

PHERECLOS:

The PHERECLOS project aims at creating new partnerships for pathways to higher education and science engagement in regional clusters of open schooling.

(Social Transfer)

Project leads

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Abstract

The PHERECLOS project aims at creating new partnerships for pathways to higher education and science engagement in regional clusters of open schooling. "Local Education Clusters" (LECs) will be established bringing together schools and further relevant actors in the educational ecosystem of 6 diverse pilot regions (Austria -Vienna, Finland -, Italy - Trieste, Poland - Lodz, Portugal - Porto). These actors may be universities, governmental and non-governmental organisations, companies, charities, museums, or other knowledge providers. The LECs will be incubators for enabling dialogue and for setting-up joint activities between these organisations at the overlapping edges of formal and non-formal education. At the same time, the project aims to improve the quality of science engagement. UNIVIE has the lead over one of the seven defined work packages: Providing implementation counselling and analysis (incl. gender dimension). We provide expertise in and support from academic intervention research, transfer and implementation research and psychological gender studies. We develop tools and measures to consult the LECs regarding the implementation of their independent workplans on open schooling in the model regions in a first step as well measures to reflect the gender dimension of their approaches. This should enhance the efficiency and effectiveness of the LECs and should have an impact on scalability, transferability and sustainability of the entire approach in the longer term.

Keywords

Open Schooling, Science Capital, Children's Universities, Implementation science

Aims of the Third Mission activity

- Objective 1 - Establishment: Establishment of Local Education Clusters (LEC) composed of key stakeholders as experimental testbeds for educational cooperation in six model regions.
- Objective 2 - Mentoring: Mentoring in ten cross-sectoral Transnational Education Mentoring Partnerships (TEMPs) between differently experienced parties in innovative education to create a snowball effect for the implementation and dissemination of transferable outcomes from the LECs.
- Objective 3 - Assessment: Assessment of regional effectiveness and impact to generate transferable implementation guidelines and policy briefs to enhance the sustainability of the overall approach.
- Objective 4 - Development: Development of a Good Practice Library, a White Book on Open Schooling Education Clusters and a Teacher Training Innovation Toolkit based on a thorough analysis of the school-community engagement models and their implementation within a profound methodological framework.
- Objective 5 - Implementation: Implementation of digital representation of accomplishments with a OpenBadge ecosystem for labelling reliable and responsive actors and to share this commitment for sustainable development.

Cooperation partners outside the university sector

Coordinator: Kinderbüro Universität Wien GmbH Consortium
Members: Asociata Universitatea Copiilor, Children University of the Lodz University of Technology, European School Heads Association, Sissa Medialab, Snellman EDU's Children University, Stichting International Parents Alliance, SYNNO GmbH, Teacher Scientist Network, University EAFIT Children's University, University of Copenhagen, University of Innsbruck/ Junge Uni, University of Porto, University of Silesia in Katowice

Cooperation partners from the scientific/research field

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Faculty

Institut für Psychologie der Entwicklung und Bildung

Timeframe

01/10/2019 - 30/09/2022

Funding

Horizon 2020

Research basis

At our department, we conduct research on educational psychology topics (e.g., promotion of competencies for lifelong learning, gender), deal with evaluations and the topics of transfer and implementation. In PHERECLOS we offer our expertise in implementation science (e.g. Schober et al., 2019). The mission of implementation science is to provide theories and frameworks of transferring knowledge to practice so that it leads to intended effects in societies (Fixsen, Schultes, & Blase, 2016). Implementation science supports that measures and programs (like the Local Educational Clusters) reach the intended target groups, that they are used as planned and can have a sustainable impact (Schultes et al., 2019). Frameworks of implementation science are important transdisciplinary approaches that guide and support the systematic implementation of the Local Education Clusters.

Social/economic relevance

PHERECLOS will develop models and recommendations for new ecosystems in education, where schools will become a hub of a community of to embark on new engagement strategies in STEAM, in fostering individual educational pathways towards higher education in reflection of the 21st century skills. The PHERECLOS project is built around three particular concepts as the main pillars: 1) The concept of Science Capital 2) The concept of Children's Universities 3) The understanding of an Open School culture.

Integration into academic teaching/the curriculum

No

Impact

Expected impact from Phereclos: Fostering learning in communities and science awareness; establishing teacher training and develop an Open Schooling Teacher Training Innovation Toolkit; amplify ideas and insights gained from the implementation of the LECs; create a White Book on Open Schooling Education Clusters; strengthen and establish a long-lasting Network.

Transfer aspect of the activity

Our aim is to use findings from implementation and transfer research for a sustainable implementation of the LECs. In the sense of capacity building, relevant knowledge for successful implementations is passed on to the LEC coordinators through workshops. The lessons learned will be made available to a broad audience in a white book. The findings will also be incorporated into policy recommendations.

Future orientation & sustainability

- At the level of the Consortiums: A large part of the consortium had already worked together successfully in other projects before. Thus, it is very likely that this will also be the case in the future.
- At the level of the LECs: The LEC coordinators already had a good local and regional network before entering the project. Their concern is to strengthen and expand their network. This is to be supported by the implementation expertise.
- At the TEMPS level: The knowledge and experience of the LECs should be passed on through the mentoring of the TEMPs. New collaborations can be created.

Achievement of objectives

There is no scientific evaluation of the overall project, but there is implementation support (lead: UNIVIE). The LECs partly evaluate their activities on their own. Advice on how this can best take place is offered by the UNIVIE.

Measures to sustain this activity over the long term/expand it

None

Visibility

On the one hand, there is a website. On the other hand, there is a separate work package dedicated to making the project visible (e.g. via social media, contributions at conferences).

Links/Publications

- www.phereclos.eu
 - Schober, B., Schultes, M-T., Kollmayer, M. & Lüftenegger, M. (2019). Implementierung von Reformen im Bildungsbereich. In: Breit, S., Eder, F., Krainer, K., Schreiner, C., Seel, A. & Spiel, C. (Hrsg.), Nationaler Bildungsbericht Österreich 2018: Band 2: Fokussierte Analysen und Zukunftsperspektiven für das Bildungswesen (S. 455-483). Graz: Leykam.
 - Schultes, M-T., Bergsmann, E. M., Brandt, L., Finsterwald, M., Kien, C. & Klug, J. (2019). How Connecting Psychology and Implementation Science Supports Pursuing the Sustainable Development Goals. Zeitschrift für Psychologie - Journal of Psychology, 227, 2, p. 129-133
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