

Communication, Dissemination and Exploitation Plan/WP7

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Changelog

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1	Proposal stage	Coordinator & Consortium	Draft for proposal
2	M6	Project Office	First version for internal use
3	M16	WP7/Project Office	Revision of chapter 3. Dissemination
4	M24	WP7/Project Office	Revision of chapter 4. exploitation and 5. sustainability
5	M36	WP7/Project Office	Final version for publication

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Executive Summary

The MOST (Meaningful Open Schooling Connects Schools To Communities) project is a Horizon 2020 project intended to support students and citizens in Europe to develop scientific knowledge, transversal skills and competences in working scientifically. The project opens up formal science education to the citizens and establishes partnerships between schools and their communities to work together on environmental school-community projects. MOST works on three levels: (1) within communities with the schools leading school-community projects (SCPs) dealing with an environmental issue relevant to the community, (2) at regional level in 10 partner countries where all open schooling communities within a region are connected and (3) at a European level by establishing an Open Schooling Network at European level.

This communication, dissemination & exploitation (CDE) plan of the MOST project and its results lays out the strategies to maximize the impact and visibility of the project and optimize the transfer of related information. It was revised twice during project duration, once with a focus dissemination, and once with a focus on exploitation and sustainability.

The CDE plan is the basis for all measures to be taken in the context of communication, dissemination, and exploitation, on European, national, and regional level. It is primarily for use within the MOST consortium and is intended to provide guidance to CDE activities at regional, national, and European level. To be of use to similar initiatives in the future, the final version of the plan has repeatedly highlighted important aspects and summarised the experiences within the MOST project into recommendations. Accordingly marked, interested persons can easily get an overview of upcoming tasks and issues to consider.

The first chapter introduces the project to establish common ground, also for audiences which are not familiar with the project. The background of education policy and thematic context are explained, main areas of action at European, national, and regional level are introduced, and target groups are defined.

The second, third and fourth chapter describe the communication, dissemination, and exploitation strategies, with goal setting, action-planning and steps of implementation, and evaluation measures.

The fifth chapter outlines the measures to ensure sustainability of the usage of results and actions to be taken.

The sixth chapter comprises all management issues related to communication, dissemination, and exploitation. It outlines rules, obligations and deadlines, quality assurance, and knowledge and data management issues.

Considering the CDE activities along a timeline, communication starts at the beginning of the project, the main dissemination phase starts from project year 2, when first results are available. The main exploitation phase starts towards the middle of project year three, particularly working towards using the results in various contexts and beyond the scope of the project as well as beyond partner institutions and partner countries.

1. Introduction

1.1 Project summary

Our Horizon 2020 project MOST supports all school students and members of school's local communities - regardless of their gender, cultural/socio-economic background, or achievement level - in developing scientific knowledge and interest in science. This enables them to pursue scientific careers which will, long-term, raise the numbers of scientists in Europe.

To achieve these aims, our dedicated consortium of 23 educational and environmental expert teams from 10 European countries (higher education institutions, schools, ministries, municipalities, enterprises, non-formal education providers) pursue a straight-forward and effective open schooling idea: We will establish partnerships between schools and community members (families, friends, science education providers, environmental enterprises, policy makers and wider society) to work jointly on environmental school-community-projects (SCPs), with a focus on waste management and energy saving.

Research and practice have shown that engagement of citizens in open and participatory science education processes supports their scientific literacy and ability to make informed decision. Plus, these projects will take place in the context of a research-based approach to didactically foster interest in science, and scientific and transversal skills.

To initialize the school-community-projects our consortium provides support for schools in form of preparatory workshops, potential partner search activities and through provision of operational and pedagogical instructions.

To reinforce the impact of the school-community-projects and promote the concept of open schooling to the wider society, we will run community fairs on local level in our partner countries; and by means of a European conference. This fosters the sharing of knowledge, establishing further partnerships and mainstreaming of MOST results across Europe.

In addition, through targeted exploitation measures (e.g. workshops and high-level events for leading positions) we seek to empower schools and their staff to become agents of citizen science and community well-being. This will, in the long run, enable schools to become solid elements of Europe's citizen science processes.

1.2 Thematic Context – Citizen Science in Europe

There are various sources describing the EU's approach to citizen science. For project planning, we mainly used information given by Hazelkorn (2015), the OpenAIRE website (<https://www.openaire.eu/>) and the European Citizen Science Association (<https://ecsa.citizen-science.net/>). Plus, in June 2020, the Directorate-General (DG) for Research and Innovation published a report on citizen science in the context of SwafS – Science with and for society (Niamh, Zeno, Colombe, 2020), which is recommended to consult to get a clear picture of what is expected from the project in the bigger picture.

MOST addresses two aspects of the Commission's Responsible Research and Innovation (RRI) approach:

'...we must **engage all of society in research and innovation processes**. We must provide the space for open, inclusive, and informed discussions on the research and technology decisions that will impact citizens' lives...we need to bring emerging technologies and markets closer to the classroom...get everyone involved.'

'...science education research, innovation and practices must **become more responsive to the needs and ambitions of society and reflect its values**. They should reflect the science that citizens and society need and support people of all ages and talents in developing positive attitudes to science.'



These recommendations have an effect on our communication, dissemination and exploitation strategy, as we need to involve explicit measures, which address citizens (e.g. community members) or, rather, establish exchange between our partners and citizens. It is important to keep that in mind throughout the planning and implementation of national communication and dissemination strategies.

1.3 Background information sources and obligations for communication, dissemination, and exploitation

To plan dissemination and exploitation activities we recommend following the European IPR Helpdesk (2015, 2018), the H2020 Online Manual and the Commission's H2020 Social Media Guide (COM, 2018). We also ask you to comply with the Grant Agreement, which determines dissemination and exploitation obligations by beneficiaries:

- *"Promote the action and its results, by providing targeted information to multiple audiences (including the media and the public), in a strategic and effective manner and possibly engaging in a two-way exchange (Article 38 of the Grant Agreement)*
- *Disseminate results — as soon as possible — through appropriate means, including in scientific publications (Article 29 of the Grant Agreement)*
- *Take measures aiming to ensure 'exploitation' of the results — up to four years after the end of the project — by using them in further research activities; developing, creating or marketing a product or process; creating and providing a service, or using them in standardisation activities (Article 28 of the Grant Agreement)."*

1.4 Strategic Planning of Communication, Dissemination and Exploitation activities

We have developed an **overall strategy mainly covering transnational activities across Europe** e.g. to connect Open Schooling Communities (one main measure is the European Open Schooling Network - EOSnet) and to involve networks at European level.

Each Higher Education Institution (HEI) in cooperation with partners from the same region **adapt a national strategy** (with specific activities targeted towards e.g. regional stakeholders and in national language) to connect SCPs and activities at the regional and national level.

Additionally, each school performs **activities within their surrounding community**, supported by the Regional Support Team and MOST advisors. The school activities mainly comprise dissemination activities, e.g. sharing SCP results with parents of participating students or providing results to the (school) community.



Basically, the design of our strategic process is based on four questions: what do we do, why do we do it, how do we do it and when do we do it. To visualize the necessary steps and create actual tasks out of this process, we produced a table, visualizing the action plan for our activities (see below).

This table is the basis for planning, and assessing each national strategy, for planning and assessing each communication, dissemination or exploitation (CDE) activity. Since each partner has used it, a) our project managers could fully draw from it and subsequently produce obligatory documents such as reports; and b) Work Package (WP) 8 leader could successfully fulfil their tasks.

RECOMMENDATION Set up an action schedule and use it as national CDE plan. These schedules have to be updated regularly. We recommend assigning this task to a fixed member of your team. Having an updated version massively simplifies working on communication, dissemination and exploitation during the project meetings.

MOST Communication and Dissemination Action Schedule Partner Country XX

ACTIVITY/ MEASURE*	ACTIVITY / DATE	PURPOSE / TARGET GROUP* / LEVEL	NUMBER OF PARTICIPA NTS	EVALUATION/ COMMENTS
Send Flyers to schools	Feb-March 2021	Win schools for implementing SCP / school staff / national level	Flyers to 60 schools	30 schools have responded, finally 15 schools confirmed SCP participation

EXAMPLE

* **ACTIVITY/Measure:** Please choose one of the following actions:

- Organisation of a Conference
- Organisation of a Workshop
- Press release
- Non-scientific and non-peer-reviewed publication (popularised publication)
- Exhibition
- Flyer
- Training
- Social Media
- Website
- Communication Campaign (e.g. Radio, TV)
- Participation to a Conference
- Participation to a Workshop
- Participation to an Event other than a Conference or a Workshop
- Video/Film
- Brokerage Event
- Pitch Event
- Trade Fair
- Participation in activities organised jointly with other EU project(s)
- Other

* **Purpose / Target group:** Specify the persons reached, in the context of all dissemination and communication activities, in the following categories:

- Scientific Community (Higher Education, Research)
- Schools and their teachers
- Industry / Businesses
- (Non-formal) education providers
- Civil Society / Community members, in particular friends and families
- General Public
- Policy Makers
- Media
- Other



Please note: This information will be relevant and requested as part of the reporting to the EU.

1.5 Target groups

Through our communication, dissemination, and exploitation activities, we seek to ensure a wide and sustainable dialogue with target groups and spread results within our 10 geographical key areas of impact and beyond. Our main target groups are:

SCP participants/community members to (A) raise their willingness to actively engage with MOST/ in Open Schooling in their community, and (B) raise their environmental subject knowledge and interest in science).

Schools and their teachers to (A) engage them in Europe's citizen science approaches, (B) enable them to act as self-reliant hubs in Open Schooling processes and equip them with materials and tools to (C) develop competences to run SCP and to transfer learning outcomes from SCP level into day-to-day school lessons and (D) have knowledge of all related themes¹.

HEI to (A) initiate Open Schooling in their region, become aware of and have knowledge of all related themes, (B) gain knowledge on the science learning impact of SCP, and (C) uptake applied pedagogical elements and integrate them in their future research activities.

(Non-formal) education providers to (A) equip them with/exchange knowledge about all related themes, (B) raise their knowledge on the potential science learning impact of SCP and (C) enable them to run and maintain citizen science activities long-term.

Businesses to (A) exchange knowledge about all related themes and options to engage, (B) convince them to support or maintain our citizen science/open schooling activities (e.g. becoming member of EOSnet, support schools with SCP, providing role models to girls)

Policy makers (European/regional/national level) to (A) show them that and which Open Schooling activities run in their communities/countries/professional fields of operation, (B) invite and enable them to use our outputs in their various future endeavours in relation to science education and (C) widen their options to design science education curricula or promoting MOST and its results and themes in their mission as opinion-leaders.

Consortium partners to benefit in all ways as described above and, additionally, to be enabled to successfully perform project work and produce high-quality outputs.

2. Communication measures



The Intellectual Property Rights (IPR) helpdesk defines communication as “a strategically planned process that starts at the outset of the action and continues throughout its entire lifetime, aimed at promoting the action and its results. It requires strategic and targeted measures for communicating about the action and its results to a multitude of audiences, including the media and the public and possibly engaging in a two-way exchange” (COM, 2018).

¹ Such as Open Schooling citizen science, environmental citizenship, science education, science labour markets

Communication in the context of EU-funded projects has various purposes. It is not to be confused with dissemination (see chapter 3), a field of action which deals with sharing project results. Purposes for communication are, for example, spreading information and raising awareness among a variety of stakeholders with regards to a particular project or theme or mission, informing society about ongoing research actions, or attracting participants to a project.

Each partner is supposed to support the communication of information about MOST from the outset of the project (easily understandable also for a non-scientific or non-STEM audience), to allow target groups to get an easy entrance into MOST and its implications (responsible environmental research and innovation, citizen science, open schooling, etc.). Basing on this they can develop a deeper understanding during the project and through our continuing communication measures. This enables them to place available results in a thematic framework when they will be receiving our results later on. For example, teachers will be able to understand the relevance of our proposed educational materials better, if they already have been informed about the potential of Open Schooling and its role for the community. The better understanding will presumably boost uptake of the materials and thus increase the impact of our dissemination (=sharing materials).

MOST is directed towards citizens (in the context of Open Schooling and Citizen Science) and seeks to have a particular learning impact on them by involving them in the described school-community-projects. This means, we must make a special effort to reach and involve these citizens and encourage participation. European and national measures must consider that we are operating across Europe and that all citizens are different. For example, our target group includes older people who rarely use social media, youths who favour video formats, family members who can be contacted directly via the schools, regions with less access to media, and regions with above-average amount of socially disadvantaged people, etc.



Of highest importance is that each country team develops a strategy to reach out to relevant actors in their region. Most relevant actors are, in a first step, schools. One of the main outcomes of MOST is to empower schools to become self-reliant and authoritative actors in their region's citizen science processes, so that, upon completion of the project, participating schools are aware of what citizen science is, why it is important and boosted by the EU and what their role as schools are.

RECOMMENDATION At the beginning of the project, it is advisable to collect as many characteristics of target groups as possible. The persona method has proven useful for this. This method is one of the ways in which you can systematically collect information about the people and situations you are interested in and methodically evaluate that information.

Therefore, it is very important to involve schools and related target groups (teachers, pupils/students and leading positions in schools) from the beginning, allowing them to become familiar with the expected outcomes and possible ways to take part, engage and support achieving these outcomes.

RECOMMENDATION To start, we recommend that each partner team comes up with ideas on how to contact relevant actors on school level, then contact them, and jointly come up with ideas on how to set up Open Schooling activities. It might become necessary to organize very pragmatic forms of communication, such as contacting teachers you know, invite them to an online meeting, and find common points of reference. It has also proven helpful to contact already established school networks or certain types of schools, such as EcoSchools.

You may need to contact each school you want to involve individually and communicate on a more personal level. It is not only in pandemic times that schools and teachers are very challenged and may need more incentives than usual to engage in new ventures. However, this direct contact is also an opportunity to highlight what schools can gain from participating in an Open Schooling activity, and you need to make this very clear: for example, that Open Schooling requires collaboration. Especially in times of pandemic, many people have been isolated for many months, this is where achieving a goal together that directly relates to community needs can be a wonderful way to get back in touch. To talk, to exchange, to support each other.

2.1 Communication tools and activities

For communication, WP7 provides the following:

- Promotion materials (we recommend choosing from these when developing your national strategies)

These materials will ensure a high recognition factor and create a coherent framework across Europe.

- A project logo is a powerful visual attribute for stakeholders to recognize a project but also, on a more emotional level, it fosters e.g. the identification of project partners working on it. The project logo also serves as a 'symbol' for MOST and its underlying themes throughout the project and beyond.
- Posters to e.g. announce events at partner HEIs and schools across all countries as they particularly work at regional level: School students see the posters in schools, citizens see the posters spread across their community.
- Flyers were identified as very popular among younger audiences (for MOST: students at schools and HEIs).
- Various catchy advertising texts and text modules about MOST are written to be used in other media measures, e.g. webpage, newsletters or contacts to networks. Partners can use them for national PR (in English or national language). They are short and precise and, moreover, specifically written to be understood by a non-scientific audience, putting the focus on raising interest and convincing readers to become engaged (visiting our MOST website, contacting regional schools and considering SCP participation, joining EOSnet, etc.).
- National Websites/Blogs:

In MOST, schools are supposed to directly collaborate with various members from their community to create vibrant citizen science communities. These communities operate on a local/regional level

with their focus on mainly connecting people within these regions (in the context of joint scientific projects). For this reason, each country operates a national website

This national website serves, for example,

- as first contact point, when people have heard from MOST through media and decided to look further.
- as constant point of contact on regional level: if any questions arise (from participants or interested citizens) there are names of contacts (e.g. MOST advisors) and links (e.g. of relevant regional energy and waste management businesses)
- national promotion purposes: schools can present themselves, the planned SCP, SCP activities, MOST and its themes, results (e.g. found environmental solution for their community). Target audiences are mainly within a region: participating students, other students from participating/further schools, families, SCP participants, citizens, local media, etc. This leads to a raised reputation of participating schools, increased awareness among citizens concerning Open Schooling and possible ways of engagement and presumably encourages citizens to become active themselves.
- dissemination: As soon as results (e.g. guidelines) are available, they are downloadable in pdf format;
- presentation of the SCPs, as well as engaged people and achieved results. These exemplary SCPs can give insights to other teachers to carry out SCPs in their region.

Technically, there are 10 national websites in national language. This makes it much easier for all interested citizens in your country to understand the contents and thus lowers the threshold to use it. These websites are mini versions of a typical project website, with the following sections: introduction of the project (very brief and catchy), explanation of the SCP (including the application process, the work process, etc.), contacts, links...



When setting up the national websites, just figure what a person, who has only briefly learned of your project and the possibility to engage in an Open Schooling activity via poster or social media, needs to know, if the website is the first step they take to reach out to you...!)

The websites also serve as main digital base for the schools' reporting on their SCP. Here they will upload photos and videos in a blog to keep parents and other interested parties updated during the SCP.

RECOMMENDATION Provide each partner with guidelines, texts and technical advice for national website and blog including a template for website structures and web content. We recommend to regularly update the website throughout the project. In the context of our project, the Padlet has proven to be a good alternative for a blog. Padlet is a free online tool and empowers everyone to make the content they want, whether it's a quick bulletin board, a blog, or a portfolio. It can be easily integrated into websites and allows project groups to document and present their project in an exciting way.

- Newsletter: WP7 publishes a newsletter about MOST and its activities twice a year, each with another thematic focus. The newsletter informs readers about MOST, related themes, and latest results, announce important events and spread the idea of Open Schooling across Europe to create awareness about its necessity.

Newsletter is supposed to be spread through each of your mailing lists to reach a maximum number of stakeholders on national and European level (policy makers, Commission representatives, networks on science education, science education researchers, science teachers, educational authorities, industry, etc.).

RECOMMENDATION Each partner contributes to the newsletter production and contacts the Project Office with every idea which might come up to report on the project and its results.

- Social media: The social media used as well as the extent to which it is used differs among the consortium partners. In addition, it has become clear that all partners use different social media for different target groups, e.g. Twitter is more often used by professionals who prefer concise information, Instagram by younger audiences who prefer pictures before texts. Thus, it is up to each partner HEI to choose which social media they focus on.

For MOST communication activities at European level, we mainly use Twitter. LinkedIn and Instagram, because it allows us to share information in a short but different way (text, video, pictures) and it is used by most target groups. We publish simplified and relevant content so that school students, target groups and the wider public (e.g. family and friends, citizens) can find easy entrance into MOST, science education and their personal pathways to contribute to it. This likely leads people to the project website (where the results will be shared) and thus serve dissemination and exploitation as well.

RECOMMENDATION Each partner should contribute to producing social media content. Additionally, please feel encouraged to contact the Project Office with every idea you might have.

- Networking: Informal/Personal networking is one of the most effective strategies to spread information (e.g. among scientific peers). During our project meetings, we discuss feedback our partners received during networking. Feedback is then be used when planning further steps. Such feedback might reveal unexpected benefits, such as recommendations with regards to events where we might present our results (which we did not know of) or invitations to business events, etc.

RECOMMENDATION We strongly encourage you to use informal/personal networking within your large networks and beyond project lifetime. Networking measures vary, examples are

personal talks at meetings/conferences with education research peers or other stakeholders, among businesspeople on professional exhibitions in various STEM sectors.

- Exchange with decision-makers at systemic level: All HEI partners and SCP leaders work closely with the leaders of their respective institutions (HEIs and schools). However, it is key to go beyond the MOST partnership and specifically initiate dialogues with leads at other European HEIs and schools, as they will be key in deciding whether to implement MOST concepts.
- EOSnet: Schools and community actors involved in the project as well as other Open Schooling initiatives are connected by establishing a European Open Schooling Network. The EOSnet:
 - links all participating schools,
 - promotes and links our MOST Open Schooling Communities
 - encourages further schools/HEIs or other stakeholders across Europe to initiate School-Community-Projects within and beyond project lifetime to expand from our 10 starting regions to other European regions
 - exchanges best practices of Open Schooling activities and boost mutual learning effects
 - supports the progression of Open Schooling in general.

This is necessary to ensure that the SCPs will not become one-time events during project lifetime but be embedded in a framework of various Open Schooling endeavours.

RECOMMENDATION Use project meetings to organise sessions focusing on the networks you plan to establish. In it, discuss main features of the network's digital platform, define and designate steps to gain further partners, promote the network and link to complementary initiatives.

In the course of the project, WP7 works on strategies to ensure that EOSnet works in a dynamic and interactive way to optimize the transfer of resources (data, knowledge, outputs, etc.), exchange among stakeholders, and peer-learning potential.

3. Dissemination



The IPR helpdesk defines dissemination as “The public disclosure of the results by any appropriate means (other than resulting from protecting or exploiting the results), including by scientific publications in any medium” (COM, 2018). Another important aspect is this: “Transfer knowledge & results with the aim to enable others to use and take up results, thus maximising the impact of EU-funded research” and “describe and ensure results available for others to use” (IPR Helpdesk, 2018).

Requirements to ensure these requirements mirror in our quality assurance procedure and, more specifically, in our quality standards for results. Examples for indicators to assess the dissemination potential of a result are accessibility, understandability (language-wise, knowledge-level, etc.), user-friendliness, or form of provision (downloadable, forwarding possible, etc.). All partners must keep that in mind throughout their activities and particularly when planning and producing results. Each result must be delivered in a manner that allows others to use them straight away.

RECOMMENDATION Discuss the way and state (quality level) you share results during project meetings. Examples for indicators to assess the dissemination potential of a result are accessibility, understandability (language-wise, knowledge-level, etc.), user-friendliness, or form of provision (downloadable, forwarding possible, etc.).

3.1 Project results

Our project results are sorted in three categories:

I. Outputs which support implementation of Open Schooling Projects:

- SCP Manual
- MOST Fair Guidelines
- National Blogs
- Evaluation Instruments
- Communication, Dissemination & Exploitation Plan (and short version for schools)

II. Outputs which cover learning and teaching in the context of MOST:

- Pedagogical Guidelines and exemplary science materials

III. Outputs which support knowledge exchange and follow-up

- Open Schooling Communities
- EOSnet & members
- Brief accounts of MOST Fairs and MOST Conference
- Report on SCP solutions
- Case studies
- Gained knowledge on applied didactical concepts and educational methods in the context of citizen science/open schooling

3.1 Purpose (why do we disseminate a particular result)

RECOMMENDATION To get a clear picture of why it makes sense to disseminate a particular result, it is advisable to start from answering the following questions: how the result is of use for a chosen target group, how this either helps to achieve our General and Specific Objectives, or how this can fortify the expected impact.

For each result, the purpose of dissemination is shown in the table below:

Result		Purpose of Dissemination
CATEGORY I	SCP Manual	<ul style="list-style-type: none"> Support schools to succeed with their SCP, ensure proper planning and using their resources effectively. Enable schools to establish their role and act as self-reliant hubs. Help business partners to prepare for planned activities and raise their knowledge on SCP as Open Schooling instrument. Facilitate uptake of SCP across Europe: encourage further schools and HEIs to initiate Open Schooling in their region.
	MOST Fair Guidelines	Enable interested target groups to initiate, perform or support fairs.
	Evaluation instruments	<ul style="list-style-type: none"> Support Consortium partners to perform their monitoring/evaluation processes and ensure that evaluations performed throughout the project produce comparable data series. Support monitoring/evaluation processes in future projects.
	Communication, Dissemination & Exploitation Plan	Provide a main information base to successfully initiate, perform, or support related activities such as national dissemination, promotion within communities or activities in business partners' professional spheres
CATEGORY II	Pedagogical guidelines and exemplary science materials	<ul style="list-style-type: none"> Support schools to design their SCP and succeed with having positive learning effect on participants. Allow teachers to involve the materials in their day-to-day teaching. Help business partners to pursue their responsibilities and prepare for planned activities. Initialise knowledge exchange with the opportunity to improve our materials. Facilitate uptake of SCP across Europe. Demonstrate to teachers how to use the outputs in their day-to-day teaching. Motivate interested stakeholders (e.g. from educational authorities) to initiate, perform or support similar projects in the future.
CATEGORY III	Open Schooling Communities	<ul style="list-style-type: none"> Make the communities known to citizens in the partner regions and introduce the idea across Europe. Fortify the communities' efficacy. Encourage further schools to initiate SCP and become self-reliant hubs of an Open Schooling Community.

EOSnet & members (e. g. Regional Support Team)	<ul style="list-style-type: none"> • Make the network known across Europe. • Fortify its efficacy. • Win new members. • Inspire communities beyond Consortium, to run SCPs and MOST fairs.
Brief accounts of Fairs & Conference	<ul style="list-style-type: none"> • Inspire communities beyond Consortium, to run SCPs and MOST fairs. • Basically, demonstrate ways how schools can open up their science education and connect to their community members. • Provide an overview on happenings during the project and demonstrate their value.
Report on SCP solutions	<ul style="list-style-type: none"> • Share research data with other citizens. • Demonstrate how schools can successfully contribute to Open Schooling and to citizen science. • Help other communities to see the valuable solutions found by SCP participants and stakeholders.
Case Studies	<ul style="list-style-type: none"> • Share research data. • Demonstrate the impact potential of Open Schooling. • Exchange experiences with relevant actors across Europe and promote the concept of Open Schooling. • Give recommendations on how to organise SCPs and MOST Fairs. • Boost mainstreaming.
Gained knowledge on applied didactical concepts and educational methods in the context of citizen science/open schooling	Share knowledge for others to use and take up in further actions, e.g. for research or policy programmes.

3.2 Target groups for disseminating project results

“...enable others to use and take up results”.

This means, to define target groups, stakeholders must be assessed as potential users of our results. For example, citizens are a main target group for communication, but they presumably have no use for our pedagogical guidelines.

Our 10 European project partner regions are geographical key areas of impact (see impact chapter in the project proposal). It is of highest importance, to ensure that relevant actors **beyond the Consortium** operating there are provided with results.

The following figure shows in which way target groups can make use of our results.

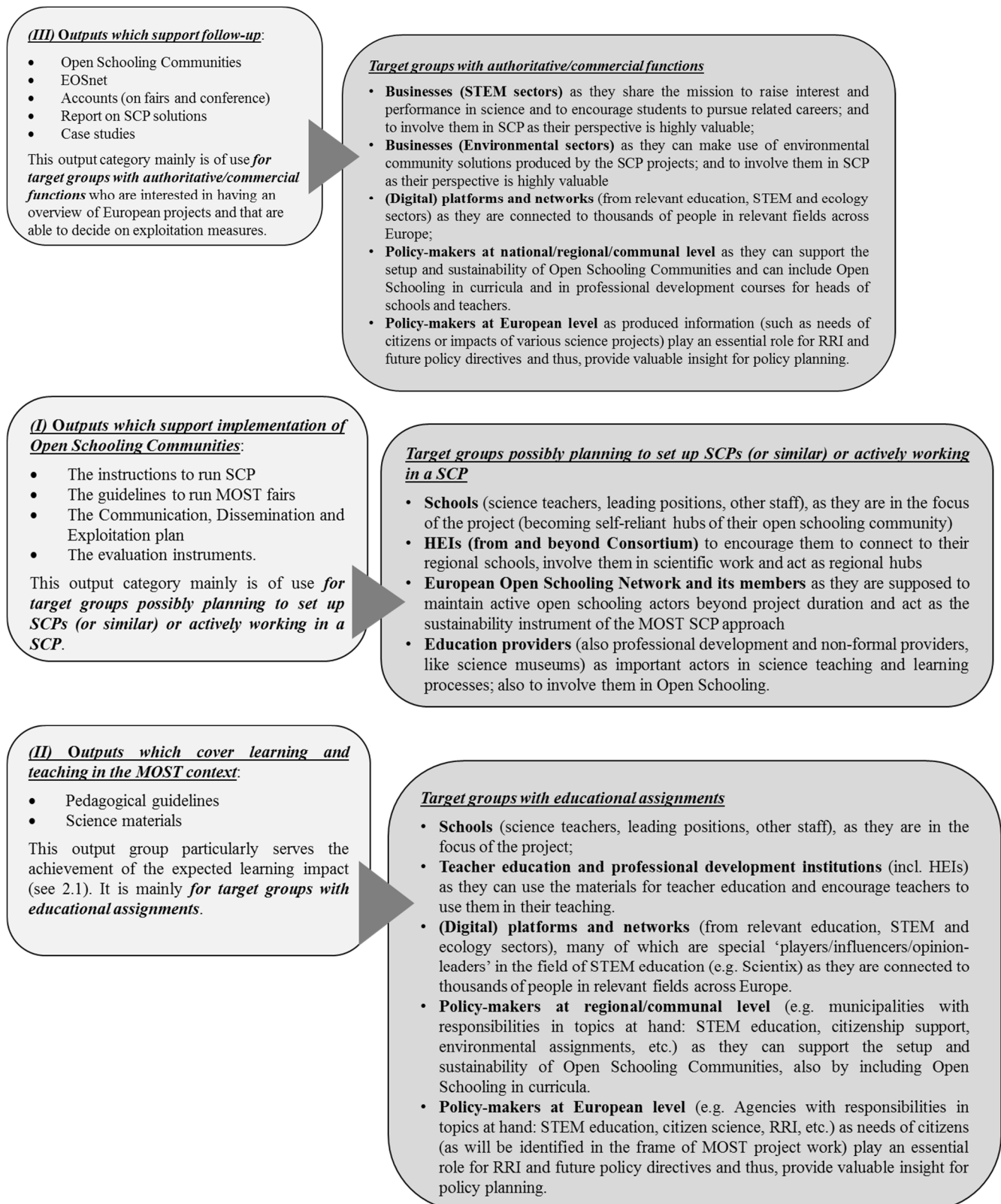


Figure: Key Output Categories and Target Groups

What else do you need to successfully disseminate?

RECOMMENDATION. Describe target groups at regional level thoroughly with regards to dissemination aspects. For example, is there any officially administered teacher platforms, do they have access to internet with capacity for downloading, activity-level on social media, preferred material design (what makes materials ready-to-use in their opinion), etc.

This makes it possible to adjust your planning, e.g. with regards to the formats for delivering your outputs or guidelines. If, for example, you figure that teachers in your area/country mainly use a particular platform/channel or need the outputs delivered in small text units (compared to downloading one big document), you can try to meet these demands to maximize acceptability.

3.2.1 How to reach out for policy makers

To integrate the Open Schooling approach into everyday school life in the long term, institutional change is required. This can be done by working with teachers, such as the implementation of school-community projects initiated and introduced by MOST, to make teachers aware of the meaning and goals of this method (bottom-up approach). However, to be successful in the long term, support is also needed at the structural level. Here it is very important to get in touch with policy makers, to inform about the results and successes of the project and to get into discussion about supporting teachers and schools on their way to institutional change. We are talking about people who are decision-makers in education at local, regional, national, and European level.

Many consortium partners already have good relationships with policy makers and use them for the benefit of the project. But how do you approach policy makers, how do you get attention for your project and into a joint discussion?

RECOMMENDATION In exchange with project partners, we have compiled a few tips here:

1. Take advantage of opportunities! Get to know the goals and the objectives of the policy makers, be in continuous contact with them.
2. Partnership: Involve policy makers in the project, e.g. to serve as consultants, as part of the development stage or afterwards in implementation projects/pilots
3. Flexibility: Do not try to “sell” a final, ready-made product, but be prepared to adapt it to local needs and circumstances.
4. Presentation/Policy briefs: Think of what are the key elements of the project that makes it desirable for educational policy officers to engage?
5. Keep it simple! Present things in a related, operational, figures-based way.

6. Think from the policy point of view: How does this project contribute to tackling the main and bigger challenges like the shortage of young talents in the STEM fields or the low proportion of women in the tech sectors?

At this point, the importance of networks can also be pointed out, such as OStogether. The initiative of several Open Schooling projects funded by the Horizon Programme, which have joined forces to make a case for Open schooling and jointly spread the word through common social media channels, a newsletter, and co-organized events, also at policy level.

3.4 Dissemination - Formats (which channels, tools, technology do we use to disseminate)

We chose the following measures to disclose our results to target groups (and, basically, each citizen who is interested in using them).

- Project Website

A traditional yet very effective measure to present a project and share results is a website. Ours serves as project's main digital base and entrance to MOST. At first, it mainly covers communication purposes (e.g. publicise project and attract stakeholders). However, as results become available it also serves dissemination purposes (e.g. share guidelines to initiate SCPs) and provides a repository to store all outputs. As we want to set a focus on actively involving stakeholders and target groups, we offer visitors a variety of actions: e.g., downloading outputs, commenting on activities, or sharing experiences related to Open Schooling. The website is linked to the EOSnet platform and national websites. It is updated regularly, remain available beyond project lifetime and linked to the well-known ICSE website.

- Video Formats

Over the last months, many of our partner HEIs have seen an increased demand for digital online course materials, such as small or massive open online course modules, from pre- and in-service teachers. Thus, we decided to produce several short video modules throughout project lifetime. One video explains how a SCP is organized and conducted. Others explain applied educational methods in a way for STEM teachers to use the information for their lessons (dissemination aspect). All videos are subtitled in English, shared with the consortium and are available here:



You plan to shoot a video during one your project? Is it important that you seek ethical permission from all persons concerned! We strongly recommend involving an expert on IPR and legal issues.

- Relevant Digital Platforms

At European level, we share results via popular STEM education initiatives such as Scientix, Science on Stage, European School Net, STEM Coalition and STEM Alliance, STEM PD Network (the Network of Science, Technology and Mathematics Professional Development Centres) to open our resources up to educational stakeholders in the STEM sector and foster usage in further communities and schools (as it has proven beneficial in past projects and links are established already). Also, we identified networks with particular relevance to MOST themes: for example in relation to (1) citizen science: European Citizens Science Organisation (ecsa.citizen-science.net/working-groups/citizen-science-and-open-science), (2) environmental education: European Network for Environmental Citizenship; in relation to (3) gender issues: VHTO (the Dutch national expert organisation on girls/women and science/technology), Gender4Stem Initiative and Gender&STEM network.

- Scientific Publications (presentations at conferences, papers in journals)

Partners regularly presented MOST and its results at conferences such as the ESERA (European Science Education Research Association) conference, the Educating the Educators IV conference. All these conferences offer the possibility to set up symposia/workshops/discussion groups for specific themes and thus, to Open Schooling. Additionally, the CICOS 2023 is specifically on the topic of Open Schooling. During the various events our partners attend, they will also disseminate our results per informal talks, which from our experience is always very effective. Publications on different aspects of the MOST project are published in national and European publications.

RECOMMENDATION Give presentations at nationally and internationally relevant conferences and workshops, publish project results in prestigious journals, such as the International Journal of Science Education, or Journal of Research in Science Teaching. Please note that the European Commission offers interesting tools to disseminate and exploit project results, e.g. the Horizon Results Platform, CORDIS, the Horizon Dashboard and Open Research Europe (Fast publication and open peer review for research stemming from Horizon funding across all subject areas).

- MOST Fairs and MOST Conference

At regional level, MOST fairs in each partner region were annually organised to maximise impact and strengthen regional efficacy. They aim to link different school-community projects within a region and show how schools may serve as agents of community well-being.

RECOMMENDATION Guidelines for the Organisation of MOST Fairs and Setting up Regional Partnerships were developed as part of the MOST project to support the partner countries in the organisation of the MOST fairs. In addition, they will enable interested stakeholders to initiate and organise similar fairs in other regional contexts and/or disciplines. Furthermore, they

provide examples of how MOST fairs were implemented in the 10 partner countries. These guidelines can be downloaded here:



The **European MOST conference** is the final conference of the project. Participants get insight into the scientific results of the SCP, of the evaluation results and recommendations for policy makers how to organize SCPs, as well as the experiences from students, teachers, and community members. Representatives of some of the best SCP are invited to present their projects to a larger and international audience. There is also the possibility to connect with SCP participants from other countries. The MOST conference is attached to the conference series 'Educating the Educators', which has been held three times already and always attracted around 200 guests. This strategic attachment ensures a large number of participants to the European MOST conference. Presenting the MOST results (impressing results from the SCPs, positive experiences etc.) encourages stakeholders from regions and countries beyond the consortium to follow up on the idea of open schooling. Furthermore, a policy seminar on opening up school education discusses how to support schools on their path to institutional change.

RECOMMENDATION Reports on the final European MOST conference events such as the keynote speech on "School-community-projects as Keys to Sustainability Education in the STEM Domains", the MOST policy seminar and the International MOST Fair as well as all MOST contributions (workshops, paper, and poster presentations) can be found in the proceedings of the Educating the Educators IV conference. More information can be found here:



- Social media

We mainly use social media for promotion/communication, please see above for a detailed description of planned social media activities. However, for example, on Facebook and Linked in, results can be shared. In addition, you can involve social media in your national dissemination plans to any extent.

3.5 Dissemination and exploitation planning: 7 steps



Dissemination and exploitation mean promoting the project, presenting and spreading results and making them available for use with maximum success. In our project we recommend to follow a 7-step procedure, which we will present in the following paragraphs.

First step - Objectives of your measures

Analyse in detail, why you intend to set up your measures, e.g. raise awareness? Attract teachers? Get input from peers? Keep in mind, what reaction or change is expected from the target audience, for example receiving feedback, win over teachers for participation, influencing the attitudes of decision makers. Based on the defined goals and objectives you can easily monitor whether you achieved what you planned.

Second step – Content

Define precisely and clearly what will be communicated and disseminated.

- Identification of general content/the main topics of information
- Project promotion, easily understandable by a non-scientific audience: introduction, activities, expected outcomes, benefit...
- Outputs and outcomes (linked to timetable for deliverables)
- Internal data such as results from evaluation data
- Internal data such as expert knowledge, scientific information, agreements, meeting minutes

When editing your content, think of what is new, what solution you are offering, what are the consequences, if no action is taken. Also try to connect to what your audience already knows, respectively wants to know about the topic.

Third step – Target groups

Define precisely and clearly to whom you will communicate and disseminate. It is important to precisely identify all target groups and wider audiences with importance ranking, using keywords such as regional, national, European level; non-scientific and scientific audience. For each target group, working on a distinct strategy using purposeful messages, means and language is important. (See chapter 3.2 Target groups)

Fourth step – Channels and tools

Define precisely and clearly which media channels and tools are best suitable for achieving your objectives. There are many possibilities, and we list a few of them below.

In this context, you can differ between face-to-face dissemination means (events/workshops/meetings/conferences etc.) and information-based dissemination actions (in print or online (including social media)). Information based dissemination actions are rather one-way communication and potentially have a rather large audience. Within this group, social media means are an exception as they offer possibilities to interact with open audiences or specified groups. Face-to-face dissemination means are characterized by two-way communication. This offers the

opportunity to be responsive to the audience, clarify topics and open up new pathways. This approach is interactive and good for acquiring input as well as being flexible – tone, strategy and content can be easily adapted if necessary.

Information based dissemination means:

- project website (with password secured area)
- social media: Posts on, for example, Twitter, Instagram, Facebook
- digital and printed newsletters
- promotion kit with templates for fact sheets, presentations, posters and leaflets in different languages
- articles in regional newspapers
- articles in (peer-reviewed) academic journals
- poster exhibition, for example, at conferences
- policy briefings

Face-to-face dissemination means:

- workshops
- roundtables/face-to-face meetings/interviews
- contact via email, telephone, skype
- presentations at conferences
- pilot measures

Fifth step – Schedule

Align your measures with the other project activities and key stages of the project (see project's timetable). It is important to keep a close contact to the management team as management staff holds an overview of all ongoing activities.

Sixth step – Responsibilities

For each measure, a responsible person/party must be named and the tasks have to be clearly assigned. It is recommended to stay in contact to monitor the progress throughout performances and to enhance the quality of the activities and products of the project.

Seventh step - Opening up new pathways

Pathways that cannot be foreseen during initial project planning might open up. It is therefore required to review planned measures, target groups, exploitable results, etc. continuously during the project to respond to the needs of the target groups as well as wider developments in policy and practice.

4. Exploitation



The IPR Helpdesk defines exploitation as the utilisation of results in further actions: “research activities other than those covered by the action concerned, or in developing, creating and marketing a product or process, or in creating and providing a service, or in standardisation activities”. Plus, “Effectively use project results through scientific, economic, political or societal exploitation routes aiming to turn R&I actions into concrete value and impact for society [...] Make concrete use of research results” (IPR Helpdesk, 2018).

4.1 A summary of exploitable results of the MOST project and how they can be exploited

Summary of exploitable results	Explanation of how the result can be exploited (be used beyond the timeframe and scope of the project)
SCP Manual This step-by-step manual describes operational steps to run an SCP (identify leaders/participants/cooperation partners, decide on timeframe and topic, plan budget/resources, contact possible partners etc). It also scripts critical moves, asvises on communication measures and advertisement and provides a list with potential local companies.	These instructions can be used to initiate, perform, or support future SCP projects (also beyond project duration.) They are suitable to be used by providers of both formal and non-formal science education. Users can also use them to plan similar projects, such as environmental science-projects (without additional community members) or activities on girls' days.
MOST Fair Guidelines These guidelines explain the purpose of and steps to set-up local open schooling fairs. Additionally, these guidelines provide recommendations on how to use the Regional Support Team to set up a sustainable Open Schooling network in the region (e.g. whom to involve, how to maintain contact, how to ensure that different network members collaborate, how to present the network on website). Their purpose is that participating schools, their SCP partners and further community members get together to get to know each other and learn about interested actors in their region, exchange experiences and initiate future joint activities.	The guidelines can be used to initiate, perform, or support similar fairs (also beyond project duration.) They are suitable to be used by providers of both formal and non-formal science education. They are particularly interesting for schools to be used to set up events to connect local actors in science education.
Evaluation instruments The evaluation combines different methods of evaluation to provide a comprehensive picture on the impact of SCP. Data collection in each region will include different methods: questionnaires; selected interviews with participants, field observations, and reflective interviews.	Any user who organizes SCP in the future can use the instruments for data collection and analysis to evaluate the impact of the SCP on participants.
Evaluation data This refers to the data which has been gained through the evaluation and by means of the evaluation instruments.	Policy/communities can make use of the case studies to better understand the potential (and possibly limits) of open schooling projects such as the SCP. This allows decisions on whether to support/mainstream such open schooling activities. It helps to decide on future research funding programmes and helps to develop national education plans. The collected data can be used to write papers or do further research on SCP, for example in other fields (it is, for example, clearly not limited to environmental topics) or with particular emphasis on girls in physics activities etc.
Case Studies The regional case studies analyse MOST's short term impact and evaluate the SCPs systemically as well as shed light on differences across Europe in	Policy/communities can make use of the case studies to better understand the potential (and possibly limits) of open schooling projects such as the SCP. This allows decisions on whether to support/mainstream

terms of what works and what not with open schooling. The case studies help to understand how to contribute to a more interested and literate society by means of SCP.	such open schooling activities. It helps to decide on future research funding programmes and helps to develop national education plans. The case studies (the underlying data) can be used to write papers or do further research on SCP, for example in other fields (it is, for example, clearly not limited to environmental topics)
Communication, Dissemination & Exploitation Plan	Each aspect of the project's communication, dissemination or exploitation plan might be used by consortia in future projects to plan their own communication, dissemination, or exploitation actions. For example, to get an idea on possible tools and channels, or to understand the many different target groups, their needs and how to reach them.
Pedagogical guidelines The pedagogical guidelines introduce co-creation processes and collaborative working methods, as well as provide information on pedagogical concepts which are adequate to be used in open schooling contexts as well as those which are recommended to support girls in science.	Can be used to initiate, perform or support similar projects (also beyond project duration) which demand involved methods such as real-life contexts and project-based learning. They are suitable for various contexts beyond the scope of the project, e.g. environmental citizenship education at schools or girls' days at informal science education providers. Depending on the context, it might be necessary to adjust the educational approaches, e.g. adapt to age levels, adapt to particular scientific fields, etc.
Open Schooling Communities In each partner country, our expert teams stem from the same region. These 10 regions form the first 10 MOST Open Schooling Communities. An Open Schooling Community is defined as follows: A collaboration between schools, higher education, non-formal learning providers and various members from their community (families, citizens, businesses, industry, etc.) in the context of science education. In this collaboration, schools act as self-reliant hubs connecting all involved actors to a vibrant science community. Science education in these schools shall not take place behind closed classroom doors and detached from real life, but link to its community's societal and innovation processes.	The Open Schooling Communities are new partnerships in our 10 partner regions and results of MOST itself. They form the basis for any further SCPs to be run by schools in these regions beyond project duration, serve as best practices and contact points for community members interested in SCP and participatory science education processes. Other schools/regions/Higher Education institutions/interested actors can contact the established MOST communities to find inspiration for their own community, get advice on how to set up another Open Schooling community or engage in one of the existing communities.
Brief accounts of Fairs & Conference The account briefly reports on the fairs and the conference, and with it, also provide insight in the SCPs. The account of the fairs will provide an overview on national level as well.	These accounts can be used in further promotion measures: e.g., schools can provide them to further students and families to encourage them to participate in future SCPs and policy makers can use them to demonstrate the benefit of such events to relevant decision-makers with the aim of mainstreaming.
Report on SCP solutions The report presents the work and best solutions to environmental issues which were found by community members in all the SCP.	Allow STEM/environmental businesses to use the information (e.g. packaging company can adjust their manufacturing process) in a commercial process. Inform policy makers about the situation in their community and prevailing needs to e.g. enforce

	actions from them and improve situation in community.
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4.2 Pathways to exploitation

The Consortium worked out various pathways for and of exploitation regarding the key exploitable results, described in the following.

- (1) **All HEI partners** are contractual members of the ICSE Consortium and are committed to a continuous improvement in STEM education and consequently do research on innovative teaching approaches and transfer into practice as part of their regular day-to-day work. This ensures that **gained knowledge** (e.g. on educational methods, pedagogical concepts and operational procedures applied in the context of MOST and the SCP) is used as background knowledge in further research.
- (2) **Gained knowledge** is also used in the context of advisory actions, as some partners are very active in citizen-focused education programmes such as **the non-formal education partners** CSIC, SNBC, Ducky, UT and ICSE. Gained knowledge naturally flows into day-to-day-work of these partners as well as into exchange with their various network partners.
- (3) Results are used in **participating schools'** regular curricula. For example, **teachers** (1) received **pedagogical guidelines** on how to involve our educational concept and approaches during the SCP, (2) are encouraged to use these approaches in their day-to-day teaching, (3) are given **concrete examples** for use in science class, (4) are invited to join our EOSnet to e.g. share their experiences with MOST and its results and (5) are encouraged to participate in further professional development measures and networks related to Open Schooling, supporting girls, etc.
- (4) **All target groups** (Europe-wide) can use **all outputs** to initiate their own school-community-projects – or, at least, approach the concept of open schooling in some kind of way - and thus engage in Europe's citizen science endeavors.
- (5) We produce **case studies** (involving best practices of how to effectively run SCPs) for **policy makers (regional, national, and European level)** and they can use them to transform the ideas into future directives in their sphere of action or involve it in their research funding programs. Policy makers (contacted as described above) can scale up the concept from regional to national level, typically having access to educational authorities across regions/Europe-wide and thus push mainstreaming. Evaluation results are presented during specific policy events such as the MOST policy seminar at the Educating the Educators IV conference in Leiden and the OStogether policy event in Brussels to make policy decision makers at different levels aware of the benefits and impact of Open Schooling.
- (6) **Businesses/professional STEM stakeholders** can use or further develop the **solutions found in the SCP**. For example, a proposal on how to optimize a school's waste management serves the local waste management services.

- (7) **EOSnet members** can use **all outputs** to establish and sustain dialogue on the matters at hand and strengthen Europe's citizen science initiatives. In addition, the **OStogether network** - an association of different H2020 projects on Open Schooling - serves to disseminate the results to different target groups. In addition to the dissemination of results through the joint newsletter and social media channels, a joint platform for the collection of outputs of all projects around the topic of Open Schooling is being developed to provide easy access for teachers and Open Schooling lovers to all project results.
- (8) The method of **Open Schooling is applicable in many areas**. It can be used as an element of urban development, for example, and is especially a method that can be used in the context of education for sustainable development: Through Open Schooling, all participants develop new knowledge, important competences and are encouraged to act responsibly. Thus, among other things, Open Schooling activities can also help to deal with ecological grief. By showing possibilities and examples of use, further target groups can be won over for the implementation of Open Schooling.
- (9) PHFR and HU will go on working together with new partners in Europe on a Horizon Europe project to create new partnerships in local communities (ICSE science factory). To this end, collaborative science learning opportunities will be offered, including, among others, Open Schooling activities. All participating consortium **institutions from 5 European countries (HEI science and education departments and community institutions)** as well as 15 attached partners in each country (**schools, community institutions, enterprises from different sectors** use **all outputs** to implement supported Open Schooling activities and further disseminate the Open Schooling method in the course of the project.

RECOMMENDATION In terms of exploitation, it is important to think about how results can make a difference to the project, end-users, peers or to policy makers. Accordingly, it is important to prepare the results in a way that is appropriate for the target group and to offer and promote them proactively.

5. Sustainability

- (1) To maintain action beyond project duration it is necessary that stakeholders/citizens **discover the school's role in connecting society and innovation markets** (identify citizens' needs and transport these to relevant contacts in policy, businesses etc.) and acknowledge the MOST schools as points of contact they can turn to with e.g. future project ideas etc. We ensure that through our communication/dissemination/exploitation measures particularly setting the projects in context to endeavours such as RRI. To achieve that schools can mobilize citizens for similar future projects, their experiences made during the SCP must be positive. We ensure **positive learning experiences** through various measures as described in the proposal.
- (2) Additionally, we further seek **dialogue to representatives from municipalities and educational policy bodies** to elaborate on how to establish structural frameworks which support the MOST

communities long-term. In Lithuania, for example, the project “Vilnius as an Open School” provides schools with a possibility to organize the educational process in cooperation with public and private institutions.

- (3) As described in the proposal, the educational approaches we provide to leaders of individual SCP actions (mainly teachers and staff of various education providers) develop **environmental citizenship competences** as well. Environmental citizens have “the willingness and the competencies for critical and active engagement and civic participation” (ENEC 2018). These are the kind of personal attributes, which our MOST communities need in their citizens to successfully work long-term.
- (4) ICSE incorporates and maintains the project and its results and the EOSnet platform into its regular structure (website, budget, strategic work plan) at its (PHFR’s) own expenses and continuously promotes Open Schooling.
- (5) All partners have **large networks within their sphere of action**. Thus, MOST results and activities spread effectively and will automatically be fed into dialogues with relevant stakeholders by our partners’ regular and long-term national network activities. (This also supports the European Research Area objective of more effective national research systems concerning environmental science education).
- (6) Additionally, the **members of the MOST European Support team spread the MOST results** in their networks, including the project results in their workspaces. For this purpose, they were provided with a PowerPoint overview with the most important information and project results, which make it easier to include elements in presentations and publications.
- (7) Our Open Schooling Communities (see General Objective I as described in the proposal) are not a tangible result but can be considered as main innovation output of this project. An excerpt from the detailed description at the beginning of this proposal: *Schools are supposed to directly collaborate ... in the context of science education to create a citizen science learning space. In this space, schools act as self-reliant hubs connecting all involved actors and linking to its community’s societal and innovation processes.* This means, we must manage and **maintain these new partnerships** in our 10 European partner regions within and beyond project duration. All measures to establish, foster and maintain partnerships in the framework of this project are already explained/detailed in other parts of this proposal, as collaboration, co-creation and networking are main elements of MOST and its Open Schooling idea. Throughout our project, we address the importance of stability in these partnerships in order to successfully establish Open Schooling Communities across Europe. We do this e.g., through the multi-level, multi-actor SCP concept itself: At Community Level with schools and community members as actors; with the Regional Support Teams at Regional Level where actors are various regional stakeholders and through the Collaboration group at European level with relevant experts from partner institutions. Our follow-up measures also emphasise partnerships: the European Open Schooling Network at European level where actors include all Consortium partners, European and Regional Support Teams, and all SCP participants. Beyond project lifetime, partnerships expand and are ‘open to all’, and further, the International Centre of STEM Education at PHFR (Coordinator of this project) will uptake all related activities in the ICSE’s regular work scope. Finally, partnerships and how they can last beyond project duration to successfully establish Open Schooling Communities in our 10 partner

regions and build strong bases from which we can expand the concept long-term are repeatedly addressed during our project meetings and the Launch Workshops.

RECOMMENDATION The MOST project has brought together a number of schools and communities working on School Community Projects (SCP). It is desirable that the networks created by the MOST project do not end when the project ends but continue to exist and extend further. For this reason, it is recommended to help the schools form an organised network that will continue to work on school-community projects. Recommendations for the formation of a sustainable network of schools and communities have been developed by the consortium under the lead of the University of Malta. These recommendations to set up regional partnerships can be found here:



6. Management of Communication, Dissemination and Exploitation

6.1 Timing

To establish a structure to work along we set four main operational phases:

- (1) *The pre-preparatory phase* (proposal stage) during which we planned the overall strategy in agreement with all Consortium partners, for example discussing different needs between partner countries with regards to media or the capacity to perform planned activities. To deal with these differences and identify further challenges we performed a risk analysis workshop (in January 2019, the coordinating institution held its annual ICSE Consortium Meeting, a meeting involving more than twenty higher education institutions across Europe, of which many are MOST Consortium partners as well).
- (2) *The launching phase (from project month 1)*, which mainly comprises communication activities. In this phase we also review the overall and national strategies in a workshop during our first kick-off project meeting, e.g. fill the dissemination and exploitation draft plan with missing content details, countercheck disparities between it and relevant Grant Agreement Articles and create a first final version.
- (3) *The main dissemination phase* starts when we have produced the first results (*roughly from month 6*), which then have to be made available for use among consortium partners, SCP participants and beyond (target groups are explained in our Dissemination and Exploitation Plan). The main aim is to disseminate results (outputs and outcomes) accurately, clearly understandably, concisely and – as main aim of dissemination efforts in general - ready for take up to thoroughly chosen potential

user groups. Activities are explained in detail in our MOST CDE Plan. Also, we briefly review and revise our overall and national strategies at the beginning of this phase in case changes in expected results occurred during the materials development processes; and again, completely, when the exploitation phase starts, to review and align measures.

- (4) *The main exploitation phase (roughly from month 27) starts when many planned outputs and outcomes are available. Their exploitation potential and concrete steps are worked out and revised during consortium meetings to facilitate sustainability beyond project duration.*

In the following, we present the schedule for communication, dissemination and exploitation measures.

	M 1-3 Sept- Nov 20	M 4-6 Dec 20 – Feb 21	M 7-9 March - May 21	M 10-12 June-Aug 21	M 13-15 Sept -Nov 21	M 16-18 Dec 21- Feb 22	M 19-21 March-May 22	M 22-24 June -Aug 22	M 25-27 Sept – Nov 22	M 28-30 Dec 22 - Feb 23	M 31-33 March-May 23	M 34-36 June-Aug 23
WP 4: SCPs NTNU	Preparation of pedagogical guidelines and exemplary science project materials		SCP I: Waste (M3.1** End of SCP) and SCP Reports Feedback to guidelines and materials		Optimisation of guidelines Regional reports on solutions found		SCP II: Energy (M3.2** End of SCP) and SCP Reports Feedback to guidelines and materials		Regional reports		D.3.1 Report SCP Solutions to environmental issues	D3.2 Guidelines & Exemplary materials
WP 5: Open Science Fairs UoM	Fair WS, RST meeting M4.1** Guidelines for fairs and setting up regional networks		Fair Workshop (WS)	Regional preparation of the fairs, RST meeting		M 4.2** MOST Fair I	Brief account on fairs	Fair WS Optimisation of guidelines Reg. preparation of fairs	RST meeting	M4.3** MOST Fair II	D 4.1 Guidelines Brief account on fairs	RST meeting
WP 6: Europ. MOST Conference UU			Setting up Organisation plan of European Conference M5.1** Conference WS		Review of plan and optimisation	Conference WS	Preparation of conference				Conference WS	European Conference M5.2** & Account D5.1
WP 7 Com. Diss. & Expl. PHFR	M6.1** Comm. Diss Exploit Plan (1st version) M6.2** MOST website Newsletter; Start: Ongoing communication		Start: Ongoing dissemination Newsletter Revision of Plan		Newsletter		Newsletter	Revision of Plan	Start: Ongoing exploita- tion Newsletter		Newsletter	D6.2 Final Comm. Diss. Exploit. Plan
WP 8: Evaluation UJA	M7.1 **Evaluation Concept Evaluation instruments		Data collection & regional case studies				Data collection					D7.1 MOST evaluation report
						Data evaluation				Data evaluation		

6.2 WP7 – Communication, Dissemination and Exploitation

WP number	7							Lead Beneficiary									PHFR + Wara & SFR						
WP title	Communication, Dissemination and Exploitation																						
Participant no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Short name	PH FR	UI BK	NT NU	U M	UJ A	UU	HU	CUNI	VU	JU	WAR A	SFR	MNE	Vek	CSIC	WSM	SNBC	SEVE R	VC M	DUCK Y	BIS	ET	UT
Person months (PM)	3,9	1,2	1,2	1,2	1,2	1,2	1,45	1,2	1,2	1,2	2,3	2,3	0,95	0,7	0,95	0,95	0,7	0,7	0,7	0,7	0,7	0,7	0,7
Start month	1							End month					36										

Objectives

- To raise the awareness of MOST among target groups as identified in 2.2.a and the wider public
- To promote MOST, its results and related themes across Europe and beyond project lifetime
- To share results in a way that target groups can make best use of them (within and beyond Consortium resp. project regions) and enable them to use them correctly
- To announce the SCP, MOST fairs and European conference and attract participants
- To establish, maintain and make known the European Open Schooling Network (EOSnet)

Description of work (possibly broken down into tasks) and role of participants

Task 6.1 Design of MOST dissemination/exploitation & communication plan (months 1-6).

- We will develop strategies for dissemination, exploitation and communication and set up a related plan. The first version of the plan will be developed in month 6 (→ M6.1) and follow our 'Plan-Do-Check-Act' strategy.
- The plan will be developed in close cooperation with the Consortium. It will be presented during the first project meeting and refined according to feedback from Consortium members.
- Regional teams will adapt the overall plan for their regional/national strategy.
- PHFR will set up the dissemination, exploitation and communication plan and discuss it during a meeting with WARA and SFR. They will give detailed feedback to the plan. The next version will be reviewed by WSM, as they are very experienced in awareness-raising campaigns, by CSIC, who are experienced in reaching out to society and informing people about their scientific work, HU, who is an expert in social media and MNE, who brings in the policy perspective and how to reach out to policy makers.

Task 6.2 Design and updating of the project website (months 1-36) (→ M6.2) , (for details see 2.2a)

- The website (including European Open Schooling Network website) will be set up (month 6).
- The website will be updated regularly and sections added if need be.
- A template for the national homepages (including national blogs) will be provided.
- PHFR, WARA and SFR will jointly draft a structure of the website. NTNU with their experiences in ICT will review the structure and advise them on what features are needed, what is required to address different target groups and how the template for the national website should look.

Task 6.3 Design and production of visual identity and promotion kit (months 1-6)

The kit comprises visual identity and acknowledgement rules for project logo, EU/Erasmus+ Logos, provides work sheet templates for project activities, e.g. reports; templates for presentations, posters and leaflets and a catchy advertising text to support national dissemination through partner HEIs.

In a joint brainstorming session, WP leads will reflect on the requirements of the visual identity and templates provided. Based on the requirements agreed, will develop drafts and then decide which drafts should be followed. All partners will give feedback to the drafted design and suggest optimisation if deemed necessary.

Task 6.4 Design and production of newsletters (every 6 months)

All partners will submit contributions about MOST and its activities in their region to be published in the newsletter. These inspiring best practice reports will make MOST known across Europe. PHFR, WARA, SFR will jointly decide – based on the submissions from the partners – which content will be included in the next newsletter. Editorial work of the submitted papers will be shared in equally among the three partners leading the WP.

Task 6.5 Ongoing communication, dissemination and exploitation activities (months 1-36)

- Following the plan as set up in task 6.1, activities will be carried out by all Consortium partners, this includes activities to make EOSnet known across Europe, particularly to relevant actors like complementary educational initiatives and STEM businesses, and encourage membership.
- PHFR, WARA, SFR will run internal workshops on dissemination, exploitation and communication. They will discuss /plan national adaptations of activities and support project partners in realising them.
- As has been outlined in 1.3.3, the hubs and partners at our three levels are responsible for communication, dissemination and exploitation at the respective level. All Consortium members will carry out European transnational activities, activities targeted to EU Commission and Agencies and to European Networks. The responsibility for all activities related to the final European MOST conference lies with UU (WP5 lead).

Task 6.8 Revised versions of the communication, dissemination and exploitation plan (month 9 – 36)

- First revision month 9, for use within Consortium/SCP partner groups, focus dissemination
- Second revision month 24, for use within Consortium/SCP partner groups, focus exploitation
- WARA and SFR will suggest revisions to the plan based on feedback. PHFR will then revise the plan. WSM, CSIC, HU and MNE will review the updated versions and give feedback.
- Prepare and publish a final version of the dissemination, exploitation and communication plan, so that other initiatives can make use of it beyond project lifetime **(D6.1) (month 36)**

Deliverables

- D 6.1: Final Communication, Dissemination and Exploitation plan (month 36)

6.3 Responsibilities

All consortium partners will be involved in communication, dissemination, and exploitation activities but to a different extent. We decided to structure our workflow along these levels, responsibilities among consortium partners and participating schools are as follows:

Level I: School-Community:

One main objective of MOST is to enable participating schools to act long-term (also beyond MOST's lifespan) as hubs between community members who take - or wish to take - part in communal open science learning processes. The schools then become autonomous agents of community well-being as they take up open science education as institutionalized element of their school-life. It is therefore of high importance to support schools to manage related activities (such as communication and dissemination) on their own.

This is why the responsibility to carry out communication and dissemination activities (e.g. a parental evening to introduce concepts, posters/flyers to be spread around the region, a school exhibition to present environmental projects, local newspaper ads to attract participants) with regards to the school-community projects lies with the schools. Students also will be involved in the activities directly (e.g. by preparing exhibitions, and presenting their findings).

Schools will receive a merged, short, and precise Communication, Dissemination and Exploitation plan which will serve as main information base for schools to successfully performing related activities. Additionally, ICSE and the respective HEI will plan and perform a session during the launch workshops which explicitly illustrates the importance of envisaged actions for the success of the project as well as explains possible measures (tools, channels, target groups etc.).

In the course of the project, all schools are supported by a national MOST advisor. The MOST advisor provides support e.g. through serving as constant contact point throughout the project, by providing relevant information/documents or by offering initial workshops at the schools to start the projects. The respective local HEI and their business partners (consortium members) will accompany the whole process and provide support e.g. concerning local particularities, access to their contacts or by connecting schools within one community to share experiences.

RECOMMENDATION The personal contact and individual support provided by MOST advisors has proven to be very supportive for the individual teachers. The initial accompaniment in the implementation of Open Schooling projects is an important prerequisite for attracting schools and facilitating teachers to introduce and try out a new teaching method. In addition, teacher associations, school-wide implementation of Open Schooling projects or accompanying teacher training on Open Schooling can be very helpful.

Level II: Regional

Each partner HEI is responsible for national and regional communication, dissemination and exploitation activities and makes provisions (in agreement with SCP participants) to give room to participants' varying needs which might derive from country-related differences such as language, culture, educational system etc. All the other consortium partners in the same country (e.g. businesses or municipalities) are to be involved in planning and performing, e.g. elaborating how far their contacts and networks are of use or how far their own media channels can be of use.

Each partner HEI will act as hub for all participating schools and their communities in their region. The main task is to connect all schools and communities within each partner region to an extensive regional open science education network and establish and maintain links to relevant network partners from policy, media, businesses, organisations etc., to make the links last beyond MOST's project duration.

Part of this is planning and performing the Open Science Schooling Fairs (WP 5) which are a useful measure to communicate and disseminate as well as elaborate on exploitation within one region and to intensify partnership links. The implementation of these fairs is accompanied by WP4 and in various workshops during the consortium meetings, important steps in the organization, implementation and promotion of the fairs are jointly developed.

RECOMMENDATION Fairs have proved to be a very good way of bringing together new partners, developing existing partnerships and raising awareness of Open Schooling in general. Advice on how to organise a successful fair can be found here. Tips on how to organise a fair online are also given.

Level III: European level

The Project Office has a permanent communication, dissemination, and networking team. There is a project manager and part of the team allocated to MOST. ICSE staff allocated to MOST is responsible for European transnational activities, e.g. managing the overall strategy, providing all-time support to all consortium partners, participants and other interested parties, act as facilitator between participating communities and partner countries, plan and perform European communication, dissemination and exploitation measures (with input and support from consortium partners) which also involves endeavours towards EU Commission/policy, Agencies, relevant European platforms etc. and plan related sessions during transnational project meetings. The responsibility for all communication, dissemination and exploitation activities related to the final European MOST conference lies with UU (WP5).

6.4 Quality assurance

To ensure highest workflow quality, WP 7 follows a quality management procedure that is called plan-do-check-act (PDCA). This means, at first we “plan” all WP related activities and design a precise and detailed communication, dissemination and exploitation strategy. Next, we realize (“do”) all planned activities according to this plan, each activity then being evaluated (with regard to different indicators, e.g. number of people reached and through different measures, e.g. peer-review for documents), assessing its success and, if necessary, act: take corrective measures to optimize all communication, dissemination and exploitation activities. The quality assurance measures are running in alignment with WP7 Evaluation.

Monitoring and Evaluation

To evaluate outcome and success of all activities we choose performance indicators and set target values we want to achieve. All activities are monitored (see WP8) and if achieved differ from planned target values we decide upon corrective measures.

We measure if we have achieved objectives, measure if we have achieved impact, measure how successful our activities were (whenever possible we set objectives using indicators such as numbers of recipients of a message or number of participants.)

INDICATORS Through our communication activities via the National Websites and Blogs, PR materials, social media and newsletters we intend to reach 30,000+ people. This means around 3,000 per country, and assuming that in each country there are at least two partners, this means around 1,500

people per partner. We believe these numbers to be realistic, stemming from summing up numbers received through monitoring of our partners' social media metrics, number of newsletter recipients, number of network contacts, number of yearly visitors, etc.

RECOMMENDATION Indicators are measures that allow progress towards a goal to be tracked. Setting indicators help to determine whether we have achieved objectives for our project. In case of a deviation, corrective measures can be introduced. In order to make the most out of indicators, they should be "SMART:" Specific, Measurable, Attainable, Relevant, and Time-Bound.

6.5 Workflow of editorial approval procedures

According to our principle of giving each level, maximum responsibility for the respective level, our editorial approval procedures lie with the respective level. Content which is to be published by the schools via their own dissemination and communication channels will be managed by schools themselves, they do not need to follow further approval procedures. The schools are responsible for their quality. Content which is to be published on regional level (e.g. reports from schools for blogs) will be approved by the respective HEI. Content which is to be published on European level (e.g. reports for policy-makers or Open Educational Resources) will be reviewed by at least two consortium partners and finally approved and published by the lead of WP 7.

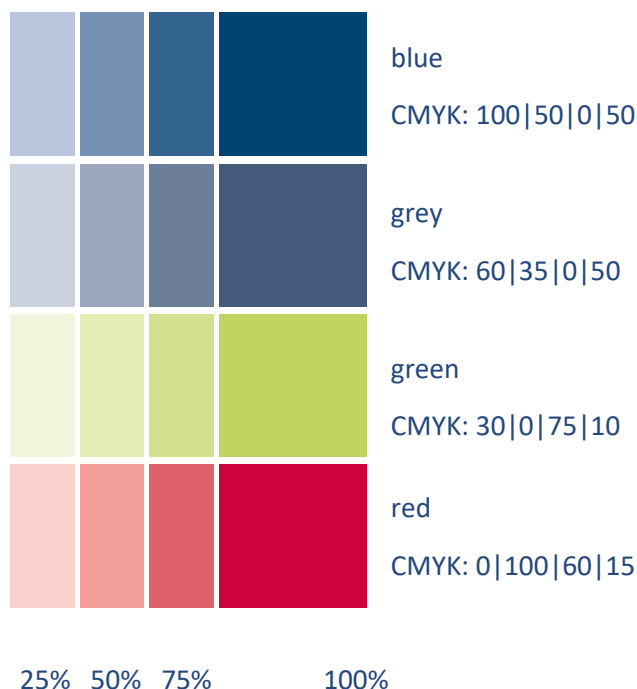
6.6 Rules of acknowledgement of EU funding and visual identity

Obligations are formally given through the Grant Agreement: Acknowledge EU funding in all communication, dissemination, and exploitation activities (including IPR protection and standards) as well as on all equipment, infrastructure and major results financed by the action by using the wording and criteria specified in the Grant Agreement (Articles 27, 28, 29, 38).

Additionally, WP7 designs and provides a visual identity kit comprising e.g. project logos in various formats, templates with specified layouts (for e.g. newsletters, posters, internal documentation, etc.), and specified colour palette which is shown below.

RECOMMENDATION In order to provide all project partners with a quick overview, we have made available a guide on Intellectual Property Rights and Project References which includes information on logos, references, general project texts (short and long version), templates (e.g. for PPT, documents, letters) as well as license and copyright templates (licence agreements, photo usage templates) to be adapted by the partners for the respective occasion.

 <p>MOST Meaningful Open Schooling Connects Schools To Communities</p>	<p>Project logo - always to be used</p> <p>a) without subtitle, Versions: jpg, png, pdf or b) with subtitle, Versions: jpg, png, pdf</p>
 <p>This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 871155.</p>	<p>Acknowledgement of EU funding</p>
	<p>EU flag</p>
	<p>Creative Commons Licence Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0)</p> <p>https://creativecommons.org/licenses/by-nc-sa/4.0/</p>





6.7 Knowledge and Data Management

We base this section on the document “European IPR Helpdesk Fact Sheet - How to manage IP in Horizon 2020: project implementation and conclusion”.

Furthermore, MOST is directed towards the Commission’s RRI approach and promotes open and citizen science. Naturally, we support open accessibility and easy availability of project results. We openly share all our outputs: SCP manual and pedagogical guidelines, scientific materials, best practices, case studies and evaluation questionnaires to evaluate the impact of applied concepts. Further openly available material are the regional results from the SCP, pictures from the blogs, logos, promotion material (e.g. posters) and newsletters provided through e.g. website, social or other media. Key project outputs are freely provided on the project website under the Creative-Commons-share-alike-license so that other people can use, implement, adapt, and share them. We will prohibit commercial exploitation and demand owner recognition when using the material. There is no restriction of confidentiality to our deliverables (except for the Consortium Agreement and the data management plan). We follow the recommendations for high-quality Open Educational Resources (OER) and internally review outputs before publishing.

Data Management

Please note the distinction between



- Open access to scientific peer-reviewed **publications**: open access is an **obligation** in Horizon 2020. Obligations are formally given through the Grant Agreement, which says that we have to “ensure open access (free of charge, online access for

any user) to all peer-reviewed scientific publications relating to its results” (Article 29 of the Model Grant Agreement).

Scientific papers will be published in either **gold open access mode** or, when publishing in traditional journals, in **green open access mode**.

- Open access to research **data**: the Commission is running a flexible pilot, **without obligation** to take part.

Data handling

Scientific, project-internal and management-related data will be exchanged via a MOST-specific access on common internal data server (MOST BW sync&share server). Each partner will have an access where resources can be uploaded, revised and commented. This internal data server will be administered by the Project Office (ICSE) beyond project duration.

As agreed among the consortium, partners mainly provide their assets/background in form of knowledge and expertise on applied pedagogical concepts and educational approaches. None of the partners expressed the wish to sign a non-disclosure agreement to protect know-how fed into project work, as most of them are well-tested, in use and openly accessible already.

Data collection, processing, and generation

Data collection in MOST mainly takes place in the frame of the project evaluation led by WP8. Due to the scope and ambition of the evaluation concept, a mix methods approach is used combining quantitative and qualitative methods. More information can be found in M 8.1 Evaluation concept. Pedagogical and scientific guidelines and other supportive information are produced by gathering knowledge from our partners and further sources. The knowledge we plan to apply already exists, but we adapt it to use it in our SCPs and apply it in a new and innovative way: by running our SCPs and establishing Open Schooling Communities. WP8 will analytically evaluate the impact of MOST in the 10 partner regions and write case studies.

In summary, in the scope of MOST, data is collected and generated and shared. The Data Management Plan (D 2.2) outlines which methodology and standards are applied during data collection and handling. In particular, the Data Management Plan provides information on the measures taken to safeguard and protect sensitive data. Procedures for sharing and open access to the MOST research data and for curation, storage and preservation of the data after project end is elaborated in this plan

We make data findable, accessible, interoperable and re-usable (FAIR), we provide it via the ICSE website beyond project lifetime, clearly described and ready-to-use. Most of the educational materials come with descriptions on how to use them, and we offer best-practices. Target groups and interested parties can contact ICSE at any time when experiencing problems with access, download or uptake of provided resources.

6.8 Reporting obligations

Internal reporting on communication, dissemination and exploitation activities is core to an effective communication, dissemination and exploitation plan and in accordance with plan-do-check-act as it allows to rectify the proceeding if necessary. Therefore, schools report about their dissemination activities to the MOST advisors and HEI report to the lead of WP 7 about dissemination activities in their region (including reports on the reach out of the Open Science Schooling Fairs, reports on the CDE activities of participating schools and community members, as well as other communication, dissemination and exploitation activities to promote MOST on the regional / national level) every half year.

Schools report on their school-community-projects to the respective HEI in their regional / country. HEI continuously feed national websites and report within their community/nationally about running SCPs and the fairs publicly. Additionally, HEI provides reports on communication, dissemination and exploitation activities in their regions for the international websites, newsletters etc.

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