



Meaningful Open Schooling Connects  
Schools To Communities

## Brief Report about the MOST fairs/WP5

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## Executive Summary

The MOST project sought to address key challenges experienced in European countries and globally namely the need for skilled employees in STEM-related sectors, the need to educate today's and tomorrow's citizens for a life that relies on science and technology and the need to empower citizens in tackling and finding solutions to challenges that are environmental in nature. Schools and regional communities were engaged in research and innovation processes, and given opportunities for discussions, co-creation and actions related to local needs and challenges. The work carried out by schools on these school-community projects was then shared with other schools through the MOST fairs. One main objective of the fairs was to maximise the impact and strengthen regional efficacy by connecting different school-community projects within a region and showing how schools may serve as agents of community well-being. This brief report gives an overview of these MOST fairs, their participants, organization and impact.

The 10 European countries participating in the MOST project organized two rounds of MOST fairs. The first step of the process involved the preparation of a set of guidelines for the organization of these fairs. These guidelines were developed by the leader of WP5 to support the partner countries in the organization of the MOST fairs. Two rounds of fairs were organised in the partner countries. These were held during the 2021-22 school year and 2022-23 school year, respectively. Over 7,400 students, teachers, stake holders and members of the public participated in these fairs.

The MOST fairs showed that there is a great educational potential in organizing such events. The student-empowerment, the sharing between schools, the further opening of schools to the community and public in general, the opportunities for networking and cooperation with NGOs and private companies were all possible through the fairs. To help other institutions organize such fairs, the project is recommending the use of the Guidelines for the Organization of fairs that it has developed with practical suggestions for planning and organizing both physical and remote fairs. These can be adapted according to the context of the fair and the needs of the fair. Brief accounts of the fairs run by each partner country are given as an Appendix to this report.

We greatly encourage institutions or interested persons to introduce these fairs in their region. With time they can be improved and scaled up. It is important to include various stakeholders, and to give a possibility for teachers and students to present the results of their school-community projects. It is also recommended to include some educational activities such as a workshop, a visit, a show or a discussion as part of the event. Having a reward and recognition for schools that implemented SCPs is also recommended.

## 1. Main report

The MOST project sought to address key challenges experienced in European countries and globally namely the need for skilled employees in STEM-related sectors, the need to educate today's and tomorrow's citizens for a life that relies on science and technology and the need to empower citizens in tackling and finding solutions to challenges that are environmental in nature. MOST was an educational endeavor that sought to contribute towards addressing these needs and challenges by engaging schools and regional communities in research and innovation processes, providing space for discussions, co-creation and actions related to local needs and challenges. Through open schooling learning spaces were created that were accessible to

students and members of the community for mutual learning. They worked together on school-community projects tackling environment-related concerns or challenges such as dealing with waste. The work carried out by every school on these school-community projects was then shared with other schools through the MOST fairs. One main objective of the fairs was to maximise impact and strengthen regional efficacy by connecting different school-community projects within a region and showing how schools may serve as agents of community well-being. This brief report will give an overview of these MOST fairs, their participants, organization and impact.

## **1.1 Introduction**

The 10 European countries participating in the MOST project organized two rounds of MOST fairs. The first step of the process involved the preparation of a set of guidelines for the organization of the MOST fairs. These guidelines were developed by the leader of WP5 to support the partner countries in the organization of the fairs.

One set of fairs was organized during the 2021-22 school year while the second set of fairs was organized during the 2022-23 school year. In each country or region a Regional Support Team was set up. This Regional Support Team supported the Higher Education institutions in the organization of the MOST fairs, intended to intensify cooperation at the national or regional level. The fairs served to link the different school-community projects and their participants into one large regional activity. The fairs were also intended to increase awareness and collaboration between the participants from schools and the community (such as formal/non-formal education providers, policy makers, enterprises, NGOs, parents and the community in general).

## **1.2 MOST Fairs organised in the various countries**

Two rounds of fairs were organised in the partner countries as part of the MOST project. These were held during the 2021-22 school year and 2022-23 school year, respectively.

### **1.2.1 MOST Fairs organised in 2021-2022**

The first round of fairs was due during a period of uncertainty in schools and globally due to the COVID-19 pandemic. In most countries several restrictions were in place which limited the possibilities. However in all partner countries a MOST fair was organised by adapting the concept to the situations and restrictions prevailing. Ten fairs were organised, three of which were completely virtual, three were hybrid and four were carried out in-person while adhering to the health-related guidelines that were in place. The MOST fair organised in Turkey, for example was an online fair in which a virtual reality exhibition was integrated with a Google Meet system. Visitors were able to walk around virtually and view the posters representing each school-community project and join a live discussion in the appropriate online room to interact with students, stake holders and other citizens who participated in the project. There were 26 such rooms working simultaneously.





**The virtual MOST Fair organised in Turkey**

In Malta the online MOST fair consisted of two parts, one part involved a ‘Mini Summit’ in which students discussed in age-specific groups their concerns about Water, Energy Conservation and Climate change. Then they presented their questions and concerns to a researcher. The second part involved presentations of the school-community projects by the students. The in-person MOST fair organised in Spain involved presentation of posters and other materials created, in an open area. This was supplemented by oral and video-presentations.



**Participants gathering for the MOST fair presentations in Spain**

The hybrid fair organised in Germany involved some stakeholders and researchers together on site while the project participants joined via Zoom. The project presentations carried out in Austria used different media including social media.

Table 1 gives a summary of the MOST fairs organized in the first round of fairs during the school year 2021-22. Table 1 shows that the target of reaching 500-1000 participants through each round of MOST fairs was achieved and exceeded despite the limitations. Furthermore through the use of online facilities it was also possible to involve participants who may not have traveled to a physical fair had this been the only option due to long travel times and distances involved. For example in Czechia, the city of Vrchlabi in the Czech mountain area, was able to present its big community project.

Country	Date	Number of participants
Austria	20.05.2021	12
Czechia	26.04. 2022	48
Germany	29.07.2021	38
Lithuania	29.12.2021	33
Malta	18.02.2022	241
Netherlands	2.11 & 13.11.2021	200
Norway	17.02.2022	50
Spain	21.12.2021	178
Sweden	23.09 & 19.10.2021	140
Turkey	25.02.2021	2061
<b>Total Number of participants</b>		<b>3001</b>

**Table 1 MOST fairs organized during the school year 2021-22**

### 1.2.2 MOST Fairs organised in 2022-2023

By the following year, most COVID-19 restrictions had been lifted and it was possible to organise in-person fairs. In fact all the fairs organised in the school year 2022-2023 were fairs that were attended in-person. In some countries more than one fair was organised to cater for different needs. In Austria, for example there were five fairs, while in Spain and Sweden there were two fairs. In eight of the countries the fairs were dedicated solely to the MOST project while in Malta and in Turkey they were held as part of larger fairs that are organised in the region. In Malta the MOST fair was part of the FEE-fest (organised by the Foundation for Environmental Education) while in Turkey the MOST fair was part of the STEM & Makers FEST/EXPO. This served to attract a larger audience.

Some of the fairs were focusing on a specific topic such as Energy in Norway, Energy and Waste Management in Sweden or Energy Reduction for sustainability in the Netherlands. Other fairs had wider sustainability-related themes or focused on the concept of open-schooling. The fairs varied in duration from 1.5 hours to 9 hours (spread over three

mornings). Various modes of presentations were used such as posters and stands that were very popular as they could be used to show-case models built, summaries of research carried out as well as images from the school-community projects. Some of the fairs included discussions, environment-related games, shows, a museum visit and experiments among other things. Participants in one of the fairs organised by the Swedish team were able to attend a Solar Car Race. One of the Austrian fairs included a bike ride. Students visiting the fairs were engaged in discussion or reflections. In Malta, for example, a survey was carried out with students as they entered the fair asking them to mention one thing that they would like to change to improve the quality of life in the country.

The venues chosen were practical for the needs of the fair but were also an attraction in some cases. For example the Lithuanian team were able to organise their fair in the Energy and Technology Museum. This enabled them to integrate the MOST fair with the exhibition areas of the museum and participants were given a free tour of the museum. The Norwegian Team opted for an area on the University campus in the city centre which is busy with many passers-by to increase the visibility.



**A model presented in the MOST fair in Lithuania**

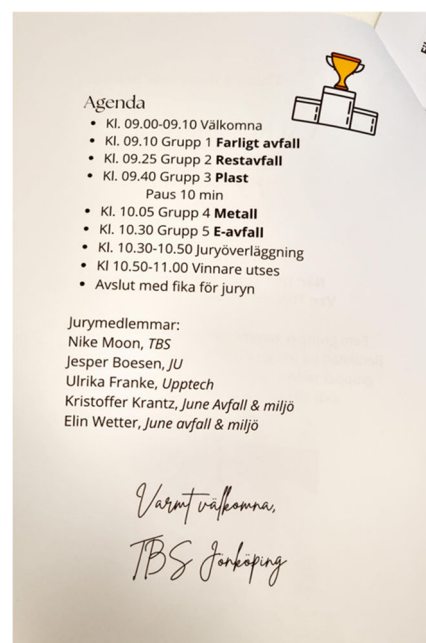
MOST countries opted to present a certificate and/or a small gift to all the participating students, in a ceremony celebrating their participation and their school-community projects. In a few countries, award ceremonies were organised in which the best projects selected by judges were given special prizes.

The MOST fairs organised during the 2022-23 school year attracted over 4400 participants which again by far exceeded the original numbers targeted. Table 2 gives a summary of the MOST fairs organised during the school year 2022-23.



Country	Date	Number
Austria	1.06.2022; 2.06.2022; 6.07.2022; 7.01.2023 & 19.04.2023	195
Czechia	12.04.2023	60 from schools plus guests
Germany	1.07.2022	80-90
Lithuania	3.02.23	n/a
Malta	22,23,24.03.2023	1000+
Netherlands	20.01.2023	60
Norway	19.01.2023	93
Spain	20.07.2022 & 20.12.2022	900+
Sweden	17.10.2023 & 23.02.2023	n/a
Turkey	26-27.11.2022	2000+
<b>Total Number of participants</b>		<b>4393+</b>

**Table 2 MOST fairs organized during the school year 2022-23**



**Programme prepared for presentations of SCPs in Sweden**

### 1.2.3 Attracting participants and dissemination

Various media were used to advertise and eventually to report on the fairs after the event. These included posters, websites, Face Book pages, Youtube and other media. Personal contacts were also very important and many schools were invited to participate via email. In turn the schools contacted parents and other community members who were involved in the projects. Following the events, the organisers and the school participants shared their experiences with the public. In Spain, for example, newspaper reports served to inform the public about the MOST fair and the school-community projects. Existing networks (such as Eko-skola and teacher professional development providers) also proved to be useful. In Turkey teachers who led the work related to the first school-community projects shared their experience with groups of teachers participating in professional development seminars.



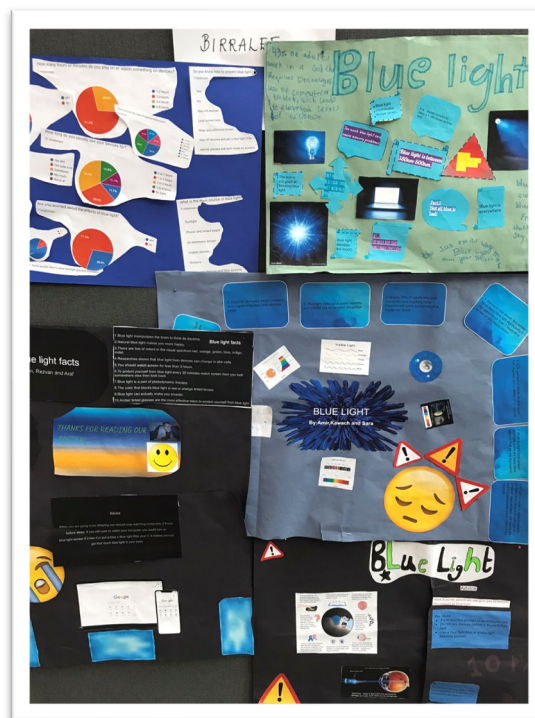
**Poster prepared by the Austrian team to announce one of the events**

The advertising campaigns and strategies adopted proved to be successful as can be evidenced by the numbers reached and by the types of participants attracted to the MOST fairs. These included:

- Stakeholder companies who participated in the SCPs (such as a pharmaceutical company, energy company, business machine company)
- Other companies/businesses
- Staff from Ministries of Education and other Educational Authorities
- Rectors
- Deans
- Heads of Schools
- Local/municipal councils
- Ministers (such as the Minister responsible for Environment, Energy and Enterprise)
- Sustainable Education foundations & NGOs
- Teacher educators
- Pre-service teachers

- Researchers
- Students and their teachers

The fairs provided many opportunities for networking between schools and the various stakeholders who participated in the fairs. A special networking space was provided in the Maltese Fair to facilitate meetings between the different stakeholders. It proved to be successful in establishing links between different schools with the aim of developing joint projects involving schools from different areas of the country. As a result of the fairs new initiatives were developed. In Germany, for example, the cooperation with ‘Schutzgemeinschaft Deutscher Wald’ led to a tree being planted for every project presented. In Austria the idea of students becoming ‘Energy Scouts’ was developed.



**Posters prepared by students for one of the MOST fairs organized in Norway**

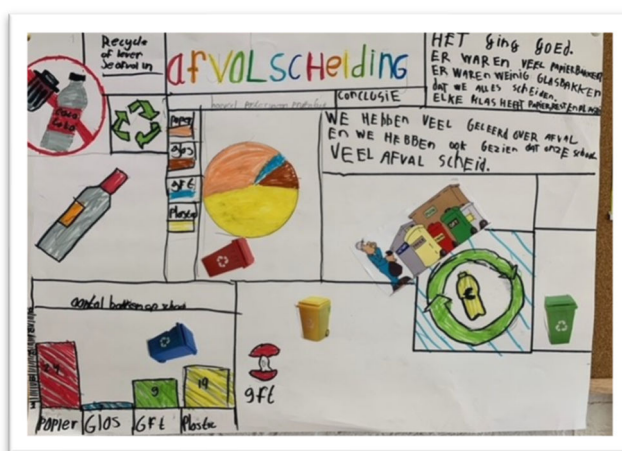


**Variety of activities from one of the German MOST fairs**

## 1.3 Outcomes and Impact of the MOST fairs

### 1.3.1 Improvement in Scientific and Environmental Literacy

The MOST fairs brought together schools, members of the community, researchers and other stake holders. They shared and discussed and learnt about environment-related projects and the STEM background behind the projects. Students who presented and other attendees were also able to learn about and reflect on issues related to sustainable development. The fairs were a very good opportunity for schools to share the research and findings of the projects with others.



Presenting data collected by students in the Netherlands

The fairs also provided students with a forum through which they could communicate their scientific interests and environmental concerns. They helped educate visitors on science and environment-related issues. A student from Czechia felt that they were given the opportunity to do something for the environment and stated: ‘I am very grateful to the MOST project because I can do something for the environment’. Researchers leading a session held in Spain were impressed by the questions raised by students during question time: ‘It is amazing how the students participated asking very deep and pertinent questions to the speaker, showing their interest and high involvement in the subject’. The Maltese Minister for Environment, Energy and Enterprise, after visiting the fair, addressed those present and highlighted the importance of initiatives that promote sustainability through STEM subjects, and particularly praised the school-community projects and the large number of girls involved in these projects. Spanish teachers who led SCPs in their schools emphasised the empowerment that the MOST fairs gave to their students, making them aware of their role as the main agents of their own learning.





**Students presenting their SCP in Czechia**

### **1.3.2 Networking and collaboration**

The MOST fairs served as very good opportunities for networking and collaboration. Links were made between schools and new collaborations initiated. New ideas were obtained and explored, such as ideas for new school-community projects, possible collaborations with community members, businesses and so on. This was possible because the fairs served to showcase community resources that were related to the theme of the fair. In some of the fairs, such community resources, NGOs and so on were given space to exhibit their work or products. A Czech teacher referred to these fresh ideas obtained from the fair: ‘Me and my students received many different ideas and brought them to our school. We gained new energy for continuing in our school-community projects’. This comment was one of the indications observed that these SCPs were to become part of the school events and part of lessons beyond the lifetime of the MOST project.

### **1.3.3. Strengthening the concept of open schooling**

The fairs also served to strengthen the concept of open schooling in the community. Those who experienced the outcomes of open schooling and working on school-community projects were able to share this experience with a wider audience. This audience included policy makers and administrators who could experience the benefits of such events and of open-schooling in general. It also served to inspire other communities by showing how schools can open up their science education and connect to their community members. A Czech teacher for example was impressed by how the schools ‘were including all this nice SCP activity in their every day school life’.

### **1.3.4. Celebration of the accomplishments**

The MOST fairs were an opportunity to celebrate the school-community projects carried out and gave the participants a sense of accomplishment. The teachers who led the SCPs in Spain, for example, reported their satisfaction that the fair gave all the participants the possibility to share the way their projects developed. In addition stake holders and



interested persons (such as policy makers, businesses, regional councils) were informed about the findings about concerns, issues or needs in the community which they could then use.

### 1.3.5 Contribution towards reaching project objectives

The MOST fairs contributed towards reaching the objectives of the MOST project.

The MOST project objective most closely linked to the MOST fairs was to *connect Open School Communities within a region*. All of the fairs enabled different communities to connect with others who had been involved in the projects.

Another objective of the project was *to encourage girls to tap their science potential*. Although there was no specific focus on girls in most countries, girls were very present in the MOST fairs and actively engaged in the presentations. They were eager to present their SCPs at the fairs. Apart from the positive experience for these presenters, they also served as role models for other girls who visited the fair because they could see girls engaged in doing science and sharing the scientific outcomes of the SCPs carried out as part of the MOST project. There was also a good number of female SCP leaders who acted as role models. In Sweden the organisation *Girls in STEM* organised the Solar Car Race as part of the MOST fair.



**Girls presented their work to visitors of all ages in the Maltese fair**

Another objective of the MOST project was *to support institutional changes in schools*. The main objective of the fairs was to share students' and schools' results and not to make an impact on policies. However, one might say that the fairs themselves were part of the institutional change because they were opportunities to open up schools and make their work visible, exchanging ideas with others. Furthermore the students became agents of institutional change because they worked as proud ambassadors side by side with their teachers as equal partners. The fairs sparked off new ideas for projects and data collection through which students encouraged schools to change and become more eco-friendly. MOST fairs also showed the potential for networking between schools and networking between schools and communities that can lead to changes. Through the fair, policy makers and school administrators could experience first-hand the possible benefit of open schooling and of learning through school-community projects.

### 1.3.6 Strengths and limitations of the fairs

As discussed in this section (Section 1.3) dealing with outcomes and impacts there were many benefits that were reaped as a result of the MOST fairs. These can be summarized as the sharing opportunities, the community building, the pride and accomplishment experienced by the participants, enhanced scientific and environmental literacy as well as the snowball effect on the open-schooling idea.

The limitations experienced include time, logistic and systemic limitations that hindered the organization and participation. For example the COVID-19 restrictions, budget restrictions and distance of the fair venue from schools were common limitations experienced. We also feel the need of a follow up of the networking that took place to ensure that the links and networking do not stop there.

## 2. Conclusions

This brief account of the MOST fairs not only shows how successful these different fairs were but it is also evidence of a great educational potential in organizing such events. The student-empowerment, the sharing between schools, the further opening of schools to the community and public in general, the opportunities for networking and cooperation with NGOs and private companies are all possible through such fairs. To help other institutions organize such fairs, the project is sharing the Guidelines for the Organization of fairs that it has developed with practical suggestions for planning and organizing both physical and remote fairs. These can be adapted according to the context of the fair and the needs of the fair. This is how they were used to organize the MOST project fairs in the different countries. Brief accounts of the fairs run by each partner country are given as an Appendix to this report.

## 3. Recommendations

Our first recommendation is for institutions or responsible persons to introduce these fairs in their region. With time they can be improved and scaled up. It is important to include various stakeholders, and provide opportunities for teachers and students to present their results. It is also recommended to include some educational activities such as a workshop, a visit, a discussion as part of the event. Having a reward and recognition for schools, that implemented SCPs is also recommended. Further recommendation and details for the organization of such fairs are given in the Guidelines for the Organization of fairs developed as part of the MOST project.

## 4. Appendices

### 4.1 Appendix 1: MOST Fair Report for Austria (Round 1)

Topic	ÖKOLOG Conference
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	We planned our fair in the frame of the ÖKOLOG conference we hosted in our institution. We were planning a fair in person, where all participants could present their projects to a large consortium of experts and interested persons from the community. However, unfortunately we had to re-plan our ideas because of covid restrictions, which said, that only a few people were allowed to meet in person. Therefore, we decided to hold a hybrid fair. Because of having implemented many projects after the summer break, we decided, to hold another fair, which should have looked like a small Christmas market. Again, the pandemic situation led to restrictions, which made it impossible to carry out a MOST fair. So we suggested to use different channels to present the SCPs (padlet, media, social media, ...)
Date of fair/s	05.07.2021
Duration (number of hours or days)	4 hours
Advertising (list the modes and describe campaign)	We invited all schools and their SCP leader to the MOST fair.
Participants (project and non-project, no names are required only roles/institution/business they represent)	Teacher, students, experts from different fields, community member Number of participants: 12 Teacher: 4 Students: 3 Stakeholder: 2 Scientific community: 3
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	Student presentations
Programme of the fair	Short workshop on funghi and online session on different topics and in between short student presentation
Photos and testimonials (these may include quotations from interviews or from feedback provided by participants. Please obtain permissions for any photos you include).	Annex. Unfortunately we don't have the permission of the student to use these pictures. That's why we can show you just those in the annex. We try to ask her for the permission.



<p>Progress in setting up a sustainable Open Schooling network in the region</p>	<p><a href="https://de.padlet.com/LucasWeinberg/13fw98ewmx51b9lk">https://de.padlet.com/LucasWeinberg/13fw98ewmx51b9lk</a></p> <p>We recognized, that more and more people are interested in Open schooling projects. So we are very busy in the second round of SCPs</p>
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#### 4.2 Appendix 2: MOST Fair Report for Czechia (Round 1)

Topic	
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	Hybrid form, stand-alone, organised as celebration of World Earth Day, too
Date of fair/s	22. 4. 2022
Duration (number of hours or days)	4 hours
Advertising (list the modes and describe campaign)	FB, personal invitations
Participants (project and non-project, no names are required only roles/institution/business they represent)	National project groups (CUNI and SEVER), teachers and students from SCP-schools, international guests from Israel and Poland, staff and students-future teachers from CUNI
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	Introduction lecture, presentation of elected SCPs, discussions about both rounds of SCPs
Description of special ceremony (if any – please provide programme).	No ceremony, certificated and gifted are all SCPs providers
Programme of the fair	<p>10.00 Uvítání účastníků (vedení fakulty, koordinátoři projektu z PedF UK a SEV SEVER)</p> <p>10.15 Prezentace projektu MOST (prof. Martin Bílek, PedF UK)</p> <p>10.30 Prezentace uskutečněných školních přírodovědných komunitních projektů (zástupci zapojených škol, prezentace a postery)</p> <p>11.30 Přestávka, občerstvení</p> <p>12.00 Přednáška o přírodovědném komunitním vzdělávání v Izraeli (Dr. Sohair Sakhnini)</p> <p>12.30 Diskuse o školních přírodovědných komunitních projektech „School Community Project“ (uskutečněné téma Odpady a nové téma Energie)</p> <p>12.30 Paralelní program pro žáky ze zapojených škol (aktivity k tématům Odpady a Energie)</p>



Special guests who attended (such as ministry officials, etc. please include details of position/role)	Faculty leadership member, municipality leadership member, guests from Israel and Poland (experience from Science community projects)
Other (anything you wish to share which is not covered in the above points)	During the fair: Remote connection with the city Vrchlabi in Czech mountain area, where is running one big community project (remote connection = telemost in Czech language, so we are using in program the term "TeleMOST Prague-Vrchlabi" ("MOST" means in Czech language "BRIDGE")

#### 4.3 Appendix 3: MOST Fair Report for Germany (Round 1)

Topic	Environmental protection/waste and energy
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	Hybrid fair (MOST partners, some stakeholders and university representatives) met at the university, the project participants and RST members joined via Zoom
Date of fair/s	29.07.2021
Duration (number of hours or days)	2h 10 min
Advertising (list the modes and describe campaign)	Event announcements via ICSE newsletter, email via mailing list of MOST project leaders, event in calendar on MOST website, announcement of voting for best MOST project via Social Media channels (Instagram, Linked in, Twitter)
Participants (project and non-project, no names are required only roles/institution/business they represent)	Members of ICSE, project partners (city of Freiburg, Walter-Rathenau-Gewerbeschule) several stakeholders (e.g. energy, waste management), head of the university, RST members, consortium member from Utrecht university (NL), 38 in total
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	videos, powerpoints
Description of special ceremony (if any – please provide programme).	Award ceremony: best 3 projects were awarded a prize (online voting beforehand)
Programme of the fair	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Showact/speaker (presentation and explanation of physical phenomena through basic chemical reactions)</li> <li>3. Discussions in „Breakout Sessions“ about „For me, environmental protection means...“</li> <li>4. Showact/speaker (s.a.)</li> <li>5. „Breakout Sessions“ and exchange of „thoughts regarding energy“</li> </ol>

	<ul style="list-style-type: none"> <li>6. Presentation about energy efficiency, visualization of the „Climate Protection law Baden Württemberg“ and possibilities to achieve those goals by a speaker</li> <li>7. Presentation of the different MOST projects (videos, Powerpoint slides)</li> <li>8. Acknowledgements</li> <li>9. Showact/speaker (s.a.)</li> </ul>
Special guests who attended (such as ministry officials, etc. please include details of position/role)	Head of the university, 2 representatives of the city of Freiburg (project partner)
Photos and testimonials (these may include quotations from interviews or from feedback provided by participants. Please obtain permissions for any photos you include).	Photos in separate folder and media gallery: <a href="https://icse.ph-freiburg.de/weprotecttheplanet/galerie/">https://icse.ph-freiburg.de/weprotecttheplanet/galerie/</a>
Media coverage of the event (please include details including screenshots, links or photos if available)	Photography, live Zoom meeting, Social Media
Progress in setting up a sustainable Open Schooling network in the region	Through events like these, partners, stakeholders, community members and project participants from schools get to know each other, exchange ideas and best practices, create new ideas and projects.
Other (anything you wish to share which is not covered in the above points)	In cooperation with „Schutzgemeinschaft Deutscher Wald“, one tree will be planted for each project in the next year (probably for the next MOST fair). Certificates and prizes were awarded at individual small school ceremonies or delivered by mail afterwards, because due to covid19 restrictions, we could not award them face-to-face at the fair.



#### 4.4 Appendix 4: MOST Fair Report for Lithuania (Round 1)

Topic	
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	Fair was in person, part of larger event "Assessment of computational thinking". The event was organized by Vilnius University and was intended for active schools what was participated in "Bebras" challenge. We also asked to participate MOST schools and prepare activities for all. The participation with other event lets to share CSP with other schools and ask them to join MOST schools' community.
Date of fair/s	29th December, 2021
Duration (number of hours or days)	One day
Advertising (list the modes and describe campaign)	Announcement on the local Most website. We send personal invitation to schools, teachers and gests.
Participants (project and non-project, no names are required only roles/institution/business they represent)	Head masters and teachers of 8 schools (Klaipėda "Gedminai" progymnasium, Kretinga Mariono Daujoto progymnasium, Vilnius "Ziburio" primary school, Vilnius „Zverynas“ gymnasium, Vilnius Jesuit high school, Vilnius "Valdoras" school, VGTU engineering lyceum, Ukmergė "Silas" progymnasium), 6 participants of Vilnius university, the leader of Business machine company, the manager of pharmaceutical company, the specialists of the National education agency, the programmer of bank.
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	SCP were presented by presenters, most of them by teachers. Some of SCP authors couldn't participate. These works were presented by coordinators of university. Some of the results of SCP were posters and video. These posters were shared with other participants in digital format or hanged printed on wall during the fair. Videos, PowerPoints
6Description of special ceremony (if any – please provide programme).	We don't provide special ceremony. Only certificated were issued. Some of most active schools got gifts of BMK (Business machine company)
Programme of the fair	09.50 – 10.20 Plenary. Valdas Jaskūnas (VU prorektor). Arūnas Poviliūnas (Dean of Faculty of Philosophy)



	<p>10.20 – 10.45 Schools presentations: Klaipėdos Gedminų progimnazija; Kretingos Marijono Daujoto progimnazija; Ukmergės Šilo progimnazija; VGTU inžinerinis licėjus; Vilniaus „Žiburio“ pradinė mokykla</p> <p>10.45 – 11.15 Sandra Kairė (Head of Institute of educational science). Learning and teaching in anthropogenic epoch</p> <p>11.15 – 11.45 Kristupas Sabolius (professor of Faculty of Philosophy). Creativity and education</p> <p>11.45 – 12.00 Coffee break</p> <p>12.00 – 12.25 The observation of the school projects. Valentina Dagienė</p> <p>12.25 – 12.40 Collaboration with business. BMK leader Daiva Viskontienė</p> <p>12.40 – 13.00 The computational thinking and project-based learning. Alvida Lozdienė</p> <p>13.00 – 13.20 Artificial intelligence in primary school. Vaida Masiulionytė-Dagienė</p> <p>13.20 – 14.00 Lunch</p> <p>14.00 – 16.00 Work in groups: 1 group. Headmasters of the schools Albertas Lakštauskas (209 a.) 2 group. Innovation in the schools. Agnė Juškevičienė (207 a.) 3 group. MOST II round Eglė Jasutė (214 a.) 4 group. Computational thinking Vaidotas Kinčius (201 a.)</p> <p>16:00 – 16.40 Feedback from group works.</p> <p>16:40 – 17.00 Discussions and certificates.</p>
Special guests who attended (such as ministry officials, etc. please include details of position/role)	<p>Valdas Jaskūnas (VU prorektor).</p> <p>Arūnas Poviliūnas (Dean of Faculty of Philosophy)</p>

<p>Media coverage of the event (please include details including screenshots, links or photos if available)</p>	<p>MOST fair photos and announcement is published on website. All SCP are published on local MOST website also: <a href="https://www.fsf.vu.lt/mokslas/projektai/tarptautiniai-projektai/projektai-horizon-2020?layout=edit&amp;id=4106">https://www.fsf.vu.lt/mokslas/projektai/tarptautiniai-projektai/projektai-horizon-2020?layout=edit&amp;id=4106</a> Some educational videos of SCP are shared in the youtube: <a href="https://youtu.be/cx_A1xZG7H4">https://youtu.be/cx_A1xZG7H4</a> (how to reuse markers) <a href="https://youtu.be/Y9LWpvjJuyw">https://youtu.be/Y9LWpvjJuyw</a> (how to make colours of the bad markers) Posters are shared by students and schools in their FB and school portals.</p>
<p>Progress in setting up a sustainable Open Schooling network in the region</p>	<p>Progress in communication and partnership with schools and teachers in other regions, in attracting new partners.</p>



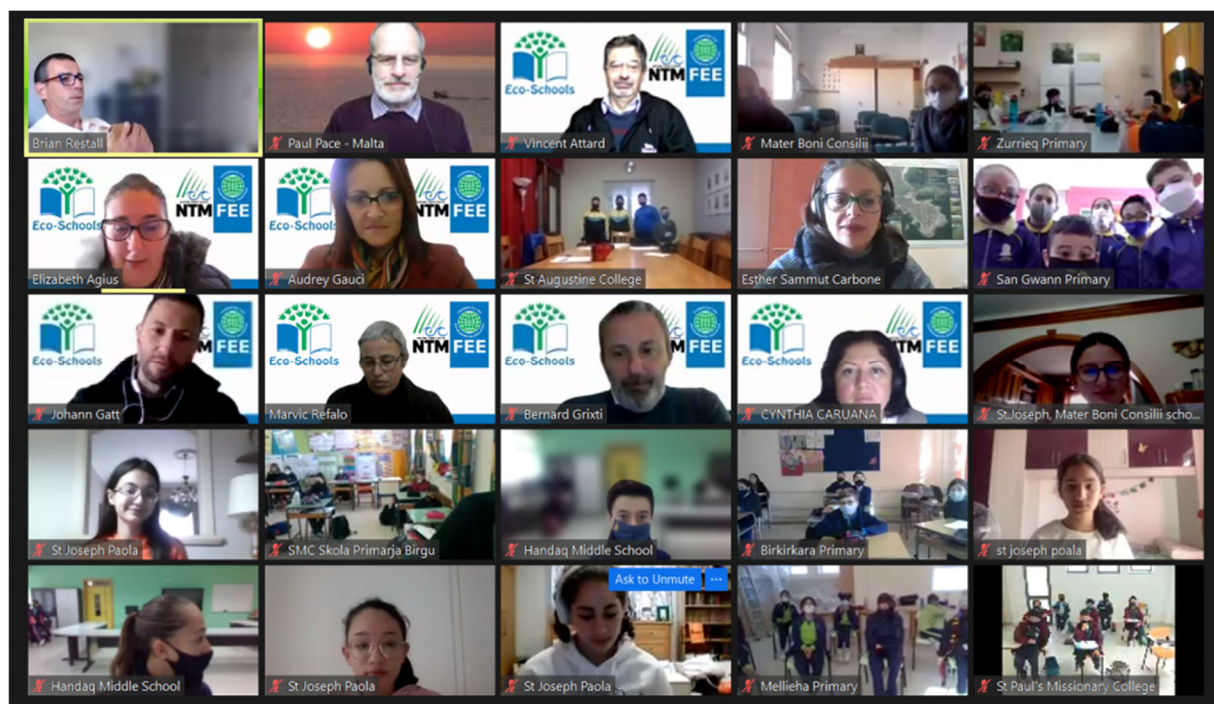
#### 4.5 Appendix 5: MOST Fair Report for Malta (Round 1)

Topic	MOST Fair 1: Climate Change Mini Summit/Presentation of projects
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	Virtual (due to COVID restrictions)
Date of fair/s	2 <sup>nd</sup> February 2022 18th February 2022
Duration (number of hours or days)	Mornings (09:00 – 12:00)
Advertising (list the modes and describe campaign)	An email invite was sent to all schools through the Eco-Schools network
Participants (project and non-project, no names are required only roles/institution/business they represent)	A total of 130 attended first part of the fair (climate change mini summit) – mostly students and their teachers. The meeting was also attended by a researcher in water and conservation technologies. A total of 110 students attended the second part of the fair which involved project presentations. These were mostly students and their teachers.
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	The students shared their climate related actions that were the result of the SCPs.
Programme of the fair (part 1)	See below:

09:00	Welcome
09:05	Opening Note by the British High Commissioner
09:15	Question & Answer session: Students ask questions about Water & Energy Conservation and Climate Change to the invited researcher.
10:00	Workshop sessions: Age specific discussion sessions during which students discuss their concerns about the theme.
11:30	Report from each Workshop: Concerns and suggestions made during the workshops will be collated into a declaration that will be presented to Members of Parliament.
12:00	Conclusion



Part 2	The second part of the fair consisted of online presentations of the SCPs. Schools were given a particular slot for their presentation.
Special guests who attended (such as ministry officials, etc. please include details of position/role)	The meeting was also attended by a researcher in water and conservation technologies. The British High Commissioner was supposed to attend the event, instead she sent a pre-recorded message.
Media coverage of the event (please include details including screenshots, links or photos if available)	The event was covered on the social media of the British High Commission; EkoSkola Malta and of participating schools.
Progress in setting up a sustainable Open Schooling network in the region	Integrating MOST actions within the EkoSkola Network is generating interest among the schools about the project

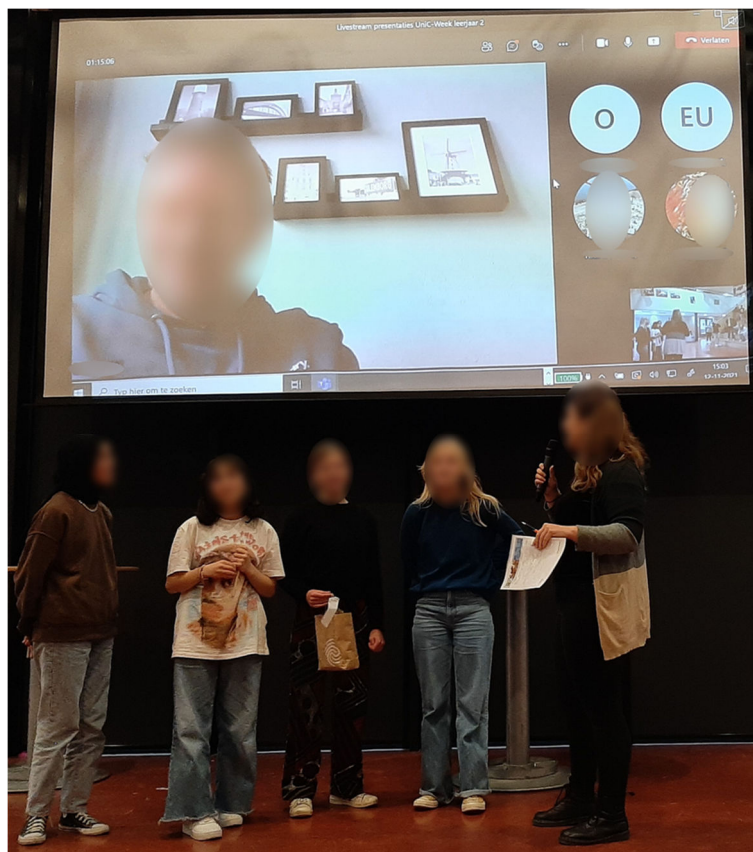


#### 4.6 Appendix 6: MOST Fair Report for Netherlands (Round 1)

Topic	Mainly waste reduction
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	In person, in one of our participating schools.
Date of fair/s	12-11-2021
Duration (number of hours or days)	One afternoon
Advertising (list the modes and describe campaign)	Only within the school and a few participating community members due to corona restrictions.
Participants (project and non-project, no names are required only roles/institution/business they represent)	<p>From the school: Students, teachers of these students, other teachers, and other school staff.</p> <p>From community:</p> <ul style="list-style-type: none"> <li>• Gemeente Utrecht (municipality)</li> <li>• Stichting Technotrend (<a href="https://stichtingtechnotrend.nl/">https://stichtingtechnotrend.nl/</a>)</li> <li>• Fungi factory (<a href="https://fungifactory.nl/">https://fungifactory.nl/</a>)</li> <li>• Utrecht University</li> </ul>
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	<p>SCPs were first presented within the three themes: waste around schools, fungi factory products recycling, sustainable use of education robots. Two jury members listened and grades all these pitches (around 15 pitches per theme).</p> <p>The best two pitches per theme were selected to present at the auditorium. With a livestream, all students were able to follow this part of the fair.</p> <p>The winner was again selected by the jury members. See picture for an example of a jury report of our winning team.</p>
Programme of the fair	<p>Pitches within the themes</p> <p>Theme winning pitches presented in the auditorium</p> <p>Award for the winning project (see picture)</p>
Special guests who attended (such as ministry officials, etc. please include details of position/role)	The presence of a representative of the Utrecht municipality was special for the students and the school.
Media coverage of the event (please include details including	<a href="https://stichtingtechnotrend.nl/projectweek-unic-over-circulariteit">https://stichtingtechnotrend.nl/projectweek-unic-over-circulariteit</a>



screenshots, links or photos if available)	
Progress in setting up a sustainable Open Schooling network in the region	We use our collaboration with Technotrend, the U-Talent network and others in our RST to connect and extend existing initiatives. We hope that this will result in a sustainable network on open schooling.



#### 4.7 Appendix 7: MOST Fair Report for Norway (Round 1)

Topic	WASTE
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	Virtual fair
Date of fair/s	17 <sup>th</sup> February 2022
Duration (number of hours or days)	2 hours
Advertising (list the modes and describe campaign)	Via e-mail to participants
Participants (project and non-project, no names are required only roles/institution/business they represent)	Schools – teachers and pupils, RST, project team
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	Digital fair → Powerpoints with videos from teachers and pupils.
Description of special ceremony (if any – please provide programme).	There were no special ceremony for this downsized, digital Fair.
Programme of the fair	<p>12:00 Welcome to the Digital Fair!</p> <p>12:10 Skansen videregående steinerskole, Nico Schlösser.</p> <p>Tiles of recycled plastic for the school's kitchen – and what this has to do with pupils' possibilities to participate in decisions.</p> <p>12:30 Strinda Upper Secondary School, Jorunn Reitan and Maia Revdal</p> <p>"From cradle to grave"</p> <p>A project where students investigate the life cycle of a product, from extracting raw materials, through production, transport, consumption and finally reuse, recycling or deposit. Through the MOST-project we established contact with several local actors within reuse, recycling and deposit activities.</p> <p>12:50 Trondheim International School, Luke Campbell (and two student groups)</p> <p>13:10 Birralee International School,</p>

	<p>Caroline Lewis-Jones</p> <p>13:30 Closing remarks from participants and the MOST Project Team.</p> <p>And perhaps a brief view ahead to the next round of SCPs and the next in-person fair?</p>
Special guests who attended (such as ministry officials, etc. please include details of position/role)	No special guests this time.
Media coverage of the event (please include details including screenshots, links or photos if available)	No media coverage of the Fair itself, but one of the participating school's SCPs were presented on national television in a news programme that aims at children (primary school age).
Progress in setting up a sustainable Open Schooling network in the region	Schools that participated in the first round are eager to exchange ideas, plans etc., and will meet again in Launch workshop May 2022 to go on with exchange of information. This can be seen as a starting point for an Open Schooling network in our region.

#### 4.8 Appendix 8: MOST Fair Report for Spain (Round 1)

Topic	MOST I: Open Schooling connects School to Communities - Waste
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	Stand-alone and in person fair
Date of fair/s	21st December 2021
Duration (number of hours or days)	7 hours in 1 single day
Advertising (list the modes and describe campaign)	<ul style="list-style-type: none"> <li>Media from the University of Jaén to inform about the MOST project at a general level and to announce the celebration of the 1<sup>st</sup> MOST Fair.</li> <li>Mailing list of the Center for Teaching Training at Jaén to disseminate information about the event among schools and teachers. Through this channel, we also invited new schools to follow the fair and to join the second round of SCPs implementation.</li> <li>We announced the fair also in the Spanish MOST website including a link to follow the event in youtube.</li> <li>Social media (Instagram and Facebook emocionaSTEM accounts) to reach as much people as possible posting about the fair.</li> <li>We prepare posters and flyers to disseminate the event through the digital screens and totems located around the Campus Las Lagunillas of the University of Jaén.</li> <li>Finally, we hand-made a little gift displaying the MOST logo and were distributed them among the attendees (see pictures).</li> <li>The fair was also disseminated through different newspaper:</li> </ul> <p>Novaciencia: <a href="https://novaciencia.es/un-proyecto-europeo-de-la-uja-fomenta-la-colaboracion-intergeneracional-frente-al-cambio-climatico/">https://novaciencia.es/un-proyecto-europeo-de-la-uja-fomenta-la-colaboracion-intergeneracional-frente-al-cambio-climatico/</a></p> <p>Aula Magna: <a href="https://www.aulamagna.com.es/uja-lidera-en-espana-el-proyecto-europeo-most-de-colaboracion-frente-al-reto-del-cambio-climatico/">https://www.aulamagna.com.es/uja-lidera-en-espana-el-proyecto-europeo-most-de-colaboracion-frente-al-reto-del-cambio-climatico/</a></p> <p>Andalucía Buenas Noticias: <a href="https://andaluciabuenasnoticias.com/2021/12/26/jaen-coordina-en-espana-un-proyecto-europeo-frente-al-reto-del-cambio-climatico/">https://andaluciabuenasnoticias.com/2021/12/26/jaen-coordina-en-espana-un-proyecto-europeo-frente-al-reto-del-cambio-climatico/</a></p>



	<p>Onda Cero: <a href="https://www.ondacerojaen.es/inicio/el-proyecto-europeo-most-fomenta-la-colaboracion-interdisciplinar-e-intergeneracional-frente-al-reto-del-cambio-climatico">https://www.ondacerojaen.es/inicio/el-proyecto-europeo-most-fomenta-la-colaboracion-interdisciplinar-e-intergeneracional-frente-al-reto-del-cambio-climatico</a></p> <p>Diario Digital UJA: <a href="https://diariodigital.ujaen.es/investigacion-y-transferencia/el-proyecto-europeo-most-fomenta-la-colaboracion-interdisciplinar-e">https://diariodigital.ujaen.es/investigacion-y-transferencia/el-proyecto-europeo-most-fomenta-la-colaboracion-interdisciplinar-e</a></p>
Participants (project and non-project, no names are required only roles/institution/business they represent)	<p>Due to COVID restriction it was not possible to set up and open-doors event for oral presentations, just for poster exhibition that were shown in an open area accessible to all interested visitors.</p> <p>In the case of attendees to the oral presentation of SCPs, we could allow 178 people including students participating in SCPs, teachers from schools that were involved in MOST, representatives from the Center for Teachers Training of Jaén, researchers in educations from the University of Jaén and the MOST Spanish Team.</p>
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	<p>The SCPs were exhibited in poster format that were shown during the whole fair in an open area.</p> <p>Students and teachers also presented their projects in an oral and/or video format in a close session due to COVID restrictions.</p> <p>There were also some stands in the hall of the C1 Building available for participants to show their products and materials produced during the implementation of SCPs.</p>
Description of special ceremony (if any – please provide programme).	N.A.
Programme of the fair	<p>University of Jaén - Campus Las Lagunillas (Jaén)</p> <p><b><u>Aulario Flores de Lemus – Hall of the B4 Building</u></b></p> <p><b>9:00 – 15:00:</b> Posters exhibition – Open-doors visit.</p> <p><b><u>Aula Magna – C1 Building</u></b></p> <p><b>10:00 – 10:15:</b> Inauguration of the 1st MOST Fair</p> <p><b>10:15–12:00: SCPs presentations.</b> The maximum presentation time for each project (oral + video) was 5-6 minutes.</p> <ul style="list-style-type: none"> <li>• EOI Xauen (Jaén)</li> <li>• IES Fuente de la Peña (Jaén)</li> <li>• Escuela de Arte José Nogué (Jaén)</li> <li>• CEIP Santo Tomás (Jaén)</li> <li>• CEIP Alcalá Venceslada (Jaén)</li> <li>• CEIP San José de Calasanz (Jaén)</li> <li>• CEIP Fernando de Molina (Albanchez de Mágina)</li> <li>• CEIP Padre Rejas (Jamilena)</li> </ul>

	<ul style="list-style-type: none"> <li>• CEIP Nuestra Señora del Rosario (Villacarrillo) y CEIP</li> <li>• Francisco Vélchez (Arroyo del Ojanco)</li> <li>• 12:00-12:15</li> <li>• CEIP Alfredo Cazabán (Jaén)</li> <li>• CEIP Navas de Tolosa (Jaén)</li> <li>• CEIP María Zambrano (Jaén)</li> <li>• CEIP Gloria Fuertes (Jaén)</li> </ul> <p><b>12:00 – 12:30:</b> Closing ceremony and handing of certificates.</p>
Special guests who attended (such as ministry officials, etc. please include details of position/role)	<p>We counted on the presence of two researchers on Economics and Marketing that prepared a special session about entrepreneurship for IES Fuente de la Peña students that carried out a SCP related to that topic. This session took place from 9:00 to 10:00 in the C1 Building:</p> <ul style="list-style-type: none"> <li>• Dr. Manuel Parras Rosa, Former Rector of the University of Jaen and actual Expert advisor for the regional Government and Professor in Marketing of the University of Jaen.</li> <li>• Dr. Carla Marano Marcolini, lecturer and researcher expert in marketing and entrepreneurial skills.</li> </ul> <p>In the opening session were involved:</p> <ul style="list-style-type: none"> <li>• Dr. Antonio Quesada. Representative of the Faculty of Humanities and Educational Sciences (University of Jaén)</li> <li>• D. Tiburcio E. Biedma. Director of the Teaching Center of Jaén, dependent on the Ministry of Education and Sports (Junta de Andalucía)</li> <li>• Dr. Inmaculada Herrador. Director of the II Strategic Plan of the province of Jaén, representative from educational policies and involve in the association “Hilos para Educar”</li> </ul> <p>Finally, an interpreter was reproducing the presentations of the projects in sign language, turning the event into an inclusive and accessible fair.</p>
Photos and testimonials (these may include quotations from interviews or from feedback provided by participants. Please obtain permissions for any photos you include).	<p>See pictures included in the folder.</p> <p>The teachers who led SCPs reported the satisfaction gained after the fair by being able to share the development and progress of their projects. They indicated that this event was very useful to learn about what is being carried out in other schools, feeling guided and accompanied in the process. In addition, it was an empowerment for their students to present the projects, being aware of their role as main agents of their own learning.</p>
Media coverage of the event (please include	<p>Media from the University of Jaén covered the MOST in the following news:</p>

<p>details including screenshots, links or photos if available)</p>	<p><a href="https://diariodigital.ujaen.es/investigacion-y-transferencia/el-proyecto-europeo-most-fomenta-la-colaboracion-interdisciplinar-e">https://diariodigital.ujaen.es/investigacion-y-transferencia/el-proyecto-europeo-most-fomenta-la-colaboracion-interdisciplinar-e</a></p> <p>And also in other digital newspaper:  <a href="https://www.aulamagna.com.es/uja-lidera-en-espana-el-proyecto-europeo-most-de-colaboracion-frente-al-reto-del-cambio-climatico/">https://www.aulamagna.com.es/uja-lidera-en-espana-el-proyecto-europeo-most-de-colaboracion-frente-al-reto-del-cambio-climatico/</a>  <a href="https://andaluciabuenasnoticias.com/2021/12/26/jaen-coordina-en-espana-un-proyecto-europeo-frente-al-reto-del-cambio-climatico/">https://andaluciabuenasnoticias.com/2021/12/26/jaen-coordina-en-espana-un-proyecto-europeo-frente-al-reto-del-cambio-climatico/</a>  <a href="https://novaciencia.es/un-proyecto-europeo-de-la-uja-fomenta-la-colaboracion-intergeneracional-frente-al-cambio-climatico/">https://novaciencia.es/un-proyecto-europeo-de-la-uja-fomenta-la-colaboracion-intergeneracional-frente-al-cambio-climatico/</a>  <a href="https://www.ondacerojaen.es/inicio/el-proyecto-europeo-most-fomenta-la-colaboracion-interdisciplinar-e-intergeneracional-frente-al-reto-del-cambio-climatico">https://www.ondacerojaen.es/inicio/el-proyecto-europeo-most-fomenta-la-colaboracion-interdisciplinar-e-intergeneracional-frente-al-reto-del-cambio-climatico</a></p> <p>The schools also published some posts about the fair in social media.</p> <p>In addition, the event was broadcast live through the following link: <a href="https://youtu.be/6Rgen-LKo2k">https://youtu.be/6Rgen-LKo2k</a>.</p>
<p>Progress in setting up a sustainable Open Schooling network in the region</p>	<p>The first most fair was the meeting point for all the participants who implemented SCPs, which was especially relevant considering that the COVID situation had prevented in-person meetings within the MOST framework. For this reason, the event encouraged schools to establish relationships among themselves to work on common projects, which will contribute to strengthening the Open Schooling network. In addition, the invitation of other schools to the fair has aroused their interest in participating in MOST.</p>

#### 4.9 Appendix 9: MOST Fair Report for Sweden (Round 1)

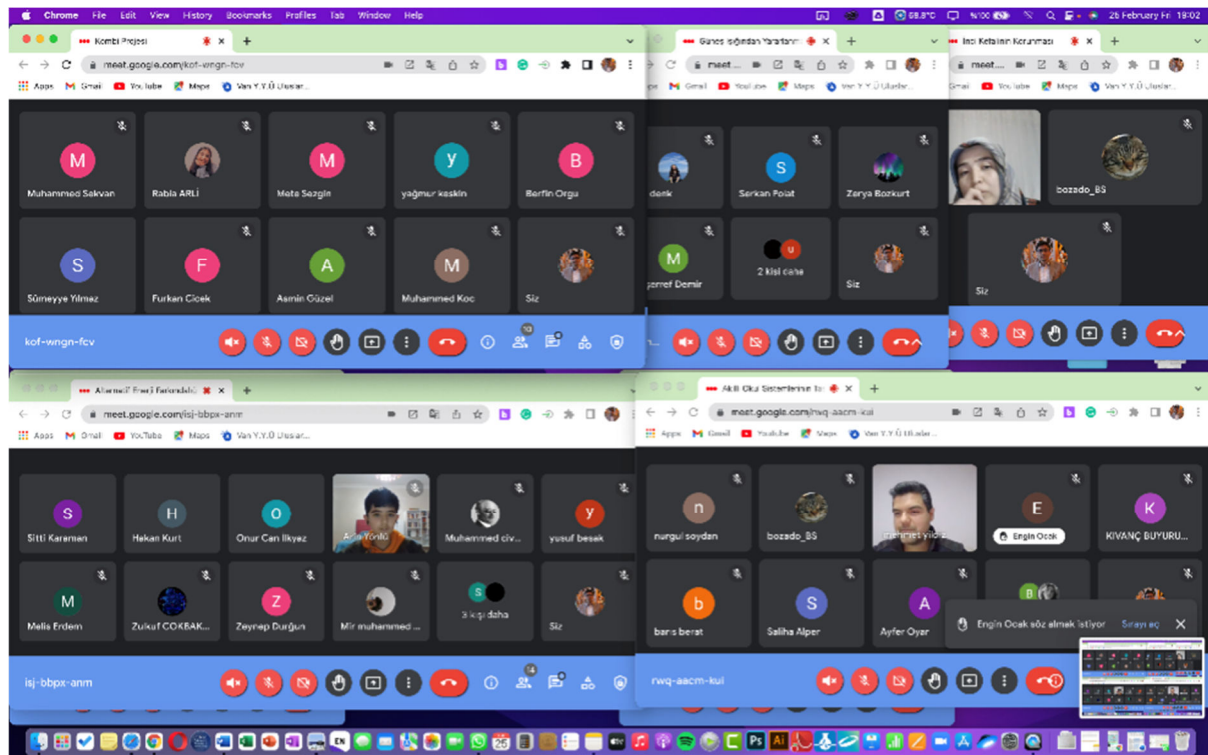
Topic	Solar cell Car Race & Waste films
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	Two fairs, both IRL and part of each SCP Cluster.
Date of fair/s	19/11 2021 Solar Cell Car Race 23/9 2021 Waste films
Duration (number of hours or days)	Solar Cell Car Race: Half day event Waste Films: Half day event
Advertising (list the modes and describe campaign)	Public media was invited and attended, no other participants were allowed due to Covid restrictions.
Participants (project and non-project, no names are required only roles/institution/business they represent)	SCP participants and media. Atteviks bil, Länsstyrelsen (County Board), Upptech, June Avfall, JU, HLK, GirlsinSTEM, Teknikcollage, Thorens business school, and several additional participating schools and their students.
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	Solar Cell Car Race: Presentation of their work with the cars in front of a Jury and then competition in heats ... Waste films: Presentation of their work with the films in front of a jury and then showing the films ...
Description of special ceremony (if any – please provide programme).	See above. Each winning contribution was awarded...
Special guests who attended (such as ministry officials, etc. please include details of position/role)	The Prince of Sweden was invited but could not attend...
Photos and testimonials (these may include quotations from interviews or from feedback provided by participants. Please obtain permissions for any photos you include).	<a href="https://ju.se/puf/most">https://ju.se/puf/most</a>
Media coverage of the event (please include details including screenshots, links or photos if available)	<a href="https://ju.se/puf/most">https://ju.se/puf/most</a>
Progress in setting up a sustainable Open Schooling network in the region	Network is established, but can be expanded ...



#### 4.10 Appendix 10: MOST Fair Report for Turkey (Round 1)

Topic	Environmental (waste) problems/energy management
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	The online fair in which we integrated virtual reality exhibition and Google meet systems
Date of fair/s	25 February 2022
Duration (number of hours or days)	Two hours
Advertising (list the modes and describe campaign)	Students and others who took place in SCPs and their district directorate of national education announced the event. We also prepare a banner for advertising.
Participants (project and non-project, no names are required only roles/institution/business they represent)	students, stakeholders, and citizens participated the event. The number of visitors was 2061 in 25 February 2022.
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	We constructed a virtual area where participants can see SCPs' posters, figures, photos, and google meet icons. A participant might walk around and reads posters. If the participant would like to interact with students, stakeholders, or citizens for an SCP, then the participant would join the google meeting room that we managed for the SCP. There is no avatar or things that take up space in the MOST fair system we designed. Participants can see each other only in Google Meet rooms. There were 26 Google Meet rooms, and all of them were active simultaneously as well as participants could attend other rooms.
Description of special ceremony (if any – please provide programme).	There was not any ceremony.
Programme of the fair	There was not any programme.
Special guests who attended (such as ministry officials, etc. please include details of position/role)	The dean of Education Faculty, Van Yuzuncu Yil University.
Progress in setting up a sustainable Open Schooling network in the region	The first MOST fair allowed to build bridges between different regions. Three different cities which are Van, Kastamonu, and

Istanbul attended and shared their SCPs' experiences each other in the fair.



#### 4.11 Appendix 11: MOST Fair Report for Austria (Round 2)

Topic	<ol style="list-style-type: none"> <li>1. Bike Fair</li> <li>2. Energie Fair</li> <li>3. Ökolog conference/ fair</li> </ol>
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	In person
Date of fair/s	<ol style="list-style-type: none"> <li>1. 06.07.2022</li> <li>2. 01.06.2022</li> <li>3. 02.06.2022</li> </ol>
Duration (number of hours or days)	<ol style="list-style-type: none"> <li>1. 4 hours</li> <li>2. 3 hours</li> <li>3. 3 hours</li> </ol>
Advertising (list the modes and describe campaign)	Find the advertising on the sync and share server
Participants (project and non-project, no names are required only roles/institution/business they represent; <b>please include approximate number of participants</b> overall)	<ol style="list-style-type: none"> <li>1. Fair 15 + 40 visitors</li> <li>2. Fair 35</li> <li>3. 10</li> </ol> <p>Who participated: Students, teachers, SCP leader, schools, stakeholder from different companies who participated in the MOST project, additional stakeholder who are interested in the topic</p>
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	<ol style="list-style-type: none"> <li>1. We visited all projects focussing on garden learning in Innsbruck by bike. The SCP leaders presented shortly each of their projects.</li> <li>2. Each project was presented with the help of a power point presentation and a short report on experiences and lessons learned.</li> </ol>
Description of special ceremony (if any – please provide programme).	<p>Riding around the city. The bike fair ended in a bigger event, where the MOST project was also presented via poster. Presentation of the MOST project, idea of Energie Scouts, presentation of the single project by the students</p> <p>3. Presentation of MOST projects by SCP leader</p>
Special guests who attended (such as ministry officials, etc. please include details of position/role)	Elisabeth Mayr from the local government attended the Bike fair.
Progress in setting up a sustainable Open Schooling network in the region	<p>The idea of supporting students to become Energie Scouts develops further and further. There are already ideas for a next round as well as the idea to have an inclusive workshop. Also the stakeholder from several companies had positive feedback on the fairs</p>

and the Open Schooling idea. Looking forward  
to what comes next.





#### 4.12 Appendix 12: MOST Fair Report for Czechia (Round 2)

Topic	MOST Fair II School SCP with Environmental topic
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	In person; stand alone as workshop for invited school groups and guests
Date of fair/s	12. 4. 2023
Duration (number of hours or days)	6 hours (9.30 a.m. – 3.30 p.m.)
Advertising (list the modes and describe campaign)	personal invitations, carousel at faculty Web (Fig. 1)
Participants (project and non-project, no names are required only roles/institution/business they represent; <b>please include approximate number of participants</b> overall)	Organisers from CUNI and NGO SEVER, 11 elected groups from project schools (teacher and 4 or 5 his/her students), staff and students-future teachers from CUNI, guests from Ministry of Education and National Pedagogical Institute. In all there were 79 participants.
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	Introduction and greetings by organisers and faculty leadership (Fig. 3), 11 students' presentations about their SCPs completed by PowerPoint slide shows, posters, discussions, questions one group to other (see the programme and Fig. 4 - 6)
Description of special ceremony (if any – please provide programme).	Each school group received Certificate and memory gift (visit of the Faculty of Education CUNI) (Fig. 2)
Programme of the fair	<p>10.00 Uvítání účastníků (vedení fakulty, koordinátoři projektu z PedF UK a SEV SEVER)</p> <p>10.10 Prezentace uskutečněných školních přírodovědných komunitních projektů I</p> <ul style="list-style-type: none"> <li>• Gymnázium a grafická střední škola Přelouč: Komunitní zahrady (Community Garden)</li> <li>• ZŠ a Montessori MŠ Prachatice, Národní I: Klimatická změna (Climate Change)</li> <li>• ZŠ a MŠ Havlíčkův Brod, Konečná: Udržitelnost a školní zahrada (Sustainability and School Garden)</li> <li>• 1. ZŠ TGM Milevsko: Klimatická změna a místní plán (Climate Change and Local Setting)</li> </ul>

	<p>11.30 Přestávka</p> <p>11.45 Presentace uskutečněných školních přírodovědných komunitních projektů II</p> <ul style="list-style-type: none"> <li>● Základní a mateřská škola Rybitví: Kdo třídí, má za tři (All things come to him, who sorts)</li> <li>● Střední škola společného stravování Ostrava Hrabůvka: Udržitelnost – Kuchaři přemýšlejí o městě (Sustainability – Chefs are thinking about the city)</li> </ul> <p>12.45 Přestávka, občerstvení</p> <p>13.15 Presentace uskutečněných školních přírodovědných komunitních projektů III</p> <ul style="list-style-type: none"> <li>● ZŠ a Montessori MŠ Prachatice, Národní II: Zelené střechy (Green Roofs)</li> <li>● ZŠ Dubá - příspěvková organizace: Alternativní zeleň (Alternative Greenery)</li> <li>● ZŠ Eduarda Nápravníka Byšť: Udržitelnost – Sluneční energie pro školu (Sustainability – Solar Energy for the School)</li> <li>● ZŠ Pečky: Sustainability – Jak zlepšit okolí rybníka (How to improve the surroundings of the pond)</li> </ul> <p>14.35 Společná Diskuse o školních přírodovědných komunitních projektech „School Community Project“ na Katedře chemie a didaktiky chemie (R201 a přilehlé prostory katedry)</p>
Special guests who attended (such as ministry officials, etc. please include details of position/role)	Faculty leadership member (vice dean), Ministry of Education (High Council of Ministers Dr. Martina Tóthová), member of National Pedagogical Institute (Dr. Karel Myška)
Photos and testimonials (these may include quotations from interviews or from feedback provided by participants. Please obtain permissions for any photos you include).	<p>Photos bellow and next in folder “Photos”</p> <p><i>“I am very grateful to project MOST because I can make something for my environment.” (A few students from secondary school). “I studied at your faculty 25 years ago and now I see that you are working in very interesting and important areas.” (Participating</i></p>

	<i>teacher from the school) “Thank you for attending a very interesting and useful workshop. We, me and my students received many different ideas and brought them to our school. We gained new energy for continuing in our SCP.” (Teacher and her students from participating school) “Wow, how you can include all this nice SCP activity in school everyday life?” (Teacher student from CUNI)</i>
Media coverage of the event (please include details including screenshots, links or photos if available)	Carousel in faculty Web (Fig. 1), invitation (attachment)
Progress in setting up a sustainable Open Schooling network in the region	We confirmed our cooperation with NGO SEVER, which one develop continuously Open Schooling Network connected with activity School for Sustainable Life. Most project and its SCPs are very good support on it inclusive to gain next schools from cooperating sphere of CUNI. We confirmed next cooperation with involved schools and through next participants we gained next motivated teachers for cooperation from next schools.
Other (anything you wish to share which is not covered in the above points)	Very good evaluation of presentation skills of participating students. Their presentations were excellent together with clever responses to questions, and also production of clever questions. It was valid for all level of participating school, from primary (Montessori), through lower to upper secondary.





#### 4.13 Appendix 13: MOST Fair Report for Germany (Round 2)

Topic	
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	In person, stand-alone
Date of fair/s	1 <sup>st</sup> July 2022
Duration (number of hours or days)	3-8pm, 5 hours
Advertising (list the modes and describe campaign)	Social media, ICSE newsletter, event section on website, announcement in regional newspaper and through university press office, flyer distribution (digitally and print)
Participants (project and non-project, no names are required only roles/institution/business they represent)	Head of university, ICSE team, university students, stakeholders from partner companies, city representatives, SCP leaders and participants, artist, members of regional support team
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	Posters, interactive stalls, exhibitions, photographs
Description of special ceremony (if any – please provide programme).	Award ceremony: short speech, MOST advisor and project partner from the city awarded prizes and certificates to all participants
Programme of the fair	Welcome speech by the MOST advisor and the head of the university, interactive stalls/events and exhibitions, Science show, award ceremony, all accompanied by drinks and snacks
Special guests who attended (such as ministry officials, etc. please include details of position/role)	Head of university City official Experinauten (science show) Artist Thomas Rees (waste sculptures)
Photos and testimonials (these may include quotations from interviews or from feedback provided by participants. Please obtain permissions for any photos you include).	Photos, feedback on murals
Media coverage of the event (please include details including screenshots, links or photos if available)	Article published on our website, social media coverage

Progress in setting up a sustainable Open Schooling network in the region

A lot of people involved could get together to plan new projects and keep working together beyond MOST (partly in new ICSE projects)



#### 4.14 Appendix 14: MOST Fair Report for Lithuania (Round 2)

Topic	Meaningful Open Schooling Connects Schools to communities (MOST) – the final conference.
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	In person, stand-alone, fair - conference
Date of fair/s	3 <sup>rd</sup> February, 2023
Duration (number of hours or days)	One day conference
Advertising (list the modes and describe campaign)	Announcement on the local Most website, on the EDU Vilnius website, send personal invitation to schools, teachers and community members.
Participants (project and non-project, no names are required only roles/institution/business they represent, <b>please include approximate number of participants</b> overall)	Head masters and teachers of 16 schools, 6 participants of Vilnius university and EDU Vilnius, the leader of Business machine company, the representatives of Electrum Lithuania company, the specialists of the National education agency, free designer. 68 persons took part in the Fair.
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	SCPs were presented by posters, the 5 best SPCs were presented by teachers and students. Also, some SCPs made stands with models. Photos in Annex 2.
Description of special ceremony (if any – please provide programme).	The Business machine company graduated 5 best SCPs, also all SCP commands get small gifts from Edu Vilnius and Electrum company, and the educational excursion in Energy and Technology Museum.
Special guests who attended (such as ministry officials, etc. please include details of position/role)	Sandra Kairė, Head of Institute of educational science Jūratė Rupšienė, Head of Communications & Partnerships of Elektrum Lietuva Kristupas Bagdonas, Business machine company
Media coverage of the event (please include details including screenshots, links or photos if available)	MOST fair photos and announcement is published on website. All SCPs posters are published on local MOST website also: <a href="https://www.fsf.vu.lt/mokslas/projektai/tarptautiniai-projektai/projektai-horizon-2020?layout=edit&amp;id=4106">https://www.fsf.vu.lt/mokslas/projektai/tarptautiniai-projektai/projektai-horizon-2020?layout=edit&amp;id=4106</a> The MOST fair was disseminated in the VU News (), Fair photos are downloaded to server.
Progress in setting up a sustainable Open Schooling network in the region	All commands communicate in the Fair and made relations.
Other (anything you wish to share which is not covered in the above points)	We had opportunity to make MOST fair in the place related with the SCPs of MOST second part. Energy and

	<p>Technology Museum which consists of four main parts: Energy Exhibition, Industry Exhibition, “Science &amp; Technology for Kids” and Transformation Hall (<a href="https://www.etm.lt/en/">https://www.etm.lt/en/</a>). The place was attractive for participants and they get the gift – educational scientific excursion in the Transformation hall where students can compare all kinds of energy by the real experiments.</p>
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#### 4.15 Appendix 15: MOST Fair Report for Malta (Round 2)

Topic	Celebrating Sustainable Practices
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	<p>The fair was in person in a school. Since most of the SCPs were conducted through the EkoSkola (i.e., Eco-Schools) network we felt it made more sense to integrate it with the FEE Fest.</p> <p>FEE Fest is an opportunity for students and educators to learn about the various resources available, explore issues related to sustainable development, develop ideas for cross-curricular work, and get information about initiatives organised by agencies and other entities that provide sustainable solutions.</p> <p>It is a 3-day event with different exhibition stands and scheduled sessions targeting students, educators, and parents. Participants are free to attend on any day and plan their stay according to their particular interest and needs.</p>
Dates of fair	22nd, 23rd and 24th March 2023
Duration (number of hours or days)	From 9.00 till 12.30 each day for 3 days
Advertising (list the modes and describe campaign)	<p>We sent an email to:</p> <ul style="list-style-type: none"> <li>• NGOs, national agencies, local councils, private companies and research groups who had worked with/supported the school in their SCPs to set up a stand during the fair</li> <li>• all the schools participating in MOST inviting them to showcase their SCP during the fair.</li> </ul>
Participants (project and non-project, no names are required only roles/institution/businesses they represent; <b>please include approximate number of participants overall</b> )	<p>Participation numbers:</p> <p>880 students and 64 educators from 21 schools</p> <p>57 individuals from the entities exhibiting in the fair</p>
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	<p>Schools were offered two options:</p> <ol style="list-style-type: none"> <li>1. They could use a stand and explain about their project to whoever visited the stand.</li> <li>2. They could join one of the stands of the exhibitors (who had supported them in their SCP) and talk about their part in the project with the visitors.</li> </ol>
Description of special ceremony (if any – please provide programme).	<p>The fair was officially opened by the Hon. Miriam Dalli, Minister for Environment, Energy and Enterprise. After visiting the stands in the Fair, she addressed those present highlighting the importance of initiatives that promote sustainability through STEM subjects. She particularly praised the school projects as they were mostly run by</p>

	girls. She also cut a cake commemorating 20 years of EkoSkola in Malta.
Special guests who attended (such as ministry officials, etc. please include details of position/role)	Hon. Minister for Environment, Energy and Enterprise Advisor Environment, Ministry Secretariat CEO of Project Green Chairperson of Ambjent Malta Manager I, Strategic Communications Unit, Saving Our Blue Education Officer at Wasteserv Malta Limited Executive Secretary of the Local Councils Association Researchers from the Corallo - Oceanography Research Group Project Coordinator – Friends of the Earth - Malta
Media coverage of the event (please include details including screenshots, links or photos if available)	The national media did not cover the event, however it featured in various social media pages of schools and participating exhibitors. For example: <a href="https://dingliprimaryschool.wordpress.com/2023/03/27/dingli-primary-school-students-attend-fee-fest/">https://dingliprimaryschool.wordpress.com/2023/03/27/dingli-primary-school-students-attend-fee-fest/</a> <a href="https://materboniconsilii.edu.mt/fee-fest-march-2023/">https://materboniconsilii.edu.mt/fee-fest-march-2023/</a> <a href="https://zebbugprimaryschool.wordpress.com/2023/03/27/ekoskola-fee-fest-2023/">https://zebbugprimaryschool.wordpress.com/2023/03/27/ekoskola-fee-fest-2023/</a> <a href="https://www.facebook.com/refablighbluepartnership">https://www.facebook.com/refablighbluepartnership</a> <a href="https://www.facebook.com/SaltNPepperComics/">https://www.facebook.com/SaltNPepperComics/</a>
Progress in setting up a sustainable Open Schooling network in the region	The partnership with the EkoSkola programme has proved to be a good strategy. As a result, most schools have integrated their SCPs into their School Development Plans thus ensuring that the project becomes a regular feature in the school's annual action plan.
Other (anything you wish to share which is not covered in the above points)	The Networking Space proved to be quite successful in establishing links between schools from different localities with the aim to establishing joint projects. We conducted a survey: Before entering the fair, students were asked to mention one thing that they would like to improve the quality of life in Malta. The three most listed items were (ranked): <ul style="list-style-type: none"> <li>• Better waste management</li> <li>• More open spaces and less construction</li> <li>• More sustainable transport</li> </ul>



#### 4.16 Appendix 16: MOST Fair Report for Netherlands (Round 2)

Topic	Energy reduction for sustainability
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	In person, stand-alone.
Date of fair/s	20-01-2023 29-03-2023 (The Waste Parade – national event – price winning posters shared in separate folder)
Duration (number of hours or days)	11-16:30: Preparations with students and teachers. 16:30-18: Fair with presentations.
Advertising (list the modes and describe campaign)	Students, teachers, stakeholders and family were invited by the school staff or by the teachers of the projects.
Participants (project and non-project, no names are required only roles/institution/business they represent; <b>please include approximate number of participants overall</b> )	<p>Participants from the projects: (approximate numbers)</p> <ul style="list-style-type: none"> <li>• Students (20)</li> <li>• Teachers (5)</li> </ul> <p>Stakeholders from business/institutions (5)</p> <ul style="list-style-type: none"> <li>• Utrecht University researcher (energy and electric cars)</li> <li>• Capgemini member (digital sustainability dashboard)</li> <li>• RAUM member (shared vegetable garden)</li> <li>• Eneco member (energy company)</li> <li>• Technotrend member (sustainable education foundation)</li> </ul> <p>Participants outside of the projects: (approximate numbers)</p> <ul style="list-style-type: none"> <li>• Students (5)</li> <li>• Teachers (5)</li> <li>• School-related staff, including school headmaster (3)</li> <li>• Family members of students participating in the projects (15)</li> <li>• Utrecht University MOST members (2)</li> </ul>
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	Students were able to choose their favourite presentation form. There were posters, student-presentations and a stand.



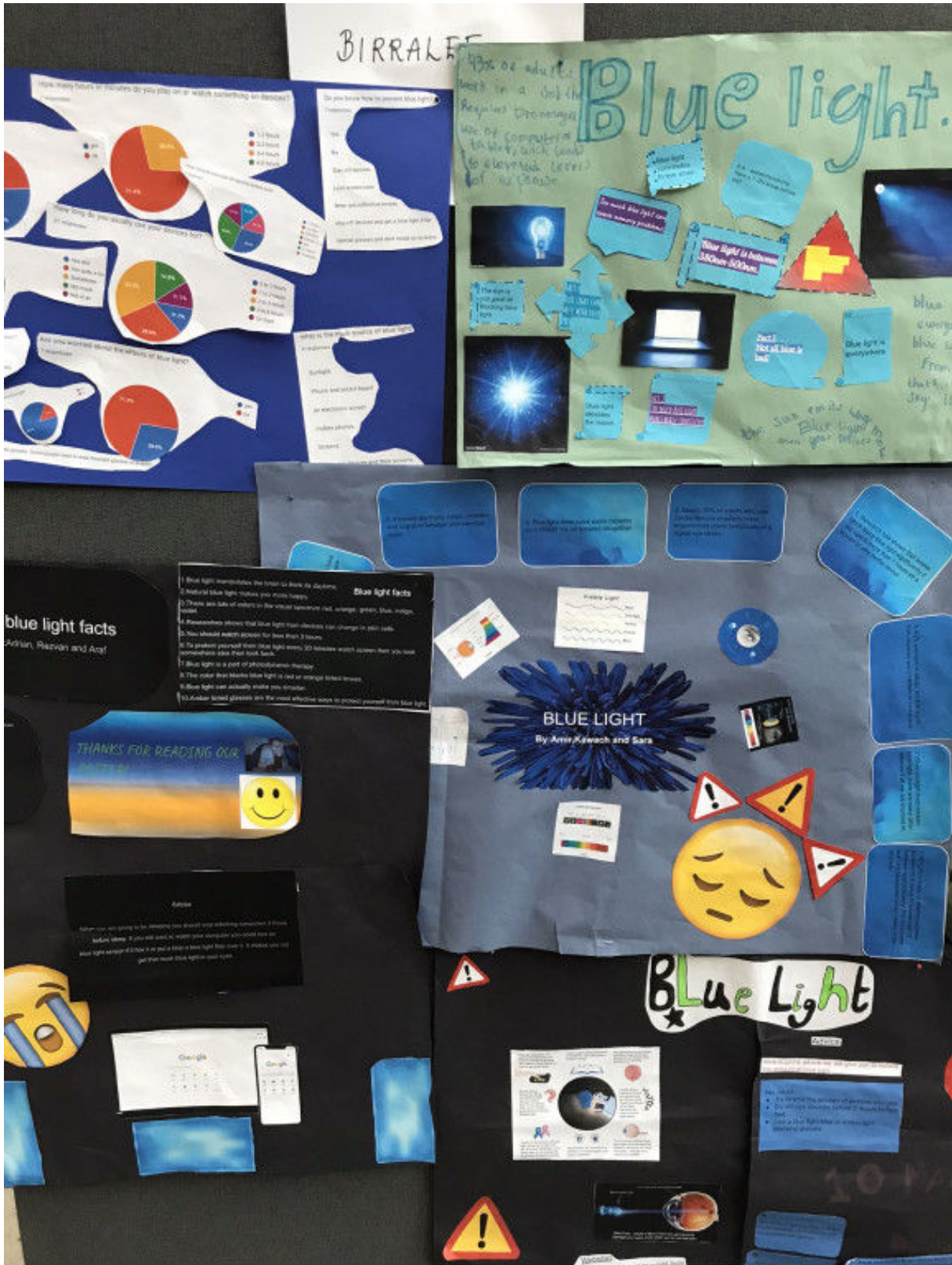
Programme of the fair	<p>11-14: students prepare their presentation with guidance from teachers</p> <p>14-15: lunch break</p> <p>15-16:30: finishing presentations and start preparations of the fair locations (students and teachers together).</p> <p>16:30-16:45: opening fair, start with drinks and snacks.</p> <p>16:45-17:45: presentations on posters, and in separate classrooms for Powerpoint presentations.</p> <p>17:45-18: finishing presentations, last talks and drinks.</p>
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#### 4.17 Appendix 17: MOST Fair Report for Norway (Round 2)

Topic	MOST Fair, Second round, topic Energy
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	In person, stand-alone event, venue: open mingling area at NTNU, campus Kalvskinnet (in the city centre, close to two of the participating schools), close to main entrance where many people pass through – to increase the visibility
Date of fair/s	19.01.2023
Duration (number of hours or days)	3 hours
Advertising (list the modes and describe campaign)	Invitations were sent by email to schools, rector at NTNU, head of Department of teacher education, administrative staff at Department of teacher education, policy makers in municipality, RST members, staff at our science section, parents from participating schools (advertised via schools)
Participants (project and non-project, no names are required only roles/institution/business they represent; <b>please include approximate number of participants</b> overall)	3 schools (Trondheim international school, Birraleen international school, Thora Storm upper secondary school), students from grade 4 (9 students), grade 5 (15), grade 9 (21 students), grade 12 (23 students) – in total 68 students, 6 teachers, 2 headmasters, 6 parents, 2 Business partners (Norconsult, Ducky), 3 pre-service students, 2 RST members, 3 employees from MOST team, head of department. A number of visitors past through the venue area and saw the running ppt on the main screen and posters and stands. Total number of active participants: 93. Including people passing by, incidental: approximately 125
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	Poster session, each SCP was presented with a poster. Some SCPs also brought products from their projects and had a stand associated with their poster, to show their products.
Description of special ceremony (if any – please provide programme).	Welcome greetings from the German ICSE team, as video (please see attached video). Unfortunately, the sound quality was not good enough, but the intention was good,

	<p>and we “translated” to participants when playing the video.</p> <p>Award ceremony at the end of the fair, where the Head of our Department handed out certificates to each class of students. Please see attached template for certificates.</p>
Programme of the fair	Please see separate ppt, used for introduction, where the programme is included.
Special guests who attended (such as ministry officials, etc. please include details of position/role)	<p>Head of our Department handed out certificates to students.</p> <p>Business partner from Norconsult, who took part in some of the SCPs about solar energy, held a short presentation about his experiences.</p> <p>A teacher from one of the schools had a talk where she presented their SCP and her own experiences.</p>
Media coverage of the event (please include details including screenshots, links or photos if available)	Unfortunately, we did not have any media coverage of the event. A photographer from the department was present, to take photos for internal use.
Progress in setting up a sustainable Open Schooling network in the region	Involved schools are brought into contact with each other through the launch workshops and fairs, but no further actions are taken.
Other (anything you wish to share which is not covered in the above points)	<p>All participating students were given a MOST t-shirt when they arrived and wore this during the event (and kept them as a gift).</p> <p>Ducky had a stand, presenting their tools, and a student who had experience with using the tools in a campaign took part.</p> <p>We offered refreshments during the fair, to celebrate the SCPs: soft drinks in stemware glasses, canapés, fruit and coffee.</p> <p>We had a big screen at the entrance, with a running ppt during the whole event. In this</p>

	<p>presentation we presented MOST and examples of SCPs from other countries, announced the ETE IV conference and ICSE. Please see attached ppt (named main screen).</p> <p>At the end of the fair, we asked participants to fill in evaluation sheets.</p>
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#### 4.18 Appendix 18: MOST Fair Report for Spain (Round 2)

Topic	MOST II: Open Schooling connects School to Communities - Energy
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	Stand-alone and in person fair
Date of fair/s	20/07/2022
Duration (number of hours or days)	5 hours in a single day
Advertising (list the modes and describe campaign)	<ul style="list-style-type: none"> <li>• Media from the University of Jaén to inform about the MOST project at a general level and to announce the celebration of the 2<sup>nd</sup> MOST Fair.</li> <li>• Mailing list of the Center for Teaching Training at Jaén to disseminate information about the event among schools and teachers. This channel was use to invite schools to join the MOST fair.</li> <li>• We announced the fair also in the Spanish MOST website including a youtube link to follow the event in real time.</li> <li>• Social media (Instagram and facebook emocionaSTEM accounts) to reach as much people as possible posting about the fair.</li> <li>• We prepare posters and flyers to disseminate the event through the digital screens and totems located around the Campus Las Lagunillas of the University of Jaén (see documents in the sync&amp;share server).</li> <li>• Finally, we hand-made a little gift displaying the MOST logo that was distributed among students and teachers attending the fair. Along with this little present, participants also received a cotton tote bags showing a printed MOST logo.</li> </ul>
Participants (project and non-project, no names are required only roles/institution/business they represent; <b>please include approximate number of participants overall</b> )	<p>→ 367 students from participating schools (early years, primary and secondary education).</p> <p>→ 23 teachers from the following schools: CEI Alfonso Sancho (Jaén), CEI Virgen de la Fuensanta (Alcaudete), CEIP Padre Rejas (Jamilena), CEIP Nuestra Señora de Belén (Noalejo), CEIP Alcalá Venceslada (Jaén), CEIP Alfredo Cazabán (Jaén), CEIP San José de Calasanz (Jaén), CEIP Santo Tomás (Jaén), CEIP Gloria Fuertes (Jaén), IES Santa Catalina de Alejandría (Jaén), IES Fuente de la Peña (Jaén) and EOI Xauen (Jaén).</p> <p>→ 5 educational authorities and teacher educators from the teacher training center of Jaén.</p> <p>→ 5 researchers from the University of Jaén.</p> <p>→ 2 stakeholders from strategic positions at the University of Jaén as the Vice-Rector of Strategy and Change Management from the University of Jaén.</p>

<p>How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)</p>	<p>The information about each SCP was exhibited in poster format. These posters were shown during the whole fair in an open area freely accessible fro the public (hall of the B4 building at the UJA campus).</p> <p>Students and teachers also presented their projects in an oral and video format during a session open to all the MOST participants. During this session, participants also showed some product from the SCPs (panels, dances, songs, etc.).</p>
<p>Description of special ceremony (if any – please provide programme).</p>	<p>NA</p>
<p>Programme of the fair</p>	<p>University of Jaén - Campus Las Lagunillas (Jaén)</p> <p><b><u>Aulario Flores de Lemus – Hall of the B4 Building</u></b></p> <p><b>9:00 – 15:00:</b> Posters exhibition – Open-doors visit.</p> <p><b><u>Aula Magna – C1 Building</u></b></p> <p><b>9:30 - 10:00</b> Registration and information (C1 hall)</p> <p><b>10:00 – 10:15:</b> Inauguration of the 2st MOST Fair D. Juan Manuel Rosas Santos - Vice-Rector for Strategy &amp; Change Management of the University of Jaén. D. Tiburcio E. Biedma Robles – Director of the Teachers Training Center of Jaén. D.ª Marta Romero Ariza – Leader of the MOST project in Spain, University of Jaén.</p> <p><b>10:15–12:30: SCPs presentations.</b> The maximum presentation time for each project (oral + video) was 8 minutes.</p> <ul style="list-style-type: none"> <li>• CEI Alfonso Sancho (Jaén)</li> <li>• CEI Virgen de la Fuensanta (Alcaudete)</li> <li>• CEIP Padre Rejas (Jamilena)</li> <li>• CEIP Nuestra Señora de Belén (Noalejo) - Proyect 1</li> <li>• CEIP Nuestra Señora de Belén (Noalejo) - Proyect 2</li> <li>• CEIP Nuestra Señora de Belén (Noalejo) - Proyect 3</li> <li>• CEIP Alcalá Venceslada (Jaén)</li> <li>• CEIP Alfredo Cazabán (Jaén)</li> <li>• CEIP San José de Calasanz (Jaén)</li> <li>• CEIP Santo Tomás (Jaén)</li> <li>• CEIP Gloria Fuertes (Jaén)</li> <li>• CEIP Fernando de Molina (Albanchez de Mágina)</li> <li>• IES Santa Catalina de Alejandría (Jaén)</li> <li>• IES Fuente de la Peña (Jaén)</li> </ul>

	<ul style="list-style-type: none"> <li>• EOI Xauen (Jaén)</li> </ul> <p><b>12:30 – 12:45:</b> Healthy lunch (C1 hall)</p> <p><b>12:45 – 13:30</b> Free time to visit poster exhibition in the B4 building.</p>
Special guests who attended (such as ministry officials, etc. please include details of position/role)	<p>A representative from educational policies, the director of the Teachers Training Center of Jaén, participated in the inauguration of the Fair. During this ceremony, we also counted on a representative from the Vice-Rectorate for Strategy and Change Management of the University of Jaén which goals are very well aligned with the MOST ones, in particular, those of the Secretary for a Sustainable and Healthy University:  <a href="https://www.ujaen.es/gobierno/vicplan/secretariado-de-universidad-sostenible-y-saludable">https://www.ujaen.es/gobierno/vicplan/secretariado-de-universidad-sostenible-y-saludable</a></p> <p>Finally, an interpreter gave support to translate the oral presentations of the projects in sign language, turning the event into an inclusive and accessible fair.</p>
Photos and testimonials (these may include quotations from interviews or from feedback provided by participants. Please obtain permissions for any photos you include).	<p>See pictures included in the folder.</p> <p>Participants perceived the fair as a great opportunity to celebrate MOST and to share all the work done, giving meaning to all the effort invested and learning from others. In addition, all attendees witnessed the empowerment of the students who presented the projects from their ownership and a high commitment to the proposed challenges.</p> <p>Find below some quotations from the participants in the fairs:  <i>"The best way to multiply and contribute in time of change is to educate boys and girls at schools that will be the ones educating parents at home. I am convinced that the awareness programs developed in schools have done more for sustainability than any national advertising campaign."</i> Vice-rector for Strategy and Change Management of the University of Jaén.  <i>"It is urgent to adopt radical changes in individual and social behavior in relation to the environment, our main objective is to be responsible and caring citizens of our planet."</i> Student participating in the II Most Fair</p>
Media coverage of the event (please include details including screenshots, links or photos if available)	<p>Media from the University of Jaén covered the MOST in the following news:  <a href="https://diariodigital.ujaen.es/investigacion-y-transferencia/estudiantes-de-18-centros-de-la-provincia-daran-conocer-sus-trabajos">https://diariodigital.ujaen.es/investigacion-y-transferencia/estudiantes-de-18-centros-de-la-provincia-daran-conocer-sus-trabajos</a></p> <p>And also in other digital newspaper:  <a href="https://www.puertabarrera.com/2022/06/20/la-ua-acoge-este-lunes-la-ii-feria-most/">https://www.puertabarrera.com/2022/06/20/la-ua-acoge-este-lunes-la-ii-feria-most/</a>  <a href="https://www.aulamagna.com.es/ii-feria-most-contra-el-cambio-climatico/">https://www.aulamagna.com.es/ii-feria-most-contra-el-cambio-climatico/</a></p> <p>The schools also published some posts about the fair in social media.</p>

	<p><a href="https://mobile.twitter.com/CEPJAEN1/status/1539600899655573504">https://mobile.twitter.com/CEPJAEN1/status/1539600899655573504</a></p> <p>In addition, the event was broadcast live through the following link: <a href="https://youtu.be/tfiuY_wL9VU">https://youtu.be/tfiuY_wL9VU</a> (no longer available).</p>
Progress in setting up a sustainable Open Schooling network in the region	<p>During the II Most Fair, the links between the University and the schools were strengthened through the MOST project, since many of the projects presented had a strong connection with certain units of the university, such as Responsible University (<a href="https://www.ujaen.es/gobierno/universidadresponsable/">https://www.ujaen.es/gobierno/universidadresponsable/</a>). Furthermore, cooperation and collaboration between schools was also promoted with the support of the Teachers Training Center at Jaén. The fact of broadcasting the fair on YouTube allowed many more schools interested in open schooling to follow the event and get in touch with the participating schools. In fact, the high interest in open schooling in the region has led to the organization of a third round of SCPs.</p>





#### 4.19 Appendix 19: MOST Fair Report for Sweden (Round 2)

Topic	Engery and wastemanegment
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	We have arranged two fairs the second round. Both were face to face
Date of fair/s	Fair 1: Solar car race day 17 October 2022 Fair 2: Waste film festival 23 February 2023
Duration (number of hours or days)	Both fairs were one day events
Advertising (list the modes and describe campaign)	Fairs were informed via emails to all relevant partners and online.
Participants (project and non-project, no names are required only roles/institution/business they represent; <b>please include approximate number of participants overall</b> )	There were 83 participants. These were mainly pupils and teachers who took part in respective SCPs. And external representation involved: Researchers from Jönköping University, Upptech Science Centre, June Avfall Waste company, GirlsinSTEM, Ung företagsamhet, Atteviks Car company, Teknik College, JU-Solarteam.
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	Fair 1 consisted of a race day were pupils built cars were displayed and the competed in three categories, Speed, Design and innovation. A jury assesses innovation and design was voted among all the fairs participants via an online voting system.  Fair 2 was arranged as a film festival where each SCP reported their results via a film that was displayed in front of a jury consisting of external partners.
Description of special ceremony (if any – please provide programme).	Both fairs ended with a price ceremony.



Programme of  
the fair

## Agenda

- Kl. 09.00-09.10 Välkomna
- Kl. 09.10 Grupp 1 **Farligt avfall**
- Kl. 09.25 Grupp 2 **Restavfall**
- Kl. 09.40 Grupp 3 **Plast**
- Paus 10 min
- Kl. 10.05 Grupp 4 **Metall**
- Kl. 10.30 Grupp 5 **E-avfall**
- Kl. 10.30-10.50 Juryöverläggning
- Kl 10.50-11.00 Vinnare utses
- Avslut med fika för juryn



## Jurymedlemmar:

Nike Moon, *TBS*





Jesper Boesen, *JU*

Ulrika Franke, *Upptech*

Kristoffer Krantz, *June Avfall & miljö*


Elin Wetter, *June avfall & miljö*

Varmt välkomna,  
*TBS Jönköping*

	 <h1>Schema</h1> <table border="1"> <tr> <td>09:00</td><td>Välkomnande</td></tr> <tr> <td>09:20</td><td>Presenation för juryn</td></tr> <tr> <td>10:30</td><td>Race</td></tr> <tr> <td>11:00</td><td>Designröstning &amp; tipspromenad avslutas</td></tr> <tr> <td>11:15</td><td>Presentation av JUST?</td></tr> <tr> <td>11:30</td><td>Prisutdelning</td></tr> </table> <div>      <b>JÖNKÖPING UNIVERSITY</b>  School of Education and Communication </div>	09:00	Välkomnande	09:20	Presenation för juryn	10:30	Race	11:00	Designröstning & tipspromenad avslutas	11:15	Presentation av JUST?	11:30	Prisutdelning
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11:15	Presentation av JUST?												
11:30	Prisutdelning												
Special guests who attended (such as ministry)	No guests of that calibre attended. However we invited the Royal Prince of Sweden who declined the invitation ...												

officials, etc. please include details of position/role)	
<p>Photos and testimonials</p> <p>(these may include quotations from interviews or from feedback provided by participants. Please obtain permissions for any photos you include).</p>	<p>For full coverage of the Solar car race day, Fair 1 see: <a href="#">Solbilsrace 2022 - MOST - Jönköping University (ju.se)</a></p> <p>For full coverage of the Waste film festival, Fair 2 see: <a href="#">Avfallsfilm 2023 - MOST - Jönköping University (ju.se)</a></p>
Media coverage of the event (please include details including screenshots, links or photos if available)	See each web site above for links to media coverage.
Progress in setting up a sustainable Open Schooling network in the region	The scope of both fairs are done in collaboration with external actors in a way where we believe these activities will have the potential to survive after the end of MOST. By establishing collaborating partners in this way we believe both these initiatives will continue the coming years.

#### 4.20 Appendix 20: MOST Fair Report for Turkey (Round 2)

Topic	Waste and energy management
Type of fair (was the fair virtual or in person; stand-alone or part of a larger fair?)	STEM & Makers Fest/Expo and MOST Fair was held together
Date of fair/s	November 26-27, 2022
Duration (number of hours or days)	2 days
Advertising (list the modes and describe campaign)	It was announced to the society via <a href="https://stemandmakers.org/kapadokya">https://stemandmakers.org/kapadokya</a> web page. Announcements were also made on <a href="https://www.facebook.com/stemmakerfest">https://www.facebook.com/stemmakerfest</a> .
Participants (project and non-project, no names are required only roles/institution/business they represent; <b>please include approximate number of participants</b> overall)	Over 2000 participants
How were the SCPs presented? Please describe. (poster, student-presentations, stands on fair etc.)	11 SCPs were presented as posters by the students.
Programme of the fair	<p>The programme can be accessed from the following web page. <a href="https://stemandmakers.org/kapadokya">https://stemandmakers.org/kapadokya</a></p> 
Special guests who attended (such as ministry officials, etc. please include details of position/role)	The rector, provincial director of national education, general manager of Technopark and academicians from abroad attended the event.

Media coverage of the event (please include details including screenshots, links or photos if available)	<a href="https://www.youtube.com/watch?v=06ozZBqLM3A">https://www.youtube.com/watch?v=06ozZBqLM3A</a> <a href="https://www.youtube.com/watch?v=QmylzGYQnso">https://www.youtube.com/watch?v=QmylzGYQnso</a> <a href="https://www.youtube.com/watch?v=f3kEhWeaGyk">https://www.youtube.com/watch?v=f3kEhWeaGyk</a>
Progress in setting up a sustainable Open Schooling network in the region	During the MOST fair process, a network was established between students and teachers participating in the implementation in the region.
Suggested changes to the MOST fair guidelines (as a result of the experience of organization of the MOST fair).	There are no suggested changes.