WP7: European Scaling-Up Strategy for the Erasmus+ Project 3C4Life

Pädagogische Hochschule Freiburg
Université des Sciences de l'Education · University of Education

Table of Contents

Abstract

This scaling-up strategy aims to exploit the outcomes of the Erasmus+ 3C4Life project, focusing on the upscaling of policy measures and promoting lifelong STEM teaching, career guidance, collaborative practice, and competence development across Europe. The strategy involves leveraging European networks, platforms, and tools, as well as effective communication channels to extend the project's reach beyond the partnership and encourage the adoption of best practices in STEM education.

Executive Summary

The Erasmus+ project 3C4Life "Perspectives for Lifelong STEM Teaching – Career Guidance, Collaborative Practice and Competence Development" is a vital initiative aimed at improving STEM education across Europe. The project aims at addressing the shortage of STEM teachers in Europe by supporting educational systems that enable STEM teachers to succeed throughout their careers. 3C4Life focuses on raising the attractiveness of the teaching profession by offering a positive image, using innovative teaching approaches, and establishing professional learning communities. The teach4life platform, an all-digital platform for pre-service and in-service STEM teachers, has been developed to increase the profession's appeal and encourage dialogue and collaboration between STEM teachers. The platform offers a variety of career options, up-to-date teaching materials, and educational opportunities and an area of collaboration. The project includes a policy experimentation with digital field trials in six partner countries, following a mixed methods approach to evaluate the effectiveness of motivating STEM teachers to pursue lifelong occupational advancement. 3C4life includes twelve partners from six European countries, with each country having an educational authority working closely with a research partner to connect with their respective education systems.

All in all, special features of the 3C4life project have been identified in the first project years as being very effective regarding a successful dissemination and sustainable exploitation:

- The university-ministry tandems, cooperating on a national as well as on the European level;
- The 3C4life European External Evaluation Board (EEEB) as well as the National External Evaluation Boards (NEEB), providing expertise and advice as well as extra dissemination support with their contacts and networks to policy makers and important stakeholders in the field of STEM education;
- Peer learning, viewed within the project as an effective means to overcome challenges as well as develop plans and strategies.

Furthermore, it is very supportive to have a work package (WP8) especially to quality assurance: The continuous monitoring of the dissemination strategies and activities by this work package ensures that all measures are carried out through appropriate channels that are directed at precisely identified target groups at the right time. Furthermore, the project gains advantages from the

contributions of the Strategic Leader Board (SLB), which unites all educational authorities under the guidance of the strategic coordinator. The directing function of the accountable public authorities in European policy experimentation is crucial for this project: (1) to guarantee complete alignment between national political objectives and the project's specific aims, (2) to ensure proper project monitoring and sustainability, including the expansion of results, and (3) to integrate the project outcomes into the policy process at both the national and EU levels.

1. Dissemination & Exploitation in the 3C4life project

Dissemination and exploitation activities are key components of the 3C4life project, with exploitation focusing on the practical use of research results. To maximize the benefits, exploitation activities have been implemented throughout the project's duration, with an emphasis on field trials. During the first year, strategic planning for national and European exploitation took place, with workshops and the development of national exploitation strategies.

Exploitation and scaling-up activities have begun in each partner country, with varying approaches tailored to their specific contexts. International efforts include participation in the ETE IV International Conference and a policy seminar at the ESERA Conference 2023. Early evidence suggests that the teach4life platform is appealing to a broader education sector, both nationally and internationally. The project aims to continue exploiting the platform for various target groups and evaluate policy measures to ensure sustainability and transferability of the measures to other countries and regions. The ministry-university tandems in the project serve as a template for addressing the need for better cooperation between policy, research, and practice in European STEM education.

To this end, communication, dissemination, and exploitation are important tasks as the project aims at mainstreaming and scaling-up a policy measure. Furthermore, to maximize the impact and sustainability of this project, it is necessary to have a European scaling-up strategy. This strategy will outline the steps needed to expand the project's impact beyond its current partnership countries, reaching out beyond the partnership and to other countries in Europe. The focus of the strategy will be on upscaling policy measures for the project, with an emphasis on improving teaching skills, competences, digital operations, and self-efficiency.

A midterm report for implementing successful communication, dissemination, and exploitation activities (D6.1 / WP6) was written to complement the European scaling-up strategy. The midterm report explains the basics and examples of successful communication, dissemination, and exploitation for the 3C4life project. Additionally, central terms and concepts are defined and explained there in detail.

A step-by-step guide leads the reader to an effective planning and implementation of scaling-up activities in Europe and beyond the partnership.

2. 10 Steps for Planning a Scaling-Up Strategy

To maximize the impact of the 3C4life project, it is necessary to have a European scaling-up strategy. This strategy outlines the steps needed to expand the project's impact beyond its current partnership countries, reaching out to other countries in Europe. The focus of the scaling-up strategy will be on upscaling policy measures for the project, with an emphasis on improving teaching skills, competences, digital operations, and self-efficiency. In our project we will follow a 10-step procedure, which is presented in the following paragraphs.

2.1 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 form 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.

In our 3C4life project it is very important to win over an adequate number of teachers participating in the field trials (testing the teach4life platform in every partner country). To support the advertisement of the platform, we created a big social media campaign and standardised announcements were provided, dedicated to the field trials. These announcements introduced the content and aim of the teacher platform, included the purpose of the policy experimentation and its evaluation, and gave the rationale for the need for such a career platform. Thes announcements served as templates that partner countries could tailor them to specific teacher needs and national conditions.

2.2 Second Step – Content

Define precisely and clearly what will be exploited.

- Project promotion, easily understandable by a non-scientific audience: introduction, activities, expected outcomes, benefits…
- Outputs and outcomes (linked to timetable for deliverables)
- Internal data such as results from evaluation data, case studies and user behaviour

- 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.

2.3 Third Step – Target Groups

To scale up the project, it is necessary to identify target groups / potential partners who can help expand its reach. These partners could include government agencies, non-governmental organizations, and educational institutions. Partnerships can help increase funding, provide access to resources and expertise, and enhance the project's overall impact. Define precisely and clearly to whom you will exploit the project outcomes, for example:

within the Consortium:

- Higher education institutes (HEI) (appointed WP leader, their staff, curriculum designers, PR, …)
- Business partners (representatives working on the project, public relation, non-governmental und non-profit organisations, …)
- Members of the National External Evaluation Boards (NEEB) – a panel which was set up in every partner country to guarantee large impact, exploitation, and project scale-up. They are also asked for advice and feedback about project activities.
- Members of the European External Evaluation Board (EEEB) – a panel of representatives from countries outside the Consortium and of European networks relevant to scaling-up. The members ensure exploitation beyond the Consortium and contribute specific advice and expertise to ensure the highest possible quality of work.
- Project Office
- Coordinator

Target groups beyond the Consortium, for example:

- Pre-service secondary STEM teachers
- In-service secondary STEM Teachers/Schools and their teachers
- Director of schools/Principals/
- School Leaders
- Scientific Community /Higher Education Institutes/Research Centers
- Teacher Educators and Researchers
- Policy makers, public authorities involved in education
- Industry / Businesses or other related organisations Relevant initiatives and networks

- International Associations
- Influential organizations and projects
- Non-formal education providers: STEAM centres
- General Public

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.

In regard to 3C4life, target groups have been identified as follows (in detail see the midterm report D6.1.):

Teachers (main target group are Pre-service secondary STEM teachers, in-service secondary STEM Teachers/Schools and their teachers): The aim of the exploitation activities for our main target group is attracting teachers to use the teach4life platform.

Stakeholders (policy makers, public authorities involved in education, non-formal education providers: STEAM centres, international associations, influential networks): The aim of the exploitation activities are the integration of the teach4life platform in their dissemination structure (via links and prominent mentions on website) to disseminate it on a large scale.

Here we differentiate between European level, Consortium countries, and beyond.

In **Consortium countries**, the focus of exploitation measures is on leveraging the platform to maximize its impact and benefits.

In **countries beyond the Consortium**, the focus is on collaborating with high-level authorities to ensure they are aware of the measure and its potential use in their respective countries. This is to facilitate the adoption and adaptation of the measure to meet local needs and demands.

At the **European level**, target groups are high-level networks that facilitate the exchange of innovative approaches and discuss the potential for scaling-up initiatives. The aim of the exploitation measures is to engage these target groups to capitalize on our measure, encouraging its adoption and integration into various sectors.

Public at large: The aim of exploitation activities is to raise awareness of the benefits to use our teach4life platform. This will be achieved by showcasing the success and impact of the measure, fostering public support, and encouraging further implementation and adoption in various contexts.

A detailed identification and analysis of the stakeholders addressed in the 3C4life project was presented to the project partners in the midterm report on "Dissemination, Communication, Exploitation and Sustainability" (D6.1).

2.4   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 here:

Information based dissemination and exploitation means:

- international project website
- national project websites
- social media: posts on, for example, Twitter, Instagram, Facebook, LinkedIN
- 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
- bachelor's thesis
- articles in newsletters (e.g. ICSE Newsletter)
- poster exhibition, for example, at conferences
- policy briefings

Face to face exploitation means regarding project findings:

- workshops about project findings
- roundtables/face-to-face meetings/interviews
- contact via E-Mail, telephone, skype
- presentations at conferences
- pilot measures

In the 3C4life project, we use a wide range of channels and means to disseminate and then exploit the project. Personal contacts, meetings, and round tables with higher educational authorities as well as policy briefings are good opportunities to reach out to our target groups in order to ensure systemic impact. Presentations at conferences, fairs, and scientific festivals on both the national as well as the European level have and will have a great impact on researchers, in-service teachers, and further stakeholders in the field of career guidance, collaborative practice, and competence development. In addition, information-based activities, for example reporting on different aspects of the project in the ICSE newsletter (using ICSE`s extensive contact list as well as contact lists from partner HEIs), proves to be very successful.

2.5   Fifth Step – Schedule

Develop an exploitation plan: To expand the project's reach, it is essential to develop an exploitation plan that reaches a broader European audience. This plan should focus on raising awareness of the project's results, outcomes, and benefits. It should also highlight the opportunities for collaboration and engagement with the project.

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.

The communication, dissemination and exploitation strategy of the 3C4life project implied the following key phases:

2021 **Preparing the ground: Strategic planning of dissemination, communication, and exploitation** (month 3 to 6)

- Detailed identification and analysis of stakeholders
- Development of criteria to evaluate the selected dissemination means
- Setting up European and National dissemination & communication plans
- Setting up European External Evaluation Board (EEEB) and National External Evaluation Boards (NEEB) and meeting twice
- Setting up of international and national project websites
- International newsletters

2021 – 2024 **Execution of dissemination plan, exploitation strategy and monitoring of plan** (from month 7 onwards)

- Advertising the teach4life platform through all channels
- Carrying out dissemination activities on national and European levels
- Workshops with focus on dissemination
- Workshops with focus on exploitation
- Strategic planning for national and European exploitation
- Development of national strategy on scaling up
- Connecting with relevant networks
- NEEB and EEEB meetings (ongoing)
- International newsletters

2022 – 2024 **Prepare for exploitation, sustainability and scaling-up** (from month 18 onwards)

- Carrying out dissemination activities on national and European levels

- Writing midterm report on dissemination, communication, exploitation, and sustainability (D6.1)
- European plan for scaling-up in countries beyond partnership
- Workshops with focus on exploitation and sustainability
- EEEB activities beyond consortium
- Informing all European ministries via formal letter on the policy measure
- Connecting with relevant networks (ongoing)
- Mainstreaming the measure through Ministry and University channels (including accreditation of courses, certificates for teachers)
- Dissemination activities to prepare scaling-up
- Ongoing execution and refining of scaling-up strategies
- Planning and holding a policy seminar
- Writing exploitation report based on country reports written under the lead of the educational authorities (D7.1).

The key deliverables have been listed in the project`s timetable.

2.6   Sixth Step – Sustainability Plan

Establish a sustainability plan: To ensure the project's sustainability, it is necessary to develop a plan that outlines how the project will continue to function after the funding period ends. The sustainability plan should identify potential funding sources, partnerships, and other resources needed to keep the project operational.

The sustainability plan bases upon three main pillars:

(1) The establishment of conditions to ensure exploitation to tackle the issue of external and changing factors.
(2) A long-term monitoring to keep track of the (impact on the) sample population over a longer period:

   a. Several digital Communities of Practice (CoP) operating on national level, as well as via the European platform in English.
   b. Each partner tandem continues moderating the Communities of Practice (CoP), that have been established.
   c. CoP participants are: the sample population plus staff from our project partners, more STEM teachers from across Europe.
   d. Long-term monitoring results will be fed to relevant policy actors, education authorities or research peers via our partners' networks, and our partners activities in the OMC.

(3) Follow-up activities to allow for exploitation and systemic improvement long beyond project duration:

a. The main target group of the measure (pre- and in-service secondary STEM teachers) continues their engaging in the established digital Communities of Practice
b. Partner tandems continue operation of the platforms and maintain the established Communities of Practice

2.7   Seventh Step – Implement Policy Measures

Policy measures help scale up the project by ensuring its integration into existing educational systems. Policy measures could include integrating the project's outcomes into national curriculum frameworks, providing professional development opportunities for teachers, and establishing partnerships with industry professionals.

2.8   Eights 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.

2.9   Ninth Step – Develop a Training Program & Assess it

To enhance teaching skills, competences, digital operations, and self-efficiency, it is essential to develop a training program that addresses these areas. The training program should be designed for teachers and should be available online to reach a wider audience. The program should be interactive, engaging, and aligned with the project's objectives and outcomes. This could be possible because our project partners are all experienced in the development of training programs. To ensure the effectiveness of the training program, it is necessary to establish a quality assurance system that evaluates the program's impact. The system should involve feedback from teachers, students, career guidance experts, and industry professionals. The system should also assess the program's sustainability and identify areas for improvement.

2.10   Tenth 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. During the project lifetime the coordinator contacts each partner regularly to find out if there is a need to discuss further steps. Additionally, it is essential that each partner contacts the coordinator's office or management team if new options or further ideas arise on how to maximize the success of our exploitation activities and maximize our project's impact. It is also essential to evaluate the impact of the scaling-up strategy regularly. This evaluation should assess the project's impact on students, teachers, career guidance experts.

Overall, the scaling-up strategy for the 3C4life project is a comprehensive approach that aims to maximize the project's impact beyond its current partnership countries, by expanding its reach across Europe. The ten crucial steps include defining objectives, content, target groups, channels and tools, schedule, sustainability plan, policy measures, responsibilities, development of a training program, and exploring new pathways. By following these steps, the project will not only address the needs of its primary target audience but will also foster collaboration with stakeholders at various levels and sectors, ultimately contributing to the improvement of teaching skills, competences, digital operations, and self-efficiency across Europe. Regular evaluation and adaptation of the scaling-up strategy will ensure its ongoing effectiveness and responsiveness to the needs of target groups and the evolving educational landscape.

3. Examples and Tools for European Up-Scaling Activities

In this chapter, we will give the 3C4life partners as well as institutions beyond 3C4life a useful tool, a direction and some perspectives which will allow them to carry on the development of sustainability & exploitation activities.

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. In 3C4life, for example, it is important to differentiate if we address a teacher, a policy maker, or a researcher to disseminate our results. For teachers, we advertise our teach4life platform, a policy maker is interested in the evaluation results (if the measure is well tested and effective), whilst a researcher may be much more interested in the experimentation itself.

The effects of successful exploitation activities and by focusing on upscaling policy measures, the strategy aims to create the best conditions for making the successfully tested measures part of a policy or a system, ultimately improving the quality of STEM teaching and the lives of teachers across

Pädagogische Hochschule Freiburg
Université des Sciences de l'Education · University of Education

Europe. Successful exploitation will also include a raised positive reputation for the institutions of the project consortium as well as an increased influence on policy and practice.

Consequently, dissemination and exploitation isn`t finished at the end of the project`s lifetime. We want to give recommendations how to maximize our project`s impact in longer term. This should encourage and guide partners and other project partners to:
- make the project`s outputs and results known and used outside the consortium
- develop new ideas for new partnerships and further cooperation in the future
- create new opportunities to extend the project and its results
- further inform policy and practice
- further develop the teach4life platform
- evaluate achievements and impact
- provide useful input to dissemination and exploitation efforts of the European Commission
- share the results and serve as examples to inspire others

3.1   Channels & Means of Exploitation

All project partners are strongly committed to the 3C4lifes approach and objectives and to sustain the project achievements we will use different means and channels. Based on their prior 3C4life expertise, but also on the rich experiences from the 3C4life dissemination activities, partners have further evolved strategies for sustainability and scaling-up.

On the **European level**, we plan to exploit and ensure the sustainability of our project outcomes and results through the following channels and measures:

- Enter the project summary and update the project results on the **Erasmus + Project Results Platform**[1] and make deliverables available so that researchers and practitioners can access it.

- Contribute to systemic communication with relevant **ET2020 Working Groups**, in particular the Working Group on Schools[2], which identified that teachers do not perceive teaching as an attractive career option anymore and incorporating our results into their strategy. The aim is to support policymaking at the EU and national levels and discuss policy solutions. The results of our 3C4life project are of high interest as we contribute to the important objectives as set in ET2020: Its main strategic elements being the Open Method of Coordination (OMC) with a wide set of national policy actions to fight shortages of qualified teaching staff. 3C4Life seeks to support these strategic policy actions. In case of conclusive findings, education policy makers

Pädagogische Hochschule Freiburg
Université des Sciences de l'Education · University of Education

can use our results to improve their education systems by using the measure as such or e.g., applying the motivational trigger procedure. Therewith they can improve their education system in accordance with national and European strategies, by means of establishing a self-evident culture of lifelong advancement among Europe's STEM teachers.

- Link the project to the **OECD initiative** *Future of Education and Skills 2030[3]* by providing insights from the 3C4life project, to the framework *Teaching and learning for 2030*. The framework provides a common taxonomy for policy makers and practitioners and establishes some underlying principles for education systems. The first step is to contact the project team to share the 3C4life project results, connect the teach4life platform, connect via newsletters, website, and social media.

- Link the project to the **EU Youth strategy 2019 – 2027**[4]: Core areas of action of the new EU Youth strategy are around the three words engage – connect –empower. The first step will be to send information on the project and its results to the EU Youth Coordinator in order to contribute to knowledge development and exchange on youth issues.

- Continue to incorporate the 3C4life measure and results in **European networks** like Erme, Etuce and Eurashe to raise awareness on our teach4life platform and evaluation results. Through the ICSE webpage as well as through personal contacts, the project is already linked to European Networks such as Science on Stage[5], the European Schoolnet[6] and Scientix[7] (a promotion of the 3C4life outcomes via the Scientix community will make them easily available and visible to the thousands of teachers who use this online portal).

- **EU funding programs**: With the end of ET2020 and thus upcoming successor programs, new future policy actions on national and European level might open further funding sources like Horizon Europe: The EU's research and innovation funding program that supports large-scale projects, including those that aim to scale up innovations in education.

- **Policy frameworks and strategies** like the **European Education Area**[8]: A policy framework that aims to create a common education space across Europe, fostering cooperation, mutual

15

---

[3] https://www.oecd.org/education/2030-project/
[4] https://youth.europa.eu/strategy_en
[5] https://www.science-on-stage.eu/
[6] http://www.eun.org/
[7] https://www.scientix.eu/
[8] https://education.ec.europa.eu/

Pädagogische Hochschule Freiburg
Université des Sciences de l'Education · University of Education

learning, and the sharing of best practices. The Digital Education Action Plan[9] is an EU strategy that supports the digital transformation of education systems and promotes the scaling up of digital innovations.

- **Cross-border initiatives and partnerships** like the **European Training Foundation** (ETF)[10] is an EU agency that supports education and training reform in EU neighboring countries, promoting the scaling up of successful practices. The **European Institute of Innovation and Technology** (EIT)[11] is an EU body that fosters innovation and entrepreneurship by promoting collaboration between higher education institutions, research organizations, and businesses across Europe.

-

- **Conferences and events**: European conferences on education and training, such as the European Association for International Education (EAIE) conference[12], the Online Educa Berlin (OEB) conference[13], and the European Distance and E-Learning Network (EDEN)[14] conference, the European Science Education Research Association (ESERA)[15] provide opportunities for networking, sharing best practices, and discussing strategies for up-scaling.

- **Peer learning and exchange**: The Open Method of Coordination (OMC) in Education and Training: A voluntary process that allows EU member states to cooperate, share best practices, and learn from each other in the field of education and training.

- **Thematic Working Groups**: Groups of experts from EU member states that collaborate on specific topics related to education and training, facilitating the sharing of knowledge and experiences.

By leveraging these examples and channels, European up-scaling activities can effectively reach out to countries beyond partnership and promote the implementation and integration of successful practices into policy measures and education systems.

---

[9] https://education.ec.europa.eu/focus-topics/digital-education/action-plan

[10] https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies/institutions-and-bodies-profiles/etf_en

[11] https://eit.europa.eu/

[12] https://www.eaie.org/

[13] https://oeb.global/

[14] https://30.eden-online.org/

[15] www.esera.org/about-us/

3.2 How to Sustainably Explore the Measure in Partner Countries and Beyond?

All partner countries developed in the first project month national strategies to exploit project results and outcomes as well as ensuring sustainability. These strategies are based on the single national context and experiences. To provide peer learning, the different strategies as well as the approaches and channels are comprised in the following overview. These recommendations should inspire partners to further work on successful up-scaling activities and sustainable exploitation beyond the project`s end, but also to take the advantage of profiting from partners' experience in different approaches. This can also be taken as a template for the exploitation in countries beyond the consortium, especially countries represented in the project by members of the European External Evaluation Board.

In the partner countries as well as in countries beyond the consortium, we plan to exploit and ensure the sustainability of our project outcomes and results through the following channels and measures:

- Continue to work with high level educational authorities, stakeholders and those that have been informed about the 3C4life project, with the members of the National External Evaluation Board as well as the countries represented in the European External Evaluation Board.

- Further cooperate and incorporate the 3C4life message into national, regional, and local networks in the field of STEM education.

- Develop a one-pager PDF with infographic(s) illustrating the project aims and later the project results in a very simple, visual way, like a pitch (need for clear and simple communication material to convey messages about the project).

- Create videos to explain the 3C4life project in the local language, create electronic brochures for online events, recorded presentations, videos, tutorials, etc.

- Keep informing further teachers about the teach4life platform, by using the international network of Higher Education Institutions which has been established under the lead of ICSE, Freiburg.

- Make sure that 3C4life project information stays available on the national websites keep links up to date to connect teachers with the teach4life platform, ensuring that people who will look online on national website will be redirected to the international project website and the platform.

Pädagogische Hochschule Freiburg
Université des Sciences de l'Education · University of Education

- Establish teacher networks for mutual exchange on the platform or on eTwinning which is a platform that connects schools, teachers, and students across Europe, fostering collaboration and sharing of good practices. This makes it easier for teachers to exchange experiences.

- Use social media groups (Facebook, Instagram, LinkedIn) for the above-mentioned working groups for teachers.

- Prepare reports for the national ministries, accompanied by recommendations for integrating 3C4life ideas in their networks and Advisory Boards.
- Link and exploit the 3C4life measure to ongoing initiatives and projects.

- Collaborate with groups that organize science fairs and other informal education actions, offering our expertise and participating with stands, talks, workshops, and such. The German team, for example, presented related tasks on the science days in October 2022, which is visited by students and their teachers to draw attention to the links between fundamental values and science.

- Social media channels, newsletters, and webinars can be utilized to share project results, best practices, and up-scaling strategies with a wide audience, both within and beyond the partnership.

- Use social media and continue to link all stakeholders. Social media (Facebook, Instagram, Twitter, LinkedIn) are also good channels to communicate with teachers, establish networks and guide them online. Create social media materials such as readymade posts, GIFs, etc. The Turkish team, for example, uses social media intensively and strategically. They use both Instagram and Twitter regularly and successfully, with over 30,000 Followers on both channels combined. In Germany, ICSE aims to improve STEM education through presence on Twitter, Instagram and LinkedIN.

- Maximizing existing channels: Use existing channels with their large communities of Erasmus+ on Twitter and Facebook. Umbrella accounts, such European Youth or EUSport on Twitter, often host information about Erasmus+ too. In this case, extra attention should be given to the Erasmus+ branding elements, to ensure the audience immediately recognizes that the post is related to the Erasmus+ program and then to the 3C4life project.

- Tell real stories: The power of the reality factor for a program that puts experiences at its heart goes without saying. Stories about the projects content and outcomes are stronger when real people, real environments and real experiences are shared. Real stories can be disseminated at national or European level. The recommendation is to focus on sharing the real, exciting experiences that people have had thanks to the 3C4life project. Moreover, a script and/or

structure for how these stories can come to life (both in terms of content and shape) can help content creators develop more consistent stories from one opportunity to another, or from one country to another. These stories must be put in the limelight. People from similar walks of life will relate to their stories and be inspired to use the teach4life platform as well.[16]

3.3 Scaling-up and Exploiting the Teach4life Platform in European Countries Beyond Partnership

The teach4life platform (https://www.teach4life.eu/) is a key component of the 3C4Life project, designed to support STEM teachers in their professional development journey. This online resource offers a wide range of tools, including videos, informational materials, ready-to-use tasks, and details about further training and career opportunities for STEM teachers. As an innovative and comprehensive solution, teach4life has the potential to enhance the professional lives of educators across Europe. This chapter outlines strategies to exploit and scale up the results of the teach4life platform in partner countries beyond the partnership, enabling teachers to access and utilize the platform effectively.

Localization and Adaptation of teach4life Content:
→ **Language Translations**: To ensure that teach4life`s resources are accessible to STEM teachers in different countries, the platform should provide localized translations of its content. This adaptation will enable educators to engage with the materials in their native language, promoting widespread adoption of the platform.

→ **Curricular Alignment**: Adjust and adapt the teach4life content to align with the national curricula and educational standards of different countries. This alignment will ensure that the resources are relevant and applicable to local contexts, increasing the platform's appeal and usefulness to STEM educators.

Building Awareness and Outreach:
→ **Collaboration with Local Educational Authorities**: Partner with local educational authorities and ministries of education to promote the teach4life platform in their respective countries. These collaborations will help to establish the platform as a trusted resource for professional development, endorsed by national educational organizations.

→ **Teacher Training Workshops and Webinars**: Organize teacher training workshops and webinars to introduce the teach4life platform to educators in targeted countries. These

---

[16] https://ec.europa.eu/assets/eac/promo/Erasmusplus-Communication%20Strategy_2023.pdf

events will provide educators with hands-on experiences and practical guidance on using the platform, encouraging its adoption in their professional practice.

Integration with Existing Educational Ecosystems:
- → **School and District Partnerships**: Establish partnerships with schools and districts in target countries to integrate the teach4life platform into their professional development programs. This integration will ensure that the platform becomes a regular component of teacher training and support, reaching a broader audience of educators. Identifying perspectives and developing new working models at schools for teachers.

- → **Connection with Teacher Networks and Communities**: Engage with existing teacher networks and communities to promote the teach4life platform and foster a sense of shared ownership among STEM educators. By connecting with these communities, the platform will become a valued resource for peer-to-peer learning and collaboration.

Monitoring, Evaluation, and Continuous Improvement:
- → **User Feedback and Analytics**: Collect user feedback and analyse platform usage data to understand how teachers are engaging with the teach4life platform. This information will help identify areas for improvement and guide the development of new features and resources to better meet the needs of educators in different countries.

- → **Research and Case Studies**: Conduct research and develop case studies highlighting the impact of the teach4life platform on STEM teachers' professional development and classroom practice. These findings will help demonstrate the platform's effectiveness and build credibility among potential users and partners.

Financial Sustainability and Funding Opportunities:
- → **Subscription Models and Sponsorships**: Explore the development of subscription models or sponsorships to generate revenue and support the continuous improvement and expansion of the teach4life platform. These funding sources will help ensure the platform's long-term sustainability and growth.

- → **Grant Applications and Funding Proposals**: Pursue grant opportunities and submit funding proposals to support the scaling-up efforts of the teach4life platform. By securing additional financial resources, the platform will be able to expand its reach and continue to develop innovative features and resources.

In conclusion, the 3C4life project has successfully provided partners and institutions at this project stage with valuable tools, direction, and perspectives for the development of sustainability and exploitation activities. By focusing on effective dissemination and exploitation, the project aims to create a lasting impact that goes beyond the project's lifetime. This includes raising the reputation

of the participating institutions, influencing policy and practice, and fostering further cooperation and partnerships.

The partners have identified various channels and means for exploitation, both at the European level and within the partner countries. These strategies involve engaging with relevant stakeholders, networks, and initiatives to ensure the sustainability of the project outcomes and results. By leveraging social media, conferences, events, and peer learning opportunities, the project aims to reach out to countries beyond the partnership and promote the implementation and integration of successful practices into policy measures and education systems.

- Moreover, the project emphasizes the importance of sharing real stories and experiences to inspire others and maximize the impact of its outcomes. The teach4life platform has great potential to alter the professional development of STEM teachers across Europe. To ensure its success, it is crucial to focus on localization and adaptation of content, building awareness and outreach, integration with existing educational ecosystems, monitoring, evaluation, continuous improvement, and financial sustainability. By following the outlined strategies, the teach4life platform can effectively scale up and extend its reach to countries beyond the partnership, ultimately enhancing the quality of STEM education and empowering teachers throughout Europe. Overall, the 3C4life project serves as a valuable model for up-scaling activities in Europe and beyond, with the goal of improving the quality of STEM teaching and the lives of teachers across Europe.

4. References

https://ec.europa.eu/assets/eac/promo/Erasmusplus-Communication%20Strategy_2023.pdf (02.11.22)

https://education.ec.europa.eu/focus-topics/digital-education/action-plan

https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies/institutions-and-bodies-profiles/etf_en

https://eit.europa.eu/

https://www.eaie.org/

https://oeb.global/

https://30.eden-online.org/

www.esera.org/about-us/

https://www.oecd.org/education/2030-project/

https://youth.europa.eu/strategy_en

https://www.science-on-stage.eu/

http://www.eun.org/

https://www.scientix.eu/

https://education.ec.europa.eu/

https://erasmus-plus.ec.europa.eu/projects

European Commission, Directorate-General for Education, Youth, Sport and Culture, Supporting teacher and school leader careers: a policy guide: report, Publications Office, 2020, https://data.europa.eu/doi/10.2766/972132