Project Acronym: ISE

Grant Agreement number: 325123

Project Title: Inspiring Science: "Large Scale Experimentation Scenarios to Mainstream eLearning in Science, Mathematics and Technology in Primary and Secondary Schools"

D2.3 Stakeholders' Validated Project Implementation Plan and Report 2

Revision: v.1.0

Author: MENON Network EEIG

Contributors: Cristina CASTELLANOS (TIHR); Claudio DONDI, Francesco FEDELE (Sophia R&I); Thomas FISCHER, Nikitas KASTIS, Elena MANTZARI (HAED); Juliet SCOTT (TIHR); Bénédicte Huchet (EPS)

	Project co-funded by the European Commission within the Competitiveness and Innovation framework programme	
	Dissemination Level	
P	**Public**	**X**
C	**Confidential, only for members of the consortium and the Commission Services**	

Task/WP related to the Deliverable:	WP2 / T2.3 Stakeholders' Validated Project Implementation Plan and Report 2		
Type [1]:	R		
Reviewer(s):	MENON Network EEIG		
Approved by:	INTRASOFT		
Contractual Date of Delivery to the EC:	Month 12	**Actual Date of Delivery to the EC:**	13/06/2014

Abstract: The Deliverable 2.3 'Stakeholders' Validated Project Implementation Plan and Report 2' is intended to serve both as a reflective progress report and as a formative instrument of a holistic approach to the implementation of the project. It is consolidating the current understanding, established through partners' dialogue and stakeholders in early phases of consultation, of how the ISE project will meet its demanding objectives of contribute to a successful systemic innovation in European school education. It is introducing, on a more operational level, the foreseen inter-Work Package activities, centred on the role of the National Coordinators that are intended to guarantee coherence and to maximise project impact in the national education systems, well beyond the life-cycle of the project. It is further foreseen that an updated (revisited and where necessary revised) version of the validated Project Implementation Plan will be delivered by the end of this task (M24).

Keywords: Integrated design, inter-wp cooperation, quality assurance, stakeholders involvement, key challenges, policy makers, schools, evaluation

Project Co-ordinator

Company name   : INTRASOFT International S.A.
Name of representative : Antonis RAMFOS
Address   : Rue Nicolas Bové 2b
Phone number   : + 30 310 6876482
Fax number   : + 30 210 6876478
E-mail   : Antonis.ramfos@intrasoft-intl.com
Website   : www.inspiringscience.eu

---

[1] Deliverable Type: P (Prototype), R (Report), O (Other)

Versioning and Contribution History

Revision	Date	Author	Organization	Description
V00.1	21/04/2014	Claudio DONDI	MENON	First structure, draft report
V01.0	14/05/2014	Claudio DONDI, Francesco FEDELE	MENON	Revised version
V01.0	14/05/2014	Bénédicte HUCHET	EPS	Contribution to report from task force 'Reaching out to Policy Makers'
V02.0	10/06/2014	Cristina CASTELLANOS, Claudio DONDI, Francesco FEDELE, Thomas FISCHER, Nikitas KASTIS, Elena MANTZARI, Juliet SCOTT	MENON	Submission final version to Project Management Team of MENON f
V03.0	11/06/2014	Claudio DONDI, Thomas FISCHER	MENON	Final review of report

TABLE OF CONTENTS

List of Tables

List of Figures

1 RATIONALE FOR INTEGRATION AND STAKEHOLDERS INVOLVEMENT

1.1 Complexity & Risks

ISE is large scale project with 30 partners and the objective to involve several thousand schools and needs to be supported by effective governance, communication systems, policies and procedures to organise this complexity of partnership, activity and engagement. These are all necessary because complex systems become vulnerable to internal and external politics and because the quality and timely delivery of the task itself can be anxiety provoking and inhibiting in delivering the work. The task of integration is about developing ISE as an organisation (however a temporary one) rather than within the mechanisms and limitations of a project management mode, thus enabling partners and stakeholders to be involved and to contribute to their full potential.

The first integration workshop held in September 2013 built on the stocktaking survey of partners (Task 2.1) and aimed to identify some on-going mechanisms for collaboration and learning that will support a more integrated delivery of the project. The project management meeting had already surfaced many of the tensions at play in the project, but through more in-depth dialogue in the workshop it was possible to become more explicit about what these were and in addition to question some of the assumptions.

As reported in D2.2, the following are the concerns brought by the partners into the workshop relating to their experience so far of interacting in the project and of the project management meetings.

- Major concerns around communication;
- Managing expectations on impact of the project (and working with the evaluation in this respect);
- Lack of language around the social impact of new technologies (and how they will be resisted);
- Alignment of the technological platforms and user involvement in this (need to be user friendly);
- Working with and involving key stakeholders, teachers, relevant organisations;
- Administration and management of the pilots in the countries and local policy considerations;
- How each organisation can fully bring itself to the project.

Several actual or potential tensions were also identified:

- the one between the ambitious quantitative objectives and the need to gradually involve and get ownership by schools, teachers, learners and other stakeholders;
- the one between technical integration and respect for variety and preferences of users;
- the one between gaining support from top policy makers and being essentially a bottom-up multiplication project;
- the one between a proposed "best way" and the need to accommodate views and constraints from a high number of schools in different national context.

This is a project about the introduction and development of new technology platforms, yet it depends upon a profoundly social activity to engage 5000 schools, teachers and children in the use of new technologies. Organisations often fail to acknowledge the relationship between the social and the technical and moreover to create a dialogue between the two.

The risk inherent in not addressing the key organisational issues is that they will get transferred into the project and impact the results. The task of WP2 is to identify strategies to address these points.

1.2 The Participative Dimension in a Large Scale Policy Support Action on Open Educational Innovation

Learning innovation should drive the necessary upheaval in the school education systems, considered to be lifelong, inter-disciplinary, trans-generational, multicultural, thus running through - or over - any sort of 'borders'.

The 'Open Education' paradigm comprises all aspects of the learning ecosystem, the pedagogical, the organizational and the technological. An innovation agenda cannot address anything but all the three aspects and it cannot be sustainable when only justified by some sort of top-down, "technology push" policy making. As it has been explained earlier, an holistic approach to learning innovation which can deliver results in terms of making school education more relevant and upgrade its quality, needs to provide for a well elaborated agenda of technological, pedagogical and organizational change, together with a balanced blend of both grass-roots, contextually relevant activities and MBO driven programme or policy, as defined by regional, national or even European policies.

Learning innovation, as any form of change with potential value, needs to be contextualised, produced through an individual's or a community' s problem solving exercise and learning, it needs to be transparent and be nurtured and, potentially, can be migrated or even mainstreamed, when prevailing conditions allow, in other words when policy making and implementation provide for the right leverage. And evidently, learning innovation, as the promising "tool" for sustainable, quality advancing education systems, is much facilitated by increased networking potential and community building, as both of these elements are taking a tremendous affording power with the widespread use of the ICT.

A holistic approach to learning at school ages needs to encompass:

- an elaborated scheme of effective technological as well as pedagogical and organizational change in school education, together with
- a balanced grass-roots ("bottom-up") driven initiative (relevant and contextual), coupled with the necessary prevailing education policy making ("top-down") and programs' implementation.

It should also:

- adopt inquiry and problem based, collaborative learning, while it is
- guided towards competence-based learning outcomes.

And last but not least, the holistic approach to learning innovation in school education should convincingly address both the increasing demand for learning at these ages and the social mobility mandate (similar to the comprehensive education mantra).

Finally, we should never forget that ICT is not only responsible for the 'predefined' changes taking place in the education systems, but it is having a serious impact on how and to which extent formal education systems, schools can prevail their capacity and their role effectively offering education opportunities to everyone.

This is where the role of the ICTs gets its significance, and both, policy makers as well as education experts and practitioners should work through innovation driven policies and learning practice to provide for the challenges of the societies in the 21st century

Having said that, the principle that "innovation cannot be imposed, it has to be adopted" finds its full application in the case of a large scale innovation project addressing thousands of schools in different countries: the need to allow the school community the time to fully understand adapt and adopt their version of the proposed innovation is a necessary condition to build joint ownership and sustainability of project results, well beyond the project limited life-cycle. Much of the effort of the integrated design is therefore concentrated on mutual learning among country coordinators (the real front office of the project towards schools and national policy makers and stakeholders) on how to effectively reach and involve these target groups in a joint ownership building exercise, while keeping in mind what is really important in terms of project challenges.

1.3   **The Quality Assurance Needs & Proposed Approach**

After the considerations presented above it should be clear that the approach to Quality Assurance in ISE has to include but go much beyond the project management dimension to develop the capacity to encompass the different partners' views, expectations and concerns, as well as the stakeholder's conditions to engage in a joint ownership. The whole vision of WP2 is one of integration and balance between the support to management, in the sense of guaranteeing that everything that has to be delivered is delivered in time and with adequate quality standards, that processed are documented and responsibilities are clear, and the openness required by a social innovation enterprise, in which the points of view of partners and stakeholders of the project may determine, to a large extent, the substantial success and the impact of the operation.

In order to make sure Quality Assurance not to be too constrained by a reductionist project management perspective the link with holistic and participative Project Evaluation is established and three elements are introduced:

1. Internal Evaluation Survey, collecting all partners views on project development;

2. Systemic stakeholders consultation in visionary workshops and other targeted events that allow to collect external views from potential beneficiaries and partners on the value added and the shortcomings of the project proposals, approach, instruments, contents and services;

3. A Scientific Steering Committee (SSC), periodically consulted on the project innovation potential, achievements and impact. The scope, mandate, membership of this Committee (SSC) are detailed below.

One of the quality assurance provisions, outlined in the DoW, is the establishment of a Scientific Steering Committee (SSC) to support a sustained and sound peer review process for the implementation of the ISE project. Work in WP2 provides evidence (see Deliverable 2.1) that the outcomes of a project of this size are likely to be impacted by both internal (organisational) and external circumstances which are in themselves risk factors for the project. We would see the establishment of the Scientific Steering Committee as a recommendation that comes both from the MENON Network' s role as quality lead in the project and the organisational analysis of ISE with its challenges to engage schools and provide evidence for policy makers.

The aims of the Scientific Steering Committee (SSC) would be inter alia:

- To offer an overview analysis and commentary on the scientific outputs of the project to enable more collaboration and connection between the different elements of the project;
- To offer a leadership group that holds the stakeholder needs in mind and holds representation of their needs as its primary task, feeding back and intervening in the project where and whenever necessary, in view of the challenging objective to make both ends work, i.e. having abstract and open and flexible European concepts and structures being further elaborated and customised, through a "user/learner generated practice" way, by the regional/national school communities;
- To provide a safe space for the resolution of difficulties and differences arising out of this complex project. Partners bring different expectations to the project and are having to deliver the project against a complex background of parent projects, rapid technological change, different educational policy environments in schools;
- To include expert volunteers from outside the project and create a positive outward face for Menon in support of WP9 activities;
- To provide a container and direction to the evaluative activities of the project.

Concerning the membership of the SSC, it is important that there is a diversification from the existing hierarchy of the project and simultaneously the membership of the SSC would need to be authorised in its role by the project. The SSC would be led by the ISE Quality Manager and its members could include 2-3 representatives from the schools community, 3 educational policy stakeholders, from both the national and the EU level, an international ICT-in-Education Expert and a Pedagogical Expert. This group would be refined as part of the 2.3 Stakeholder research.

Terms of Reference & Activities of the Committee
The aims and the objectives of the SSC will be reviewed and tested with the ISE project community as part of the initial work of the group. It is anticipated that they would meet five times over the remaining period of the project with a first meeting following the first project review to pick up on any concerns and problems arising. The SSC will offer a short report into each of the project management meetings based on its assessment of the project, risks as outlined in the project management guidelines and the state of the deliverables.

Implementation Steps
The WP2 Leader and Quality Assurance Manager (MENON) will propose to the Project Management and the other WP Leaders and seek their advice on the potential membership, drawing from the stakeholders' research and findings (see D2.3). MENON is the going to invite the recommended members and to facilitate the adoption of its terms of reference and the launching of the Committee.

2 PROGRESS TO DATE IN THE INTEGRATION AND STAKEHOLDERS INVOLVEMENT PROCESSES

2.1 Consultation of Partners and its Results: Identification of Key Challenges and Activation of Three cross-WP Task Forces

As already reported in D2.2, the cross-wp operational design strategy started with a consultation exercise directed to all partners that allowed to identify a number of open challenges for the ISE as presented in the graph below, out of which three were chosen, during the 2nd Integration Workshop in Evry, France in December 2013, because they were recurring in the consultation and significant to organise a cross-wp set of activities able to put in evidence partners' experiences and to offer mutual learning opportunities across countries. The national coordinators were identified as key actors for the successful implementation of the project, well beyond the piloting activities, and their collaboration was asked and, in most cases, obtained in view of the evident benefits of the exchange of experiences on some relevant challenges to be faced.
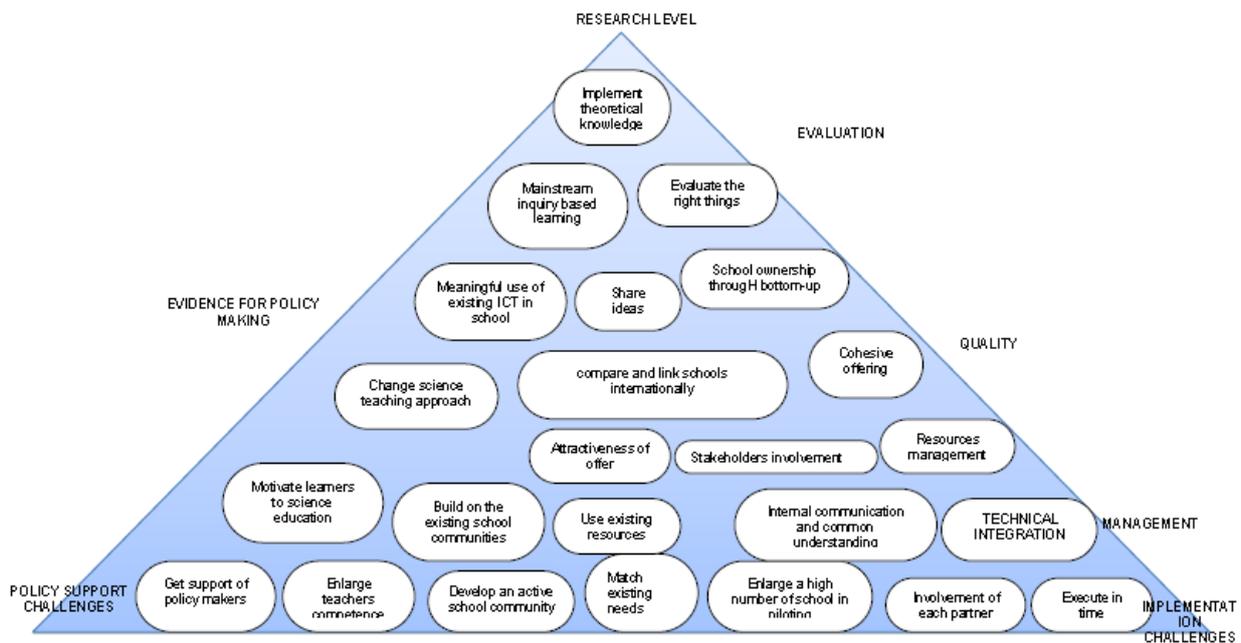

Figure 1: ISE challenges as perceived by partners

Figure 1 Challenges Perceived by the Partners at the Beginning of ISE

The three main challenges selected (in addition to the technology integration, that is constantly addressed by specific meetings of the technology partners) were "Opening up Evaluation", "Reaching out to Policy Makers" and "Reaching out to Schools". On each of these challenges a Task Force was proposed, including mainly national coordinators and coordinated by the MENON Team with the support of other "horizontal" partners, not directly responsible for country-based activities.

The three Task Forces had a few virtual meetings and prepared an action plan to be proposed to the whole partnership. During the 3nd integration workshop held in Bayreuth in 4th March 2014 the longitudinal themes of Reaching out to the policy makers, Reaching out to the schools and Opening up the evaluation were discussed through three sequential plenary dedicated sessions (each attended by all partners). The aim was to establish a programme of longitudinal work, identify key actors and the support needs, e.g. consultative support through action learning sets and/or other learning events.
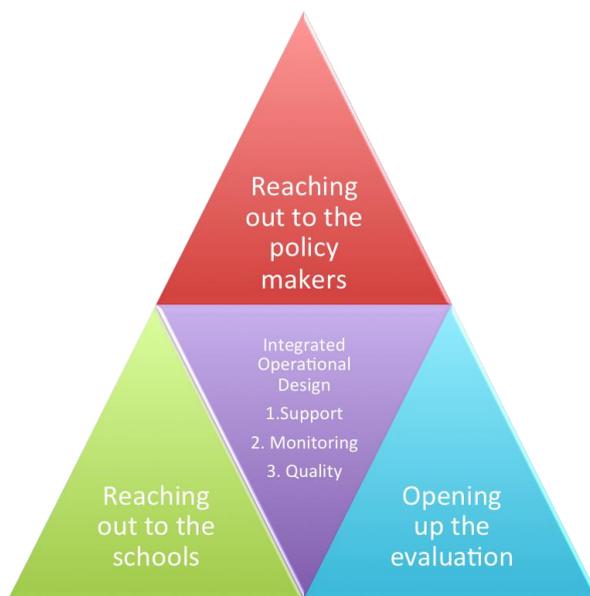
Figure 2 Articulation of the ISE Task Forces & Support Services

In the following paragraphs the work of each Task Force is summarised.

2.2   Opening up Evaluation

The Task Force on 'Opening up Evaluation' immediately came to a recognition that there are a number of evaluative activities in the ISE project that would benefit from some form of mapping of their intended purpose as well as some exploratory work/consultation to check that these activities meet the policy aim of mainstreaming e-Learning in the national policy. This is something that implies a variety of different outputs to reach different policy 'markets'.

The understanding was that this Task Force would have to work to draw out and specify more clearly how to ensure that the evaluation questions being asked fulfil the expected impact of the project. For example, policy makers and teachers might be very interested in process questions about how the ISE Platform is becoming an Internet destination hosting an expanding 'web' of school and other thematic portals and urls, thus becoming a school-federated Internet infrastructure.

The Task Force also focused on the creation of tentative integration indicators:

- New indicators emerging from participatory activity;
- Capacity to use excellence resources apart from foreseen allocation;
- Involve stakeholders, getting their views;
- Visionary & Practice Reflection Workshops (using events to collect information from stakeholders and interested parties);
- Establishing synergies with country, regional and local school innovation projects and enhance schools' innovation capacity;
- Deal with multiple views of project from the different partners;
- Results of activities is influencing the development of the project;
- Awareness of different views of the project held expressed by partners.

The Task Force saw that there is not only an opportunity to link up evaluation with the project stakeholders, but a valid way to realise the Integrated Operational Design of ISE.

Practically the Task Force will conduct a series of discussion threads with the WP Leaders, each with a slightly different focus:

- WP5: this work will centre on questions on teacher assessment.
- WP6: how is the learning from the visionary workshops carrying into the platform design?
- WP7: understanding the needs of the different pilot environments and the wider ISE community.
- WP8: building on the views of the stakeholders validation work with the Humboldt University in Berlin and the University of Bayreuth on the project evaluation plan and explore whether there is any value add activity that could be conducted to deepen the plan.
- WP9: how can the evaluative activities enhance the dissemination work? Questions of whether detailed case studies or even video outputs from the evaluation would help in bringing the messages to stakeholders will be discussed.

These approaches and the questions will be further elaborated during the corresponding Task of the WP2. While, in parallel, a similar set of questions could be asked to the external stakeholders as part of the T2.3 work and would offer some valid input, basically relating to the varying facets of implementation at the country level and the consolidation of the European 'good practices'. And, at the same time, the information collected through these 'conversation' threads could then get to identifying any gaps in the evaluation aspects and their associated activities as well as providing a platform for our own work in the project.

The Table below summarises the proposed approach for the evaluative activities, to be consolidated during the next six month period by the Task Force in close collaboration with the Scientific Steering Committee (SCC).

'Internal'	'External'
Process Evaluation (what does the project need to know and improve to deliver expected results)	**Outcome Evaluation (what are the evidence needs of the project)**
Quality Assurance Guidelines	WP8 Evaluation
Project Implementation Survey (incl. questions around processes)	Stakeholder Evaluation Plan (for internal and external stakeholders)
Project Integration Indicators	WP9 Dissemination
Developmental Evaluation	
WP2 Task Forces	Evaluative Activities in WP6 and WP7

Table 1 Foreseen Evaluation Activities

2.3 Reaching out to Policy Makers

This Project Task Force is aimed at coordinating efforts and exchanging experiences on how to involve policy makers (mainly national policy makers) in the implementation and scaling up of the Inspiring Science Education (ISE) project approach. Already in its first session at the Evry integration workshop the group came to the following conclusions:

Analysis

Presenting ISE to national policy makers is an important step in the project strategy to involve a high number of schools and to scale up its approach; it therefore requires the national coordinators to have achieved a good level of knowledge of the national context. The partners should be able to answer the following questions before planning their action toward policy makers:

- Where are decisions taken: at teachers, school, local or national authority level?
- What are the current initiatives to enhance Science education and/or ICT use at school?
- Who are the main stakeholders who may support or delay ISE development in the country?

Approach Design & Exchange of Ideas
On the basis of this knowledge an approach to address national policy makers can be drafted and exchanged among national co-ordinators to get inspiration from other countries.

Strategy & Planning

It is important, on the basis of context analysis and comparison with other countries approaches, to define what is the correct balance, in each country, of teacher-led, school-led, policy-led (local or national level) involvement/recruitment of the schools in the different phases of the project.

For example in some countries it might be difficult to involve even few schools without the "blessing" of the national Ministry while in others, with key decision making placed at the school-head level, Ministry may be involved only later in the life-cycle of ISE.

In some cases local authorities (e.g. Zagreb) may play a leading role in the first phase of piloting, in other cases it may be science teachers' networks that lead the starting phases and national authorities will be involved later.

The group questioned and discussed the need of involving policy makers at the same time in all countries: the decision on the right time to involve them is linked to the possibility of starting the piloting phase in due time, according to the considerations made above on where the decision to "adopt" ISE is taken.

If policy makers need to be involved immediately, the project must result convincing on the basis of its aims, approach and partnership, since few results can be shown.

If policy makers are contacted in the second year to scale-up the first year piloting, some project outputs and also some school experiences will be available to demonstrate the value added of ISE.

If national policy makers are contacted in the third year the main focus will have to be on mainstreaming the ISE approach and showing how it can enhance other national initiatives undertaken.

It is however, given for granted that not all Ministries of Education will be immediately positive on supporting school participation in the ISE pilot phase (other initiatives exist, the ISE project is "not invented here" for most of them, excessive stress on "innovation without funding" on schools by previous experiences may have spoilt the Ministry's and the school/teachers' availability, etc.).

The group was also reflecting on the role that could be played, to convince national policy makers to collaborate, by positive opinions and support expressed to ISE by international organisations (such as, of course, the European Commission but also OECD and the main European Research Centres that are partners of ISE). At the pilot level, WP6 and WP9 may support the effort of national coordinators through these international policy links.

Another channel to address national policy makers are the institutions that provide initial and continuing teachers' training that may show -from a 'competent' national perspective - the value added of the project.

In all cases, sooner or later the national authorities must reach the status in which they 'share' the ownership of the ISE project and feel responsible to support its development within and beyond its contractual life cycle.

Furthermore in order to be credible to their national authorities, all national coordinators of ISE need to know about other projects and initiatives in the same domain at the EU level and how ISE is different / complementary to those. A document about this should be urgently produced for all the ISE partnership, since the level of involvement in other projects varies considerably and not all national coordinators are familiar with either their Ministry of Education or the battery of European projects addressing similar objectives.

The Task Force 'Reaching out to Policy Makers' has been working for the first six months of 2014 as an inter-WP group having the aim of helping national coordinators to benefit from each other's experiences and to define a coherent and integrated strategy to build policy makers' joint ownership of ISE piloting phase and mainstreaming..

Three main activities will be conducted:

1. A Task Force communication space has been set up to upload relevant documents and to organise Task Force activities, including virtual meetings;
2. An online survey to National Coordinators has been conducted in order to collect and circulate information on national contexts and initial elements of their strategy to involve policy makers (survey launched in February, results collected in March);
3. The possibility of designing and ISE award for teachers and schools who are performing particularly well will be explored, an award in which Ministries of Education may play a key role, and that would add visibility and attractiveness to ISE participation (task discussed among the three task forces at the Bayreuth project partners meeting).

After the common session in Bayreuth the focus of the task force was put on involving the other two into the joint inter-WP activities aimed at structuring the integrative effort of the project, recognising both the centrality of national coordinators and the need to propose activities that involve them deeply , offer opportunities for cross-country collaboration and, at the same time, are not new additional task but just better ways to perform the tasks already foreseen in the role of national coordinator(e.g. working together at the ISE Award to recruit schools and involve Ministries, but also reflect on quality criteria that will structure not only the Awarding process, but the whole implementation of ISE within schools). The list and short description of the proposed integrated activities is presented in Section 3 of this document.

2.4 Reaching out to Schools

This Project Task Force is aimed at coordinating efforts and exchanging experiences on how to involve schools in the implementation and scaling up of the Inspiring Science Education (ISE) project approach.
The group had two face to face meetings, one in Evry and the following one in Bayreuth.

Already in its first session at the Evry integration workshop the group identified a number of issues, and identified the WP where those issues could be addressed - the strategy was to contact the WP or task leader to make them aware of an issue they might not have considered. Very often issues were covered by two or more WPs, and this could cause a situation where each WP leader thinks the other WP leader will

take care of the issue. Therefore the strategy was extended to get in touch with both WP leaders at the same time, to make sure someone takes action.

The issues that were identified and the related WPs are shown in the following Table.

Identified Problems	Related WPs
Need to show the positive aspects of ISE to teachers	WP6 & WP9 for content and motivation
Need to engage and motivate teachers	WP6
Need to provide 'official' recognition, in the form of a badge/sticker, for schools and individual teachers	WP6/7/9 Note: This was done in WP9 after the request was brought to the attention of the related task leader in WP9.
Convince opinion makers and key stakeholders/actors	WP6/9
Simplify access to innovative tools	WP3/4/5/6
Too much paperwork to participate	WP7/8
Not enough time to do things outside the curriculum	WP3/4
Getting teachers to change	WP6/7
Headmasters not convinced and acting as bottlenecks	WP6/7/9

Table 2 Identified Problems & Relations to Work Packages

The Task Force further agreed to use Yammer as a communication tool, by creating a dedicated section. Also on Yammer the group would like to find some specific training for teachers on how to evaluate.

The Task Force suggested that non technical partners should be invited to technical activities in order to make sure that requirements which are clear to end users are also getting transferred to the technical people - this approach is the basis of the most advanced software development methodologies that go by the family name of "Agile technologies".

The task force thought that it would be very beneficial to recruiting teachers and in any case end-users to have one or more storyboard showing how the tool(s) will operate - those storyboards should be developed in cooperation between WP6 and the technical partners. Along this line the scenario & narrative developed in WP3 could be input for a specific storyboard.

The task force came up with some ideas and suggested activities to optimize the efforts in the project and maximize the results obtained by the schools in using ISE. First of all the group agreed to continue to hold virtual meetings to further carry on the work as the project progresses.

Secondly the task force highlighted the great importance of the work carried out by the NCP. In order to better support that work a workshop for the NCP has been suggested, where not only the NCP but also all the other WP/task leaders involved could attend focusing on project issues as seen through the eyes of the NCP and their stakeholders.

This workshop but also the task force itself, as well as a specific communication channel, should allow, especially as the project progresses, each NCP to share information with the other NCPs as to which are the best ISE demonstrators to win new schools to the project, what worked for a specific school, which tools should be showcased and what got the teacher enthusiastic.

These foreseen activities and suggestions contributed to the recommendations and to the work plan proposed in the following chapter.

2.5 Joint Activities & Links with other Work Packages

The three task forces have highlighted some issues that require coordination with other WPs and between the WPs, fostering an holistic view of the project. Below some of this issues and required activities are briefly recapped.

In general this shows how the work carried out in WP2 is geared towards an holistic coordination effort and how this coordination effort between the different parts of the project are being approached and facilitated.

WP3/4/5

Within this group of WP the work done by the task forces highlights a need to simplify access to innovative tools, making their use as simple and easy as possible, also taking into consideration the limited time available to teachers to do things outside the curriculum. A strong simplification of the use of technology would be very beneficial here.

WP6

Within the broader scope of WP6 to progressively build the community of users, policy makers and, in general, stakeholders who will accompany the development of the entire project, the taskforces highlighted a need to strongly support and show how ISE can make a contributions to the quality of science education, working on both the content and motivation aspects.

The set up of a methodological framework providing guidelines for the different formats of the participatory engagement activities foreseen for the successive phases of the project (i.e. visionary and practice reflection workshops) has been influenced in order to consider the needs and interest of the wider possible group of stakeholders.

The actual realization of the Visionary Workshops and other participatory engagement activities in the participating countries has also shown how a general suggested approach needs to take into accounts slight adaptations according to the actual needs of practitioners and target groups arisen by the implementation of these activities in the different countries.

These considerations have been brought in due consideration in the planning of the next round of workshops (i.e. Practice Reflection workshops and next round of Visionary workshops) and consultation processes with teachers and other stakeholders.

WP7/8

Resistance of teachers to change should be taken into consideration in the work of WP7, including convincing the headmasters, who, if not convinced on the benefits of the use of the ISE project may tend to become bottlenecks.

Furthermore it was highlighted that currently a lot of paperwork is required to participate to the project, and there should be a strong effort by these WPs to cut the red tape.

WP9

The dissemination activities are strongly interrelated to all the other project aspects. Cooperation with this WP, facilitated by the common leadership between WP2 and WP9, has already produced some interesting results. For example the "Reaching out to Schools" task force highlighted the need to provide "official" recognition, in the form of a badge/sticker, for schools and individual teachers, which are now available through Task 9.4. Although in Task 9.2 a special Task Force has been set up to coordinate the competition and awards.

In cooperation with WP9 an effort is being made to convince opinion makers & key people to see the befits of the ISE approach, making the positive aspects of the project well known not only to teachers but as well to policy makers and all involved stakeholders, once more supporting a project wide holistic approach.

2.6   <u>Lessons Learnt in Year 1</u>

A few points of reflection deserve to be mentioned here after the launch of the three task forces and the effort to introduce an integrated and integrative perspective into the project:

1. Although the interest to adopt an integrated approach to the project vision and implementation is present in practically all partner organisation, the resistance to accept new tasks, especially in busy periods in which many pressures to comply with contractual obligations exist, is a serious inhibiting factor for the participation of all partners in joint activities;

2. Opposing the integrated project vision with the obvious segmentation of work proposed by the work packages structure is not productive at all and should be avoided; the two ways of looking into project implementation have to progressively co-penetrate and find points of equilibrium by showing that integrated activities are not optional, but contribute to effective and efficient implementation of the foreseen tasks within the WPs. The proposed approach is therefore based on quality assurance, internal evaluation and decentralisation of part of the integration tasks at the level of national coordinators. At this level, getting a coherent view of project identity and potential is a condition of success with all target groups, and specifically with schools and policy makers.

These considerations, combined with the 5 recommendations presented in D2.2 (more participation among the partners, mapping the related projects, fuller exploitation of the partnership potential, articulating the partially different project views into a recognised "essence" of the project, defining the success criteria more holistically) are inspiring the proposed work plan of integrative activities presented in the following section.

3 NEXT STEPS IN STAKEHOLDERS INVOLVEMENT AND JOINT OWNERSHIP BUILDING

3.1 Core Tasks Identified

The following activities do not constitute "additional work" with respect to the approved description of work, but an integrated approach to do some of the tasks already foreseen in WP6, WP7, WP9and, of course, WP1, WP2 and WP8. By organising them in this way, the main objectives of integration, coherence, participation and synergy are addressed in a systemic way.

3.1.1 Workshop for National Coordinators in Athens

There should be a first and piloting Workshop for National Co-ordinators, to be held in Athens, in the framework of the deployment of the Greek pilot, where the ISE Project should come up with and validate a blue-print of systemic school innovation, characterised by a holistic approach to changes in learning, and a multi-level sustainable paths, with openness as the basic mandate, and flexibility and quality as the driving aspects.

The participation of the country school community to this at least 3-day Workshop will validate the balanced approach to both the top-down and bottom-up dichotomy as well as to the European/global and local learning concerns.

A set of similar National Coordinators Workshops (5-6) will have to be hosted by some of the other national piloting sites, serving the formative evaluation and the peer review practice of the ISE Project

the purpose of the first and the following workshops is not only to organise joint learning activities, but to create the habit of collaboration on common task and the sense of urgency/opportunity to exploit the inter-national dimension of the project to organise cross-country activities, not only a set of national pilot experiments conducted in a coordinated, but impermeable way.

3.1.2 Development of Joint Instruments & Learning Resources

Within workshops and between workshops, national coordinators will be stimulated and supported to develop together methodological instruments and other resources that will progressively increase the common project identity and the level of coherence among the pilot activities conducted in the different countries; mutual learning through project work, exchanging experiences on successes and failures, reporting in agreed formats and in a comparative perspective will all be benefits of this joint production proposal that, among other things, will bring a concrete achievement flavour to the integrated approach view.

3.1.3 Trans-national Awarding Strategy

In view of developing a common reflection on qualitative success criteria, to promote ISE visibility and recruitment of new schools, and to offer a gateway to joint project ownership to Ministries of Education and other stakeholders, an ISE Award for best performing schools will be jointly designed by the Policy & School TFs managed by Evaluation Group.

3.1.4 Coordination with other EU, National and Regional/Local Initiatives

This activity, to be implemented in the very short term, will allow to identify all possible areas of overlapping and potential synergy with other projects and initiatives in a view to add credibility and impact to the ISE work, and to steadily place it in the context of existing policies, resources and collaboration frameworks already in place or in parallel development.

3.1.5 Showcase Events

After an intensive piloting phase, the ISE Project will set for a number of 'Showcase Events' including Seminars with the relevant decision makers and networks at the European and national level, in order to cater for the necessary policy visibility to the project. We should establish a sustained agenda and the corresponding technology platform by providing a consistent and easily shared methodological and operational grass-root-driven change agenda. The specific purpose and expected impact of these events, especially those to be organised at the European Level, is to increase the prestige and credibility associated to the ISE project and to convince more schools and policy makers to pay attention to its results.

3.2   Updated Action Plan

3.2.1   Action Plan for Year 2

General Task	Specific Task(s)	Timeframe	Responsibility
1. Workshop for National Coordinators in Athens	Definition of agenda and sending invitations	End of June 2014 (in order to consider also the recommendations received during the project review)	MENON & Project Management
	Detail planning and definition of logistic aspects	September 15th, 2014	MENON & EA
	Running the workshop	October 2014	MENON & EA
	Reporting and follow-up	December 2014	MENON

Table 3 Action Plan for Year 2

General Task	Specific Task(s)	Timeframe	Responsibility
2. Development of Joint Instruments & Learning Resources	Design of a set of options of collaborative activities	September 15th, 2014	MENON & Task Forces
	Kick-off of collaborative activities with the workshop	October 2014	All project partners in coordinators workshop
	Project work to implement joint activities within the expected contexts	October 2014 - April 2015	MENON & Task Forces
3. Trans-national Awarding Strategy	Development of first proposal of ISE Award(s)	March 2014	ATIT & MENON, EA, NUCLIO, EPS
	Proposal discussed and operational	March 2014	All project partners in coordinators workshop
	Award criteria and procedures	May 2014	Task Force on Competitions & Awards
	Promotion of the awards to institutional partners and sponsors	September 2014	ATiT, MENON & Task Force on Competitions & Awards
	Official launch	September 2014	ATiT, MENON & Task Force on Competitions & Awards
	Call for candidates	September 2014 - March 2015	ATiT, MENON & Task Force on Competitions & Awards
	Selection of proposals	April 2015	ATiT, MENON & Task Force on Competitions & Awards
	Delivery of award	June 2015	ATiT, MENON & Task Force on Competitions & Awards
4. Coordination with other EU, National and Regional/Local Initiatives	Completing the mapping of related initiatives	June/October 2014	MENON & Task Forces & National Coordinators
	Development of synergy building workplan	October/December 2014	MENON & Task Forces & National Coordinators
	Actual implementation of synergy workplan	January 2015 and onwards	MENON & Task Forces & National Coordinators

Table 4 Action Plan for Year 2 (cont.)

5. Showcase Events	Definition of specific objective, key policy messages and tentative program	June/October 2014	MENON & Task Force on Policy & WP9 Actors
	Identification of possible opportunities, showcase events in the institutional context at EU and national level	October/November 2014	MENON & Task Force on Policy & WP9 Actors
	Organization of at least two events	During 2015	MENON & Task Force on Policy & WP9 Actors

Table 5 Action Plan for Year 2 (cont.)

3.2.2 Further Activities

Further activities will be planned from October 2014 onwards.