th and 10th of September 2022 the "Lay of the Land" Conference took place, a joint conference of the WP5 within the PHERECLOS Project and the European Children's University Network (EUCU.NET) in Bucharest, Romania, at the University of Agronomic Sciences and Veterinary Medicine – USAMV. It was addressed to teachers and school heads, researchers with an interest in science engagement, organisers of non-formal education programs as Children's Universities, and generally people who would like to contribute to an Open Schooling culture.

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More than 150 experts and practitioners from 40 countries gathered at the Faculty of Biotechnologies within the green campus of USAMV for this conference to explore and discuss the multifaceted aspects of Open Schooling.

3. Day 1 – 7th of September 2022 - Consortium Meeting

On the 7th of September, the partners represented within the PHERECLOS project consortium had internal meetings which focused on achievements and challenges as well as on reflections and outlook on WP2, WP3 (before lunch) and Reflections and outlook on WP4, WP5, WP6 after lunch. The meeting also contained bilateral preparation for the public part of the Conference.

After one day of intense exchange about the PHERECLOS outcomes, a welcome reception and registration at the USAMV Campus kicked off the "Lay of the Land" Conference.

4. Day 2 – 8th of September 2022

Mr. Florin Stănică, Vice-Rector of the University of Agronomic Sciences and Veterinary Medicine welcomed the Phereclos participants with great enthusiasm in the aula of the University of Agronomic Sciences and Veterinary Medicine - USAMV, the largest University with this profile in Romania, that celebrated 170 years of history.
He also emphasised the importances of working together in projects like PHERECLOS as all we have a lot to learn from each other, a reason why USAMV has been a loyal partner of UniCo ,

being happy to host many of UniCo's activities, as well as to be a member of the PHERECLOS program, a great opportunity to learn about Open Schooling.

Mr. Stănică mentioned also that It's a great opportunity to be involved in such a great network for all of us.

"Our University offers the 3 stages of studies-bachelor's, master's and PhD. The university has many research centres ,a great campus and certainly we are open for interaction, as our doors are always open and you are very much welcomed to visit us again!"

Mr. Florin Stănică

Mr. Ciprian Ciucu, Mayor of the 6th District of Bucharest, stated that a first contact with Open Schooling was when hearing about UniCos activities and they tried to put into action the model of Open Schooling by enabling the access in schools for the community/public in order to give people access to the sports fields, the school infrastructures and even to various extra - curricular activities.

Mr. Ciucu admitted that himself is also very close to science education, which he also encourages children to pursue, but he also agrees that it is necessary lot of work to spread out the word about Open Schooling but inspired by this kind of projects, some of the institutions have developed, with help of different teachers and   students together with experts from the universities, landscape projects in the school garden, in order to put in practice the partnership between schools and and companies.

Mrs. Karoline Iber welcomed the audience on behalf of Vienna University Children's Office, as coordinator of the PHERECLOS project but also as President of the European Children's Universities Network

Mrs. Iber explained that science capital, one of the pillars of the PHERECLOS project, goes back to the approach theory of Pierre Bourdieu and interpreted more recently by Louise Archer and colleagues from Kings College, London.

"You carry science capital with you like a backpack and a lot of activities, experiences, meetings with people that work in science should be collected like objects in a backpack -they accumulate, become part of your personality, a collection of everyday objects and habits; know a little bit about science and you want to know more, the more you want to know what you are missing, you become more vigilant and more able to distinguish between reality and fiction -STEM needs to relate to everyday life-social inclusion has to be an element in STEM education"

Karoline Iber

Claudia Aguirre Rios was the first keynote speaker, from Association TRACES – Les Atomes Crochus. The title of her presentation was:

"Another brick leaves the wall: open schooling for a new education"

In recent years and in many parts of the world, initiatives have emerged that seek to involve various actors of the society in the education of their young students. These initiatives have been called in different ways: expanded education, open education, expanded classrooms, cities as schools. All of them recognize the need to transform the school into an active agent of society.

Claudia explained that in Europe, these initiatives have been brought together under the name of *Open Schooling*. Several projects have been dedicated to exploring methodologies and ways to implement them in a pertinent way in the educational systems of each country. The school in general, teachers and students in particular, seem to be willing and prepared for a change. But how prepared is society to see the walls of the school fall?

That was a question the speaker tried to find an answer for together with the audience, with further elaboration and discussion.

Mr. Radu Szekely, adviser at the Romanian Ministry of Education, on behalf of Prof. Univ. Dr Sorin Mihai Cîmpeanu, the Romanian Minister of Education , emphasised the fact that one of the major concerns in education is related to the equal opportunities which entails: access to education , the possibility of social mobility. The Government of Romania has recognized that there are a lot of inequity and lack of opportunities which is the major because of school dropout and lack of performance among the young people. And beyond the social agenda that includes support missions, such as grants and scholarships, tax reduction in companies in the private sector who decide to invest in forming a new generation of employees, softer measures must be included as well in order to boost the interest in higher education and to boost mobility univ must start to speak to all children, especially those from disadvantaged background. The number of teaching positions that are vacant today 60 % are in the science domain - physics, chemistry, mathematics .

We can embed the idea that education and higher education is an achievable goal for all, but in Romania in order to have a real impact, steps need to be taken by all institutions. In this respect, of the need for equal opportunity and access to education, visible learning should start at an early age. The model provided by Children's University is undoubtedly effective and such non-formal university-based science engagement programs for children and young people that for the last 15 years have turned out to be incubators for engagement between school and university. The model should be replicated. The Children's University has proven to be a reliable partner in profiling the third mission of universities, that of connecting society with science at large.

Thus, the learning space is defined as "any setting in which, teaching, learning can take place in a direct mannered school space will refer to any indoor or outdoor location, real or virtual" and this spaces are are meant to support a variety of pedagogical models ,individual group studies, passive and active learning, experiential learning and will transform learning environments to encourage a way of learning.

"It is needed to make the relevance of science and scientific education visible to children from younger ages. Traditionally, universities focus on secondary school children prepared to take their nextstep in education, but that may be too late to shape their choice. I personally believe that primary school children are the perfect target, as they are very receptive and interested in external visits. If we want to raise the interest of children studying in the field of STEM we must think and act in advance before they get into their teenage years, before entering the examination treadmill. By the time they've reached their final years in school, youngsters have generally made up their mind whether they want to go to university and what they want to study . And recent studies have shown that they choose the easiest way to gain immediate financial gratification."

Radu Szekely, Adviser at the Romanian Ministry of Education

PHERECLOS – Travel Log (PHERECLOS project results & animation movie) was presented by **Chris Gary, on behalf of the PHERECLOS Project and Vienna University Children's Office**.

Chris began by tracing our nautical theme back to Phereclos, son of Tecton, a Greek Ship Builder. Our mythical ship, called PHERECLOS, set sail on the 1st October 2019 and its story includes much exploring, tackling of challenges and celebrating of achievements. The PHERECLOS consortium is composed of 15 partners from 10 different countries. Our approach is to try to bring together the idea of Children's University (CU) with Open Schooling with Science Capital. Children's Universities are spread all around the world (with 70 partners). The CU movement taught us that Children s Universities act as incubators for change, they enlighten and bring together different people.

Even though PHERECLOS is now a pilot initiative, it is not meant to remain in this form, because the platform, the network and connection shall remain as well as the newly established relationships between networks, schools, universities, NGOs, Childrens Universities, businesses and industries.

Among the PHERECLOS achievements we are proud of:

● the 6 Local Education Clusters, with 33 policymakers reached, 1381 teachers and trainee teachers and 10,000 pupils and 494 teachers.
● building strong networks of trust: relationships between schools, research centres and institutions of the same community. Different layers of involvement , which allowed CU's to connect the different groups.
● Working with 'hard to reach' groups and the promotion of social inclusion, in close alignment with teachers, students, head teachers and school principals.

● the 1st generation project from LEC Vienna has been included in the performance agreement between the University of Vienna and the Federal Ministry of science and research. This means the project will not only expand, but is also included in the strategy of the University of Vienna.

● In Poland: The participatory approach with children taking the lead and demonstrating the initiative to create new projects giving the children a voice.

● Our TEMPs with contributions feeding into the project from different educational systems, different approaches and cultures.

● Toolkits to support implementation around Advocacy and Teacher Training

All our outputs have been curated together and shared with the wider world through our website (www.phereclos.eu) and Social Media channels but importantly through the publication of our White Book. The Whitebook was given to each and every conference participant, including our VIP guests.

"Vienna University Children Office is the initiator and the coordinator of the Phereclos project. We had an idea to compose a consortium of several organisations with a very high level of commitment, with the theme innovation in education. Phereclos' story stands for "Partnerships for Highways to Higher Education and Science Engagement in Regional Clusters of Open Schooling" . Phereclos is a reference for a ship that sailed the greek seas and is also the name of an asteroid. Phereclos can also metaphorically be seen as a bridge, connecting minds to create the future."

CHRIS GARY - project coordinator

4.1. A selection of poster presentations

Various participants have taken the opportunity to present some of their Open Schooling activities through posters revealing their greatest achievements:

Architecture in my school – examples of good practices in the context of open schooling

Lay of the Land conference
8th – 9th september 2022 (USAMV Campus)

Education is the most powerful weapon to change the world

Author: Prof. Beliciu Nicoleta
Student – David Mihnea-Ștefan (12th grade)

4.2. Workshop Impressions

The City is Asking Children (Erdoğan Kahyaoğlu, Informal Education-cocukistanbul, Istanbul, Turkey)

Almost 6.601 children were involved in "The City is Asking Children" project which revealed various characteristics about the city (Istanbul) through their eyes. The approach was mimicked in this workshop so that participants were able to see the value of this approach which was deliberately geared towards active participation.

Participants were given 4 cards with different colours; the participants wrote things on each of them … on the yellow one they had to write 'where they were from' and some 'happy thoughts' about their city … on the blue one they had to assign a colour to their city … on the green one they had to describe the noise in their city .. and on the pink one they had to describe a smell from their city and what that smell meant to them.

Then they took an orange medal and had to write 1 or 2 things about their city. Something that can represent that city. After that, all the medals were displayed on a board. They added green triangles to this board, to note the problems in their city and what they wanted to improve. After that they added a red square where they wrote the solution for the problem in the green triangle. By the end of the workshop they had to draw 2 pictograms which represented the solution, without words. Only drawing.

„It was an interesting workshop. The participants were active and asked a lot of questions. I think this kind of learning is more effective than the others. Learning by playing is a useful modality to improve yourself and your skills. Learning without playing is just sad learning. This workshop was a lesson about how to think outside the box and to find solutions to our daily problems. If you are organised and use joy and happiness it's impossible to fail.”

Floris Gabriel Ungureanu, UnicCo Volunteer

Co-creation to solve challenges in school education (Selene Pineda & Ana Agudelo, EAFIT University, Medellin, Colombia)

The workshop was divided into three moments:

- Activation and presentation
- Teamwork to solve challenges
- Presentation of the LEC Medellín

13 people participated in the workshop; they were divided into 3 work teams according to one of the problems that had been addressed in work at LEC Medellín.

Each team had 3 characteristics (consensus, conversation and expansion) that are important for collaborative work and from this they were able to devise activities in relation to the problems of each one.

During this workshop we talked about co-creation through solutions for social challenges where different actors such as schools, universities, companies and (local) government participate.

We made a design process with these elements: we identified problems in our local community that we were seeking to address, we looked for different solutions, designed and implemented solutions, evaluated and adjusted our plans accordingly.

This workshop was a great experience for LEC Medellín because we were able to talk about the work carried out over three years and because we were able to find different points of view on the same topic.

Code! .. Draw! .. Stitch! / Coded Embroidery (Andrea Mayr-Stalder, Turtle Stitch, Vienna, Austria)

This was another workshop that evolved from one of the PHERECLOS TEMPs. and was really practical for the participants. Turtlestitch started from an artistic programme generated by an AI and after experimenting with lots of different materials has evolved into a clever combination of beginners coding for kids and digital embroidery. The special embroidery machine can embroider on ALMOST anything which broadens its appeal and usefulness and as both our presenter and participants demonstrated it was both easy to code and use the embroidery machine in less than 90 minutes.

The Turtlestitch website has instruction manuals in different languages and different courses (manual cards and lesson plans) and lots of guides and pre-made stitch examples (https://www.turtlestitch.org/)

Is open schooling suitable for everyone? (Maja, Karolina, Katarzyna, Ștefan, Delia and Mihnea, Lodz, Poland & Bucharest, Romania)

"Upon hearing of the idea to be a member of a workshop held by students, I was slightly shocked. I was not certain that enough adults would be interested in the topic we were planning to discuss - open schooling through the eyes of children. After preparing my speech, I entered the room feeling unsure. Then, only a few minutes in, I discovered that our audience was actually interested in what we had to say. As a result, when my turn came, I presented my experience with Open Schooling. As a bonus, I also had the opportunity to listen to the stories of my workshop partners, people of my age who followed a different path but had similar points of view. Finally, I am glad that I was given the chance to participate in such an event, meeting people from different cultures and holding discussions on the theme of education."

Stefan Sotir - young researcher and workshop leader , UniCo volunteer

The workshop was a great opportunity for adults and other young people to hear the joint perspective on Open Schooling given by young people from Children's University Lodz, Poland, Children's University Bucharest, and the National Council of Pupils in Romania . It was a brand new experience because all were able to participate in the conference as equals with the adults. They felt appreciated and important. During the workshop, they not only presented what they had achieved throughout the Phereclos project but they also pointed out the experiences of the young generation in projects and public speaking, highlighting the difficult years of the pandemic. The words of the young people highlighted their wish to learn and their passion for teaching using much more creative methods.

"It was an amazing adventure to participate in such an event. After the conference, we held a lecture for about 600 kids at the Children's University of Lodz. We have talked about our experience and what the whole project meant to us."

Maja Jenica - Workshop leader, Politechnika Łódzka, Łódzki Uniwersytet Dziecięcy

During the workshop, the advantages and disadvantages of Open Schooling were debated and we came to the conclusion that it is a very effective method of learning that comes with very few disadvantages, taking into account the era we are in and how open young people are to new things.

At the end, forming teams, the young people found ways that can be applied in the Open Learning process and they discovered together that it is important to use everything they have at hand, such as the Internet, nature, etc. and to help the older generations to embrace the novelty.

"The fact that so many people were present and involved with us at this conference gives me the confidence that all of you had joined us, the young people, in our struggle towards an educational ideal - and for that I'm extremely grateful!"

Mihnea Ștefan David - IT Manager at UNICO and First Vice-President of the Bucharest Municipal Council of Students and Member of the General Assembly of the National Council of Students

Open school and PBL – Great play and deep seriousness (Søren Peter Andersen, Denmark)

This workshop began by posing 2 questions to the participants "What Is Learning?" and "How do we learn" A range of answers and discussion followed, with our workshop leader suggesting that learning was much more than just acquiring knowledge and it needed, particularly nowadays, to incorporate, "21st century skills learning."

So we set about our task, working in groups, trying to solve a challenge, or was it more than that? Only time would tell.

As participants we had to make a small glass ball roll from one end of a dinner table to the other end in exactly 30 seconds using just straws, popsicle sticks and sticky tape. Same challenge, different approaches from our different groups, but all agreed we were 'having fun and sticking on knowledge' whether it was about the angle of the table, or the positioning of the straws and thinking about angles of reflection. The challenge felt meaningful (but when we say that, to whom is it meaningful). Soon we came to realise (by doing) that we were acquiring and using many other skills (which could be assessed through observation), and specific ones could be built into the design of the activity. Activities need to make the children ask a lot of different questions empowering the teachers with good opportunities to obtain useful feedback.
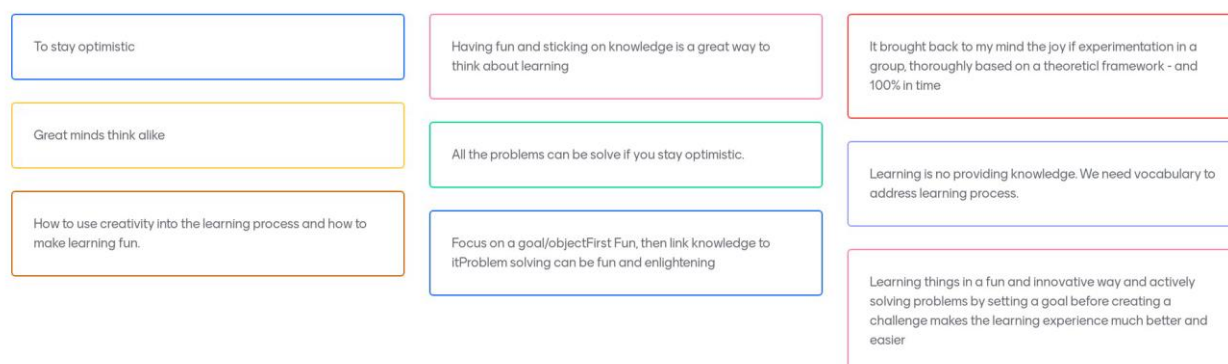
"Very interesting workshop and experience overall! Learning through fun is definitely a more productive and interactive way of learning than regular learning and, besides the obvious usefulness it has for children, I believe it is also better for the teachers."
Anastasia Dobre - UniCo Volunteer
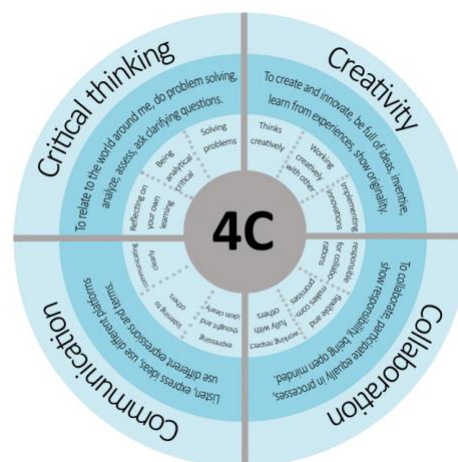
Learning how to be an entrepreneur (Joana Santos (coord.), Vítor Silva, Clara Vasconcelos, Bruno Pinto, University of Porto, Portugal)

How might we promote entrepreneurship among young students through Open Schooling programmes ?

This is a question that was to be answered within the workshop with the aim of finding the best ways to introduce entrepreneurship into schools. In this workshop, overseen by Joana Santos, the strategies were inspired by activities undertaken by LEC Porto. In order to tackle the question, group activities were undertaken including problem solving and analysis techniques: looking at hydraulics, seismicity and sound concepts.

Design Thinking - which ensures creativity, innovation and entrepreneurship was employed. The principles behind design thinking include a humour-centred approach based on collaboration so we all supported one another and collaborated over experiments whilst having fun!

With our different backgrounds, we took different or divergent approaches, and upon sharing our solutions had the opportunity to think about and discuss how these might take different directions or offer different future possibilities depending on other criteria which could include cost, originality or flexibility. Here was an opportunity to explore concepts in Entrepreneurship set within a STEM challenge, that could easily relate to bigger 'world' challenges.

To foster reflection, two case studies were presented, namely the life stories of Tim Brown (IDEO) and Ferran Adrià (El Bulli). Some cases of design thinking were presented as examples, and then the activity progressed to the action stage.

As part of a group dynamic, participants were presented with some challenges, and then presented their ideas and practised divergent thinking, whilst seeking to develop business ideas in a creative fashion.

The workshop's strongpoint was the challenge of exchanging ideas among people without any previous preparation, in a very short timeframe, based on no more than a glimpse of inspiring stories in the entrepreneurship field.

5.   Day 3 – 9th of September 2022

Moderated Open Space on Open Schooling;
Facilitation by Linda Elias

Due to the good experiences and the frequently expressed desire to host a conference that is as discussion-oriented and interactive as possible, the third day of the conference was dedicated to an "Open Space". In this discussion format, the topics are determined by the participants themselves. For the framework topic of Open Space, the very broad question "What comes next? Entering uncharted waters." was defined. Within this question, participants were free to express themselves on the topics of Open Schooling, their own projects, or even fundamental challenges in their programs, and organise themselves into working groups of joint interests. As such, this format encourages the engagement of the participants within the conference and stimulates action-oriented results.

A prerequisite for Open Space to run smoothly is sound guidance and moderation. For this reason, we worked with experienced facilitator Linda Elias for Open Space, who was very thoughtful and clear about the process. She was responsible for developing the guiding question with the organisers and designing reliable frameworks. This included a detailed and clear step-by-step explanation of the method.

The range of topics in the Open Space followed the interests of the participants and accordingly led to very good and extensive discussions or reflections. The following topics were worked on in the different groups:

- Engaging parents in Open Schooling (Host: Eszter Salamon)
- Crazy ideas for Open Schooling (Host: Paola Rodari)
- Making adults believe in the youth? (Host: Karolina Ochman)
- The role of leadership (Host: Petra van Haren)
- How can we deploy the Teacher Training Toolkit? (Host: Torben Roeg)
- What can we do as educational providers to support educationally disadvantaged groups in the transition from schools to university? (Host: Eva Resch & Thomas Troy)
- Dreams / Fiction - Facts (Host: Karoline Iber)
- Setting up an International Day of Children's Universities (Host: Jolanta Różowska)

The results of the discussion groups were collected in simple result forms and could be presented in this way also exemplarily in the group.

How to develop an Open Schooling Workshop?

"The Science of Good Food and Permaculture" - Hands-On Workshop with invited school classes and option for sitting in as conference participant

Phil Smith (Teacher Scientist Network)

Ileana Cristache ("Ita Wegman" Theoretic Bilingual High School)

Adrian G. Peticila (University of Agronomic Sciences and Veterinary Medicine)

The session, for young people (part of Children's University, Bucharest), was delivered jointly by Drs. Adrian Peticila and Philip Smith respectively from the Faculty of Horticulture, USAMV and the UK's Teacher Scientist Network. A group of 30 students, aged 13 yrs, from the Ita Wegman High School accompanied by their teacher Ileana Cristache experienced a morning of hands-on, practical sessions working alongside a scientist. They worked in the laboratories of the Department of Viticulture, with the group split into 2 teams of 15 students who rotated through both workshops.

The students learnt about the importance of seed and plant health, were introduced to the process of germination and learnt about the importance of compost and how it can be made from food waste.

The initiation and planning of this session was made possible by email exchanges and Zoom calls up to 2 months before the event, between the teacher and the scientists, facilitated by Laura Cristea from the Children's University in Bucharest. Ideas for the session were developed based on the expertise of the scientists, linked loosely to the topic of permaculture which was to be the student's study topic over the coming months. It was hoped the session would provide an everyday context for some of the science ideas that would be covered and give them vital hands-on experience and learning, in addition to meeting 'real scientists'.

The conference participants had the opportunity to join the session as observers promoting ideas of Children's University and open schooling.

"I have been in love with nature since I was born. The magical world that nature allows us to discover has convinced me that being a teacher is a blessing. I am a biology teacher, a mother, a volunteer and a human being. I like to be a part of everything that brings knowledge and progress that's how I ended up being part of Phereclos"

Ileana Cristache - Biology teacher

Synoptic Talk And Plenary Discussion led by **Peter Gray**

"Precise but vague: the European Commission and its educational interventions, 2007-2022"

In his presentation Peter examined the evolution of EC programmes that have addressed the science/society interface with varying degrees of success and understanding combining a mixture of idealism and bureaucracy. He focussed on Open Schooling as the latest in a series of

movements attempting to influence education without interfering with national policies. Peter saw his purpose as attempting to assess how the current ecosystem around Open Schooling might be able to achieve lasting impact and a greater sense of continuity in future project development.

6. Day 4 – 10th of September 2022

* The Technical Museum of Bucharest and the House of Parliament (Half Day – centre of Bucharest)

One of the most interesting Open Schooling activity that can be done in Bucharest is visiting and engaging in various activities at Dimitrie Leonida Technical Museum. What makes this museum so special? This represented the cultural center where young people from the entire capital of the country met to put into practice the theory learned in physics classes, having hundreds of tools and physical models available here. All this happened at a time when the Romanian school infrastructure did not allow the practical application of what was learned, this museum being an extraordinary place that allowed future researchers to discover their passion for science.

The most awaited activities by the conference participants was the visit to the Parliament House in Bucharest, as a result of its deep historical and social significance. In the discussion about open-schooling, we can mention that this is the place where the commissions for education from the 2 chambers of the Senate, respectively the Chamber of the Deputy, meet to take the most important decisions for all the country's students. In these hours full of admiration for the architecture of the largest administrative building in Europe, the tour participants were able to put themselves in the shoes of Romanian decision-makers, having access to the plenary rooms and to ask questions regarding the implementation of open-schooling in Romania .

* Visit at the Children Science Centre of Bucharest and the Museum of Villages (Half Day – North of Bucharest)

During this activity the participants discovered a few of the fantastic places that are to be seen in Bucharest and also some small pieces of Romanian culture.

The Little City of Knowledge was a wonderful example of an Open Schooling engagement institution with a strong FOCUS on STEAM learning. This place is perfect for curious children to learn and develop their skills.

The next stop was in a place full of musicality, history and culture, namely the Romanian Athenaeum. The architecture of the building delighted the tourists the most, where they took a small photo session as a souvenir. This photo session turned out to be really popular, along with the Fountains in Piata Unirii. At the same time, we were also able to see the famous building of the Parliament Palace.

The last "stop" in the city tour took place at the Village Museum, a place full of ancient Romanian traditions and customs. Here the participants learned how various Open Schooling activities are possible in an environment full of information about the birth of the Romanian people from its origins to the present and village architecture.

The day ended with hugs, promises to say goodbye and to develop new projects together!

"During the conference week, I learned not only content knowledge but also skills to work with people of different backgrounds. I believe this was significantly easier than during online meetings."

Niko Kyllönen - Coordinator of LEC North Savo.

* Open Schooling project at Ovidius University of Constanța at the Black Sea (Full Day – 08:00-22:30)

The excursion day in Constanța represented a new cultural exchange and a learning experience for the Phereclos conference participants. The field trip included a first guided tour exploring the cultural heritage of the city's historical centre with the help of a geography Ovidius University student. The participants learned about the history of the place while discovering the different layers of the built environment and they also tried the local traditional gastronomy. After a short promenade on the beach of the Black Sea coast in Constanța, the second part of the field trip focused on the international event organised at the Campus of Ovidius University of Constanța. The university meeting brought together three European projects promoting Open Schooling and STEAM education. So together with the Horizon 2020 Phereclos project, the results of two other Erasmus+ educational projects were presented: the CIVIS European alliance of Universities (www.civis.eu), and the WAVE - Water Areas Vision for Europe project (www.wave-project.org). CIVIS representatives emphasised the importance of Open Schooling initiatives organised by Universities for the professional development of university students who aim for educational careers.

The WAVE Erasmus+ project aims at providing additional, interdisciplinary learning and territorial planning training for university students around the issue of sustainable development of water areas in urban and peri-urban contexts in Europe. The WAVE approach is participatory while activating local communities and involving different stakeholders in all stages of the theoretical and practical learning process. A significant category of stakeholders participating in the Living Labs developed by the WAVE project is represented by school students and teachers, so that the event organised at Ovidius University of Constanta focused on detailing the related activities and their impact on both the project aims and on activating the local communities and the support for the Open Schooling development as an agent of change at societal level for healthier living environments in different cultural contexts. The representatives of the Phereclos project emphasised the innovation of the Open Schooling approach developed through LECs and the role of Universities in the further development and success of similar initiatives. The international meeting at Ovidius University of Constanța ended with the plan to develop new connections

between the existing networks of the three European projects within a future Open Schooling and STEAM education framework.

The wonderful fairytale of the "Lay of the Land '' wouldn't have been possible without the huge commitment of the young people , volunteers and UniCo who were engaged in the organisation of the event and made every effort so that all the participants had a memorable experience .

Universitatea Copiilor - UniCo and the University of Agronomic Science and Veterinary Medicine, on behalf of the whole PHERECLOS consortium and the participants of the "Lay of the Land" Conference are very grateful for the example set by these young people.
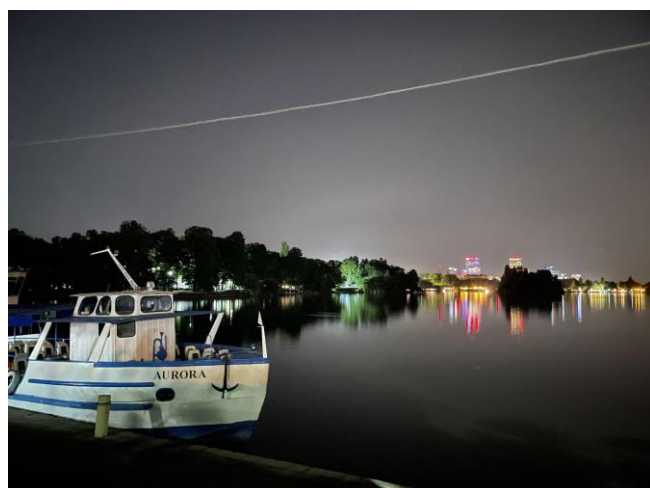
We can rest peacefully as the waters seem to be very clear for the future of Open Schooling when passionate and reliable young people like these get involved, aiming at a brighter future for education and sustainable development.

7.   List of Participants

Last Name	First Name	E-mail	Country	Institution
Aguirre Rios	Claudia	claudia.aguirre@groupe-traces.fr	France	TRACES Association
Aldea	Claudia	aldeaclaudia@ymail.com	Romania	Secondary School "Nicolae Labis"
Alexandru	Filip	filip0448@yahoo.com	Romania	Asociația Universitatea Copiilor - UNICO
Alves dos Santos	Joana Ferreira	joana.ads@gmail.com	Romania	University of Porto - Porto Business School
Andersen	Søren Peter	snitfladen@gmail.com	Romania	KlimaZirkus - Building Workshop
Andrei	Lucian	lucian.andrei@zitec.com	Romania	ZITEC
Anghel	Ramona Elena	ramona_stemate@yahoo.com	Romania	National College "Ion Neculce" - Centre of Resources and Educational Assistance Bucharest
Balasoiu	Luminita	luminita.balasoiu@ana-lugojana.ro	Romania	School "Ana Lugojana"
Beliciu	Nicoleta	nicoletabeliciu@yahoo.com	Romania	Secondary School "Orizont"
Bengescu	Daniela	danielabengescu@yahoo.co.uk	Romania	Technologic College "Sf. Antim Ivireanu"
Bland	Anne Katrine	snitfladen@gmail.com	Denmark	KlimaZirkus
Bobe	Ana Maria	anamariatecuceanu@yahoo.com	Romania	Romanian NationalTelevision
Bogadi	Antonija	antonija.bogadi@synyo.com	Austria	SYNYO
Bota	Claudia	botaclaudia25@yahoo.com	Romania	Secondary School "Luceafarul"
Bucur	Theodor Mihut	theodorbucur@yahoo.com	Romania	Children's University Association - UNICO
Buono	Andrea	andrea.buono@uniparthenope.it	Italia	Universita degli Studi di Napoli PARTHENOPE
Busato	Laura	busato@medialab.sissa.it	Italy	SISSA Medialab
Camelia	Filip	Camelia_filip@ymail.com	Romania	Secondary School no. 39
Ceausoglu	Luminita	luminita.ceausoglu@scoala49.ro	Romania	Secondary School no. 49

Çetingöz	Sibel	sibel@cocukistanbul.org	Turkey	Informal Education - cocukistanbul
Chira	Carla	carlalexiachira@gmail.com	Romnaia	Children's University Association - UNICO
Ciceu	Claudia	claudia_ciceu34@yahoo.com	Romania	"St. Antim Ivireanu" Technological Highschool
Cindea	Nicoleta	yff2006@gmail.com	Romania	Technical College "Constantin Brancusi"
Ciucu	Ciprian	prim6@primarie6.ro	Romania	Mayor of the 6th District of Bucharest
Clius	Mioara	mioara.clius@geo.unibuc.ro	Romania	Faculty of Geography, University of Bucharest
Cojocariu	Ionela	oanaandreoiu@yahoo.com	Romania	Theoretical Bilingual Highschool "Ita Wegman"
Constantin	Liliana Violeta	liliana2009constantin@yahoo.com	Romania	Technologic Highschool "Dimitrie Gusti"
Constantineanu	Raluca	neanu68@gmail.com	Romania	Liceul Teoretic Nicolae Iorga
Constantineanu	Raluca	neanu68@gmail.com	Romania	Theoretical Highschool "Nicolae Iorga"
Cornescu	Elena	elenacornescu2@gmail.com	Romania	Scoala Gimnaziala Sf. Silvestru
Costache	Maria	mariacostache1809@gmail.com	Romnaia	Children's University Association - UNICO
Cristache	Ileana	ileanacristache@yahoo.com	Romania	Theoretical Bilingual Highschool "Ita Wegman"
Cristache	Ileana	ileanacristache@yahoo.com	Romnaia	Children's University Association - UNICO
Cristea	Laura	laura.cristea@unico.org.ro	Romnaia	Children's University Association - UNICO
Dahl Madsen	Christina	CHMA@via.dk	Denmark	VIA University College
Damian	Adiana	adi.damian@yahoo.com	Romania	Technologic College "Grigore Cerchez"
Dănăilă-Guidea	Silvana-Mihaela	silvana.guidea@biotehnologii.usamv.ro	Romania	University of Agronomic Sciences and Veterinary Medicine of Bucharest
David	Mihnea-Ștefan	mihnea.david@yahoo.com	Romnaia	Children's University Association - UNICO
David	Cosmin	davidcosmin777@yahoo.com	Romnaia	Children's University Association - UNICO

Devran	Güller	ebruguller@gmail.com	Turkey	Dokuz Eylül University
Di Donato	Camilla	camilla.didonato@uniparthenope.it	Italy	Universita degli Studi di Napoli PARTHENOPE
Dobre	Anastasia	anastasiia.dobre@gmail.com	Romnaia	Asociația Universitatea Copiilor - UNICO
Dobrescu	Vera Elisabeta	veradobrescu@gmail.com	Romania	Fac de Horticultură și Peisagistică
Donosa	Alexandra	florentinaalexandra128@gmail.com	Romnaia	Children's University Association - UNICO
Dragan	Corina	corina_dragan6@yahoo.com	Romnaia	Children's University Association - UNICO
Dragomir	Alexandru	alexdr04@yahoo.com	Romnaia	Children's University Association - UNICO
Dumitrescu	Corina - Ionela	cordumitrescu@yahoo.com	Romania	University POLITEHNICA of Bucharest
Dumitru	Madalina	alexmadalinadumitru@gmail.com	Romnaia	Children's University Association - UNICO
Dworsky	Cyril	cyril.dworsky@univie.ac.at	Austria	Vienna University Children's Office
Elias	Linda	linda.elias@posteo.de	Austria	Kinderbüro Universität Wien
Elisei	Carmen	carmenelisei@yahoo.com	Romania	Colegiul National Victor Babes
Gary	Chris	christian.gary@univie.ac.at	Austria	Vienna University Children's Office
Geicu Cristea	Mihaela	mihaela_geicu@yahoo.com	Romania	University of Agronomic Sciences and Veterinary Medicine Bucharest
George	Giba	georgecatalin30@yahoo.com	Romania	Technologic College "Sf. Antim Ivireanu"
Glavan	Delia	delia.glavan@gmail.com	Romania	Bucharest County Students Council
Goga	Camelia Roxana	roxanads@yahoo.com	Romania	National College "St. Sava"
Gray	Peter	graypb@gmail.com	UK	Norwegian University of Science and Technology
Grigoriu	Darina	darina.grigoriu@gmail.com	Romnaia	Asociația Universitatea Copiilor - UNICO
Güller	Ebru	ebruguller@gmail.com	Turkey	Dokuz Eylül University
Hajdusianek	Anna	Anna.Hajdusianek@pwr.edu.pl	Poland	Wrocław University of Science and Technology. Academy

				of Young Explorers• Centre.
Hajdusianek	Ireneusz	Hajdusianeki@gmail.com	Poland	Wrocław University of Science and Technology. Academy of Young Explorers• Centre.
Hansen	Dorrit	doha@pha.dk	Denmark	University College Absalon
Hill	Christopher	chris.w.hill@me.com	UK	European School Heads Association (ESHA) & National Association of Headteachers (NAHT)
Hirbu	Sara	sarahirbu4@gmail.com	Romnaia	Asociaţia Universitatea Copiilor - UNICO
Horgas	Judit	horgas@gmail.com	Hungary	Liget Műhely Alapítvány, Gráfium Kft
Iber	Karoline	karoline.iber@univie.ac.at	Austria	Vienna Children's University Office
Iliescu	Miruna	iliescu.miruna@comunicare.ro	Romania	Snspa
Ion	Paul	ionpaul11@yahoo.com	Romania	Technical College of Post and Telecomunication "Gh. Airinei"
Ionescu	Andreea	ionescuandreea1020@gmail.com	Romania	National College "Ion Neculce"
Iordan	Mirela	mirela.iordan10@yahoo.com	Romania	Technologic College "Sf. Antim Ivireanu"
Iorga	Andreea	andeiorga@gmail.com	Romania	Council of Students Bucharest
Janicka	Anna	lud@p.lodz.pl	Poland	Children's University of Lodz at the Lodz University of Technology
Janicka	Maya	maja.janicka17@gmail.com	Poland	Children's University of Lodz at the Lodz University of Technology
Jarosz	Jerzy	jerzy.jarosz@us.edu.pl	Poland	University of Silesia
Kahyaoğlu	Erdoğan	erdogan@cocukistanbul.org	Turkey	Informal Education - cocukistanbul

Last Name	First Name	E-mail	Coundry	Institution
Kyllönen	Niko	niko.kyllonen@snellmanedu.fi	Finland	Snellman-Instituutti Ry
Lacatus	Doina	lacatusdoina@gmail.com	Romnaia	Children's University Association - UNICO
Last Name	First Name	E-mail	Coundry	Institution
Laszlo	Luca	luca.laszlo@esha.org	Austria	European School Heads Association
Lefter	Dragoș	lefter12345678@gmail.com	Romania	Council of Students Bucharest; Noble Association
Manuela	Dugulan	manuela_dugulan@yahoo.com	Romania	Theoretical Bilingual Highschool "Ita Wegman"
Marghidanu	Irina	irina.marghidanu@gmail.com	Romania	School no 143
Mariuta	Alexandra	alexandra_m@yahoo.com	Romania	Technologic College "Sf. Antim Ivireanu"
Matei	Elena	elena.matei@g.unibuc.ro	Romania	Faculty of Geography, University of Bucharest
Mayr-Stalder	Andrea	andrea.mayr-stalder@univie.ac.at	Austria	Turtle Stich / Vienna University Children's Office
Melinte	Lidia	rxlidia@gmail.com	Romania	Jurnalul Bucurestiului
Mesquita	Filomena	fmesquita@reit.up.pt	Portugal	University of Porto - Porto Business School
Michałowska-Dutkiewicz	Agnieszka	agnieszka.michalowska-dutkiewicz@p.lodz.pl	Poland	Lodz University of Technology
Mitroiu	Elena-Lucia	mitroiu.lucia@gmail.com	Romania	Scoala Gimnaziala 112
Moise	Maria Alecsandra	mariaalecsandra19@gmail.com	Romania	Children's University Association - UNICO
Munteanu	Maria-Diana	diana.munteanu036@gmail.com	Romnaia	Children's University Association - UNICO
Nastu	Sorina	nastu.sorina@yahoo.com	Romania	National College "Iulia Hasdeu"
Nicoleta-Monica	Alexe	nicoleta.alexe@kiritescu.ro	Romania	Economic College "Costin C Kiritescu"
Niculescu	Mariana	masalic71@gmail.com	Romania	School 143
Nitu	Ana	an.anitu@yahoo.com	Romania	Scoala Gimnaziala Sf. Nicolae
Nowakowska	Katarzyna	k.nowakowska.2024@gmail.com	Poland	Children's University of Lodz at the Lodz University of Technology
Ochman	Karolina	ochkarolina4@gmail.com	Poland	Children's University of Lodz at the Lodz University of Technology

Oczlon	Sophie	sophie.oczlon@univie.ac.at	Austria	Vienna Children's University Office
Okada	Alexandra	alexandra.okada@gmail.com	United Kingdom	The Open University UK
Olaru	Catalina	simina_37@yahoo.com	Romania	Secondary School "Uruguay"
Ozgür	Güller	ebruguller@gmail.com	Turkey	Dokuz Eylül University
Pantea	Marinela	marinela.pantea801@gmail.com	Romania	Theoretical Highschool "Jean Monnet"
Paraschiv	Mirela	mirela.paraschiv@geo.unibuc.ro	Romnaia	Children's University Association - UNICO
Parga	Silvia	agrap66@yahoo.com	Romania	Secondary School no. 31
Pătrașcu	Toma	toma.patrascu@asur.ro	Romania	Asociatia Secular-Umanista din Romania
Petculscu	Nicole	nicole.petculescu@gmail.com	Romania	Universitatea Bioterra
Petra	Sorina	sorina.petra@gmail.com	Romania	Fac de Horticultură și Peisagistică
Petre Boceanu	Ana Maria	petreboceanu@gmail.com	Romania	Economic College "Costin C Kiritescu"
Pilch	Michael	michal.pilch@us.edu.pl	Poland	University of Silesia
Pineda	Selene	spinedag@eafit.edu.co	Colombia	EAFIT University (School of Administration, Finance and Technological Institute)
Pinto	Bruno	mailbrunoferraz@gmail.com	Portugal	Escola Profissional de Valongo
Pockar	Nives	Nives.Pockar@sclj.si	Slovenia	European School Heads Association
Pop	Andreea Miruna	andreeamiruna.pop@gmail.com	Romnaia	Children's University Association - UNICO
Pop	Anastasia	andreeamiruna.pop@gmail.com	Romnaia	Children's University Association - UNICO
Predincea	Carmen	c.predincea@gmail.com	Romnaia	Electromontaj S.A.
Prock	Silvia	silvia.prock@uibk.ac.at	Austria	Junge Uni, Children´s University of the University of Innsbruck
Raileanu	Teodora	teodoraraileanu9@gmail.com	Romnaia	Asociația Universitatea Copiilor - UNICO
Resch	Eva Maria	eva.resch@univie.ac.at	Austria	Vienna University Children's Office

Rizan	Andra	rizanandra@gmail.com	Romnaia	Children's University Association - UNICO
Rizzato	Francesca	francesca@medialab.sissa.it	Italy	SISSA Medialab Srl
Rodari	Paola	paola@medialab.sissa.it	Italy	SISSA Medialab Srl
Rojisteanu	Gruia	gruia.rojisteanu@gmail.com	Romnaia	Children's University Association - UNICO
Roman	Elena Violeta	elena.violeta2016@gmail.com	Romania	School No 67
Roug	Torben	tiro@science.ku.dk	Denmark	University of Copenhagen, Faculty of SCIENCE, School outreach
Różowska	Jolanta	jolanta.rozowska@gmail.com	Poland	Fundacja Małopolski Uniwersytet dla Dzieci
Salamon	Eszter	director@parentsinternational.org	Netherlands	Parents International
Sanz Ene	Ana Camelia	anacameliasanzene@gmail.com	Romnaia	Children's University Association - UNICO
Scarlat	Dana	scarlat.dana@yahoo.com	Romania	Theoretical Bilingual Highschool "Ita Wegman"
Scripcariu	George V.	geo.scripcariu@gmail.com	Romania	Jurnalul Bucurestiului
Sidor	Corina	corinagabrielasidor@gmail.com	Romnaia	Asociația Universitatea Copiilor - UNICO
Silva	Vitor	vsilva@reit.up.pt	Portugal	University of Porto
Smith	Phil	phil.smith@nbi.ac.uk	United Kingdom	Teacher Scientist Network
Sotir	Stefan	victors7023@gmail.com	Romnaia	Children's University Association - UNICO
Staadsen-Boesen	Mikkel	mikkelboesen@gmail.com	Denmark	VIA University College
Stanica	Florin	flstanica@yahoo.co.uk	Romania	University of Agronomic Sciences and Veterinary Medicine
Sterpu	Ionela	ionela.sterpu@yahoo.com	Romania	Secondary School no. 49
Stoica	Lacramioara	stoicalacra@gmail.com	Romania	Theoretical Bilingual Highschool "Ita Wegman"
Szekely	Radu	radu.szekely@edu.gov.ro.	Romania	Romanian Ministry of Education
Szeremeta	Anna	anna.szeremeta@us.edu.pl	Poland	University of Silesia
Szollosi-Mota	Cristina Simona	cristina.szollosi@yahoo.com	Romania	National College of Computer Science "Carmen Sylva"
Szubka	Magdalena	magdalena.szubka@us.edu.pl	Poland	University of Silesia

Tătulescu	Cristina	cristina_tatulescu@yahoo.com	Romania	Technologic College "Sf. Antim Ivireanu"
Thisted	Soren	ssth@via.dk	Denmark	VIA Center for undervisningsmidler
Toader	Gabriela	gabitoader@yahoo.com	Romania	Secondary School no. 41
Troncoso	Andrea	aitroncoso@gmail.com	Italy	Formicablu
Troy	Thomas	thomas.troy@univie.ac.at	Austria	Vienna Children's University Office
Tundrea-Cruceru	Cristina Maria	cristinamaria.cruceru@gmail.com	Romania	Colegiul Tehnic de Posta și Telecomunicații ,,Gh. Airinei"
Turcu	Simona Laura	simona.caradan@gmail.com	Romania	Highschool
Ungureanu	Floris-Gabriel	ungureanufloris@gmail.com	Romnaia	Children's University Association - UNICO
van Haren	Petra	gpm.vanharen@gmail.com	Netherland	European School Heads Association
Vanghele	Eliza Teodora	eliza.vanghele@gmail.com	Romnaia	Children's University Association - UNICO
Varlam	Cristina	cristina_varlam@yahoo.com	Romnaia	Children's University Association - UNICO
Vasconcelos	Clara	csvascon@fc.up.pt	Portugal	University of Porto
Vlăsceanu	Gabriela	consilier_hofigal@yahoo.com	Romania	Bioterra University
Voaides	Catalina	catalinavoaides@gmail.com	Romania	University of Agronomic Sciences and Veterinary Medicine Bucharest
Voicea	Daniela	danielavoicea@gmail.com	Romania	Special Secondary School no. 3
Voinea	Cristina	cristina.voinea@yahoo.com	Romania	Secondary School no. 46
Yasaroglu	Cihat	cihat.yasaroglu@inonu.edu.tr	Turkey	Inonu University
Zisu	Carmen	karmenn2007@yahoo.com	Romania	Scoala Gimnaziala Barbu
Zorzoliu	Miruna	miruna.zorzoliu@gmail.com	Romania	Children's University Association - UNICO

All the participants have been awarded a " Phereclos Sailor Badge" for their attendance and involvement in the " Lay of the Land " Conference

8.   Conference Venue

The "Lay of the Land" Conference took place in the beautiful Campus of the TEMP Partner, namely the University of Agronomic Sciences and Veterinary Medicine of Bucharest.
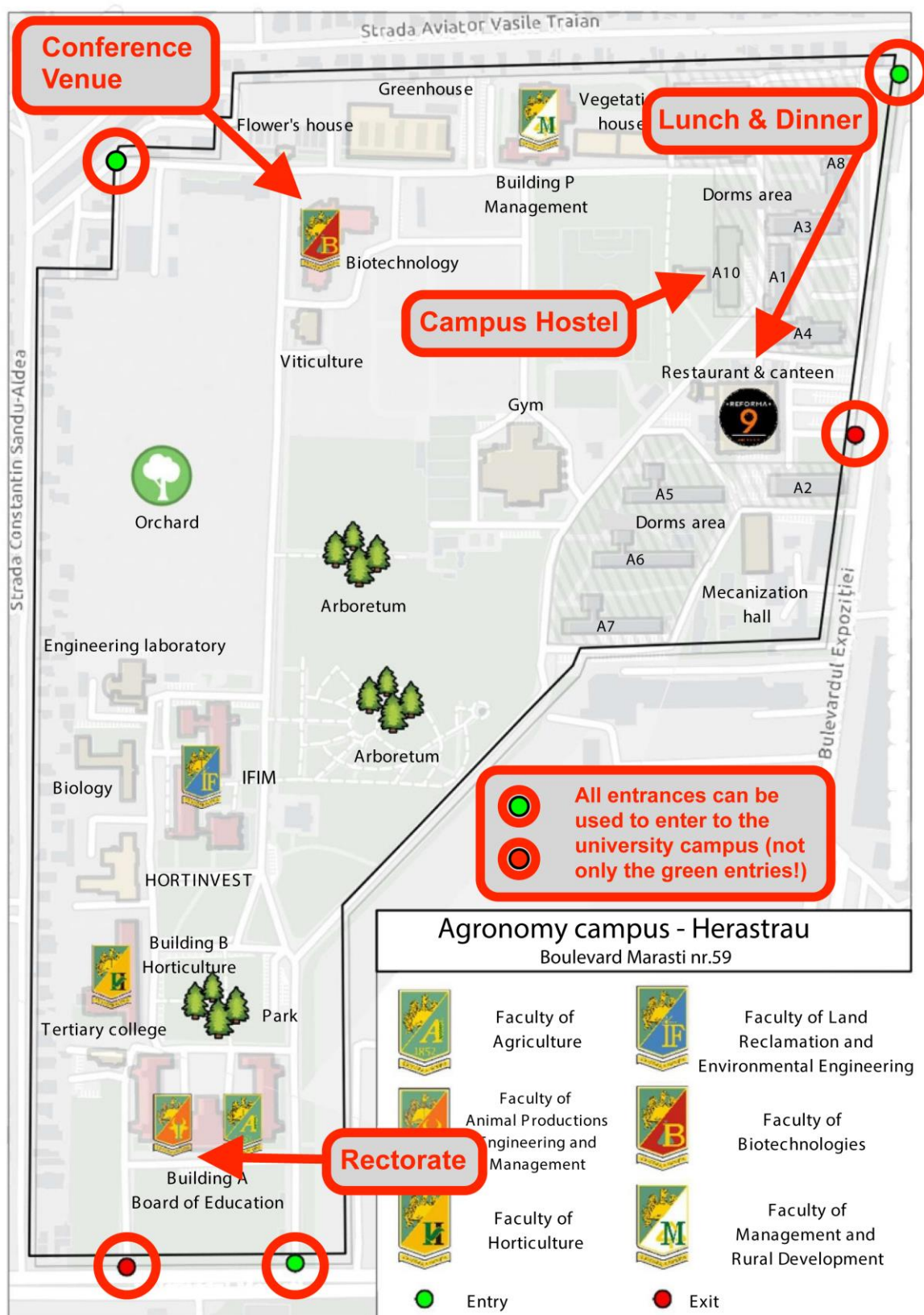
Agronomy campus - Herastrau
Boulevard Marasti nr.59

eucu.net

PHERECLOS

"The Lay of the Land" Joint PHERECLOS & EUCU.NET Conference,

Bucharest / Romania, 8 th-10th September 2022   Map of the Conference Venue

BALCONY

A23
A22
A21

A26   A25   A24

AMPHITHEATER

WS1/WS9

WS15

2nd floor

BALCONY

AULA MAGNA

WS4/WS12

A11   A12   A13

A16   A15   A14

BALCONY

WS7/WS14

WS5/WS13

1st floor

WS 2/WS 10

A01   A02

A04   A03

Registration & Info Desk

WS8/WS16
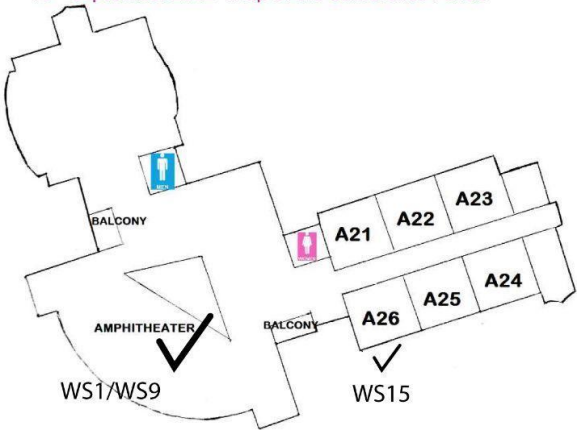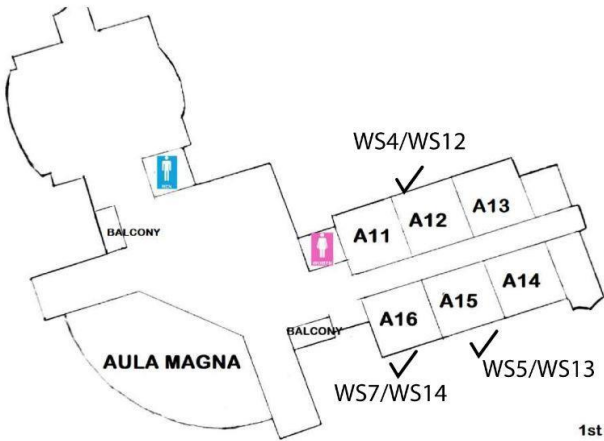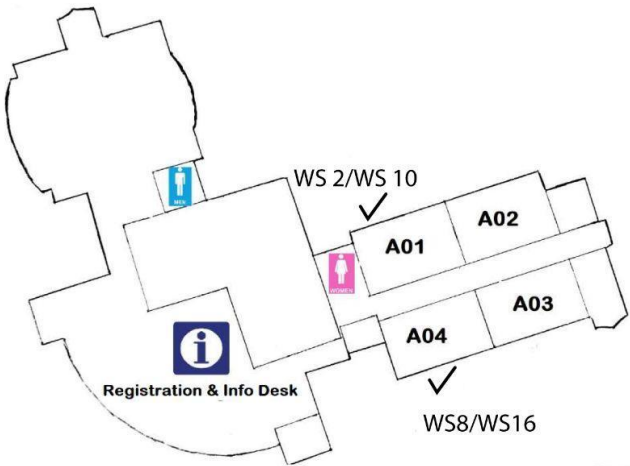
Ground floor

9. Agenda of the PHERECLOS Consortium meeting & "Lay of the Land" Conference

"The Lay of the Land"

Joint PHERECLOS & EUCU.NET Conference, Bucharest / Romania, 8th-10th September 2022

(PHERECLOS Consortium Meeting on 7th September)

Wednesday, 7th of September 2022 – USAMV-Campus, Bulevardul Mărăști 59 – Senate Room - Rectorate	
10.00	Coffee Time
10:00-11:00	Latest Updates before the conference
11:00 - 12:30	Reflections and outlook (WP2, WP3)
12:30 – 13:30	Lunch Break
13:30 – 15:30	Reflections and outlook (WP4, WP5, WP6)
15:30	Coffee Break and me for bilateral preparation
19:00	Welcome Reception & Registration at the University Campus at the Reforma 9

Thursday, 8th of September 2022 – USAMV-Campus, Bulevardul Mărăști 59 - Faculty of Biotechnologies		
08:30-9:30	Conference Registration	
09:30-10:00	Conference Opening	Welcome speeches by: **Prof. Univ. Dr. Florin Stănică**, Vice-Rector of the University of Agronomic Sciences and Veterinary Medicine **Mr Ciprian Ciucu**, Mayor of the 6th District of Bucharest **Ms Karoline Iber**, Vienna University Children's Office & President of the European Children's Universities NetworkConference Moderator: **Phil Smith**, Teacher Scientist Network (TSN)
10:00-11:00	Introductory Talk	**Claudia Aguirre Rios**, Association TRACES – Les Atomes Crochus **"Another brick leaves the wall: open schooling for a new education"**
11:00-11:30	Coffee Break	
11:30-11:45	Welcome Address	**Prof. Univ. Dr Sorin Mihai Cîmpeanu**, Romanian Minister of Education

11:45-12:45	Plenary Presentation	**PHERECLOS – Travel Log** (PHERECLOS project results & animation movie) – presented by Chris Gary, PHERECLOS Project & Vienna University Children's Office
12:45-14:00	Lunch at the Reforma 9	
14:00-15:30	Workshops & Poster Exhibition	**WS1 – Empowering scientists and scholars for OS. Sharing practices, discussing problems** (Paola Rodari, Sissa Medialab, Trieste Italy) **WS2 The City is Asking Children** (Erdoğan Kahyaoğlu, Informal Education-cocukistanbul, Istanbul, Turkey) **WS3 First Generation Project – Ready for university!** (Thomas Troy & Eva Resch, Vienna University Children's Office, Vienna, Austria) **WS4 Dive into open schooling through maker education** (Alexandru Toma Pătrașcu, ASUR, Romania) **WS5 Co-creation to solve challenges in school education** (Selene Pineda & Ana Agudelo, EAFIT University, Medellin, Colombia) **WS6 Going Global – A brainstorming session on setting up an International Day of Children's Universities** (Jolanta Różowska, Fundacja Małopolski Uniwersytet dla Dzieci, President of the European Children's Universities Network, Poland) **WS7 Stronger Communities of teaching Nature Science** (Christina Dahl Madsen, Søren Søndergaard Thisted & Mikkel Staadsen-Boesen, VIA University College, Aarhus, Denmark) **WS8 Code! .. Draw! .. Stitch! / Coded Embroidery** (Andrea Mayr-Stalder, Turtle Stitch, Vienna, Austria)
15:30-16:00	Coffee Break	
16:00-17:30	Workshops & Poster Exhibition	**WS9 Parental Engagement through STEAM** (Judit Horgas, Liget Műhely Alapítvány, Hungary) **WS10 Is open schooling suitable for everyone?** (Maja, Karolina, Katarzyna, Ştefan, Delia and Mihnea, Lodz & Bucharest, Romania) **WS11 Over knowledge and into practice – assessment for skills** (Anna Przybyło, Kraków, Poland) **WS12 Open school and PBL – Great play and deep seriousness** (Søren Peter Andersen, Denmark) ***WS13 Education for sustainable development through open school activities, related to geography – Focus Group and Role Play** (Laura Cristea & Elena Matei, Bucharest, Romania) **WS14 Introduction to online didactics and the use of e-learning in teaching science** (Mikkel Staadsen-Boesen, VIA University College, Aarhus, Denmark) **WS15 Learning how to be an entrepreneur** (Joana Santos (coord.), Vítor Silva, Clara Vasconcelos, Bruno Pinto, University of Porto, Portugal) **WS16 Code! .. Draw! .. Stitch! / Coded Embroidery** (Andrea Mayr-Stalder, Turtle Stitch, Vienna, Austria) (the workshop is the same as in the first ws time slot) * The former WS 13 - Family based early childhood development (Soner Yurtdas, Mersin Yenişehir Municipality Children's University, Mersin, Turkey) was cancelled.
19:00	Conference Dinner at the Ceres Saloon	

Friday, 9th of September 2022 – USAMV-Campus, Bulevardul Mărăşti 59 – Faculty of Biotechnologies

08:30-9:00	Conference Registration	
09:00-13:00	Open Space	**Moderated Open Space on Open Schooling**; Facilitation by Linda Elias
09:40-10:40	Workshop for Young People	How to develop an Open Schooling Workshop? "The Science of Good Food and Permaculture"Hands-On Workshop with invited school classes and option for sitting in as conference participant **Phil Smith** (Teacher Scientist Network) **Ileana Cristache** ("Ita Wegman" Theoretic Bilingual High School) **Adrian G. Peticila** (University of Agronomic Sciences and Veterinary Medicine)
13:00-14:30	Lunch at the Reforma 9	
14:30-15:30	Synoptic Talk and Plenary Discussion	**Peter Gray: "Precise but vague: the European Commission and its educational interventions, 2007-2022"**
15:30-16:30	Conference Wrap-Up	
20:00	The farewell event at the University Campus at the Reforma 9	

Saturday, 10th September 2022 – Tours & Study Visits	
08:00-22:30	Excursions and City Tours
	* Guided tour in the city centre of Bucharest incl. the House of Parliament (Half Day –centre of Bucharest) * Visit at the Children Science Centre of Bucharest and the Museum of Villages (Half Day –North of Bucharest) * Open Schooling project at Ovidius University of Constanța at the Black Sea (Full Day – 08:00-22:30)

10. Keynote Speakers

Claudia Aguirre Rios

Claudia Aguirre Rios is a trained mining engineer and has a MsC in Science communication. For ten years, she worked as Director of Contents and Education at Parque Explora, a science centre in Medellin, Colombia. For four years she was Coordinator of the Andes node of the Latin American Network for Popularization of Science and Technology. In 2018 she moved back to France and worked for a European project (PERFORM), a science centre (Exploradome) and now as project manager at TRACES where she coordinates the methodology Work Package of the SALL (Schools As Living Labs) project. She organised and participated in International Science Theatre Festivals, Public Engagement with Science Conferences, Public Engagement with Science and Science Communication Congresses. She has coordinated several collective books in Science Education in Science Centers, Science Theatre and Science Museums.

Peter Gray

Peter Gray had a varied career, transporting equipment for rock bands, taxi driving and working on a farm before returning to higher education in 1994. He studied media, environmental education, philosophy and adult education before gaining his PhD in 2005 from the University of Stirling, UK.

For the past fifteen years, Dr Gray has worked on collaborative international projects in science education, teacher education and educational democracy. This work included the evaluation of such projects as well as participating in project formation and management. He recently retired from the Norwegian University of Science and Technology in Trondheim, for which he worked on over forty such projects.

He has three main professional obsessions:

- Disrupting the current structures of academic research.

- Reforming education in the direction of personal growth rather than standardised achievement.

- Making education a public good rather than a branch of the economy.

Dr Gray lives in Edinburgh with his partner and younger son, and loves tools, particularly guitars, bicycles and hammers.

11.   Call for Workshops

Workshop proposal deadline: 1st of July

We invite you to submit a proposal for a workshop at the "Lay of the Land" Open Schooling conference in Bucharest. The workshop may address different aspects of Open Schooling, but shall always be activity based and as collaborative as possible. Workshops can also be used to present projects or ongoing programs as long as it is an interactive and not presentation only format.

The structure of workshops is not fixed, and proposers may design it as they think best. There are various options for interactive formats – a good resource for inspiration is available from the EU-SISCODE project. They have to fit into one, two or three workshop time slots (each 1,5 hours long). Proposers are responsible for defining the full contents of the workshop, namely the authors and presenters.

Workshop proposals can be submitted via an online form until 1st of July 2022. Selection will be done by the conference organising committee according to relevance to the Open Schooling topic, level of interaction of the format and overall recommendation.

12.   Workshops Abstracts

WS 1

 "Empowering scientists and scholars for OS. Sharing practices, discussing problems" (Paola Rodari, Sissa Medialab, Trieste Italy)
Workshop Description

All STEM OS projects include the participation of researchers who meet and work with teachers and pupils and other actors of the networks. But also not-STEM projects may include the participation of scholars: historians, sociologists, economists, etc. All these experts need to be motivated in participating and giving their time to these activities. It is also very important that they have an open attitude and are able to understand others' needs and to communicate their knowledge in a relevant and interesting way. That implies engagement, competences and training. This workshop aims at facilitating the sharing of good practices in the training in research communication of scientists and scholars between children's unis' organisers and other people working in informal learning. It will tackle themes such as: barriers to the involvement of academics and ways to promote the engagement; training topics, methods and schemes; experiences in the facilitation of the dialogue between experts and not experts; etc. SISSA Medialab facilitators will organise and lead group work in different steps to come out, at the end of the workshop, with shared dos and don'ts and recommendations. Some of the ideas will be taken by the Phereclos project results.

Register for WS 1

WS 2

"The City is Asking Children"
(Sibel Cetingöz & Erdoğan Kahyaoğlu, Informal Education-cocukistanbul, Istanbul, Turkey)
Workshop Description

The aim of the workshop is to reflect the purpose, guiding ideas, structure, implication philosophy and methodology and outputs of a project that successfully reached around 7 thousand children in İstanbul through a chain of more than 50 stakeholders including local administration bodies, schools, museums, NGO's, teachers and educators within the informal education area. The project was finalised on May the 2022 and realised by Informal Education-cocukistanbul in partnership with the City Council of İstanbul. The project aims in general to understand how the children perceive the city they live in, while they voice out what they like and dislike, what they want and wish to their benefit and to the benefit of all the people and natural inhabitants living in and around the city where they also develop their own ideas and solution proposals. The project is basically a "democratic participation" project where the main actors are the children as "citizens". The stake holders are there to guide and create opportunities for them to equally and actively participate. The project furthermore aims to create a sustainable and structured link between the children and especially the local municipal authorities to evaluate the children's ideas together, to develop a strategy for a better city and to take concrete steps to realise the children's needs and wishes together with the children.

The workshop will be highly interactive not only with rich visuals but also with materials for the participants to actively practice. Everyone will glance at their own city through the eyes of children. Even at Bucharest…

Register for WS 2

WS 3

"First Generation Project – Ready for university!"
(Thomas Troy & Eva Resch, Vienna University Children's Office, Vienna, Austria)
Workshop Description
According to research, the educational qualifications of children in Austria are still to a significant extent determined by the educational level of their parents. Whereas 67% of school students whose parents earned a degree at a university enrol at a university, only 22% of school students, whose parents do not have a university degree enrol at a university. In cooperation with the University of Vienna, the LEC Vienna developed within the framework of the EU project PHERECLOS the First Generation Project. The Project addresses anyone who is the first in his or her family planning to study at an (Austrian) university. The objective is to promote their involvement in the university education process, fostering equal opportunities, removing barriers and to gain first experiences in the academic environment. In this interactive session, we take a closer look at the First Generation Project and its design as well as the impact on First Generation school students and universities. Additionally we align all participant's experiences to gain a broader perspective and discuss various opportunities to foster inclusion in the context of universities and enable participation regardless of the educational level of parents.

Register for WS 3

WS 4

"Dive into open schooling through maker education"
(Alexandru Toma Pătrașcu, ASUR)

Workshop Description

Make it Open is an open schooling project that proposes to bring into the classroom the philosophy of the maker movement to develop a transformational approach to STEAM teaching and learning. Make it Open adopts the concept of Open Schooling where schools are transformed from traditional educational institutions into community partnerships and become agents of community well-being.

This workshop is an opportunity for all educators to gain inspiration and reflect together with other institutions that have been experimenting with new methodologies of learning. During the workshop we will present the overall project concept and run some hands-on sessions introducing the Make it Open innovative pedagogical tools – Learning Scenarios. They can be accessed through the project's Open Schooling Navigator and their aim is to provide a supportive framework for teachers to try out an open learning approach.

Register for WS 4

WS 5

"Co-creation to solve challenges in school education"
(Selene Pineda & Ana Agudelo, EAFIT University, Medellin, Colombia)

Workshop Description

Co-creation is the sum of experiences and creativity to achieve common goals. In this workshop we will understand co-creation through solutions for social challenges where different actors such as schools, universities, companies and the government participate.

We are going to co-create solutions around social problems related to health, culture, gender equity, youth, social development, mobility, social inclusion and environment. We will make a design process with these elements: problematize; identify solution alternatives; design and implement solutions; evaluate and adjust.

Also, we will talk about the triggers to achieve a successful co-design: consensus, conversation, activation and expansion. In the end we will talk about the co-creation experience at LEC Medellin.

The workshop will be divided into three moments for 90 minutes:

● Activation and presentation

● Teamwork to solve challenges

● Presentation of the LEC Medellín

Register for WS 5

WS 6

"Going Global – A brainstorming session on setting up an International Day of Children's Universities"
(Jolanta Różowska, Fundacja Małopolski Uniwersytet dla Dzieci, President of the European Children's Universities Network)

Workshop Description

Setting up the International Day of Children's Universities is an idea that has been appearing in our discussions for some time and always arouses enthusiasm. So the perfect moment has come to brainstorm its goals, nature of activities, and formalities related to the organisation of such a holiday. The first part of the workshop will introduce the basics of the concept, its potential and key actions to be taken. In the second part, participants will work out their solutions for feasibility, purposefulness and ways of spreading the idea. The groups will present their conclusions in part three so that at the end of the workshop a meaningful action plan is drawn up.

Register for WS 6

WS 7

"Stronger Communities of teaching Nature Science"
(Christina Dahl Madsen, Søren Søndergaard Thisted & Mikkel Staadsen-Boesen, VIA University College, Aarhus, Denmark)

Workshop Description

The focus of this workshop is divided into two topics both with unique importance to the Danish after education project SNL (Stronger Communities of teaching Nature Science).

What is a systemic approach to continuing education of Danish Schools teachers and what's important in designing, implementing and sustaining new knowledge and learning in the classrooms of the public schools?

The first part of the workshop contains an introduction of the Danish after education project; SNL. This project aims to change and develop the quality of teaching the natural sciences in the public schools of Denmark by using a systemic approach that focuses on capacity and community building instead of a singular focus on the competencies of the teacher. The project began in 2019 and involves the Danish Governance, 6 University Colleges and 36 public schools.

The workshop will discuss the importance of;

● designing research-based continuing education with the active use of formative evaluation and action research

● an active and supportive schools management

● the influence of the time aspect

● the changing of a local school culture and difficult role of locale project ambassadors

We will dig into the process of developing and implementing the project revealing what we learned and how we used the new knowledge to strengthen the project concept.

We will also invite the participants to contribute with inspiration and ideas from their perspective and experience within the field of continuing education.

The second part of the workshop will focus on the content knowledge of the SNL-project; How to teach focusing on the natural sciences competences of the students.

This part of the workshop will be activity-based involving the participants in trying out a science experiment as a way to demonstrate how to teach within a specific mindset and focus. Afterwards there will be a plenum discussion that reflects on what challenged the teachers of SNL in their aims to implement this mindset in their school practice.

Register for WS 7

WS 8 & WS 16

"Code! .. Draw! .. Stitch! / Coded Embroidery"
(Andrea Mayr-Stalder, Turtle Stitch)

Workshop Description

Learn how to use TurtleStitch in diverse contexts.

In the framework of the TEMP Partnerships, a group focused on coded-embroidery. The participants – mainly STEAM educators and artists – developed different practices and shared experiences of practical use of this design method.

The workshop at the conference introduces the Open Source Project TurtleStitch (www.turtlestitch.org) and invites active participation (individually or in teams). Turtlestitch can be used for creating novel patterns for embroidery, combining the abstract logic of computing and the materiality of textiles. Its primary use is educational, as it offers a way of introducing programming to audiences with diverse interests.

 Note: Participants needed a laptop (with mouse) and Internet browser for this workshop!

Register for WS 8

WS 9

"Parental Engagement through STEAM"
(Judit Horgas, Liget Műhely Alapítvány, Hungary)

Workshop Description

Building on outcomes of the EU-funded Open School Doors, Parents Engage and ParENTrepreneurs projects, this workshop will explore in an interactive format the various ways parents can and should be engaged in open schooling programmes.

Register for WS 9

WS 10

"Is open schooling suitable for everyone?"
(Maja, Karolina, Katarzyna, Mihnea, Delia and Ștefan; Lodz, Poland & Bucharest, Romania)

Workshop Description

As a group of volunteers from the Children's University of Lodz, we have had a chance to gain a broad experience with open schooling in recent years. Starting from a group of children who had no idea what open schooling is, we have come to the point where we can call ourselves experts in this field. Therefore, we would like to share our experience and knowledge on this subject with you.

During this workshop, with our friends from Romania, we will introduce the concept of open schooling from our perspective. We will also discuss and bring to life the practical application of these methods with the participants of the workshop.

We will try our best to create some space for a debate about open schooling from a wider perspective.

Register for WS 10

WS 11

"Over knowledge and into practice – assessment for skills."
(Anna Przybyło, Kraków, Poland)
Workshop Description
According to Solo taxonomy (after Biggs and Collis 1982) there are a few stages of learning: Prestructural, Unistructural, Multistructural, Relational and Extended abstract. At school, we usually only get a Relational way of getting knowledge. This means that we teach kids how to compare, contrast, classify and relate. Students can think creatively and create only if they are allowed to do so. How can we change written tests into practical knowledge, and how to learn from mistakes? I invite you to my presentation.

Register for WS 11

WS 12

"Open school and PBL – Great play and deep seriousness"
(Søren Peter Andersen & Anne Katrine Blond, Denmark)
Workshop Description
Get introduced to 'Project-based learning and innovation in an open school'. The presentation is for anyone involved in teaching, innovation and PBL.
Project-based learning is a teaching method that is rapidly entering the European education system. But what elements should a PBL and Open School programme contain, and how do we create a culture and didactic stance that has a common language across the many disciplines of primary schools? In this presentation, you will hear about didactic models that provide schools and teachers with a common didactic direction for working with PBL, open school, creativity and innovation skills.
See individual models here: https://www.klimazirkus.com/english

Register for WS 12

WS 13

"Education for sustainable development through open school activities, related to geography – Focus Group and Role Play"
(Laura Cristea, University of Bucharest / Children's University of Romania & Elena Matei, University of Bucharest, Bucharest, Romania)
Workshop Description
Sustainable Development (SD) is effective in group activities where participants reflect on the importance of caring for the planet and develop useful critical thinking and social skills (Dulamă, 2008). Thus, SD programmes that involve both spatial and social openness, including a wide range of actors in the learning process, have better results on developing skills for sustainability.

As a school discipline, as a science, geography has in its contents the whole panoply of elements for analysis, understanding of sustainable development and education in accordance with it (Matei, 2020). Therefore, the deployment of SD in connection with geography for Education for Sustainable Development is an important trinomial in developing the knowledge and training the skills of future generations with the tools of adaptation and mitigation of potentially catastrophic global environmental change (Meadows, 2020), with the intelligent management of natural and human resources.

This workshop aims at revealing the potential of Open Schooling activities that focus on Education for Sustainable Development (ESD) through various methods such as: "focus group" and "role-play".

Register for WS 13

WS 13

"Family based early childhood development"

(Soner Yurtdas, Mersin Yenişehir Municipality Children's University, Mersin, Turkey)

Workshop Description

The aim of the Family-Based Early Childhood Development "Yenişehir Model" project is to ensure that all children aged 0-8 become individuals who have reached the highest level of their developmental potential through education starting from the family, and that no child is left behind.
The model consists of seven steps, which are going to be presented and worked upon in the workshop.

Register for WS 13

* The former WS 13 Family based early childhood development (Soner Yurtdas, Mersin Yenişehir Municipality Children's University, Mersin, Turkey) was cancelled due to medical reasons of the workshop leaders.

WS 14

"Introduction to online didactics and the use of e-learning in teaching science"
(Mikkel Staadsen-Boesen, E-learning consultant, VIA University College, Denmark)

Workshop Description

Building on our talk on the SNL (Stronger Communities of Teaching Nature Science) project, I will dig a bit deeper into the specifics of online didactics and create an overview of the most important things to account for as an educational designer. This will be a short talk focused on the practical application of online learning theory, and flipped learning methods, and how they can be applied in an open schooling context.
After this we will look at the educators toolbox – videos and course designing for educators Introducing simple ways to bring the natural world into the classroom, and creating engaging

online support for your teaching. Finally we will look at how easy it can be to create your own online course. We will group up, and take a well-known subject, from which we will create short courses using Articulate Rise.

Note: Participants needed a laptop for this workshop.
Key takeaways

- How to use online didactics to aid in open schooling

- What are the effects of online learning on students

- What not to do – creating online education that works

- How to get started – make your own courses using www.articulate.com/360

Register for WS 14

WS 15

"Learning how to be an entrepreneur"
(Joana Santos (coord.), Vítor Silva, Clara Vasconcelos, Bruno Pinto, University of Porto)
Workshop Description
Participants will have the opportunity to:
1 – get familiarised with some techniques on how to address a challenge (problem or opportunity) through Design Thinking.
2 – understand how the Business Model Canvas and the Lean Startup method can help young entrepreneurs to learn about the contexts of their projects, markets (clients and other stakeholders) and to extract meaning from testing hypotheses.
3 – recognize the relation between Entrepreneurship, Design Thinking, Lean Startup and the Business Model Canvas.

Register for WS 15

WS 16: See WS 8
This workshop is a repetition of WS 8 in the first WS time slot

Register for WS 16

13. Conference Visuals

Picture 1. Conference Badges
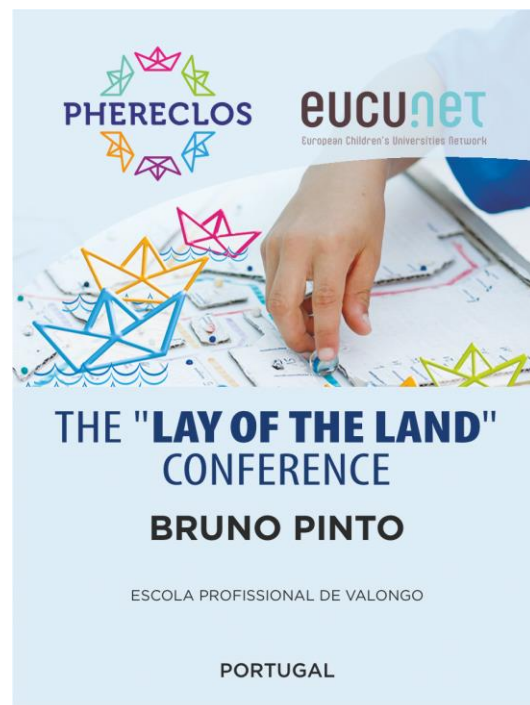
Picture 2. Conference Poster

14. The "Lay of the Land" Challenge

The "Lay of the Land" Conference organisers came up with an original idea, namely the participants tie

their own badges. The participants were offered two cords in UniCo colours - white and blue -, a set of instructions for the knots, and the badge with the name, institution and country of each participant.
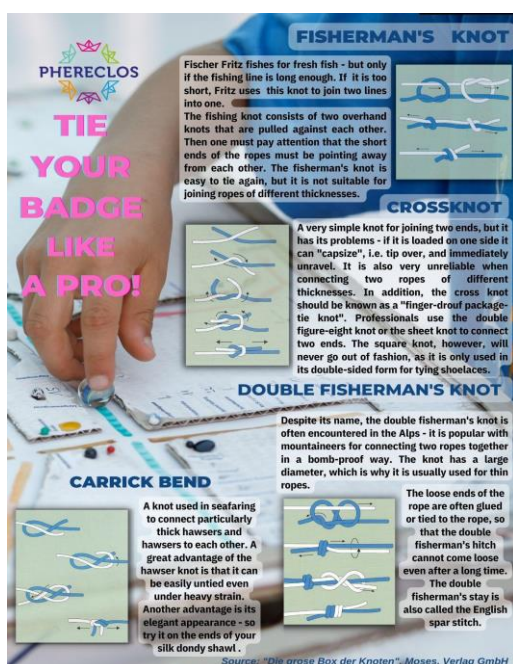
The challenge was launched to all participants by the brave Unico volunteers: "Tie your Badge like a Pro!". The Conference participants had four types of knots at their disposal, from the simplest to the most complicated. The knots symbolise the deep relations created between us, as friendship and connection, two values born and developed during the project. The knots were chosen closely related to sailing, to stay in the area of the famous Phereclos boats, helping the participants to sail in the future for the long-term implementation of the project outcomes.

Picture 4. Instructions on "Tie your Badge like a Pro?"

15. Conference dissemination

Various dissemination activities were undertaken by the PHERECLOS partners in order to spread the word about the "Lay of the Land" Conference such as:

Date	Partner	Type of Activity	Name of Medium	Link (if available)	status (SUGGESTED / PLANNED / DONE)
15.06. 2022	KUW	Mailing list	PCST Mailing list		DONE
15.06. 2022	KUW	Newsletter	EUCU.NET Newsletter		DONE
15.06. 2022	KUW	FB post	EUCU.NET FB	https://www.facebook.com/369428175600/posts/pfbid0ycvMmZpNU69tBndpkbGEpYiesKVxNPh2TJnbB2fnAoJdsGPGptQ3AeHb9LPjbn5Gl/	DONE
15.06. 2022	KUW	Newsletter	Ostogether Newsletter (July 5th 2022)		PLANNED
15.06. 2022	KUW	Conference/ Workshop	EUSEA Annual Conference - Cork, IRL (6-7 July 2022)	https://eusea.info/eusea2022/	PLANNED
15.06. 2022	UNCO	Meeting	Meeting with the Faculty of Sociology and Social care - invitation to collaboration and involvement		DONE
16.06. 2022	IPA	retweet	IPA Twitter	https://twitter.com/Intl_Parents/status/1537354432182091776	DONE
30.06.	IPA	Newsletter	IPA Newsletter	https://mailchi.mp/9e3606a7c	DONE

2022				92c/parents-international-summer-2022-newsletter	
30.06. 2022	IPA	social media share	IPA Newsletter shared on Facebook, Twitter and LinkedIn		DONE
04.07. 2022	UNCO	Presentation	The Opening of the UniCO Intensive Pro		DONE
04.07. 2022	MEDIA LAB	FB post	FB group: SISSA for Schools		PLANNED
01.07. 2022	SNELL MAN	FB post	SnellmanEDU's Children's University FB	https://www.facebook.com/lydigimaailma/photos/a.107184398170332/372578738297562/	DONE
01.07. 2022	SNELL MAN	FB post	Friends of the Finnish Science Centre Association FB	https://www.facebook.com/groups/338550980843286	DONE
01.07. 2022	SNELL MAN	FB post	the Finnish Science and Researcher Communicators FB	https://www.facebook.com/groups/1453767084898303	DONE
01.07. 2022	SNELL MAN	LinkedIn post	Niko Kyllönen LinkedIn profile	https://www.linkedin.com/posts/niko-kyll%C3%B6nen-07769983_tiedekasvatus-tiedepaeuaeuoma-tiedekasvatus-activity-6948564898930954240-fUhS?utm_source=linkedin_share&utm_medium=member_desktop_web	DONE
01.07. 2022	SNELL MAN	link to a website	SnellmanEDU's Phereclos website	https://snellmanedu.fi/phereclos-hanke/	DONE
01.07. 2022	SNELL MAN	Mailing list	members of the Finnish Science Centre Association	https://tiedekeskukset.fi/	DONE
01.07. 2022	SNELL MAN	Mailing list	LEC implementation team	https://drive.google.com/file/d/10tgsjbXMMX6xSWDIpCAdBKpof0QWLoqO/view?usp=sharing	DONE
01.07. 2022	SNELL MAN	Mail	Communication services of the University of Eastern Finland	https://uefconnect.uef.fi/en/person/petri.hynynen/	DONE
02.07. 2022	TUL (ŁUD)	Meeting	Partners meeting of Young Explorer's Club		DONE
05.07. 2022	KUW	Meeting	OSTogether Steering Group Meeting		DONE
05.07. 2022	KUW	Meeting	OSTogether Inspirational Session		DONE

15.7.2022	UNICO	Meeting	Presentation and Invitation at the "Lay of the Land" Conference within the Graduation Ceremony of UniCO Intensive program 2022		DONE
25.6.2022	ESHA	Tweet	ESHA Twitter	https://twitter.com/SchoolHeadsESHA/status/1540785969137233921?s=20&t=12p_nACUVFAHKE0MZNZ6Fg	DONE
27.6.2022	ESHA	FB post	ESHA Facebook Page	https://facebook.com/SchoolHeadsESHA/posts/pfbid0248vnjaycySwu8ivBhqcUbngJhx2rPg7aZ7QuuLYtLywwKopGRhSt2NfWezzkp31Wl	DONE
27.06.2022	ESHA	Tweet	ESHA Twitter	https://twitter.com/SchoolHeadsESHA/status/1541470664745443328?s=20&t=12p_nACUVFAHKE0MZNZ6Fg	DONE
01.08.2022	ESHA	FB post	ESHA Facebook Page	https://facebook.com/SchoolHeadsESHA/posts/pfbid02gkyNK1G8cuLhMwuJKS1moZWdhx4eBcJvjsM9rA7BgmTjMsBxWqUVCjZGE3FD4XoCl	DONE
02.08.2022	ESHA	FB post	ESHA Facebook Page	https://facebook.com/SchoolHeadsESHA/posts/pfbid0c1Dddj6TkthknR314AMwKUs8sc5NS5fLsGQBDot2XtFED4mawFZiRKLMXut93jNbl	DONE
02.08.2022	ESHA	Tweet	ESHA Twitter	https://twitter.com/SchoolHeadsESHA/status/1554519900248367104?s=20&t=12p_nACUVFAHKE0MZNZ6Fg	DONE
11.08.2022	ESHA	FB post	ESHA Facebook Page	https://facebook.com/SchoolHeadsESHA/posts/pfbid0n1fqEuWc3HHQdiescwBGAyEuAyAYTTCg4nxwdi19Cvb7XTyZQ28otj6ZbAf9ZNdPl	DONE
11.08.2022	ESHA	Tweet	ESHA Twitter	https://twitter.com/SchoolHeadsESHA/status/1557785165321027584?s=20&t=12p_nACUVFAHKE0MZNZ6Fg	DONE
14.08.2022	UNICO	Partnership	Partnership with the local school authority with the aim of spreading information		

			about the Conference in all the schools within the system		
16.08. 2022	UNICO	Press	Press release local media		DONE
17.08. 2022	ESHA	FB post	ESHA Facebook Page	https://facebook.com/SchoolHeadsESHA/posts/pfbid0rTjWoox3nBJCK4dAUrNTxvkjN6DTvd9AAgPhnGJH39W1DCserPvfNkz6NVUyb38sl	DONE
17.08. 2022	ESHA	FB post	ESHA Facebook Page	https://facebook.com/SchoolHeadsESHA/posts/pfbid0mf2qwFLuTSUwJT9oj8afLXJSwv7fCRU1eK9QE5FcijwP2KbXGXAxduG2UJbmEWTil	DONE
08.09. 2022	UNICO	Press	Rador Press Agency	https://www.rador.ro/2022/09/08/calendarul-evenimentelor-8-septembrie-selectiuni-9/	DONE

16.   Anexes: Powerpoint presentations of the key-note speakers
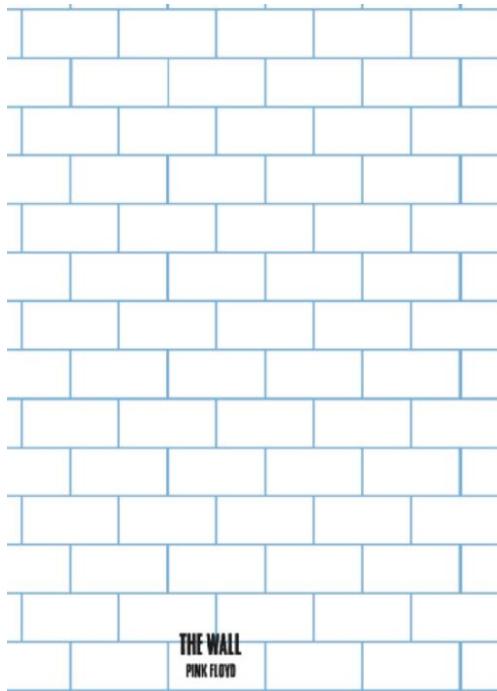
Claudia Aguirre
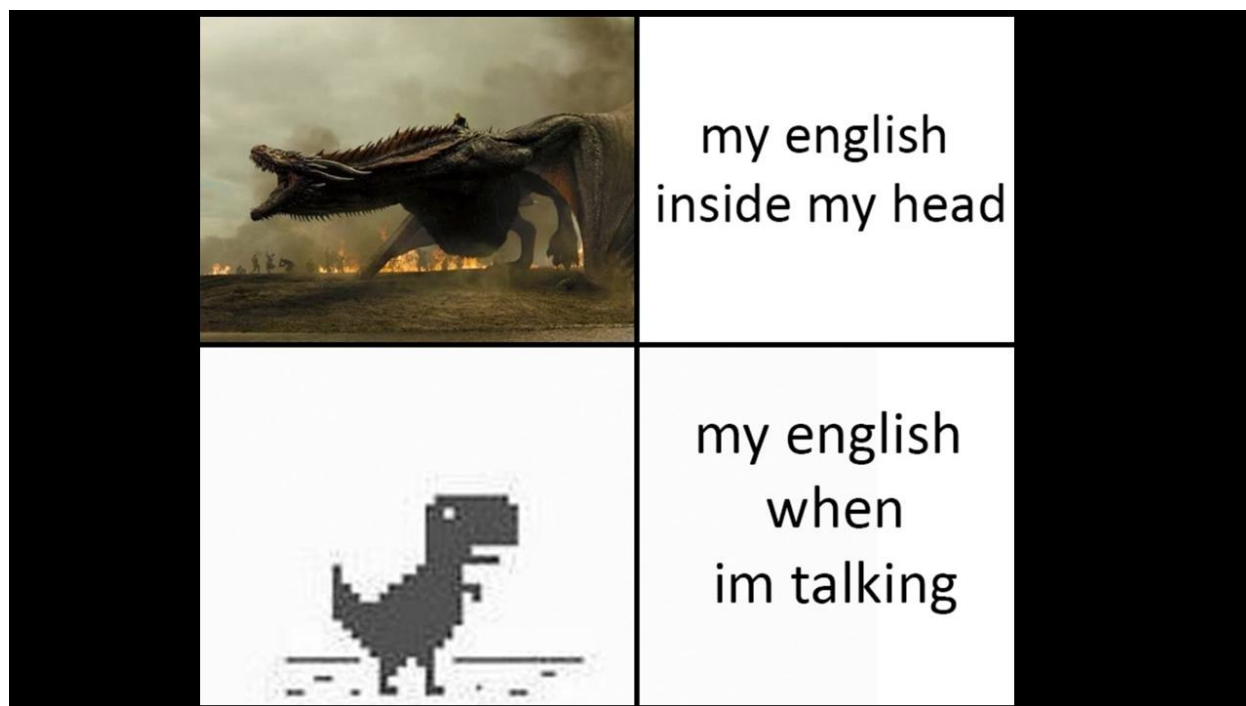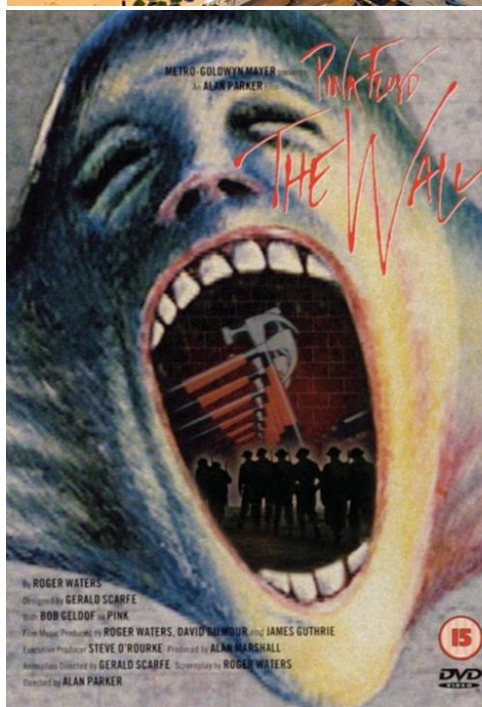
We don't need no education!

(Yes, we do! Just a different one)

What kind of education?
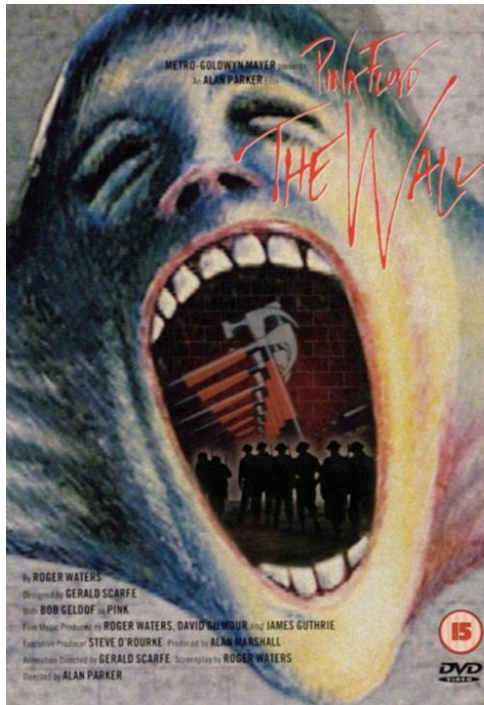
Hey! Teacher! leave them kids alone

(no, not really)

OPEN SCHOOLING

| Closed, isolated full of contents rooms | → | Innovative ecosystems, shared sites of science learning |

The benefits of Open Schooling on STE(A)M learning

Key messages

- Open schooling can support STE(A)M learning better for the majority of students than traditional methods
- Open schooling brings the benefit of active citizenship through community engagement into STE(A)M education

Policy Brief #1 - Phereclos

OS together

OSTOGETHER   OSTOGETHER

SALL – SCHOOLS AS LIVING LABS

What if the problem is somewhere else (not at school)?

THE ART OF RELEVANCE

NINA SIMON
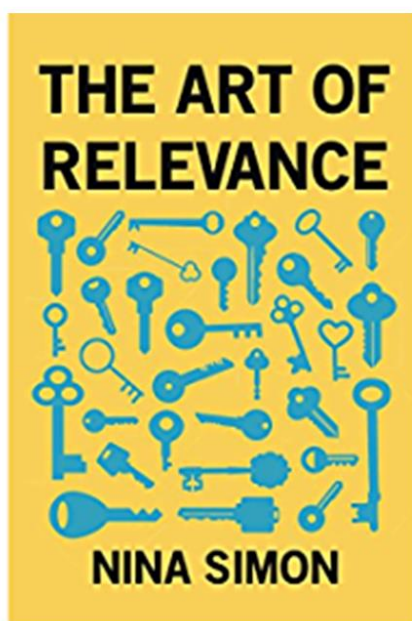
"Relevance is about making connexions that unlock meaning and value".

"It opens doors that matter to us, surprise us, and bring value into our lives."

FRIENDS WORDS ABOUT OPEN SCHOOLING

- "vital contribution to the **community**"

- "student projects meet **real needs** of people **they know**"

- "**meaning** and motivation"

- "Lots of advantages: not just "share", they really have to **collaborate**. It goes 2 ways: School with the society, for the society."

- "Myself as an education person, from education perspective, I find that it's more **relevant** for students, because they work for them."

- "**Self-motivated**: internal motivation, not external. Which is VERY IMPORTANT in education."

- "They have an **impact** in people they know! They are leaving something for them."

- "In my opinion the open schooling is a different (and better) way to learn because the students **get connected** to real life issues, related with their own experiences and their daily routines. Through open schooling, students can apply and experience what they (may have) learned in text books to the "real world"."
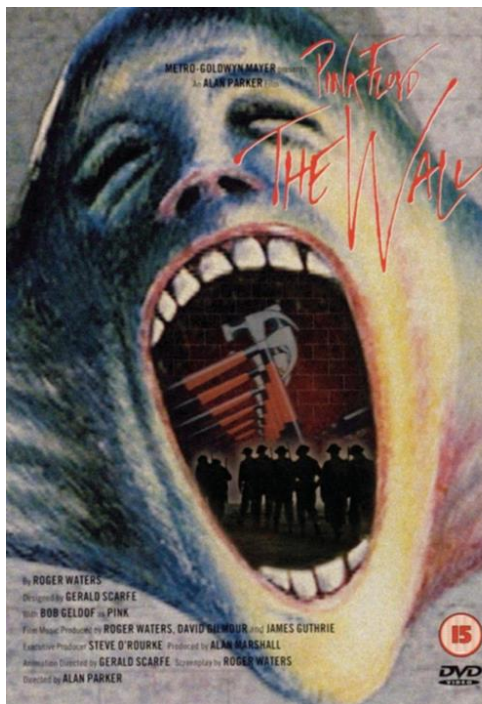
All in all, you're just another brick in the wall

(Yes, all in all, they are! And a great kind of brick!)

OS exemples

This community dared to give its young students a place... and today they all work together for the recovery of the town.

Photo : Radio Canada

Sainte Marie – Québec (Canada)

Photo : Beauce Média - Hubert Lapointe

Photo : Parque Explora
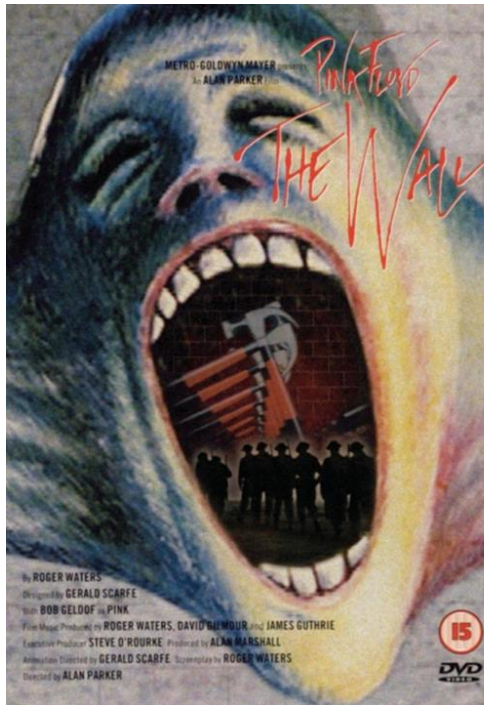
We don't need no thought control

(We want to decide and to participate!)

"...our conformist and repressive education seems designed so that children adapt by force to a country that was not intended for them, instead of putting the country within their reach so that they can transform and enlarge it.

Such nonsense (...) contradicts the imagination (...) and the wisdom of the heart, until children forget what they undoubtedly know from birth: that reality does not end where the texts say, that their conception of the world is more in accordance with nature than that of adults, and that life would be longer and happier if everyone could work on what they like, and only on that."

For a country within the reach of children
Gabriel Garcia Marquez (1994)

www.schoolsaslivinglabs.eu

The SALL project has received funding from the European Union´s Horizon 2020 Framework Programme for Research and Innovation under grant agreement No. 871794.

TRACES

claudia.aguirre@groupe-traces.fr

www.groupe-traces.fr

Chris Gary

PHERECLOS in a nutshell
The project basics …

"Lay of the Land" Conference
Bucharest, RO - Sept 8th, 2022

The project basics

PHERECLOS

PARTNERSHIPS FOR PATHWAYS TO HIGHER EDUCATION AND SCIENCE ENGAGEMENT IN REGIONAL CLUSTERS OF OPEN SCHOOLING

Phereclos [fə-REK-ləs]   *son of Tecton, a shipbuilder in Greek mythology*
                            name giver of asteroid 2357, a large Jupiter trojan

2

Who we are – The project Consortium …

15 Partners …
10 Countries …

Vienna University Children's Office – Austria – Coordinator

SYNYO GmbH - Austria – Technical Background
Universität Innsbruck – Austria – Knowledge platform, good practise library
Uniwersytet Slaski – Poland – Transnational Mentoring Partnerships
Universität Wien – Austria – Implementation Studies

Universitatea Copiilor – Romania – Dissemination & Children's Perspective

European School Heads Association - Netherlands - School heads' perspective
International Parents Alliance – Netherlands – Parents' perspective
Teacher Scientist Network – United Kingdom – Teachers'/Training perspective
Kobenhavns Universitet – Denmark – Teachers'/Training perspective

Snellman-instituutti – Finland – LEC Kuopio
Politechnika Łódzka – Poland – LEC Łodz
Universidade do Porto – Portugal – LEC Porto
S.I.S.S.A. Medialab - Italy – LEC Trieste
Universidad EAFIT – Colombia – LEC Medellin
Vienna University Children's Office – Austria – LEC Vienna
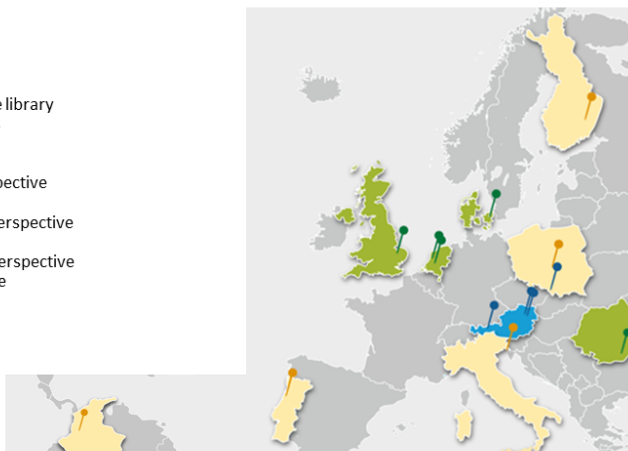
3

The PHERCLOS approach …

4

Phereclos is based upon 3 ideas
- The conceptual framework -

Science Capital
goes back to Pierre Bourdieu' cultural theories - underlines aspects of social inclusion

"The concept of science capital is a way of encapsulating all the science-related knowledge, attitudes, experiences and social contacts that an individual may have. [It] helps to understand that science is important for improving life chances, equity and success of all young people."
(Archer, L. et.al. 2015)
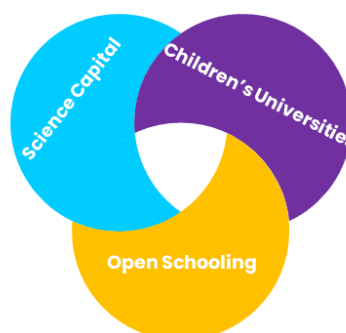
Children's Universities
the proven idea of Children's Universities as intermediaries between various parties in the Third Mission of universities - and incubators for the opening of universities towards the public and for promoting educational opportunities

Science Capital

Children's Universities

Open Schooling

Open Schooling
the understanding of an Open School culture as a model of how schools can better reflect on societal ideas, topics and challenges through external cooperation and a way to show the key role of schools in our society

The overall aims

The overall aim of PHERECLOS was:

- to develop models and recommendations for **new ecosystems in education (LEC)** (in and around schools)

- based on **innovative collaboration across the sectors** (formal – non-formal, ALL different stakeholders)

- to support **schools to become hubs of innovation** and STEM engagement in a community

- to build upon the experience of **Children's Universities as "incubators of change"**

- to **link science engagement with practical experience and real life** (Science Capital!)

6

Main elements of activities

- establish **Local Education Clusters (LEC)** as experimental testbeds for educational cooperation in **6 model regions**

- set up **10 cross-sectoral Transnational Education Mentoring Partnerships** (TEMPs) between differently experienced parties in formal/non-formal areas

- **Academic transfer- and implementation analysis** and **advocacy counselling** will inform the implementation of the PHERECLOS approach (LECs, TEMPs)

- Capturing the learning through an **annotated Good Practise Library,** a **White Book on Open Schooling, Policy Recommendations and Advocacy Toolkits** as well as a **Teacher Training Innovation Toolkit**

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What is a Local Education Cluster?

A Local Education Cluster is:

- an innovative model of collaboration in education

- which includes a diverse spectrum of knowledge providers and other stakeholders

- who have committed to a joint work programme to be established as a pilot initiative

- continuously informed by various tools and methods provided by academic implementation studies and theories

- with the aim to implement this initiative as a permanent platform for collaboration

8

Why is this important?
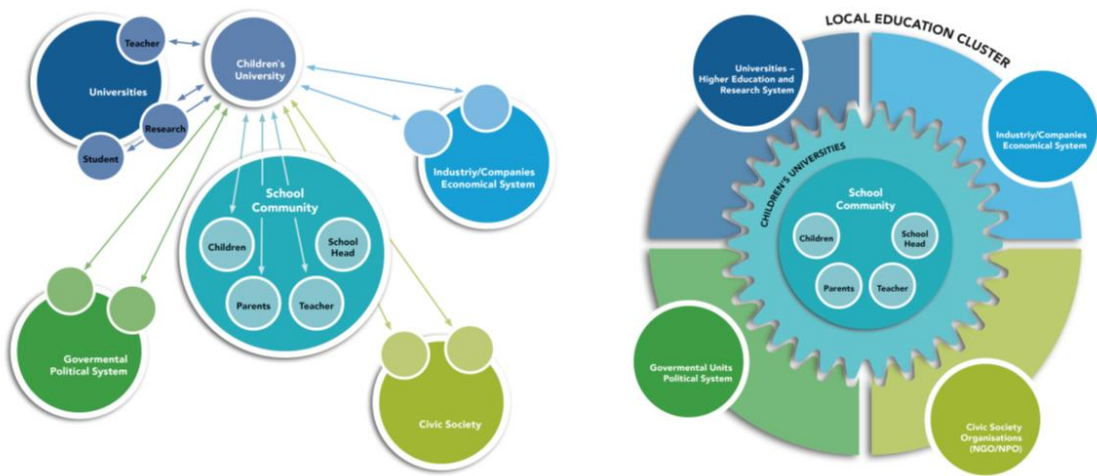
The Hexagon Model

System Indicators

- What are the **needs** of your target populations?

- Which interventions are a good **fit** for your community?

- What **capacity** exists to support the new way of working?

Innovation indicators

- What is the strength of the **evidence** of those interventions?

- How about the **usability** of the program?

- Is there **support** to fully and effectively implement the innovation?

Figure 2. The Hexagon Tool (Metz and Louison, 2018).
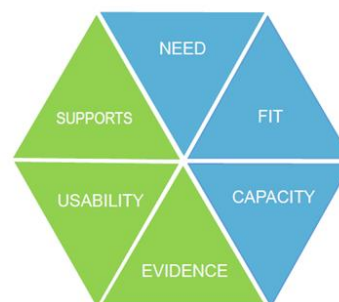
Blase, Kiser, & Van Dyke (2013)

11

The PHERCLOS achievements …

12
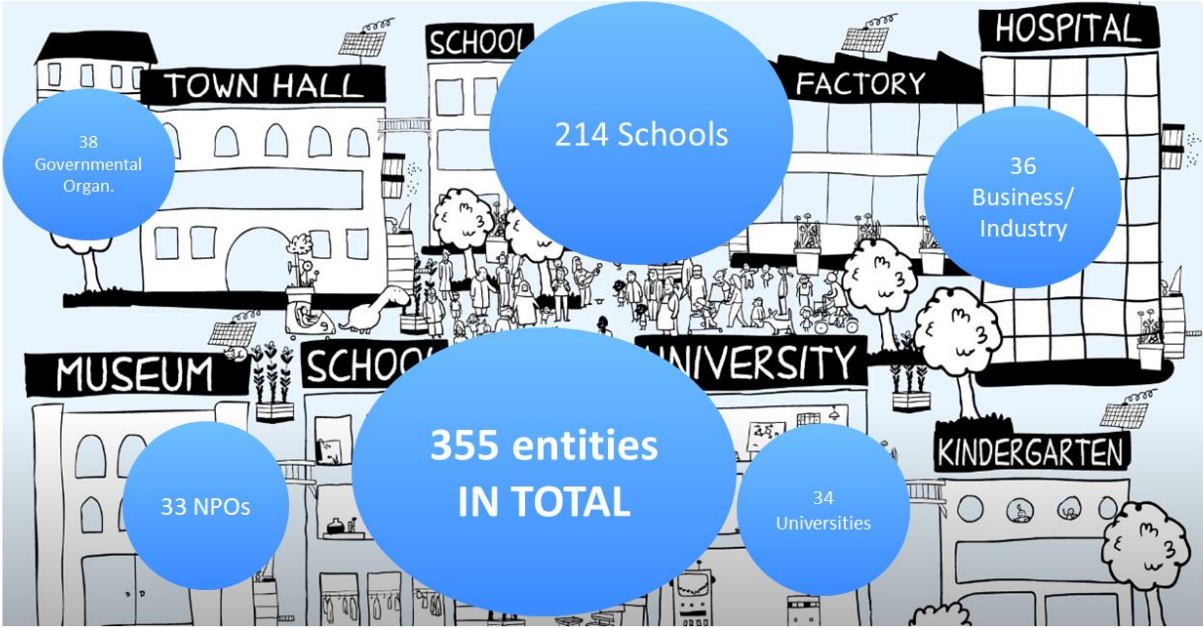
What have we learned from the LEC implementation?

The Sustained Modelling and Scenario Building Reference Guide

15

Questions:

- *TRIESTE: Your main idea was: "build a new network of keyplayers for science engagement – including teachers" Does this work in times of the pandemic? What was your most important learning from this?*

- *MEDELLIN: Your LEC was built upon the idea that children are heard as citizens – using the methodology of "Co-design". Where did you start 3 years ago and where are you now?*

- *PORTO: You are running one of the big Children's Universities in Europe in Porto! What was new for you and how did the collaboration with schools influence your Children's Universities?*

- *VIENNA: In your LEC, social inclusion and "hard to reach groups" were key words! How would you describe the outcome of your LEC and what are the visible changes both in school and in university?*

- *LODZ: The very special element of your LEC is the participatory approach! Young people designed their own conferences – What were the reactions of universities and schools to this approach?*

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Insights and Outcomes
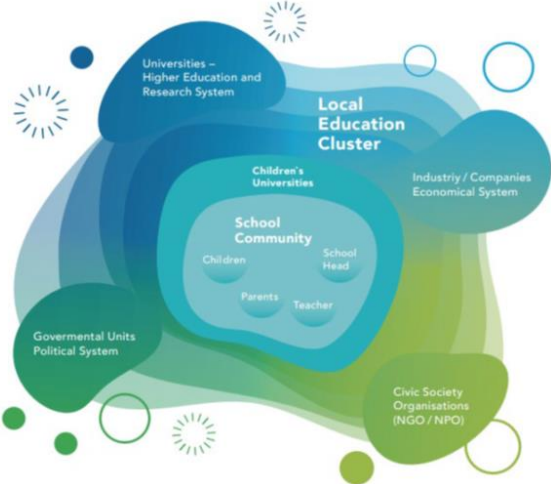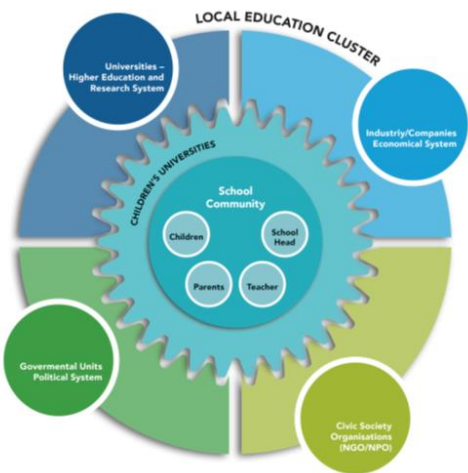
Insights and Outcomes
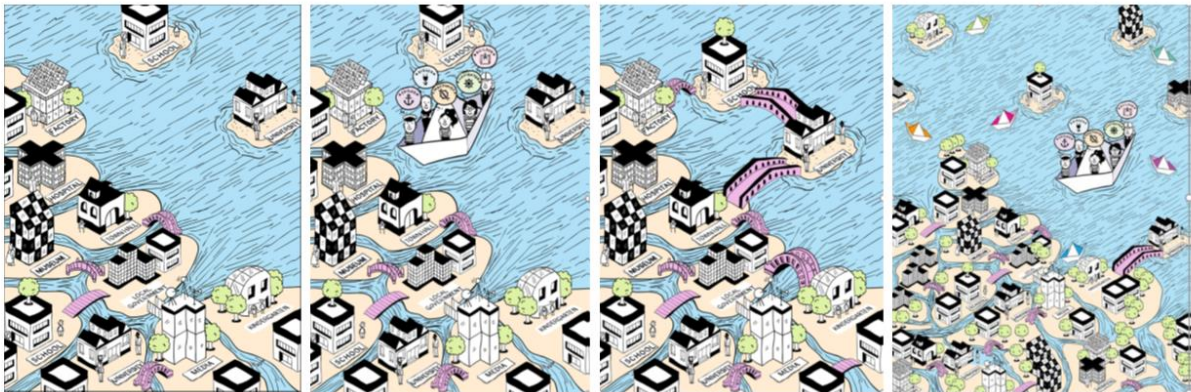
The 12 Factors of Success

- 🦢 *Common motivation is the starting point*
- 🦢 *Giving opportunities not solutions, more listening than knowing in advance is the attitude*
- 🦢 *Co-creation is the way*
- 🦢 *Teachers are the key*
- 🦢 *Openness to the unplannable and flexibility brings everything into flow*
- 🦢 *Diversity and inclusion of everybody is the glue*
- 🦢 *Caring culture brings coordination and structure*
- 🦢 *Activation and engagement builds capacity*
- 🦢 *Local action opens new spaces for thoughts*
- 🦢 *Critical mass gives weight*
- 🦢 *Innovation, common understanding and enthusiasm are the engine*
- 🦢 *Knowledge on implementation and advocacy supports sustainability and growing*

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How can the OS approach be scaled up and experience be shared?

The PHERECLOS Mentoring Programme

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Insights and Outcomes

TEMPs' location in Europe.

- The PHERECLOS project consortium consists of 15 partners located in 10 countries - 9 European countries and Colombia.

- LECs Local Education Clusters are located and operate in 5 European countries and Colombia.

- TEMP partnerships – 44 partners are located and operate in 15 European countries.

- 8 of them are new countries like, among others, Germany, Spain, Greece, and Turkey, that have joined the project in this way.

Questions:

- *You heard about the 12 factors of success of Local Education Clusters! Are there some factors, which are relevant outcomes of the learning of the Transnational Partnerships?*

- *The Venice model is one of building bridges between different islands. Do you think, that the TEMPS also build such bridges?*

- *How has the programme helped to trigger new initiatives and to share the learning about OS? Can you mention some examples?*

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What are the implications of OS and what is the potential for Teacher Training?

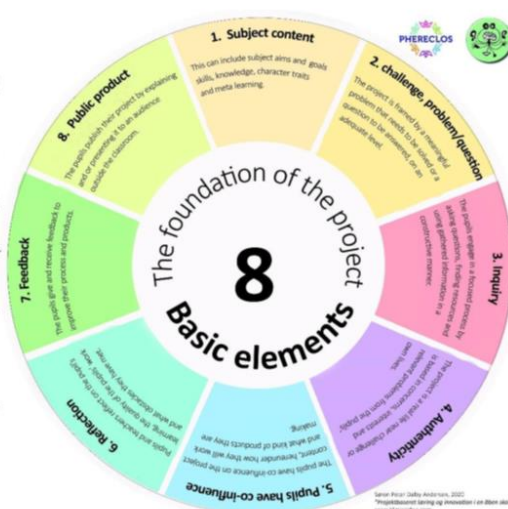## *The Teacher Training Innovation Toolkit on Open Schooling*

FIGURE 9. VALIDATE EIGHT BASIC ELEMENTS OF THE PROJECT OR ACTIVITY (KLIMAZIRKUS 2020).

Questions:

⚓ *One of the factors of success is: "Teachers are the key!" – Do you agree and what is needed, that they can be the key?*

⚓ *What can the Teacher Training Innovation Toolkit on Open Schooling contribute to this?*

⚓ *In brief, what is the potential of Open Schooling in teaching scenarios? What do teachers need to know?*

⚓ *How can interested parties make use of the toolkit?*

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Where does policy come in and how to advocate for it?

The Policy Recommendations & the Advocacy Toolkit

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Insights and Outcomes

Open Schooling Advocacy Toolkit for Educators

- 🖥 www.phereclos.eu
- ✉ office@phereclos.eu
- ⓕ @PhereclosEU
- 🐦 @PhereclosEU

Questions:

- Why is advocacy relevant for open schooling?

- You worked on a Advocacy toolkit. How can practitioners make use of the advocacy toolkit?

- We already heard about the key activities of PHERECLOS on a local and on a Transnational level! What is the difference between local and international policy work, and which part of the work is more efficient and powerful?

- Policy work reminds us a little bit like strategic planning of a ship tour, including instruments to influence captains decisions. What are the main recommendations for policy on this new journey towards Open Schooling?
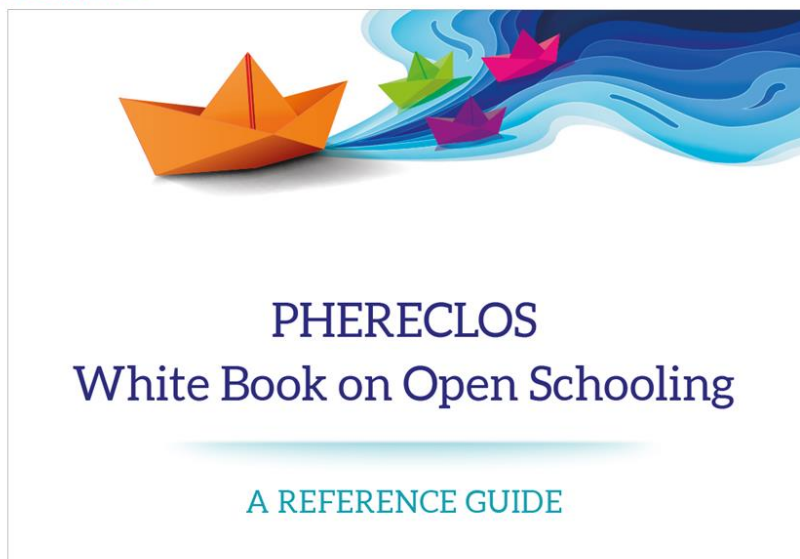
28

What is the legacy of the PHERECLOS project?

The PHERECLOS White Book on Open Schooling

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Insights and Outcomes

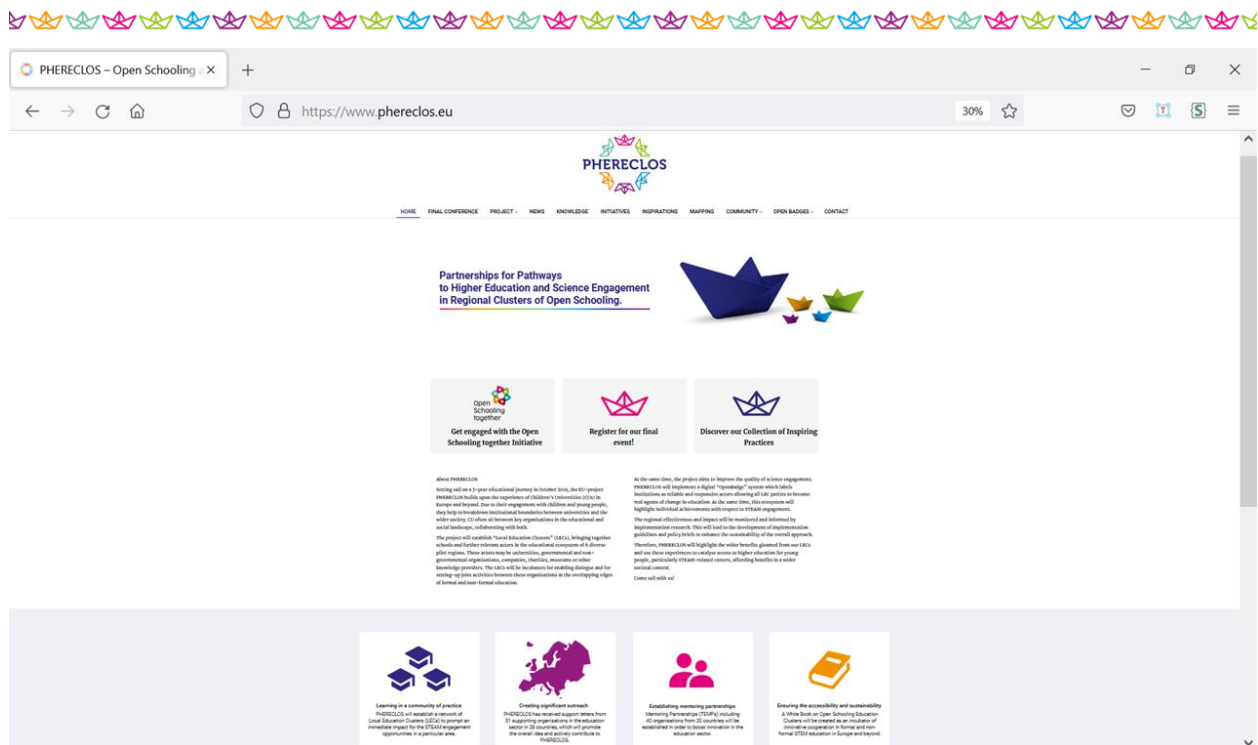PHERECLOS
White Book on Open Schooling

A REFERENCE GUIDE

Questions:

🚣 *What is the purpose of the Whitebook on Open Schooling? (Silvia)*

🚣 *You worked like a cruise writer or a travel reporter and joined the team in the last chapter of the journey. After compiling the chapters of the White book, how would you describe the "PHERECLOS ship"? (Karen)*

🚣 *Just as important as the product - the Whitebook - is the moment when it is published. And that is this conference! When you look at the programme and the audience – do you think reached the final harbor? Or do you see some islands to explore? (Laura)*

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www.phereclos.eu

office@phereclos.eu

@PhereclosEU

@PhereclosEU

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Peter Gray

Precise but Vague: The European Commission and its Educational interventions: 2007-2022

Dr Peter Gray
Phereclos "Lay of the Land" conference, Bucharest, September 2022
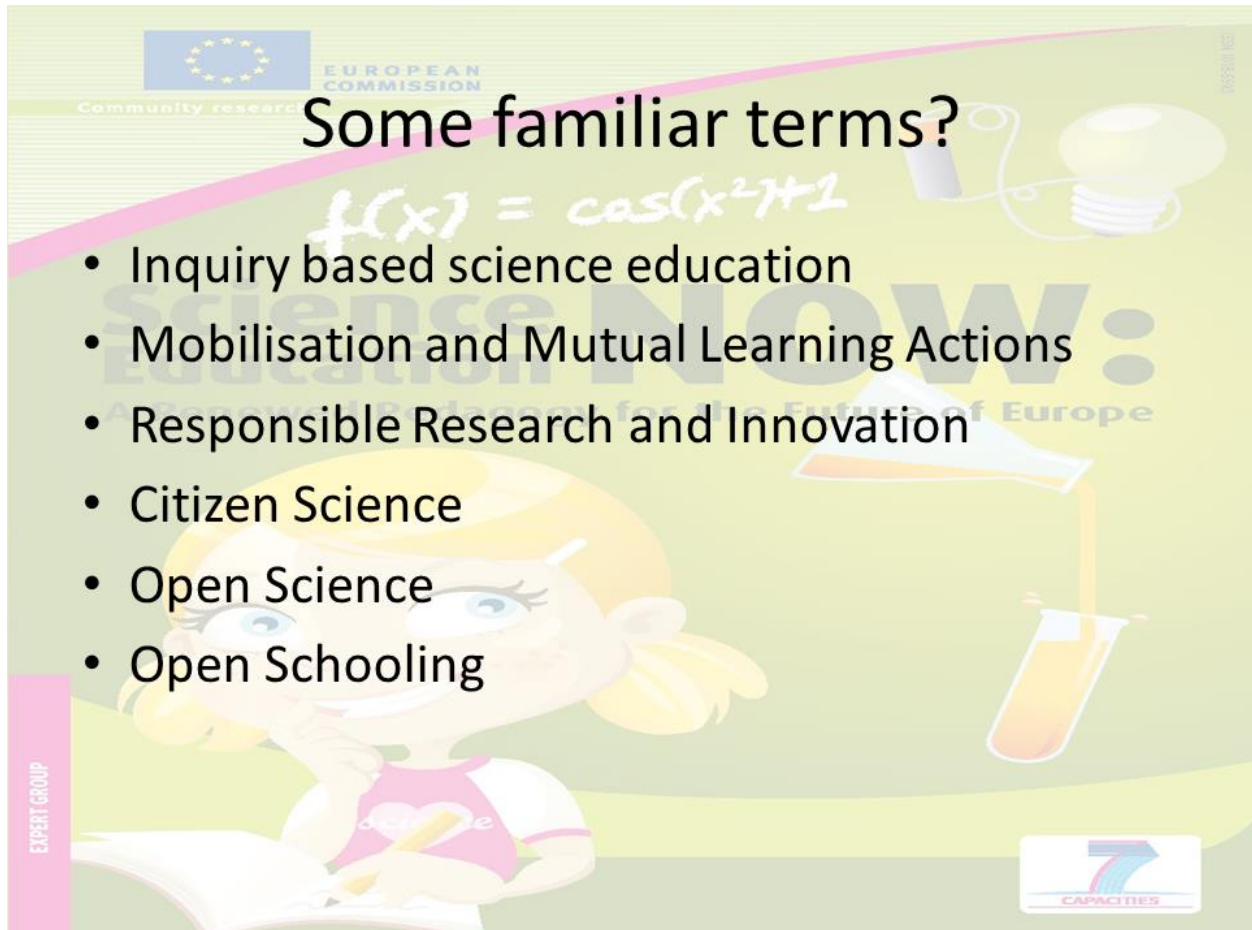graypb@gmail.com

Who am I?

- Involved in EU projects since 2002
- Project manager S-TEAM (Science-Teacher Education Advanced Methods) 2009-2012
- European Projects Adviser, Norwegian University of Science and Technology, 2012-2022
- EC Evaluator/Rapporteur 2014-2020

Precise but Vague

- Precision: an engineering term
- Vague: anything to do with people
- EU projects in education are supposed to provide precise answers to vague questions
- An expression applied to Evaluation Sunmary Reports (ESRs)

Some familiar terms?

- Inquiry based science education
- Mobilisation and Mutual Learning Actions
- Responsible Research and Innovation
- Citizen Science
- Open Science
- Open Schooling

Quick quiz (1)

- How many of you have been involved with projects in:
- Inquiry based science education?
- Mobilization and Mutual Learning?
- Responsible research and Innovation?
- Open Schooling?

Quick Quiz (2)

1. How many funded EU **projects** have you been involved in?
2. How many FP7/H2020/Horizon Europe **proposals** have you been involved in?
3. How many EU-funded projects can you **name**?

Desired Long term Impacts (EC)

- More school leavers entering STEM careers
- Better gender balance/diversity/inclusion in STEM
- Increased scientific literacy in general population
- Enhanced relationship between research and innovation ecosystems and society in general

Methods

- Better student engagement with STEM subjects through:
  - Authentic, contextualised activities
  - Increased range of resources and pedagogies for teachers
  - Involvement of external actors

Precise Impacts Quiz

- Number of Additional School Leavers taking up STEM careers as a result of your project?
- What's wrong with the question?

Precise Impacts Quiz (2)

- Number of Community/School Initiatives solving real world problems during lifetime of project?

Precise Impacts Quiz (3)

- Increase in Gender balance within STEM disciplines/careers?

Variables beyond our control?

- Financial Crisis 2007-2008
- Shifts in national education policy, especially the focus on standardised testing
- Russian invasion of Ukraine
- Climate Change

Too little, too late

- Scientists are as guilty as anyone else
- Science is always relevant in its own worldview i.e it is not usually reflexive
- Ship of Fools

Three hypotheses

- Targeting primary school children to feed the STEM pipeline is ineffective
- Bringing mature/vocational students into STEM would be more effective
- Shortage of science teachers does not equal shortage of scientists

Four More Hypotheses

- Career choices are not one-time decisions made whilst at school
- Science/STEM careers are often badly rewarded in comparison to other areas
- Science has far less influence over climate change than economics/politic/laws
- Vocational Education and Training is a more fertile ground for STEM activity than University

Why Science Capital?

- Science Capital – taking on the negative features of science
- A sense of belonging – but this can exclude as well as include
- Too much focus on a flawed university system

Does Europe Really need more scientists?

- Lack of coherent research on labour market needs
- For Corporate profit or public good?
- Failure of RRI to have real impact on direction or outcomes of research and innovation
- Brexit illustrates lack of understanding of labour market at government level

What can we gain from an archaeology of EU projects in education?

OStogether

Evaluation and inspiration

Commonalities

- Policy Recommendations
- Platforms
- Barriers to uptake
- Difficulties of post-project evaluation
- Rooted in EC policy obsessions/fashions

Long-term outcomes

- Common platform, or post-project platforms?
- Common policy recommendations
- Common, continuing evaluation of impact
- Continuing commitment of EC to open schooling, or to broader school reform
- Expansion beyond narrow concerns about STEM labour market
- Education for Students, not for the Curriculum

Call and Anti-call

- Calls based on hypotheses but not on evidence
- Need for agreement on the problem before defining the solution
- Opening the possibility of alternative approaches