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## **Pilot Sample profile – V2 Go-Lab Deliverable D7.2 Pilot Sample profile – V2 Dissemination Level Public Status Final**

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# Go-Lab

## Global Online Science Labs for Inquiry Learning at School

*Collaborative Project in European Union's Seventh Framework Programme*

*Grant Agreement no. 317601*



### Deliverable D7.2

## Pilot Sample profile – V2

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## Executive Summary

The aim of this public deliverable is to provide a clear insight on the methodology and organisational structure of the Go-Lab Pilot phase B and selection process of the participating Go-Lab Pilot Schools. The Go-Lab Pilot phase B process was launched in June 2014 with small modifications compared to Pilot phase A. The results of Pilot phase A and its corresponding dissemination efforts made it possible to reach more teachers and schools applying for participation. After the launch of the Call for Go-Lab Pilot phase B Schools, the number of applications has reached a total of 628, a large number of schools in all pilot countries.

The selection of Pilot Schools to participate in the Go-Lab implementation activities is the result of a carefully organised selection process. The final procedures and selection criteria of the Pilot Schools described in this document is the result of a series of meetings with the top management and the National Coordinators of the Go-Lab project. The reaction of the school and teachers communities around Europe and beyond has been very encouraging providing us with great numbers and a pool of motivated teachers that will assist us in the further development of the Go-Lab interventions.

Section 2 of this deliverable “Organisation of Go-Lab Pilot activities” represents the aims and goals of these activities as well as organisation of work within the Go-Lab consortium.

In Section 3 “Pilot Phase B: methodology”, we are looking into the tasks that the selected Pilot Schools are asked to carry out as well as the selection criteria the consortium defined related to both schools and teachers. The organisation and dissemination of the Call for Go-Lab Pilot Schools is also extensively explained, while information is also provided regarding the first implementation steps and the ways teachers/schools have been invited to contribute to the whole process.

In Section 4 “Pilot Phase B: selected schools”, the current lists of the 506 selected Pilot Schools for Phase B, per country, are provided.

In Section 5 “Statistics”, we are looking into the the distribution of schools per country in relation to school types, taught subjects and age groups. As expected, primary schools form a small part, approximately 10% of the schools, with subjects like Physics and Chemistry dominating teachers’ interest. Mathematics, Astronomy and Electronics also attract a lot of interest.

In Section 6 “Schools’ profiles” focus is given on 10 Go-Lab Pilot phase B schools and in particular their infrastructure, internet connectivity plus teachers’ skills and experience of the use on online laboratories.

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## 1 Introduction

The aim of the Go-Lab Pilot activities is to implement the Go-Lab inquiry scenarios (test the Inquiry Learning Spaces based on the Go-Lab inquiry learning cycle) at a large European scale. The project will be implemented in a total amount of 1000 schools in Austria, Belgium, Bulgaria, Cyprus, Estonia, Germany, Greece, Italy, Netherlands, Poland, Portugal, Romania, Spain, Switzerland and UK. The designed Go-Lab inquiry learning spaces will be treated as case studies and will be tested in real conditions at the pilot sites. Active teachers and students engagement is crucial to ensure that each Go-Lab learning tool is planned and developed effectively.

In this perspective, this deliverable provides an overview of the workflow and development leading to the set-up, selection and coordination of the Go-Lab three Pilot phases with emphasis on the selection of 400 schools to participate in implementation Phase B. The deliverable describes the following tasks carried out in details:

- The identification and clarification of the Go-Lab Pilot School objectives;
- The identification of Pilot teachers tasks and tools to be used;
- The set-up of the Pilot School selection criteria;
- The development of the Call for Go-Lab Pilot Schools in Phase B;
- The efforts carried out to publish and disseminate the Call for Go-Lab Pilot Schools to support WP7 tasks;
- The selection of the Go-Lab Pilot Schools for the Pilot Phase B;
- The authorisation of Pilot Schools by the relevant Ministries of Education (MoEs);
- Collection of Pilot Schools sample profiles to describe the various profiles of Go-Lab Pilot schools.

The first approach forming and organising the contribution of Go-Lab Pilot Schools was to identify the profile of the Pilot Schools the project wished to target. This gave the consortium a clear insight on the profiles of schools which can contribute to the finalisation of schools/teachers requirements and selection criteria. In this way, partners formed an idea on the qualities, characteristics and capacities that an “ideal” Go-Lab Pilot School will need to have in order to fulfil its tasks and constructively contribute and participate in the project. The second call for teachers became available in June 2014 and resulted in a final list of 500 participating Pilot Schools for Go-Lab Pilot Phase B. The 100 Pilot Schools that have participated in Phase A and the selection methodology followed during that phase can be found in “D.7.1 Pilot sample profile – V1” and in Appendix I – Example Memo sent by European Schoolnet to MoEs of the countries running Pilot activities as part of the Go-Lab project.



## 2 Organisation of Go-Lab Pilot activities

As one can see in Figure 1. Go-Lab Pilot Schools' summative distribution", Go-Lab Pilot Schools are being selected in the course of three (3) different stages while the number of involved schools is also gradually increasing.

### 2.1 Aims and goals

In Phase B and according to the Description of Work (DoW) 400 schools have to be selected to take part in the Pilot activities. The distribution of schools for the three Pilot phases among the partner countries can be found in Figure 1. Go-Lab Pilot Schools'

Country	Target Nof Schools	Pilots – Phase A	Pilots – Phase B	Pilots – Phase C
Netherlands	40	4	16	20
Cyprus	40	4	16	20
Germany	100	10	40	50
Spain	60	6	24	30
Austria	100	10	40	50
Estonia	40	4	16	20
Switzerland	70	7	28	35
UK	70	7	28	35
Portugal	100	10	40	50
Greece Bulgaria Romania	220	22	88	110
Belgium Poland Italy	160	16	64	80
<b>total</b>	<b>1000</b>	<b>100</b>	<b>400</b>	<b>500</b>

**Figure 1. Go-Lab Pilot Schools' summative distribution per country**

As from Pilot Phase A the consortium had already managed to engage 154 Go-Lab Pilot schools that were officially declared and approved by the Ministries of Education (MoEs). More information regarding this issue is provided in Section 3.6 "Approval by the Ministries of Education (MoEs)".

### 2.2 The consortium task division

As established during Pilot Phase A the schools are trained and informed about the Go-Lab activities through their national Go-Lab coordinator. The National Coordinators are consortium members that have been selected on the basis of their experience of work with schools and access to relevant school networks and dissemination channels. This way we ensure the full use of the consortium's resources in the involved European countries and reaching the targeted number of schools (illustrated in Figure 1. Go-Lab Pilot Schools' summative distribution per country").

The composition, launch, implementation and dissemination of the Call for Go-Lab Pilot Phase B Schools, has been coordinated and implemented with the contribution and support of different work packages (WPs) and partners. More specifically:

- **WP7:** Under the coordination of European Schoolnet (EUN) and with the support of all WP7 partners plus WP9, the structure and content of the Call has been updated and formalised.
- **WP3, WP6 and WP8:** All work packages have contributed to the composition of teachers' tasks by providing information on their requirements and respective needs of teachers' input.
- **WP9:** IMC has worked closely with EUN and the WP7 partners on updating the structure and online presentation of the Call as well as on its dissemination through project's and other related media and online channels.

The list on National Go-Lab Coordinators (NCs) per country can be found below:

Country	Go-Lab National Coordinator (NC)
<b>Austria</b>	Amir Mujkanovic ( <a href="mailto:d.garbizutin@fh-kaernten.at">d.garbizutin@fh-kaernten.at</a> )
<b>Belgium</b>	Evita Tasiopoulou ( <a href="mailto:evita.tasiopoulou@eun.org">evita.tasiopoulou@eun.org</a> )
<b>Bulgaria</b>	Georgios Mavromanolakis ( <a href="mailto:gmavroma@ea.gr">gmavroma@ea.gr</a> )
<b>Cyprus</b>	Zacharias Zacharia ( <a href="mailto:zach@ucy.ac.cy">zach@ucy.ac.cy</a> )
<b>Estonia</b>	Margus Pedaste ( <a href="mailto:Margus.Pedaste@ut.ee">Margus.Pedaste@ut.ee</a> )
<b>Germany</b>	Adam Giemza ( <a href="mailto:giemza@collide.info">giemza@collide.info</a> )
<b>Greece</b>	Georgios Mavromanolakis ( <a href="mailto:gmavroma@ea.gr">gmavroma@ea.gr</a> )
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<b>Poland</b>	Evita Tasiopoulou ( <a href="mailto:evita.tasiopoulou@eun.org">evita.tasiopoulou@eun.org</a> )
<b>Portugal</b>	Rosa Doran ( <a href="mailto:rosa.doran@nuclio.pt">rosa.doran@nuclio.pt</a> )
<b>Romania</b>	Georgios Mavromanolakis ( <a href="mailto:gmavroma@ea.gr">gmavroma@ea.gr</a> )
<b>Spain</b>	Olga Dziabenko ( <a href="mailto:olga.dziabenko@deusto.es">olga.dziabenko@deusto.es</a> )
<b>Switzerland</b>	Angelos Alexopoulos ( <a href="mailto:angelos.alexopoulos@cern.ch">angelos.alexopoulos@cern.ch</a> )
<b>The Netherlands</b>	Henny Leemkuil ( <a href="mailto:h.h.leemkuil@utwente.nl">h.h.leemkuil@utwente.nl</a> )
<b>United Kingdom</b>	Fraser Lewis ( <a href="mailto:fraser.lewis@southwales.ac.uk">fraser.lewis@southwales.ac.uk</a> )

**Table 1. Go-Lab National Coordinators (NCs)**

The task division made between the 15 countries is shown in Figure 2. Go-Lab National Coordinators". As it is made evident, some National Coordinators are responsible for more than one country due to their resources, established networks and experience to reach schools and teachers in the specific countries.

Country	National Coordinator
Netherlands	UT
Cyprus	UCY
Germany	UDE
Spain	UD
Austria	CUAS
Estonia	UTE
Switzerland	CERN
UK	UOG
Portugal	NUCLIO
Greece Bulgaria Romania	EA
Belgium Poland Italy	EUN

**Figure 2. Go-Lab National Coordinators**

### 3 Pilot Phase B: methodology

The methodology to structure the Pilot activities is based on a set of goals, principles and actions established for all Go-Lab Pilot Phases that have helped define responsibilities, actions, quality and unify efforts done to train the participating schools in a relevant and successful way. This means that the methodology serves as a structure to foster successful conduct of pilot school activities for 1000 European schools.

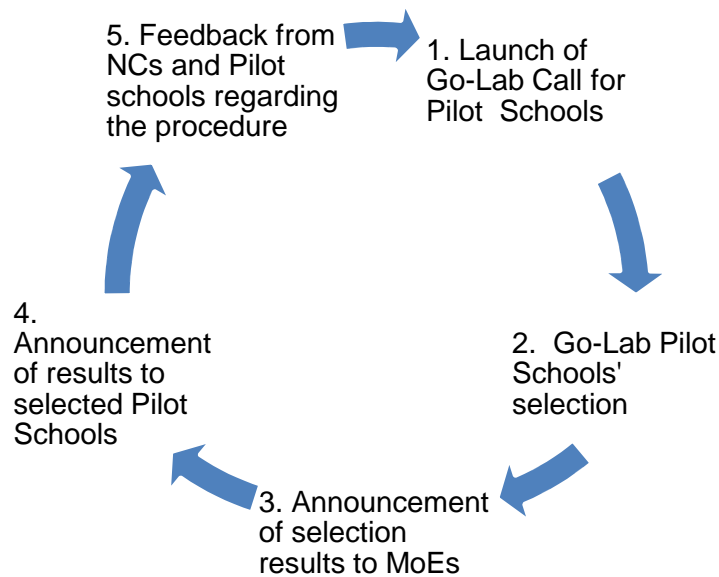
To ensure quality we set up:

- a. Criteria** to ensure the selected schools have a relevant profile and are interested in the Go-Lab repository and Go-Lab Inquiry Learning spaces (ILSs) and
- b. the National Coordinators** who are able to engage schools and to coordinate and conduct training that can produce useful feedback on the further application of Go-Lab in schools.

Furthermore, each Pilot Phase is organised around a set of actions, which are illustrated in Figure 3. Selection procedure for Go-Lab schools

- Step 1.** Each pilot phase starts with the launch of a call for Pilot Schools followed by
- Step 2.** A selection of relevant applying schools;
- Step 3.** The selection is announced to the relevant MoEs to clarify the selection process and it makes sure that appropriate authorisations are in place;
- Step 4.** The selected and approved schools are informed and officially invited to participate in the pilot activities;
- Step 5.** Feedback from National coordinators and Go-Lab Pilot schools is being received and adjustments are being made to the preparation and organisation of the next Pilot Phase (Phase C) of the project.

The Pilot Schools' feedback and suggested adjustments to Go-Lab tools and methodology will be integrated into the project and lead to a new and more refined round of the Go-Lab calls for Pilot Schools.



**Figure 3. Selection procedure for Go-Lab schools**

In more details the specific principles and actions set to conduct Pilot Phase B activities are identified as the following steps:

1. Definition of tasks of the Go-Lab Pilot Schools for Pilot Phase B;
2. Definition of selection criteria of Pilot teachers and schools;
3. Pilot phase: preparation activities including translation of Call files etc.;
4. Launch of Call for Go-Lab Pilot Schools for Phase B;
5. Selection of Go-Lab Pilot Schools for Phase B;
6. Validation of selected Go-Lab Pilot Schools for Pilot Phase B by the respective MoEs;
7. Announcement of selected Go-Lab Pilot Schools for Pilot Phase B;
8. Conduction of Pilot activities;
9. Evaluation and feedback to the project (in connection to WP8).

### **3.1 Definition of tasks of the Go-Lab Pilot Schools for Pilot Phase B**

Before the launch of the Call for Go-Lab Pilot Schools for Phase B, the WP7 partners in collaboration with WP8<sup>1</sup> have agreed on a set of tasks that the Go-Lab Pilot Schools for Phase B would be asked to perform in order to test the Go-Lab Inquiry Learning spaces (ILSs) and Go-Lab repository, measure their efficiency and impact. At this point, it is worth pointing out that these tasks have been quite generic during Phase A of the project (see Appendix II - Tasks of the Go-Lab Pilot Schools for Pilot Phase A (extract from D7.1)) but following up the maturity of Graasp, have been specified and better defined for Phase B. As soon as the Go-Lab

<sup>1</sup> Evaluation & validation

interventions will reach their next level of maturity, tasks will be revised for Phase C in order to target the updated tools and outcomes.

The identified tasks of the Go-Lab Pilot Schools for Phase B are:

1. Use the **Go-Lab repository** (<http://golabz.eu/>) in order to look for an online laboratory that they will then use with their classroom (minimal one).
2. Use of an **existing Inquiry Learning Space (ILS)** within their classroom. Existing ILSs can be found under: <http://www.golabz.eu/spaces/inquiry-spaces> (minimum one)
3. Create a **new Inquiry Learning Space (ILS) or adapt an existing Inquiry Learning Space (ILS)** that they will then use within their classroom. **(recommended minimum one but not obligatory)**
4. Participate in the overall evaluation of the project by filling in a pre & post questionnaire. The pre- and post- questionnaires, can be found in the following links:
  - Teachers' pre questionnaire:  
[https://www.surveymonkey.com/s/go\\_lab\\_pp2\\_teachers\\_pre\\_en](https://www.surveymonkey.com/s/go_lab_pp2_teachers_pre_en)
  - Teachers' post questionnaire:  
[https://www.surveymonkey.com/s/go\\_lab\\_pp2\\_teachers\\_post\\_en](https://www.surveymonkey.com/s/go_lab_pp2_teachers_post_en)

### 3.2 Definition of selection criteria of Pilot teachers and schools

Similar to Go-Lab Pilot Phase A, the selection criteria for the **Go-Lab Pilot teachers** for Pilot Phase B are the following:

1. **Basic knowledge of English (understanding, reading):** Despite the fact that the evaluation questionnaires and numerous of the Go-Lab activities will be available in their national language (translations will be provided by the National Coordinators), teachers should be in a position to understand and communicate in English in order to collaborate with other teachers from other partner countries, project partners and attend Go-Lab organised international events.
2. **Technology, engineering, mathematics, physics, chemistry, biology, or primary school teachers:** Due to the strategic nature of the project, teachers are required to be in a teaching position related to one or more of the subjects mentioned above. In this way, they will be able to fully comprehend and use the Go-Lab Portal. However, teachers from other disciplines are also welcome and encouraged to participate in the project and investigate further its interdisciplinary dimension. During the selection process, a small percentage of teachers (maximum 5%) from other disciplines (i.e. literature, foreign languages) are invited to participate to the project.
3. **Interest in the use of online laboratories:** Despite teachers' subject and previous experience in the use of online laboratories, a response to the Go-Lab Call or Pilot teachers is considered as a clear sign of teachers' interest in the use of online laboratories.

4. **Interest in learning and sharing experiences and good practices:** Teachers responding to the Call for Go-Lab Pilot schools will also be asked to demonstrate their interest on collaborative activities and learning as well as using pedagogical methods including any previous positive experience and lessons they have acquired by their involvement in other European projects.

Same as with tasks, at this point it is worth pointing out that these criteria are relevant only for Phase B of the project. As soon as the Go-Lab interventions will reach their next level of maturity, and before the launch of the updated Call for Phase C, selection criteria might also be revised in order to target a more specific audience or new functionalities.

**Go-Lab Pilot Schools** are also advised to have, if possible, a **good internet connection** both in terms of stability and available bandwidth. Despite the fact that effort is being made into choosing and using online laboratories with minimum operational and technical requirements, many online and remote laboratories have specific requirements that need to be fulfilled before users are in a position to fully use and experience them.

Frequent access to technical devices (i.e., PCs, computer rooms, etc.) is also very important since classes and teachers need to be able to regularly use the Portal. In this way, teachers will be in a position to integrate the tools to their day to day teaching and fully evaluate the offered activities.

### **3.3 Pilot phase: preparation activities**

The first year of the project helped define the general purpose of the workshops and presentations for teachers. Within WP6 three types of workshops, namely, **I. Visionary Workshops** (year 1), **II. Practice Reflection Workshops** (years 2 and 3) and **III. Summative Workshops** (year 4) have mainly been identified and described. These workshops are decentralised activities that take place in each country that participates in the large-scale Piloting, in cooperation with National Coordinators.

- 1 The first cycle of workshops was a series of “**Visionary Workshops**” (following a three-step process) organised locally in the participating countries between M3-M8. Visionary Workshops were arranged ad-hoc by National Coordinators (NCs) or collocated with other relevant events (e.g., exhibition, training event, conference). The Visionary Workshops provided direct input from the stakeholders (teachers, teacher trainers, school administrators, curriculum developers, policy makers, etc.) regarding the first ideas of Go-Lab.

As it was mentioned earlier, the first period of approaching teachers was quite challenging due to the lack of maturity concerning the use of Inquiry Learning Spaces that partners could use in order to demonstrate and provide a concrete impression of what Go-Lab will be able to offer. The Visionary Workshops had the purpose of collecting stakeholders’ views on the future of science education, establishing a dialogue and contributing to dissemination of information on the Go-Lab project approach, to the recruitment of schools and teachers that could accept to participate in the large-scale Pilots and, of course, to the collection of early stakeholders’ feedback on the Go-Lab approach.





Figure 4 Madrid Go-Lab visionary workshop, 10/3/2013



Figure 5 Tours Go-Lab visionary workshop, 2/3/2013

- 2 The second cycle of workshops (Pilot Phase A and B) are **“Practice Reflection Workshops”** have been and will continue being a fundamental source of input from experience and will substantially contribute to the project’s research achievements such as teachers’ needs, perspectives etc. (Validation and Evaluation). In the second and third project years participatory activities will have “formative evaluation” as the main characteristic. By preparing reflection on the parallel piloting activities open to potential “newcomer” schools and to policy makers, we will be able to consider the transferability and scalability issues associated to the implementation of the Go-Lab approach.



Figure 6 Brussels Go-Lab reflection workshop, 24/5/2014

- 3 The third cycle, “**Summative Workshops**”, will take place after the completion of Pilot phase C. They will mainly serve as reporting events from participants to the project representatives and national stakeholders, including reflections on next steps necessary for the full exploitation of the project results in national school systems.

In parallel with the above mentioned types of workshops, other types of workshops have also taken place starting from Phase A and will continue during Phase B of the project.

According to D9.2 Report on Dissemination and Exploitation activities (Year 1), and during Pilot phase B the Go-Lab project conducted 40 presentations, organized 6 workshops, round table discussions, and online events, and was represented with a booth at 5 conferences. These activities were conducted in 14 European countries, as well as in Australia, China, and Taiwan, and attracted about 2,900 participants. In addition, a series of events organized within work packages 3 (9 Participatory Design Workshops in 5 countries), 6 (25 Visionary Workshops in 9 countries), and 7 (2 summer schools) had strong contribution to the dissemination of the project reaching 776 participants in total.

More information about the content of the specific events can be found below:

- **Teachers Trainings**

Teachers have been introduced to Go-Lab portal and to some experimentation via the anchor labs. As a result, they did not only improved their understanding of the portal opportunities and future developments but they were also able to provide relevant feedback contributing to the process of enabling the adaptation of the use of labs in school practice.

- **Dissemination workshops**

Go-Lab was also presented in scientific workshops in the field of STEM education during its first year. Where possible, public demonstrations of the project progression took place in order to stimulate awareness and to collect feedback.

- **Presentations**

The Go-Lab project and its aims were presented on its own and also in the framework of other events (conferences, workshops, etc.) related to education and science in order to attract more schools and teachers.

- **Poster sessions**

Poster sessions also took place contributing to the preparatory activities aims and to the general dissemination of the project.

### **3.4 Launch of Call for Go-Lab Pilot Schools for Phase B**

As illustrated in Figure 3. Selection procedure for Go-Lab schools” (Section 3) the Call for Go-Lab Pilot Schools is organised in 4 steps:

**Step 1.** Launch of Go-Lab Call for Pilot Schools;

**Step 2.** Go-Lab Pilot Schools’ selection

**Step 3.** Announcement of selection results to MoEs;

**Step 4.** Announcement of results to selected Pilot Schools;

**Step 5.** Feedback from NCs and Pilot schools regarding the selection procedure.

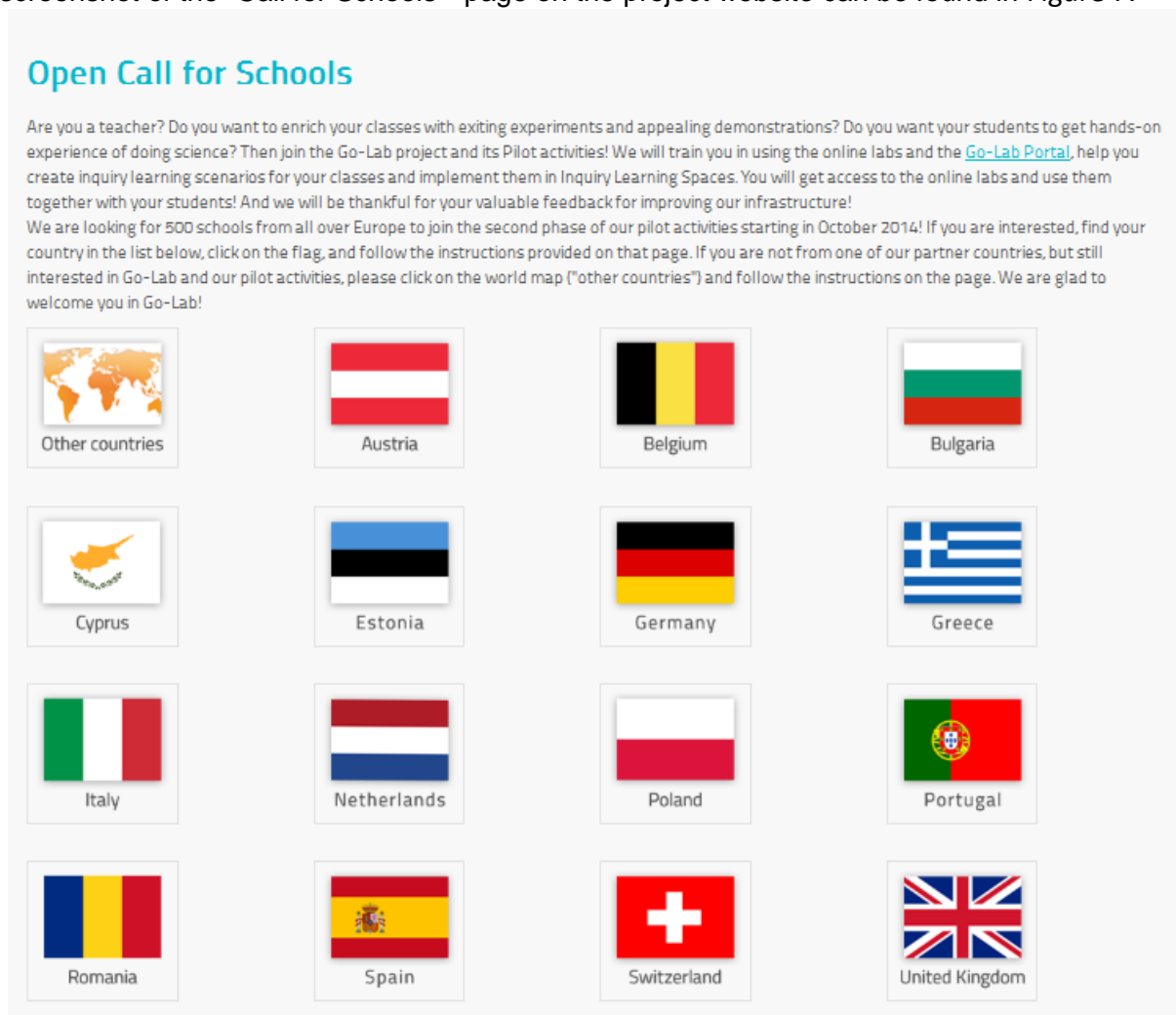


For Pilot Phase B, the call for Pilot Schools was launched in June 2014. Go-Lab published the Call for Go-Lab Pilot Schools inviting teachers to participate in Go-Lab with their classes. The Call was managed centrally and included an introduction to the project, its aims at participating partners as well as detailed explanations on teachers' tasks, benefits, dates and number of days teachers are expected to spend on the project by the end of Phase B.

Translation of the call was optional. Some partners chose to translate the call into national languages in order to reach more teachers, while others decided to leave the call in English, given that the Go-Lab Pilot school activities required the participation of teachers with a basic knowledge of English.

Setting up the call was organised between EUN (content provider and collection of applications) and IMC who was responsible for updating the specific part of the website plus publishing the Call and integrating translations in social media.

A screenshot of the "Call for Schools"<sup>2</sup> page on the project website can be found in Figure 7.



**Figure 7 Go-Lab Call for Pilot Schools' page, Phase B**

<sup>2</sup> <http://www.go-lab-project.eu/call-for-schools>

Depending on their country of residence and by clicking on the respective national flag, schools are redirected to the part of the Call managed by the respective National Coordinator, which includes additional information and the actual application form. An example of a country page is shown below for the United Kingdom.

INQUIRY LEARNING AT SCHOOL

Home Project Go-Lab Portal **Teachers** Research Partners Keep in touch

## Join Go-Lab in United Kingdom

**General Information**

Pilot School Coordinator: Fraser Lewis [fraser.lewis@southwales.ac.uk](mailto:fraser.lewis@southwales.ac.uk)

Project Leaflet: [Download](#)

Go-Lab Pilot Activities - Information for Teachers: [Download](#)

Go-Lab Pilot Application Form: [Online Form](#)

**About the project**

The Go-Lab Project (Global Online Science Labs for Inquiry Learning at School) opens up remote science laboratories and their online models (online labs) for the large-scale use in education. Its technical framework – the Go-Lab Portal – offers students the opportunity to perform personalized scientific experiments with online labs, whereas teachers may enrich their classroom activities with demonstrations and disseminate best practices in a web-based pedagogic community.

Go-Lab creates an infrastructure (the Go-Lab Portal) to provide access to a set of online labs from worldwide renowned research organizations, such as European Space Agency (ESA, the Netherlands), European Organisation for Nuclear Research (CERN, Switzerland), Núcleo Interactivo de Astronomia (NUCLIO, Portugal), as well as multiple universities and institutions. Interested in using our labs and the Portal for your classes? Then join our Pilot activities!

**Quick Links**

- [Call for Schools](#)
- [Newsletter](#)
- [News Blog](#)
- [Workshops](#)
- [Social Media](#)

**Figure 8. Go-Lab Call for Pilot Schools – United Kingdom**

Figure 9 illustrates the Go-Lab school application form which includes limited information, focusing on schools' demographics, teachers' teaching subjects and age of their students.

GLOBAL ONLINE SCIENCE LABS  
INQUIRY LEARNING AT SCHOOL

Open Call for Go-Lab Schools 2014-2015

\* Required

\*1. Surname (Last Name, Family Name)  
e.g. Smith, Kowalski...

\*2. First Name  
e.g. Jane, Maria, Susanna, John, Michael...

\*3. Email address  
Please make sure you write your email address correctly

\*4. Country where you teach

\*5. City where you teach

\*6. Name of your school

\*7. Postal address of your school  
Please write the full postal address of your school. For example:  
European Schoolnet, Rue de Treves 61, 1040, Brussels, Belgium

\*8. Subjects you teach

Physics  Technology  
 Chemistry  Informatics  
 Biology  Primary  
 Maths

**Figure 9. Go-Lab school English application form 2014**

The Call for Phase B was published on the Go-Lab portal project website (<http://www.go-lab-project.eu/>) in June 2014 and was also disseminated through various communication channels (see some examples in the figures on the next page):

- Newsletters (Go-Lab Newsletter, EUN Teachers' Newsletter, ITEC, Scientix)
- Go-Lab website
- Partners' websites and contacts
- Partners' and project's social media channels (Facebook, Twitter)

Dissemination actions targeted mainly schools and teachers of all disciplines, with extra focus given on Science teachers. An indication of the Call's outreach can be seen below:

Channel	URL	Time frame	Target audience (followers, hits)
<b>Go-Lab website</b>	<a href="http://www.go-lab-project.eu/">http://www.go-lab-project.eu/</a>	June 2014	1,691 visitors
<b>Go-Lab Newsletter</b>	<a href="http://www.go-lab-project.eu/sites/default/files/files/download_material/file/Newsletter%202014_2.pdf">http://www.go-lab-project.eu/sites/default/files/files/download_material/file/Newsletter%202014_2.pdf</a>	June 2014	163 recipients
<b>Go-Lab Facebook page</b>	<a href="https://www.facebook.com/groups/golab.project">https://www.facebook.com/groups/golab.project</a>	June 2014	305 members
<b>Go-Lab Twitter</b>	<a href="https://twitter.com/GoLabProject">https://twitter.com/GoLabProject</a>	June 2014	196 followers
<b>EUN website</b>	<a href="http://www.eun.org/">http://www.eun.org/</a>	June 2014	17,000 hits
<b>EUN Facebook page</b>	<a href="https://www.facebook.com/european.schoolnet">https://www.facebook.com/european.schoolnet</a>	June 2014	6,654 followers
<b>Scientix website</b>	<a href="http://scientix.eu/">http://scientix.eu/</a>	June 2014	6000 visitors
<b>Scientix Twitter</b>	<a href="https://twitter.com/scientix_eu">https://twitter.com/scientix_eu</a>	June 2014	1,965 followers
<b>EUN Teachers' Newsletter</b>	<a href="http://www.eun.org/news/newsletters">http://www.eun.org/news/newsletters</a>	June 2014	4,000 subscribers

**Table 2. Dissemination for “Call for Go-Lab Pilot schools”**

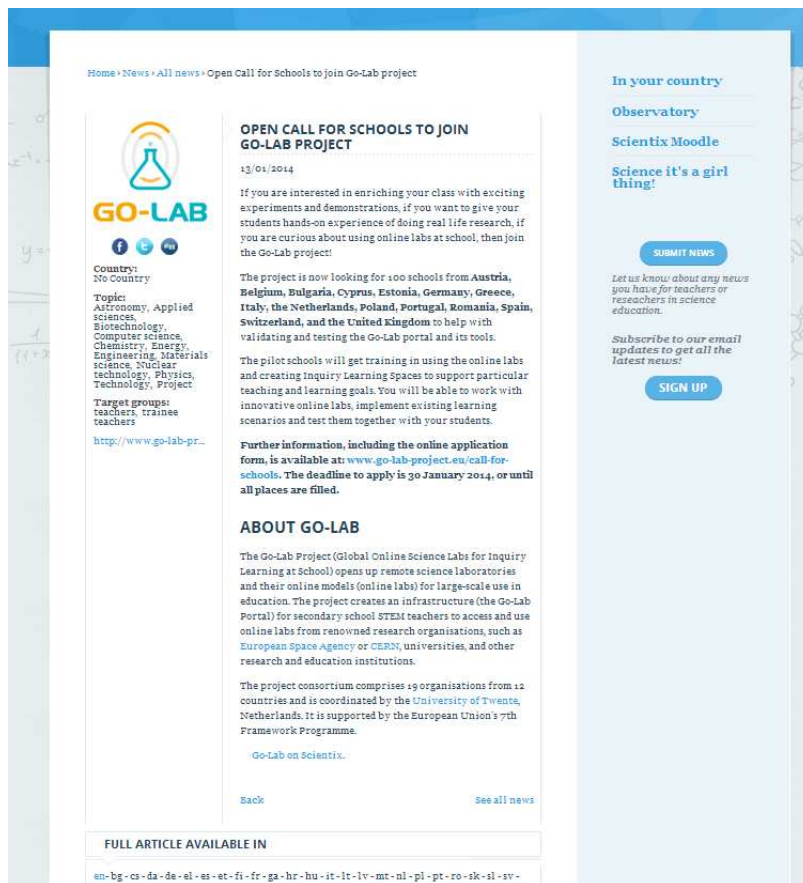


Figure 10. Scientix news about Go-Lab Call for Pilot Schools



Figure 11: Scientix Tweet about Go-Lab Call for Pilot Schools



**Figure 12. European Schoolnet Facebook page advertising the Go-Lab Call for Pilot Schools**

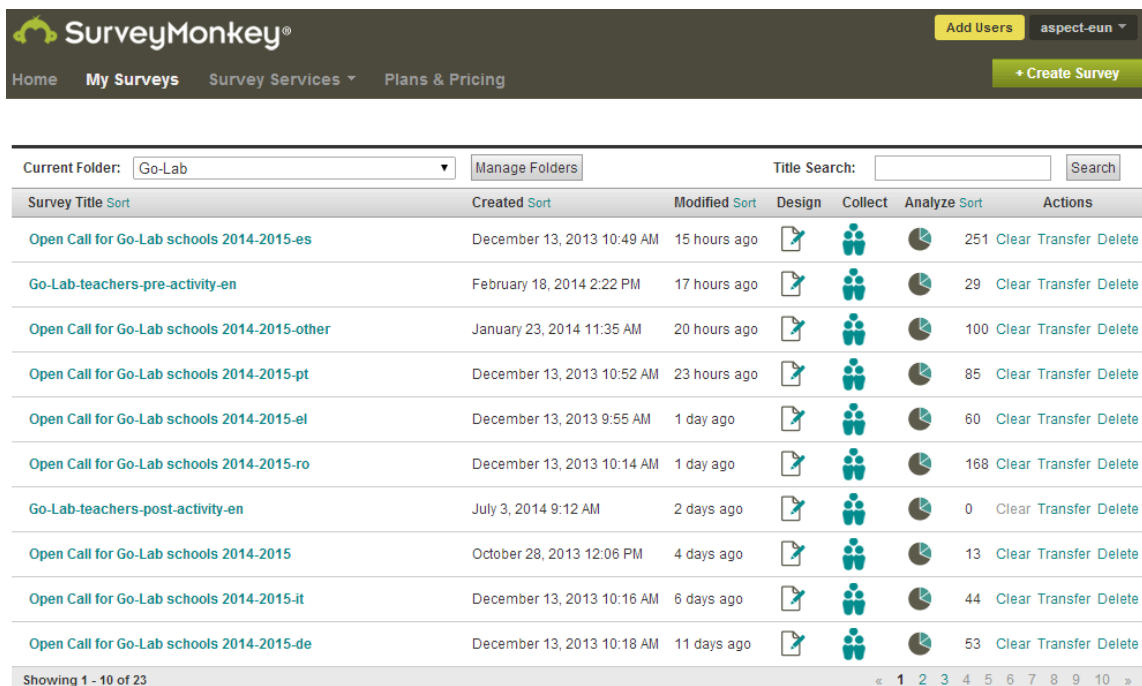
The overall response to the call and the evolution of the applications between its launch in June 2014 and July 2014 has been quite impressive. Only one month after the launch, more than 211 new schools had filled in the application form.

### **3.5 Selection of Go-Lab Pilot Schools for Phase B**

The selection of Go-Lab Pilot Schools for Phase B was done in accordance with the procedure illustrated in Figure 3 (Step 2):

National Coordinators have selected with the support of EUN the most suitable candidates based on the set of criteria that was defined within the consortium (see Section 3.2) and the information submitted by the teachers and schools.

EUN provided the National Coordinators direct access to the data of the countries they were responsible for: The schools filled in applications through a Survey Monkey form (Figure 9) allowing the National Coordinators to follow the process and monitor the collected applications individually, assessing if further actions needed to be taken in order to reach the wished amount of Pilot Schools.



Survey Title Sort	Created Sort	Modified Sort	Design	Collect	Analyze Sort	Actions
Open Call for Go-Lab schools 2014-2015-es	December 13, 2013 10:49 AM	15 hours ago				251 Clear Transfer Delete
Go-Lab-teachers-pre-activity-en	February 18, 2014 2:22 PM	17 hours ago				29 Clear Transfer Delete
Open Call for Go-Lab schools 2014-2015-other	January 23, 2014 11:35 AM	20 hours ago				100 Clear Transfer Delete
Open Call for Go-Lab schools 2014-2015-pt	December 13, 2013 10:52 AM	23 hours ago				85 Clear Transfer Delete
Open Call for Go-Lab schools 2014-2015-el	December 13, 2013 9:55 AM	1 day ago				60 Clear Transfer Delete
Open Call for Go-Lab schools 2014-2015-ro	December 13, 2013 10:14 AM	1 day ago				168 Clear Transfer Delete
Go-Lab-teachers-post-activity-en	July 3, 2014 9:12 AM	2 days ago				0 Clear Transfer Delete
Open Call for Go-Lab schools 2014-2015	October 28, 2013 12:06 PM	4 days ago				13 Clear Transfer Delete
Open Call for Go-Lab schools 2014-2015-it	December 13, 2013 10:16 AM	6 days ago				44 Clear Transfer Delete
Open Call for Go-Lab schools 2014-2015-de	December 13, 2013 10:18 AM	11 days ago				53 Clear Transfer Delete

**Figure 11. View of filled in survey application in some of the Go-Lab countries, July 2014**

At this point, it is worth mentioning that during the Go-Lab General Assembly in Madrid, March 2014, WP7 partners have decided to allow teachers with less qualifications and teachers from other disciplines to participate to the Pilot activities.

Experience from other large scale Pilot activities has shown that inexperienced teachers or teachers with average language skills, receive a lot of motivation from this type of activities, which has as a positive impact to the further development of their skills.

Moreover, Graasp supports interdisciplinary activities so a small percentage of teachers from other disciplines are also welcome to the project and they are encouraged to participate. The percentage of these teachers has been defined to be kept around 5% of the total Go-Lab Pilot schools for Phase B.

### **3.6 Validation of selected Go-Lab Pilot Schools for Pilot Phase B by the respective MoEs;**

As described in Figure 3 (Step 3), the selection of schools should be followed by the announcement of results to respective MoEs. According to the DoW (Task 7.2), the engagement of schools as Pilot sites in Go-Lab needs to be clarified with the relevant Ministries of Education in order to ensure buy-in from policy makers and that appropriate authorisations are in place. Moreover, in a number of countries i.e. Spain, Greece, Portugal, Belgium, the respective Ministries of Education need to provide schools participating to projects and Pilot activities with the appropriate permissions. With the help of European Schoolnet which is governed<sup>3</sup> by the Ministries of Education who are full members of the organisation, selected

<sup>3</sup> <http://www.eun.org/about/governance>

Go-Lab Pilot schools for Phase B will be communicated to the respective Ministries of Education, asking for their approval.

Ministries of Education represent the decision-making body of European Schoolnet through a number of groups, namely:

- The **Steering Committee**, which is responsible for the political and strategic orientation of European Schoolnet. It adopts the work programme and the budget of the organization;
- The **Board of Directors** which provides input regarding the administrative and financial operations.

For Pilot Phase B, after the selection of the Pilot Schools is completed, European Schoolnet will prepare a full memo to the MoEs, explaining the project, its aims, and teachers' tasks and finally including all chosen schools.

The MoEs will be instructed to take a week to go through their respective lists and get back to EUN with their approval or in case of problems or questions.

The Memo can be found in “



Appendix I – Example Memo sent by European Schoolnet to MoEs”.

### **3.7 Announcement of selected Go-Lab Pilot Schools for Pilot Phase B**

As also illustrated in Figure 3 (Step 4) the announcement of results to selected schools will be made after the MoEs approval.

National Coordinators will contact all applicants via e-mail and inform them whether they have succeeded to participate in the Pilot Phase B. Schools that are not selected in the second Pilot Phase are given the chance to participate in Pilot phase C (see Section 3.1).

Figure 12 is an example of an announcement letter made to a participating teacher and his/her school:

Dear <teacher name>,

Many thanks for your interest in becoming a Go-Lab Pilot Teacher for Phase B. We are very happy to announce that **your application has been successful and your school will participate in the Go-Lab Pilot Phase B activities which will take place between October 2014-June 2015** as explained in <http://tinyurl.com/ml4eyrj> .

I will be your national coordinator during that period and will provide you with all necessary support and guidance.

Before proceeding any further, please confirm your interest in participating to **Go-Lab** by this **Friday <date>**!

Best regards on behalf of the Go-Lab team,

<NC name>!

**Figure 12. Example of a school selection announcement sent by EUN**

### **3.8 Conduction of Pilot activities**

The developed teacher training materials for each Pilot Phase are centralised in a dedicated folder on the Inquiry Learning platform, to ensure the National Coordinators have an overview and access to the materials needed to conduct the pilot training and activities.

The National Coordinators are provided with the necessary support and training to be able to conduct the pilot activities. In the beginning of their activities in October 2014, during the Go-Lab General Assembly in Athens, representatives from all WPs updated each other on their progress providing NCs with useful information for their upcoming tasks and interaction with schools. EA and EUN have also provided NCs with a document including NCs and teachers tasks (see Appendix IV – NCs tasks for Pilot Phase B). This document will be used as a basis by the NCs when they will contact the selected Go-Lab Pilot schools for Phase B.



Moreover, on bi-weekly basis, online meetings are being held between the WP7 leader and the NCs in order to keep track on their progress and respond to any possible questions. The Go-Lab Technical cluster partners that are involved in developing the Go-Lab Portal facilities are also available to give online training and respond to specific questions/needs in short notice.

### **3.1 Evaluation and feedback to the project (in connection to WP8)**

WP8 “Validation and Evaluation” is focusing on the validation (assess the impact) of the Go-Lab major interventions on the participating school communities (organizations, teachers, and students), including for example career choices, acceptance of technology based innovation etc.). When it comes to teachers this feedback is provided via the pre and post questionnaires (available in D8.1 and links provided earlier on) that teachers will be instructed by the NCs to fill in at the appropriate times.

## **4 Pilot Phase B: selected schools**

School applications received to take part in the pilot phase B were considered eligible only if they were submitted after the 1<sup>st</sup> of March 2014 included. Applications submitted before that date were considered for the activities related to phase A.

The total number of schools applications received for phaseB were 628. From these application a final selection of 506 schools has taken place. It is worth mentioning at this point that in Pilot phase B, a new group, namely International groups has been added in order to support teachers from countries beyond the Go-Lab consortium. These teachers will be supported by EA, EUN and Nuclio partners.

Consequently, the distribution of schools per country as in October 2014 is as follows:

<b>Country</b>	<b>No of schools in Pilot Phase B</b>
<b>Austria</b>	19
<b>Belgium</b>	1
<b>Bulgaria</b>	7
<b>Cyprus</b>	36
<b>Estonia</b>	24
<b>Germany</b>	23
<b>Greece</b>	42
<b>Italy</b>	42
<b>Netherland</b>	0
<b>Poland</b>	2
<b>Portugal</b>	20
<b>Romania</b>	90
<b>Spain</b>	78
<b>Switzerland</b>	1
<b>United Kingdom</b>	16

<b>International</b>	105
<b>Total</b>	<b>506</b>

**Figure 13. Distribution of schools per country for Phase B (October 2014)**

#### **4.1 Lists of schools per country**

The final lists of schools that will participate in Go-Lab Pilot Phase B including schools per country, can be found below:

##### **Austria (19 schools)**

	<b>School name</b>	<b>City</b>	<b>Pilot phase</b>
1	Volksschule Oberwart	Oberwart/ Burgenland	B
2	VS Liebenfels	Liebenfels	B
3	Volksschule Sörg	Liebenfels	B
4	Hauptschule Herzogenburg, KPH Krems	Herzogenburg	B
5	BG Blumenstraße, Bregenz	Bregenz	B
6	ÖKOFIT-HS Gmünd	Gmünd	B
7	NMS Gaspoltshofen	Gaspoltshofen	B
8	BG+BRG Mattersburg	Mattersburg	B
9	HTL Wels	Wels	B
10	HTL Mössingerstraße	Klagenfurt am Wörthersee	B
11	Don Bosco-Gymnasium	Ebreichsdorf-Unterwaltersdorf	B
12	HTBLUVA Salzburg	Salzburg	B
13	Rainergymnasium	Wien	B
14	Volksschule St. Veit an der Glan	St. Veit an der Glan	B
15	ILB	St. Veit an der Glan	B
16	Volksschule Althofen	Althofen	B
17	Volksschule Althofen	Treibach Althofen	B
18	HTL Leoben	Leoben	B
19	BORG Monsberger	Graz	B

##### **Belgium (1 school)**

	<b>School name</b>	<b>City</b>	<b>Pilot phase</b>
20	Ensorinsituut	Oostende	B

##### **Bulgaria (7 schools)**

	<b>School name</b>	<b>City</b>	<b>Pilot phase</b>
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21	Astronomical observatory and planetarium "Nicolaus Copernicus" and SOU "Vasil Drumev"	Varna	B
22	High School of Math and Science	Kyustendil	B
23	Language school Pleven	Pleven	B
24	Secondray school Hristo Smirnenski	Orehovica village	B
25	Ivo Jokin	Baykal village	B
26	PG po KTS	Pravets	B
27	PELSS "Chelopech"	Chelopech	B

### Cyprus (36 schools)

	School name	City	Pilot phase
28	Kiti Primary School	Larnaka (Λάρνακα)	B
29	Polis Chrisoxou Lyceum	Paphos (Πάφος)	B
30	Ethnarxis Makarios C Lyceum	Paphos (Πάφος)	B
31	Soleas Lyceum	Nicosia (Λευκωσία)	B
32	St. John Lyceum	Limassol (Λεμεσός)	B
33	Akropoleos Lyceum	Nicosia (Λευκωσία)	B
34	St. Stilianos Primary School	Nicosia (Λευκωσία)	B
35	St. Athanasios primary school (Δημοτικό Σχολείο Αγίου Αθανασίου Α')	Limassol (Λεμεσός)	B
36	St. Demetrios primary school	Nicosia (Λευκωσία)	B
37	Palouriotissa primary school (Γ' Δημοτικό Σχολείο Παλουριώτισσας)	Nicosia (Λευκωσία)	B
38	Pera Chorio Nisou primary school	Pera Chorio (Πέρα Χωριό)	B
39	Archaggelos primary school (Δημοτικό Σχολείο Αρχαγγέλου)	Nicosia (Λευκωσία)	B
40	Akaki high school (Περιφερειακό Γυμνάσιο Ακακίου)	Nicosia (Λευκωσία)	B
41	Archiepiskopou Makariou C high school	Nicosia (Λευκωσία)	B
42	Forum private high school (Ιδιωτική Σχολή ΦΟΡΟΥΜ)	Nicosia (Λευκωσία)	B
43	St. Peter and Paul senior high school (Λύκειο Απ. Πέτρου και Παύλου)	Limassol (Λεμεσός)	B
44	Linopetra senior high school	Limassol (Λεμεσός)	B
45	Makarios C senior high school	Larnaca (Λάρνακα)	B
46	Gymnasio Agiou Dometiou	Nicosia (Λευκωσία)	B
47	B' Periferiako Gymnasium Nicosia (Klirou)	Nicosia (Λευκωσία)	B
48	Agios Neophytos Lyceum (Λύκειο Αγίου Νεοφύτου)	Paphos (Πάφος)	B
49	D Limassol - Kalo Chorio, Limassol (Δ' Λεμεσού - Καλό Χωριό Λεμεσού)	Limassol (Λεμεσός)	B

50	A Municipal Aglantzias (Α Δημοτικό Αγλαντζιάς)	Nicosia (Λευκωσία)	B
51	Makarios Lyceum (Λύκειο Μακαρίου)	Larnaca (Λάρνακα)	B
52	B. Primary school Over Village Island (Β ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΠΕΡΑ ΧΩΡΙΟ ΝΗΣΟΥ)	Nicosia (Λευκωσία)	B
53	Gymnasium Paralimni (Γυμνάσιο Παραλιμνίου)	Paralimni (Παραλίμνι)	B
54	School Aradhiproy (Λύκειο Αραδίππου)	Larnaca (Λάρνακα)	B
55	Solea Lyceum (Λύκειο Σολέας)	Evrykhou (Ευρύχου)	B
56	Lyceum Limassol (Λύκειο Λεμεσός)	Limassol (Λεμεσός)	B
57	B. Technical School in Nicosia (Β΄ Τεχνική Σχολή Λευκωσίας)	Nicosia (Λευκωσία)	B
58	JUNIOR authorities. Makarios III, Platy (γυμνασιο αρχ. Μακαρίου Γ, Πλατύ)	Nicosia (Λευκωσία)	B
59	A Technical school Limassol (Α΄ ΤΕΧΝΙΚΗ ΣΧΟΛΗ ΛΕΜΕΣΟΥ)	Limassol (Λεμεσός)	B
60	Elementary School Kiti (Δημοτικό Σχολείο Κιτίου)	Larnaca (Λάρνακα)	B
61	A High School Archbishop Makarios III Paphos (Λύκειο Α΄ Εθνάρχη Μακαρίου Γ΄ Πάφου)	Paphos (Πάφος)	B
62	Solea Lyceum (Λύκειο Σολέας)	Solea, Nicosia (Σολέας, Λευκωσία)	B
63	Lyceum Acropolis (Λύκειο Ακροπόλεως)	Nicosia (Λευκωσία)	B

### Estonia (24 schools)

	School name	City	Pilot phase
64	Rapla Ühisgümnaasium	Rapla	B
65	Tartu Hansa Kool	Tartu	B
66	Tartu Kristjan Jaak Petersoni Gümnaasium	Tartu	B
67	Viljandi Gümnaasium	Viljandi	B
68	Käina Gümnaasium	Hiiu maakond, Käina alev	B
69	Pärnu Sütevaka Humanitaargümnaasium	Pärnu	B
70	Puiga Põhikool	Puiga küla	B
71	Tallinna Teeninduskool	Tallinn	B
72	Viljandi Gümnaasium	Viljandi	B
73	Põltsamaa Ühisgümnaasium	Põltsamaa	B
74	Tartu Rahvusvaheline Kool	Tartu	B
75	Sakala Eragümnaasium	Tallinn	B
76	Tallinna Nõmme Põhikool	Tallinn	B
77	Viimsi Keskkool	Viimsi	B

78	Tallinna Reaalkool	Tallinn	B
79	Kadrina Keskkool	Kadrina	B
80	Puhja Gümnaasium	Puhja	B
81	Laanemere Gümnaasium	Tallinn	B
82	Jüri Gümnaasium	Tallinn ja Jüri alevik	B
83	Tartu Kutsehariduskeskus	Tartu	B
84	Rapla Ühisgümnaasium	Rapla	B
85	Tallinna Ülikool	Tallinn	B
86	Viimsi Keskkool	Viimsi	B
87	Koeru Keskkool	Koeru alevik	B

### Germany (23 schools)

	School name	City	Pilot phase
88	Theo-Koch-Schule	Grünberg	B
89	Wilhelm-Busch-Gymnasium	Stadthagen	B
90	Staatliche Realschule Zirndorf	Zirndorf	B
91	Martin-Behaim-Gymnasium Nürnberg	Nürnberg	B
92	Städtische Ludwig-Thoma-Realschule	München	B
93	Neckar Realschule Nürtingen	Nürtingen	B
94	Karl-Meichelbeck-Realschule	Freising	B
95	Gymnasium Ursulaschule	Osnabrück	B
96	Heinrich von Brentano Schule	Hochheim am Main	B
97	Gerhart-Hauptmann-Schule	Ruesselsheim	B
98	Albert-Schweitzer-Schule / Schülerforschungszentrum Nordhessen	Kassel	B
99	Bertha-von-Suttner-Schule	Walldorf-Mörfelden	B
100	Neues Gymnasium Rüsselsheim	Rüsselsheim	B
101	Internatsschule Institut Lucius	Echzell	B
102	Sankt Lioba Schule	Bad Nauheim	B
103	IGS Alexej-von-Jawlensky	Wiesbaden	B
104	Realschule Achim	Achim	B
105	Georg-Christoph-Lichtenberg Gesamtschule	Göttingen	B
106	Oberschule Bomlitz	Bomlitz	B
107	Städt. Mädchengymnasium Essen- Borbeck	Essen	B
108	Privates Don Bosco-Gymnasium	Essen	B
109	Realschule Benrath	Düsseldorf	B
110	Bischöfliche Marienschule Mönchengladbach	Mönchengladbach	B

**Greece (42 schools)**

	<b>School name</b>	<b>City</b>	
111	4th Junior high school of Stavroupolis	Thessaloniki (Θεσσαλονίκη)	B
112	Lyceum Kalampakas (Γενικό Λύκειο Καλαμπάκας)	Kalampaka (Καλαμπάκα)	B
113	9th Primary (9ο Δημοτικό Καλλιθέας)	Kalitheia (Αθήνα)	B
114	1 / T. Standard Test Day Nursery University of Thessaloniki (1/Θ Πρότυπο Πειραματικό Ολοήμερο Νηπιαγωγείο Πανεπιστημίου Θεσσαλονίκης)	Thessaloniki (Θεσσαλονίκη)	B
115	Hill School (Σχολή Χιλλ)	Athens (Αθήνα)	B
116	13th NURSERY Rethymnon (13ο νηπιαγωγείο Ρεθύμνου)	Rethimno (Ρέθυμνο)	B
117	Gymnasium and Lyceum classes Asopos (Γυμνάσιο με Λυκειακές Τάξεις Ασωπίας)	Asopia Voiotias (Ασωπία Βοιωτίας)	B
118	Platanias Junior HighSchool (Gymnasio)	Platanias (Πλατανιάς)	B
119	5th Primary School of Nea Bodrum (5ο Δημοτικό Σχολείο Νέας Αλικαρνασσού)	Irakleio (Ηράκλειο, Κρήτη)	B
120	Gymnasium and Lyceum TYCHEROU (Γυμνάσιο και Γενικό Λύκειο Τυχερού)	Tixero, Evros (Τυχερό, Εβρος)	B
121	1st pilot experimental primary school (1ο Πειραματικό δημοτικό)	Thessaloniki (Θεσσαλονίκη)	B
122	4th GEL Stavroupolis (4ο ΓΕΛ Σταυρούπολης)	Thessaloniki (Θεσσαλονίκη)	B
123	1st Primary School Castella, N. Evia (1ο Δημοτικό Σχολείο Καστέλλας, Ν. Ευβοίας)	Kastela, Psaxna, Enoia (Καστέλλα, Ψαχνών Ευβοίας)	B
124	8th Primary School Kalamarias (8ο Δημοτικό Σχολείο Καλαμαριάς)	Kalamaria (Καλαμαριά)	B
125	CARIERRA GROUP XINIS (Carierra Ομιλος Ξινή)	Athens (Αθήνα)	B
126	13th High School of Larissa (13ο Γυμνάσιο Λάρισσας)	Larissa (Λάρισα)	B
127	Schools Bouga (Εκπαιδευτήρια Μπουγά)	Kalamata (Καλαμάτα)	B
128	1st Gymnasium New Psihico (1ο Γυμνάσιο Νέου Ψυχικού)	Athens (Αθήνα)	B
129	Senior high school of intercultural education Evosmos	Thessaloniki (Θεσσαλονίκη)	B
130	4th Primary School of Perama (4ο Δημοτικό Σχολείο Περάματος)	Perama - Piraeus (Πέραμα – Πειραιάς)	B
131	Greek-French School of Volos (Ελληνογαλλική Σχολή Βόλου)	Volos (Βόλος)	B
132	Chatzivei School (Σχολή Χατζήβεη)	Athens (Αθήνα)	B

133	First pilot Thessaloniki (1ο Πρότυπο Πειραματικό Θεσσαλονίκης)	Thessaloniki (Θεσσαλονίκη)	B
134	1st Model Experimental Primary School, Alexandroupolis ( 1ο Πειραματικό Δημοτικό Αλεξανδρούπολης)	Alexandroupoli (Αλεξανδρούπολη)	B
135	20th GEL Thessaloniki (20ο Γε.Λ. Θεσσαλονίκης)	Thessaloniki (Θεσσαλονίκη)	B
136	Kosteas Neighbor (Κωστέας Γείτονας)	Athens (Αθήνα)	B
137	3rd GEL Serres (3ο ΓΕΛ Σερρών)	Serres (Σέρρες)	B
138	TEE A Grade Special Education & Special EPAL Serres (ΤΕΕ Ειδικής Αγωγής Α΄ Βαθμίδας & Ειδικό ΕΠΑΛ Σερρών)	Serres (Σέρρες)	B
139	3rd Lyceum Serres (3ο Γενικό Λύκειο Σερρών)	Serres (Σέρρες)	B
140	4th GEL Zografou (4ο ΓΕΛ Ζωγράφου)	Athens (Αθήνα)	B
141	11ο Lyceum of Peristeri (11ο Γενικό Λύκειο Περιστέρου)	Athens (Αθήνα)	B
142	Lyceum Magoulas (Γενικό Λύκειο Μαγούλας)	Magoula (ΜΑΓΟΥΛΑ)	B
143	Junior High School of Thermi	Mytilene	B
144	2nd Gymnasium Chortiati (2ο Γυμνάσιο Χορτιάτη)	Thessaloniki (Θεσσαλονίκη)	B
145	1st High Koropi (1ο Γυμνάσιο Κορωπίου)	Koropi (Κορωπί)	B
146	1st GEL Evosmou (1ο ΓΕΛ Ευόσμου)	Thessaloniki (Θεσσαλονίκη)	B
147	Artistic School Ampelokipon (Καλλιτεχνικό Σχολείο Αμπελοκήπων)	Thessaloniki (Θεσσαλονίκη)	B
148	4th Junior high school of Stavroupolis	Thessaloniki (Θεσσαλονίκη)	B
149	Platanias Junior HighSchool (Γυμνάσιο Πλατανιάς)	Platanias Chania Crete (Πλατανιάς Χανιά)	B
150	E.CH.THEMELI OE (Ε.Χ.ΘΕΜΕΛΗ Ο.Ε)	Athens (Αθήνα)	B
151	1st Primary School (1ο Δημοτικό Σχολείο)	Filipiada (Φιλιππιάδα)	B
152	3rd High Heraklion (3ο Γυμνάσιο Ηρακλείου)	Heraklion (Ηράκλειο)	B

### Italy (42 schools)

	School name	City	Pilot phase
153	ITI "E. Majorana"	Brindisi	B
154	Liceo Scientifico Copernico	Prato	B
155	Liceo Scientifico "V. Vecchi"	Trani	B
156	Liceo Delle Scienze Umane	Taranto	B

157	Liceo Cafiero	Barletta	B
158	Aristosseno	Taranto	B
159	IIS Selmi	Modena	B
160	Istituto Istruzione Superiore A. Rorh Alghero	Alghero	B
161	Istituto Comprensivo comuni della Sculdascia. Scuola sec. di primo grado di MERLARA	Merlara	B
162	Istituto Comprensivo Alberto Manzi Gr 1	Grosseto	B
163	IIS Santorre di Santarosa	Torino	B
164	Istituto Comprensivo di Fiorenzuola	Fiorenzuola d'Arda	B
165	Iis Galileo Galilei	Jesi	B
166	Liceo Scientifico Galileo Galilei	Perugia	B
167	Istituto Comprensivo 9 - scuola II Guercino	Bologna	B
168	Liceo "G. Galilei"	Voghera	B
169	Liceo Scientifico Statale "G.Galilei"	Pescara	B
170	Istituto comprensivo di Cadeo e Pontenure	Pontenure	B
171	I.C. Albenga 1	Albenga (SV)	B
172	Istituto comprensivo statale " T. Croci"	Paderno Dugnano (Milano)	B
173	Isi Sandro Pertini	Lucca	B
174	Volta	Foggia	B
175	ITT Michelangelo Buonarroti	Trento	B
176	I.I.S.S. G.Torno	Castano Primo (Mi)	B
177	Galileo Galilei liceo scientifico	Perugia	B
178	ISIS Cavazzi	Pavullo	B
179	Liceo Rinaldini	Ancona	B
180	IIS "Filetico"	Anagni	B
181	Regina Elena	Acireale	B
182	I.C. De Amicis-Laterza	Bari	B
183	Istituto Superiore M. Bellisario	Inzago (Milano)	B
184	IIS Enrico Fermi	Alghero	B
185	IC Sacchetti scuola media rodari	San Miniato (Pisa)	B
186	IISS "J.M. Keynes"	Bologna	B
187	ICS Giovanni Arpino	Sommariva del Bosco	B
188	Istituto Comprensivo "B. Lorenzi" - Fumane VR	Fumane - Verona	B
189	Istituto Comprensivo Alberto Manzi Gr 1	Grosseto	B
190	IC Terme Vigliatore	Terme Vigliatore	B



191	Istituto Comprensivo Iqbal Masih di Bientina e Buti	Pisa	B
192	ISI Cavazzi	Pavullo	B
193	ISISS "Lentini - Einstein"	Mottola (TA)	B
194	IC Croci	Paderno Dugnano (Milano)	B

**Poland (2 schools)**

	School name	City	Pilot phase
195	Szkoła Podstawowa nr 42	Gdańsk	B
196	IAS Warsaw	Warsaw	B

**Portugal (20 schools)**

	School name	City	Pilot phase
197	Agrupamento de Escolas D. carlos I - Sintra	Sintra - Lisboa	B
198	Agrupamento de Escolas da Lixa, Felgueiras	Lixa	B
199	Agrupamento de Escolas de Amarante	Amarante	B
200	Agrupamento de Escolas de Infias - Vizela	Vizela	B
201	Agrupamento de Escolas de S. Pedro do Sul	São Pedro do Sul	B
202	Agrupamento de escolas do Cerco	Porto	B
203	Agrupamento de escolas do Cerco	Porto	B
204	Agrupamento de Escolas do Forte da Casa	Forte da Casa	B
205	Agrupamento de Escolas Matilde Rosa Araújo	Cascais	B
206	Agrupamento de Escolas Vale do Tamel	Barcelos	B
207	Agrupamento Escolas Dr. Manuel Gomes de Almeida	Espinho	B
208	Agrupamento Francisco Simões	Almada	B
209	Colégio de São Miguel	Fátima	B
210	EBS Santa Maria	Vila do Porto	B
211	Escola Artística de Soares dos Reis	Porto	B
212	Escola Basica de Vilar de Andorinho - Agrupamento Anes de Cernache	Vila Nova de Gaia	B
213	Escola Secundária Daniel Faria, Baltar	Baltar	B
214	Escola Secundária de Palmela	Palmela	B
215	EScola Secundária de Palmela	Setúbal	B

216	Escola Secundária Maria Lamas	Torres Novas	B
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**Romania (90)**

	School name	City	Pilot phase
217	"Carmen Sylva" High School	Eforie Sud	B
218	"Ioan Jebelean" Theoretical High School	Sannicolau-Mare	B
219	"Ion Banescu" Technological High School	Eforie Sud	B
220	"Mihai Codreanu" Secondary School	Iasi	B
221	Ana Aslan College	Braila	B
222	Arts High School Dinu Lipatti	Pitesti	B
223	Cilegiul National Calistrat Hogas	Piatra-Neamt	B
224	Clubul Copiilor Petrosani	Petrosani	B
225	Colegiu Economic Maria Teuleanu	Pitesti	B
226	Colegiul Economic	Buzau	B
227	Colegiul Economic "Ion Ghica"	Targoviste	B
228	Colegiul Economic "Virgil Madgearu"	Bucharest	B
229	Colegiul National "Zinca Golescu"	Pitesti	B
230	Colegiul National "Barbu Stirbei"	Calarasi	B
231	COLEGIUL NATIONAL "HOREA, CLOSCA SI CRISAN" ALBA IULIA	ALBA IULIA	B
232	Colegiul National "Ion Maiorescu"	Giurgiu	B
233	Colegiul National "Nicolae Titulescu"	Pucioasa	B
234	COLEGIUL NATIONAL „OCTAVIAN GOGA,,	SIBIU	B
235	Colegiul National „Calistrat Hogas”	Piatra-Neamt	B
236	Colegiul National Al. Odobescu	Pitesti	B
237	Colegiul National Calistrat Hogas, Colegiul Tehnic Danubiana Roman	Piatra-Neamt	B
238	Colegiul National de Informatica Traian Lalescu	Hunedoara	B
239	Colegiul National Gheorghe Lazar, Bucharest	Bucharest	B
240	COLEGIUL NATIONAL PETRU RARES	PIATRA NEAMT	B
241	colegiul national spiru haret	tecuci	B
242	Colegiul National Vocational "Nicolae Titulescu"	Slatina	B
243	Colegiul National "Mihai Eminescu"	Bucuresti	B
244	Colegiul Tehnic "D. Leonida"	Petrosani	B
245	Colegiul Tehnic "Dimitrie Ghika"	Comanesti	B
246	Colegiul Tehnic "Domnul Tudor"	Drobeta-Turnu Severin	B

247	Colegiul Tehnic Danubiana	Roman	B
248	Colegiul Tehnic DANUBIANA Roman	Roman	B
249	Colegiul Tehnic de Transport Feroviar „Anghel Saligny"	Simeria	B
250	Colegiul Tehnic Edmond Nicolau	Focsani	B
251	Colegiul Tehnic Latcu Voda	Siret	B
252	Colegiul Tehnic Mihai Bravu	Bucuresti	B
253	Colegiul Tehnic Traian	Bucharest	B
254	Colegiul Tehnic" Toma N. Socolescu"	Ploiesti	B
255	College "Stefan Odobleja", Craiova	Craiova	B
256	Dante Alighieri Highschool	Bucharest	B
257	G.P.P. Nr 8	Buzau	B
258	Gheorghe Lazar National College	Bucharest	B
259	Gheorghe Magheru School	Caracal	B
260	Ginmazial School nr.119	Bucharest	B
261	Gradinita cu P.P. "Raza de Soare"	Bistrita	B
262	Gymnasium School No 22 Galati	Galati	B
263	HERASTRAU-Secondary School	Bucuresti	B
264	High School of Arts "Lady Balasa"	Targoviste	B
265	ion borcea technical college	bacău	B
266	Lady Elena School	Tecuci	B
267	LICEUL CU PROGRAM SPORTIV	BISTRIȚA	B
268	Liceul cu Program Sportiv Viitorul	pitesti	B
269	Liceul de Arte "Dinu Lipatti"	Pitesti	B
270	LICEUL DE ARTE MARGARETA STERIAN, BUZAU	BUZAU	B
271	Liceul Tehnologic ' Constantin Cantacuzino" Baicoi	Baicoi	B
272	Liceul Tehnologic " Iuliu Maniu"	Arad	B
273	Liceul Tehnologic "C. Nenitescu" Buzau	Buzau	B
274	LICEUL TEHNOLOGIC "VOIEVODUL GELU"	zalau	B
275	Liceul Tehnologic „Constantin Cantacuzino"	Baicoi	B
276	Liceul Tehnologic „Grigore C. Moisil"	Buzau	B
277	Liceul Tehnologic Agricol "Alexiu Berinde"	Seini, Maramures	B
278	Liceul Tehnologic Dacia Pitesti	Pitesti	B
279	Liceul Tehnologic deTransporturi Auto	Craiova	B
280	Liceul Tehnologic Economic de Turism	Iasi	B
281	Liceul Tehnologic Eremia Grigorescu	Marasesti	B

282	Liceul Tehnologic Lupeni	Lupeni	B
283	Liceul Tehnologic Petrol	Moreni	B
284	Liceul Teologic	Targu Jiu	B
285	Liceul Teoretic "Dante Alighieri"	București	B
286	Liceul Teoretic "Dr. Mihai Ciuca"	Saveni	B
287	Liceul teoretic Dante Alighieri	Bucuresti	B
288	Liceul Teoretic Eugen Lovinescu	Bucharest	B
289	Liceul teoretic ION LUCA	Vatra Dornei	B
290	Liceul Teoretic Marin Preda	Bucharest	B
291	Liceul Teoretic Piatra	Piatra	B
292	Manuela Prajea	Drobeta Turnu Severin	B
293	National College Gheorghe Lazar	Bucharest	B
294	National College of Art"Octav Bancila"	Iasi	B
295	National College of Computer Science	Piatra-Neamt	B
296	National High School	Bucharest	B
297	Palatul Copiilor Drobeta Turnu Severin	Orsova	B
298	Palatul Copiilor Timisoara	Timisoara	B
299	Pro Ingenio School	Bragadiru, Ilfov	B
300	Sc. "Alexandru Vaida-Voevod"	Cluj-Napoca	B
301	School „Constantin Stefan"	Albesti	
302	School Gymnasium. 1	Ramnicu Sarat	
303	SCOALA GIMNAZIALA NR.3 BAIA-STRUCTURA BOGATA	Bogata	
304	Scoala Gimnaziala Nr. 1	Ramnicu Sarat	
305	scoala gimnaziala	piatra soimului	
306	Scoala Gimnaziala nr 195	Bu	

### Spain (78 schools)

	School name	City	Pilot phase
307	Oak House School	Barcelona	B
308	Orobiogoitia bhi	Iurreta, Bizkaia	B
309	Pasaia-Lezo Lizeoa	Pasaia, Gipuzkoa	B
310	Pureza de María Bilbao	Bilbao	B
311	Rafael Dieste	A coruna	B
312	Ramon Pont	Terrassa	B
313	Raquel Simon Justo	Sevilla	B
314	Saint Patrick´s English School	Donostia	B

315	Salesians de Sarria	Barcelona	B
316	San Estanislao de Kostka El Castillo	Madrid	B
317	San Fidel Ikastola	Gernika-Lumo	B
318	San Ignacio de Loyola (San Sebastián)	Donostia	B
319	San José Jesuitak	Durango	B
320	Secció d'institut Bages Sud	Castellbell i el Vilar	B
321	Secció d'institut Cardener	Sant Joan de Vilatorrada	B
322	Sek - El Castillo	Madrid	B
323	Sek Internacional School	Madrid	B
324	SES de Begues	Begues	B
325	St George's British School	Sanluúcar la Mayor	B
326	Summa Aldapeta	Donostia-San Sebastian	B
327	Urdaneta	Bilbao	B
328	Urkitza	Bakio	B
329	Urretxindorra Ikastola	Bilbao	B
330	Zuazola-Larraña	Oñati	B
331	Zubizaharra Ikastolaz	Balmaseda	B
332	Zulaibar Arratiako Lanbide Ikastegia	Zeanuri, Bizkaia	B
333	IES Aniturri BHI	Agurain	B
334	Colegio BV María Irlandesas	Leioa	B
335	C.P.I. Vicente Otero Valcárcel	Carral	B
336	Col.Legi Frangoal	Castelldefels	B
337	Colegio Corazon de Maria	Gijón	B
338	Colegio Cristo Rey	Madrid	B
339	Colegio San Viator	Huesca	B
340	Esclavas del S.C. de Jesús	A Coruña	B
341	Escola Proa	Barcelona	B
342	IES Alonso de Madrigal	Ávila	B
343	IES Antonio García Bellido	León	B
344	IES Clara Campoamor	Móstoles	B
345	IES Emilio Prados	Málaga	B
346	IES Leopoldo Alas Clarín	Oviedo	B
347	IES Los Albares	Cieza	B
348	IES Ramón Menéndez Pidal	A Coruña	B
349	Colegio Pedro Poveda	Jaén	B

350	Colegio Apóstol Santiago	Vigo	B
351	Colegio M. Peleteiro	A Coruña	B
352	Escola Pia Luz Casanova	Barcelona	B
353	Escola shalom	Barcelona	B
354	IES Francisco Daviña Rey	Lugo	B
355	IES Azuer	Ciudad Real	B
356	IES de Ribadeo Dionisio Gamallo	Lugo	B
357	IES Escultor En Francesc Badia	Valencia	B
358	IES Hermanos Machado	Sevilla	B
359	IES Isabel Perillán y Quirós	Ciudad Real	B
360	IES Ortigueira	A Coruña	B
361	IES Rodanas	Zaragoza	B
362	IES Sierra de Mijas	Málaga	B
363	IES Villajunco	Santander	B
364	INS Alba del Vallès	Sant Fost de Campsentelles	B
365	INS Domènec Perramon	Barcelona	B
366	INS Jaume Balmes	Barcelona	B
367	INS La Roca del Vallès	Barcelona	B
368	INS Montserrat Colomer	Valencia	B
369	IES Pere Ribot	Vilassar de Mar	B
370	INS Torre de Malla	Barcelona	B
371	INS Banús	Barcelona	B
372	INS de Begues	Barcelona	B
373	INS Lluís Domènech i Montaner	Canet de Mar	B
374	Colegio La Presentación	Madrid	B
375	Collegi Maristes Champagnat	Badalona	B
376	Centro Privado de Enseñanza San José Jesuitak	Durango	B
377	Colegio Salesiano San Juan Bosco	Barakaldo	B
378	Colegio Karbo	A Coruña	B
379	Colegio C.U.M.E	Granada	B
380	IES Elorrio	Vizcaya	B
381	INS Cans Planas	Barberà del Vallès	B
382	IES Aixerrota	Getxo	B

<b>384</b>	IES Ramiro de Maeztu	Madrid	B
<b>385</b>	Colegio Kostka (Jesuitas)	Santander	B

**Switzerland (1 school)**

	School name	City	Pilot phase
<b>386</b>	Ecole Mosaic	Genève	B

**United Kingdom (16 schools)**

	School name	City	Pilot phase
<b>387</b>	Antrim Primary School	Antrim	B
<b>388</b>	Sutton Grammar School	Sutton	B
<b>389</b>	Fairfield High School For Girls	Manchester	B
<b>390</b>	Loreto Grammar School	Altrincham	B
<b>400</b>	Battle Abbey School	Battle	B
<b>401</b>	Pawlett Primary School	Pawlett, Bridgwater	B
<b>402</b>	Fulneck School	Leeds	B
<b>403</b>	Manchester Academy	Manchester	B
<b>404</b>	Educational Excellence & Wellbeing	Croydon	B
<b>405</b>	Richard Hale School	Hertford	B
<b>406</b>	St Benedict's Catholic High School	Whitehaven	B
<b>407</b>	St Marks High School	Warrenpoint	B
<b>408</b>	Lindisfarne Middle School	Alnwick	B
<b>409</b>	Bedford College	Bedford	B
<b>410</b>	Howes Primary School	Coventry	B
<b>411</b>	City Academy Norwich	Norwich	B

**International (105 schools)**

	School name	City	Country
<b>412</b>	Lauriston Girls' School	Melbourne	Australia
<b>413</b>	Salesian College, Sunbury	Melbourne	Australia
<b>414</b>	OŠ "Žepče"	Žepče	Bosnia and Herzegovina
<b>415</b>	Osnovna škola Žepče	Žepče	Bosnia and Herzegovina
<b>416</b>	Instituto Federal de Goias	Goiânia	Brazil
<b>417</b>	1st Primary School Bjelovar, I. osnovna škola Bjelovar	Bjelovar	Croatia

418	Gimnazija "Fran Galović" Koprivnica	Koprivnica	Croatia
419	Gimnazija "Matija Mesić" Slavonski Brod	Slavonski Brod	Croatia
420	IX. gimnazija Zagreb	Zagreb	Croatia
421	OŠ Grabrik	Karlovac	Croatia
422	Osnovna škola Grabrik	Karlovac	Croatia
423	Osnovna škola Horvati	Zagreb	Croatia
424	Osnovna škola Nikole Andrića	Vukovar	Croatia
425	Osnovna škola Vjenceslava Novaka	Zagreb	Croatia
426	Osnovna škola Zaprudje (Primary school Zaprudje)	Zagreb	Croatia
427	Poštanska i telekomunikacijska škola	Zagreb	Croatia
428	Primary school Gornje Vrapče	Zagreb	Croatia
429	Primary school Pantovcak	Zagreb	Croatia
430	Srednja škola Prelog (High school Prelog)	Prelog	Croatia
431	Gymnazium Jiriho Wolкера	Prostejov	Czech Republic
432	SOŠ a Gymnázium Staré Město	Stare Mesto	Czech republic
433	Zakladni škola Kamenna Stezka	Kutna Hora	Czech Republic
434	Zakladni škola U Stadionu	Litoměřice	Czech republic
435	ZS a MS Cesky Tesin Hrabina	Cesky Tesin	Czech Republic
436	ZŠ a MŠ Město Touškov	Město Touškov	Czech Republic
437	ZŠ a MŠ Ostrava-Zábřeh, Kosmonautů 15, p.o.	Ostrava	Czech Republic
438	Kytöpuiston koulu	Vantaa	Finland
439	Taivallahden peruskoulu	Helsinki	Finland
440	Viikki Teacher Training School	Helsinki	Finland
441	Collège de Seilhac	Seilhac	France
442	Collège La Présentation	Salon-de-Provence	France
443	Collège Le Marin	Allonnes near le Mans	France
444	COLLEGE SAINT PAUL REZE	Nantes	France
445	Lycée Notre-Dame Les Oiseaux	Verneuil-Sur-Seine	France
446	LYCEE STANISLAS CANNES	CannesS	France
447	Orde Copela	Prilep	FYROM
448	Bureau for development of education	Prilep	FYROM
449	SOU,,Gimnazija Koco Racin,,-VELES	Veles	FYROM
450	elementary school,,Goce Delcev"	Skopje	FYROM
451	Malina Popivanova	Kocani	FYROM
452	OOU "Nikola Karev"	Radovish	FYROM
453	SOU ,,Orde Copela" (High school)	Prilep	FYROM
454	Vancho Prke	Vinica	FYROM



455	Primery school "Goce Delchev" - Prilep	Prilep	FYROM
456	Primary school"Stiv Naumov"-Bitola	Bitola	FYROM
457	Dimitrija Chupovski	Veles	FYROM
458	Joakim Krcoski	Skopje	FYROM
459	OOU „Goce Delcev"	Negotino	FYROM
460	OU "Krume Kepeski", Skopje, Republic of Macedonia	Skopje	FYROM
461	Megyaszó Mészáros Lőrinc Közzeti Általános Iskola	Megyaszó	Hungary
462	Mészáros Lőrinc Közzeti Általános Iskola	Megyaszó	Hungary
463	Gowtham Model School	Malkipuram	India
464	Bandon Grammar School	Bandon	Ireland
465	Calasactius College	Galway	Ireland
466	de la sale college	waterford	Ireland
467	John Hennessy	Dublin, Ireland	Ireland
468	Killina Presentation Secondary School	Tullamore	Ireland
469	Loreto College	Cavan	Ireland
470	Patrick Dundon	Co. Limerick	Ireland
471	Coláiste an Phairsaigh	Cork	Ireland
472	McEgan College Macroom	Macroom Co.Cork	Ireland
473	Gordon Primary School	Peyach Tikva	Israel
474	Shimoni	Givatayim	Isrel
475	Tichon hadash	Tel-Aviv	Israel
476	Ort Modiin	Modiin	Israel
477	Kaunas Jonas Zemaitis-Vytautas progymnasium	Kaunas	Lithuania
479	Kedainiai Sviesioji Gymnasium	Kedainiai	Lithuania
480	Krakes Mikalojus Katkus gymnasium	Krakės	Lithuania
481	Palanga primary school	Palanga	Lithuania
482	sviesioji gimnazija	Kėdainiai	Lithuania
483	Vilnius Vytyrys Primary school	Vilnius	Lithuania
484	Virginija Bireniene	Klaipėda	Lithuania
485	St Clare College	St Andrews	Malta
486	St. Francis School	Cospicua	Malta
487	Lyngdal ungdomsskole	Lyngdal	Norway
488	Lyceum3	Cheboksary	Russia
489	Elektrotehnicka skola "Nikola Tesla"	Pancevo	Serbia
490	Primary and secondary school "Petro Kuzmjak"	Ruski Krstur	Serbia
491	Gymnazium sv. Edity Steinovej	Kosice	Slovakia
492	Základná škola Ľubica	Ľubica	Slovakia

493	ZS s MS Jarna	Poprad	Slovakia
494	Gimnazija Jesenice	Jesenice	Slovenia
495	OŠ Preska	Medvode	Slovenia
496	SC PET	Ljubljana	Slovenia
497	Björkhagensskola	Stockholm	Sweden
498	IHGR - International High School of the Gothenburg Region	Göteborg	Sweden
499	Jennie Malmberg	stockholm	Sweden
500	Olserödsskolan	Kungälv	Sweden
501	Rålambshovsskolan	Stockholm	Sweden
502	Rolfstorpsskolan	Rolfstorp, Varberg	Sweden
503	Adana Anadolu Lisesi (Adana Anatolia High School)	Adana	Turkey
504	Emel- Mustafa Usakli Anadolu Lisesi	Aydin	Turkey
505	ENKA Technical and Vocational High School	Kocaeli	Turkey
506	ESKİŞEHİR ANADOLU HIGH SCHOOL	Eskisehir	Turkey
507	Istanbul Maltepe Handan Hayretin Yelkikanat Technical High School	Istanbul	Turkey
508	İzmir Bahçeşehir Private School	İzmir	Turkey
509	küçükyali teknik ve endüstri meslek lisesi	istanbul	turkey
510	KÜÇÜKYALI TEKNİK VE ENDÜSTRİ MESLEK LİSESİ	Istanbul	Turkey
511	Maltepe Kucukyali Teknik ve Endüstri Meslek Lisesi	Istanbul	Turkey
512	ÖZEL BÜYÜK KOLEJ	Ankara	Turkey
513	PRIVATE ENKA ANATOLIAN TECHNICAL HIGH SCHOOL	Kocaeli	Turkey
514	Sisli Anatolian High School	İstanbul	Turkey
515	Terakki Foundation Schools	İstanbul	Turkey
516	Uskudar American Academy	Istanbul	Turkey

## 5 Statistics

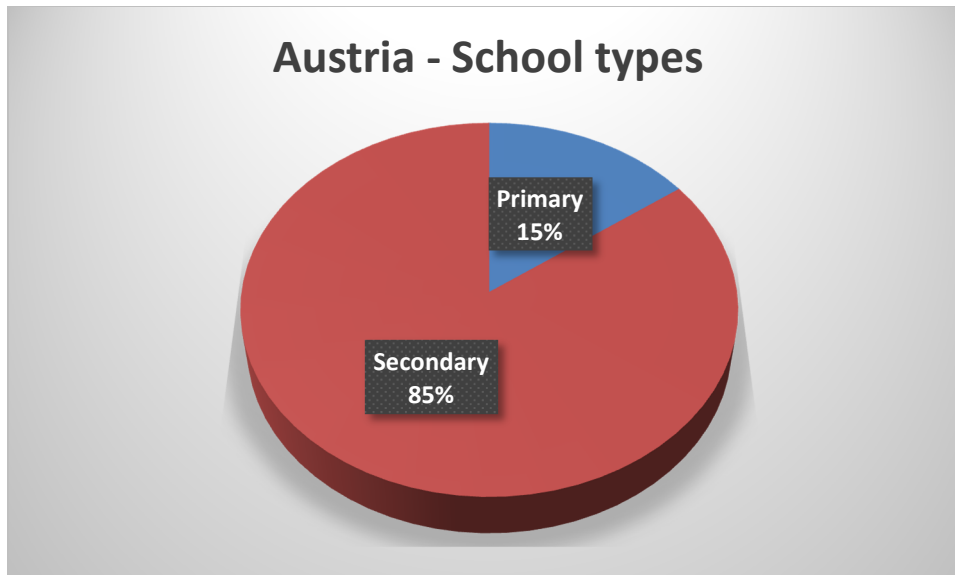
### 5.1 Introduction

The Go-Lab Repository (<https://golabz.eu>) offers teaching resources in physics, chemistry, biology, mathematics, technology and informatics. In order to make sure Go-Lab's full resource capacity in all fields is well utilized by its stakeholders, it is important that the selection of teachers correspondently has the expertise to benefit and teach the diversity of teaching materials offered by the Go-Lab project. At the same time, teachers' disciplines and interests will also have an impact on the further development of Go-Lab and on the selection of future online laboratories. In the sections below we are looking into the individual country statistics regarding the distribution of taught subjects, age groups and school types.

## 5.2 Country statistics

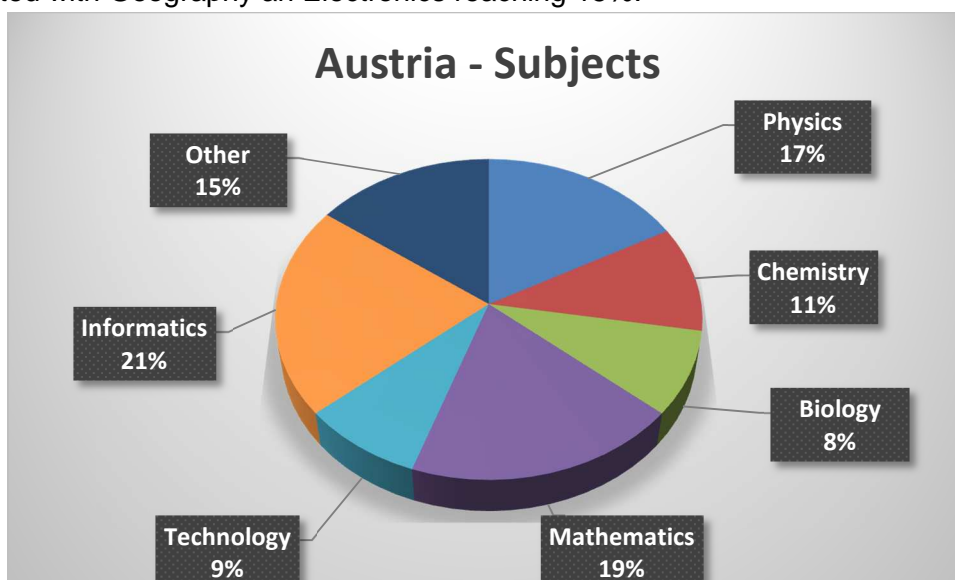
### 5.2.1 Austria

At the beginning of Go-Lab Pilot Phase B, a 15% of the schools involved in Go-Lab in Austria are primary schools. All the remaining (85%) are secondary schools.



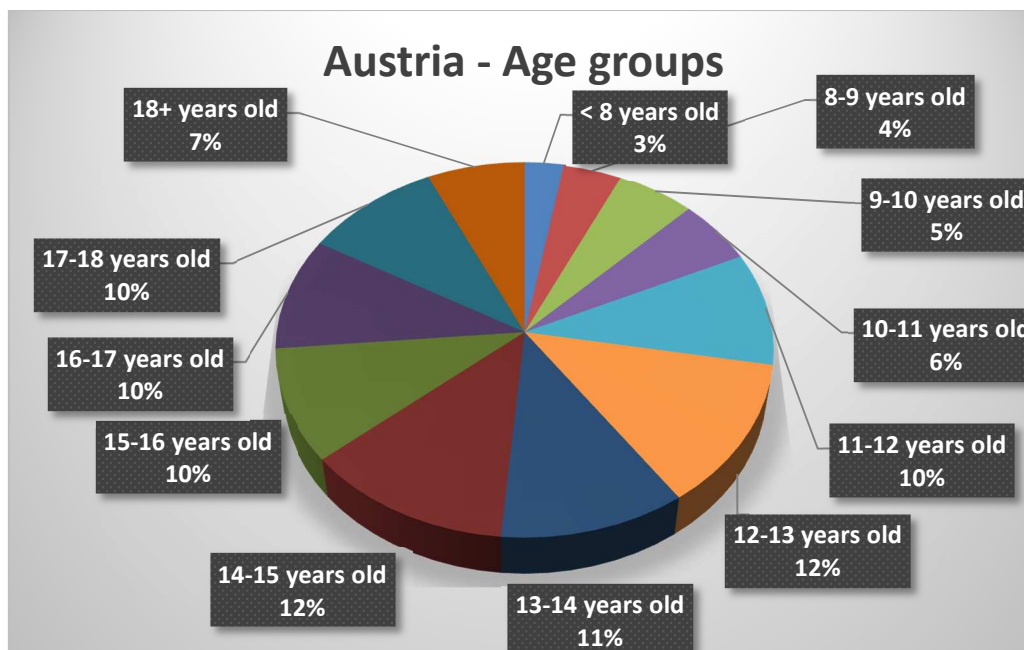
**Figure 13 Austria: Distribution of school types**

When it comes to subjects, Informatics (21%) is mostly represented with Mathematics (19%) and Physics (17%) following. Biology (8%) and Technology (9%) on the other hand are least represented with Geography and Electronics reaching 15%.



**Figure 14 Austria: Distribution of taught subjects**

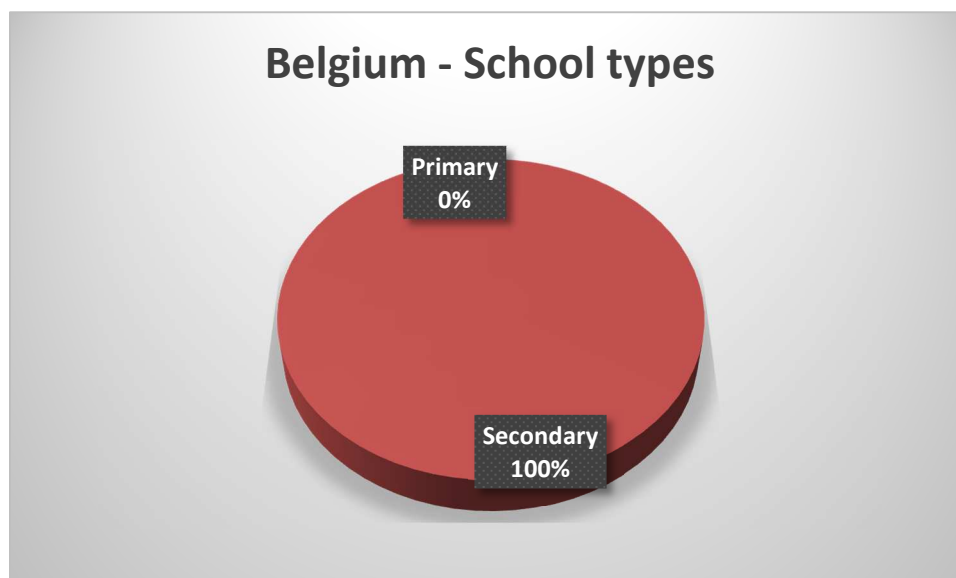
Age groups in Austria appear to be quite widely distributed with 14-15 years old and 12-13 years olds occupying a total of 24%.



**Figure 15 Austria: Distribution of age groups**

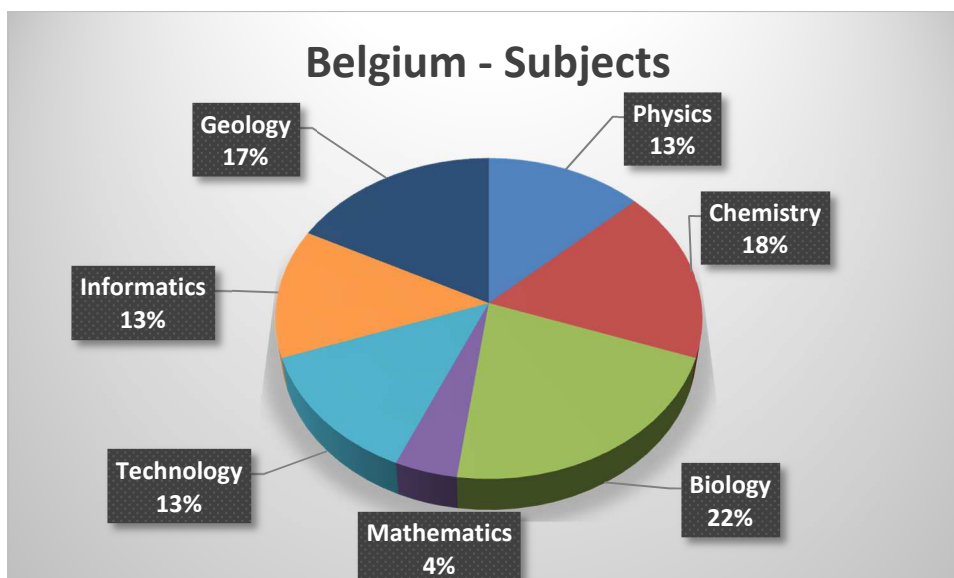
### 5.2.2 Belgium

At this point of the Pilot activities, all participating Belgian schools are secondary schools. This means that more intensive work needs to be done in order to demonstrate to primary teachers the advantages and added value that the use of online laboratories can bring to their teaching.



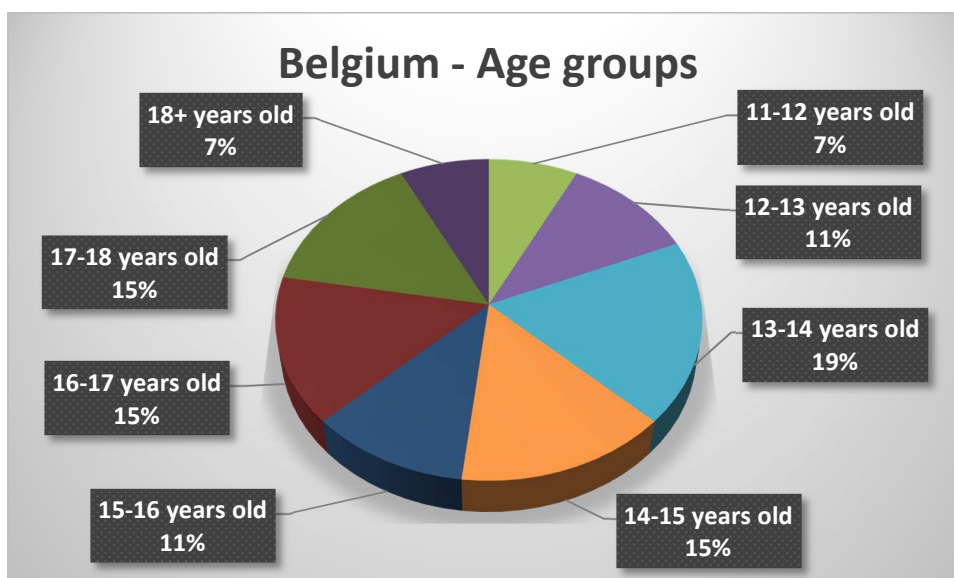
**Figure 16 Belgium: School types distribution**

When it comes to the distribution of subjects, Biology (22%) is at the moment the most popular with Chemistry (18%) following. Physics, Technology and Informatics (all with 13%) are coming afterwards with Mathematics being the least popular.



**Figure 17 Belgium: Subject distribution**

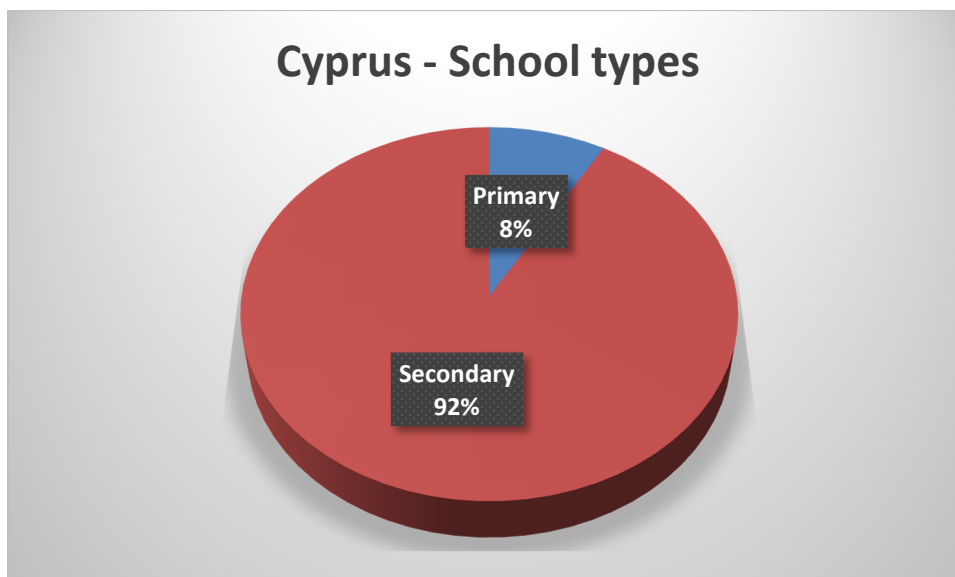
Finally and since all Belgian Go-Lab schools are secondary schools, the distribution of age groups is quite predictable. No primary kids are available while the majority (19%) of students are between 13-14 years old. The age groups between 15-16 (15%), 16-17 (15%) and 17-18 (15%) years are next on the line with 11-12 (11%) years old and 18+ (7%) years old coming next.



**Figure 18 Belgium: Age groups distribution**

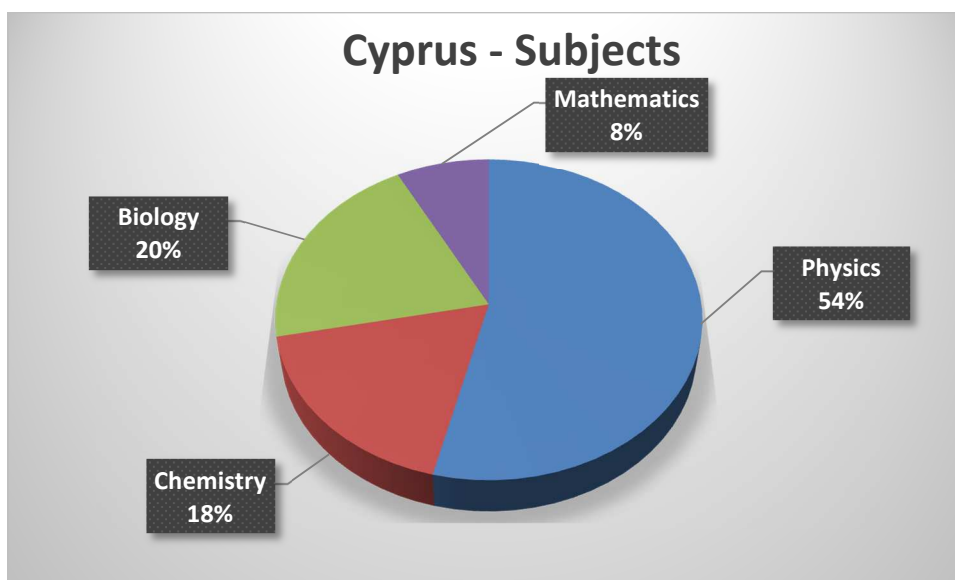
### 5.2.3 Cyprus

During Go-Lab Pilot phase B, 8% of the participating Cypriot schools are primary with the remaining 92% being secondary schools.



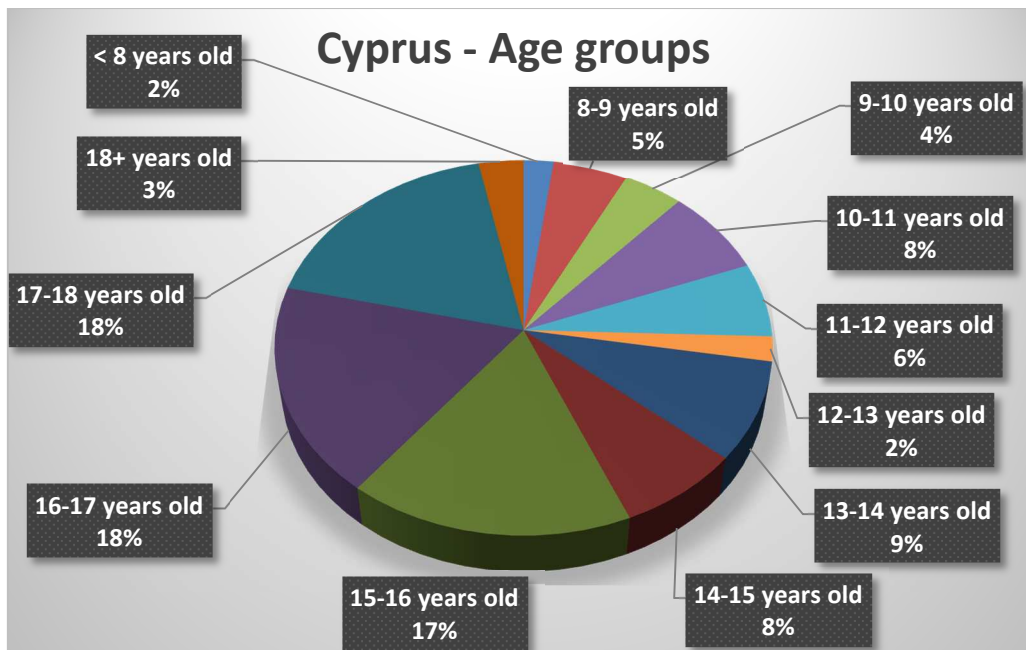
**Figure 19 Cyprus: School types distribution**

When it comes to subjects, Physics (54%) is mostly represented among teachers with Biology (20%) and Chemistry (18%) following.



**Figure 20 Cyprus: Subjects distribution**

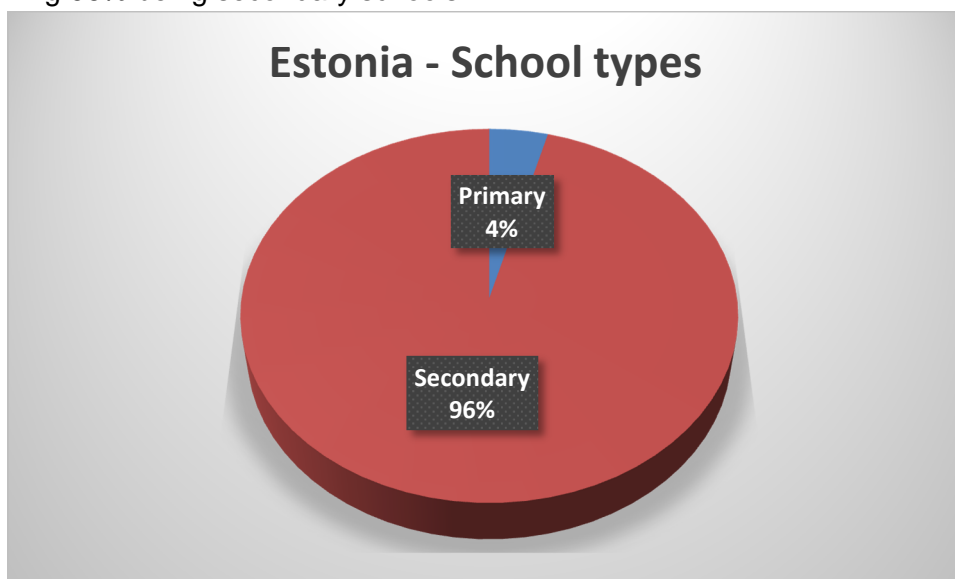
Age groups taught in Cyprus appear to be quite widely distributed with 16-17 years olds and 17-18 year olds occupying more than 36% of the addressed audience.



**Figure 21 Cyprus: Age groups distribution**

### 5.2.4 Estonia

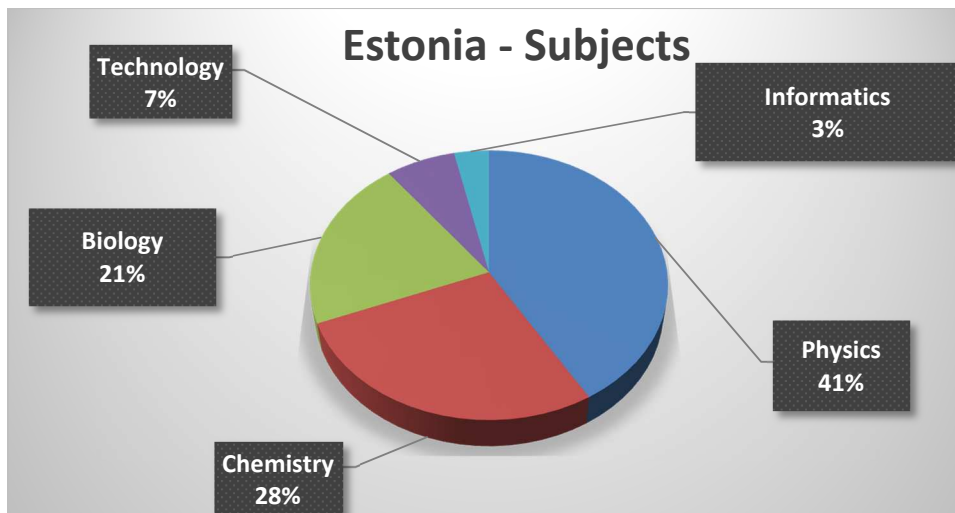
In Estonia, 4% of the schools participating to Go-Lab Pilot phase activities are primary, with the remaining 96% being secondary schools.



**Figure 22 Estonia: School types distribution**

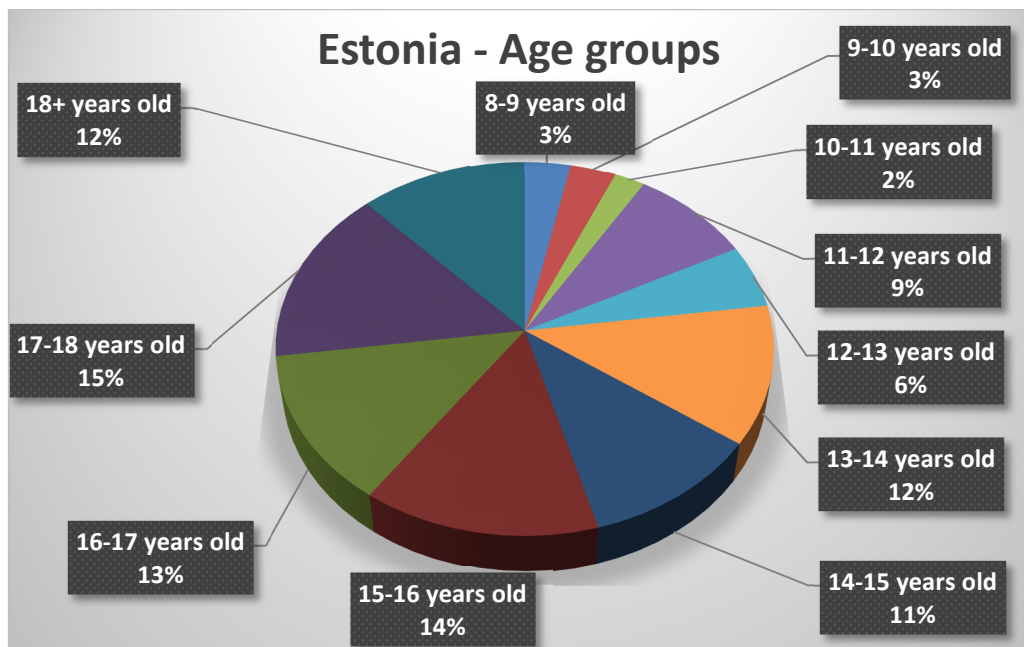
When it comes to subjects, Physics (41%) is mostly represented with Chemistry (28%) and Biology (21%) following. Informatics with 3% is the least represented subject.





**Figure 23 Estonia: Subjects distribution**

Age groups in Estonia appear to be quite widely distributed with 17-18 years holding 15% and 15-16 years old following closely with 14%.

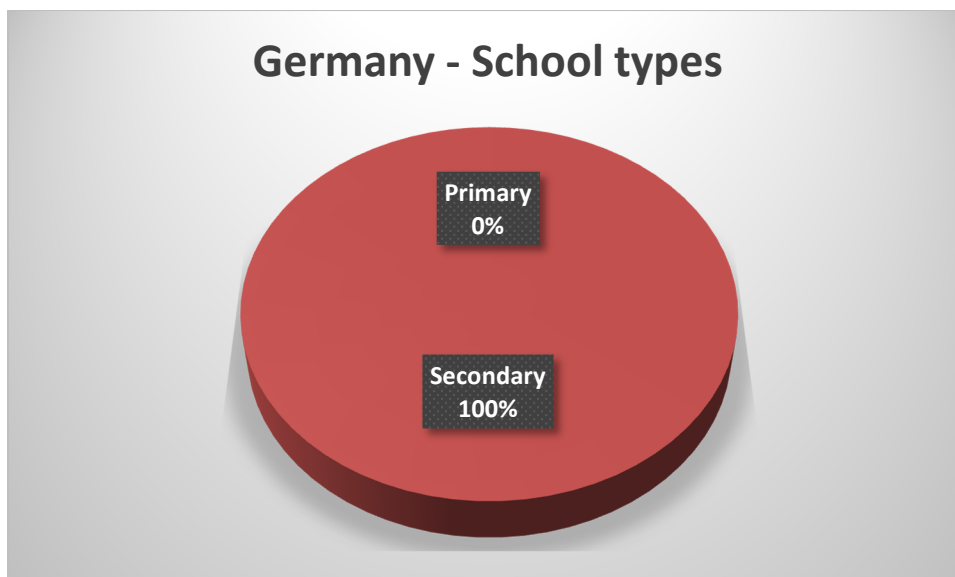


**Figure 24 Estonia: Age groups distribution**

### 5.2.5 Germany

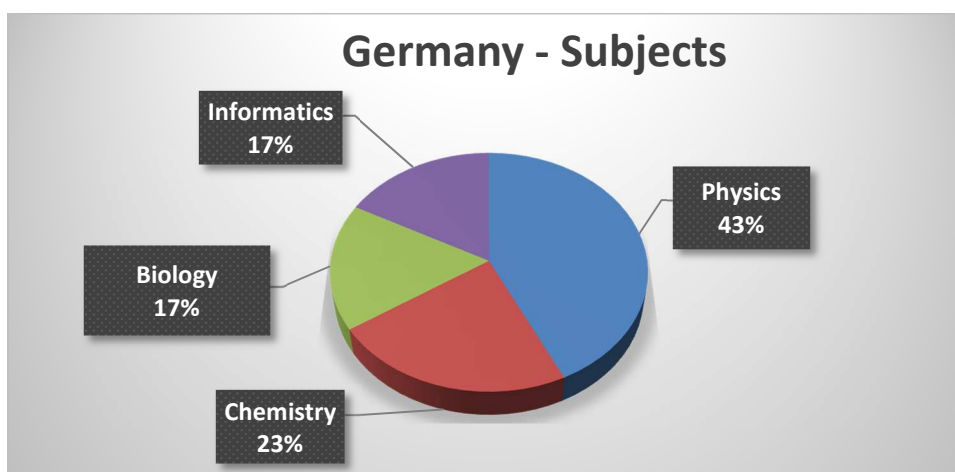
In Germany, at the beginning of Go-Lab Pilot Phase B, all participating schools are secondary schools.





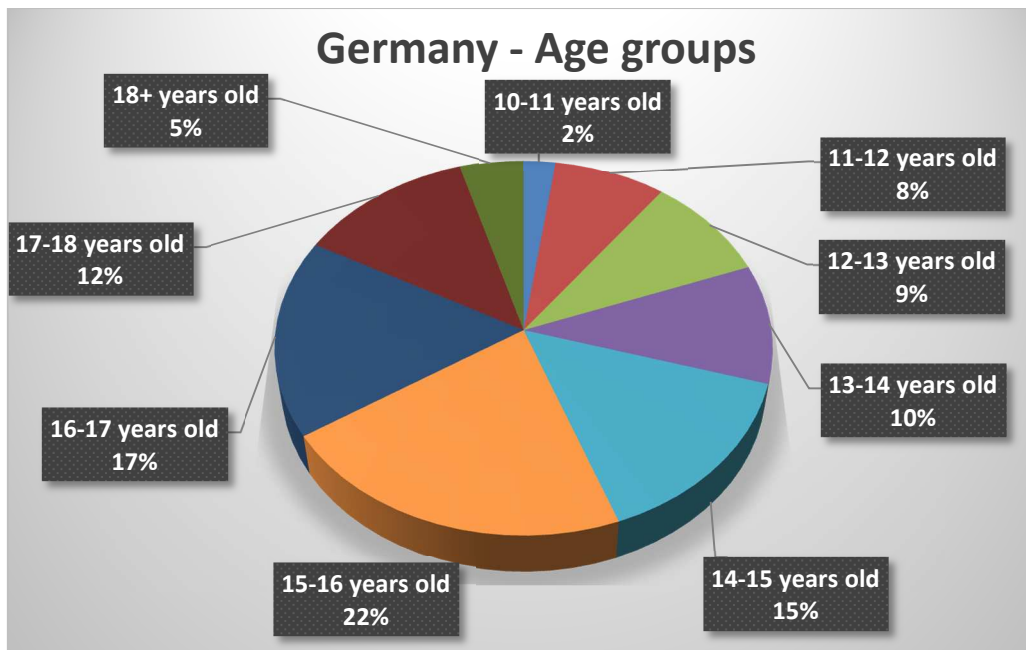
**Figure 25 Germany: School types distribution**

When it comes to subjects, Physics (43%) is mostly represented with Chemistry (23%) following. Informatics (17%) and Biology (17%) on the other hand are least represented but they still demonstrate the important coverage and interest on these subjects.



**Figure 26 Germany: Subjects distribution**

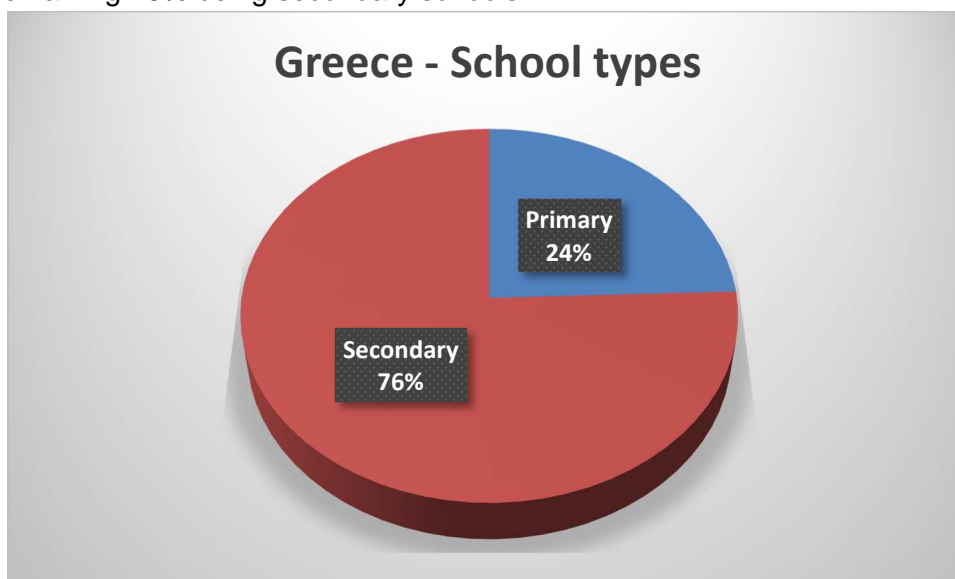
Age groups in Germany appear to be quite widely distributed with 15-16 years old occupying 22% and 10-11 years old only 2%.



**Figure 27 Germany: Age groups distribution**

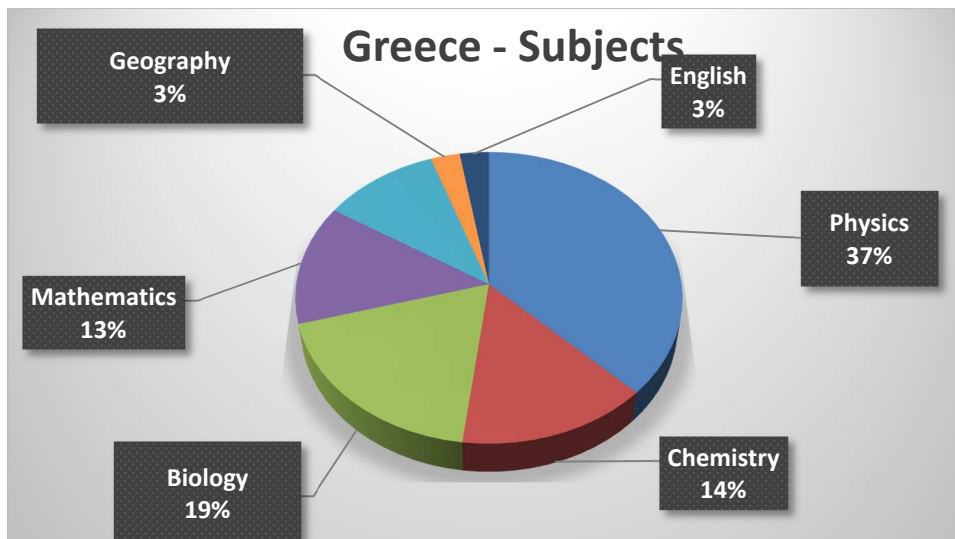
### 5.2.6 Greece

At the launch of Go-Lab Pilot phase B, 24% of the participating Greek schools are primary with the remaining 76% being secondary schools.



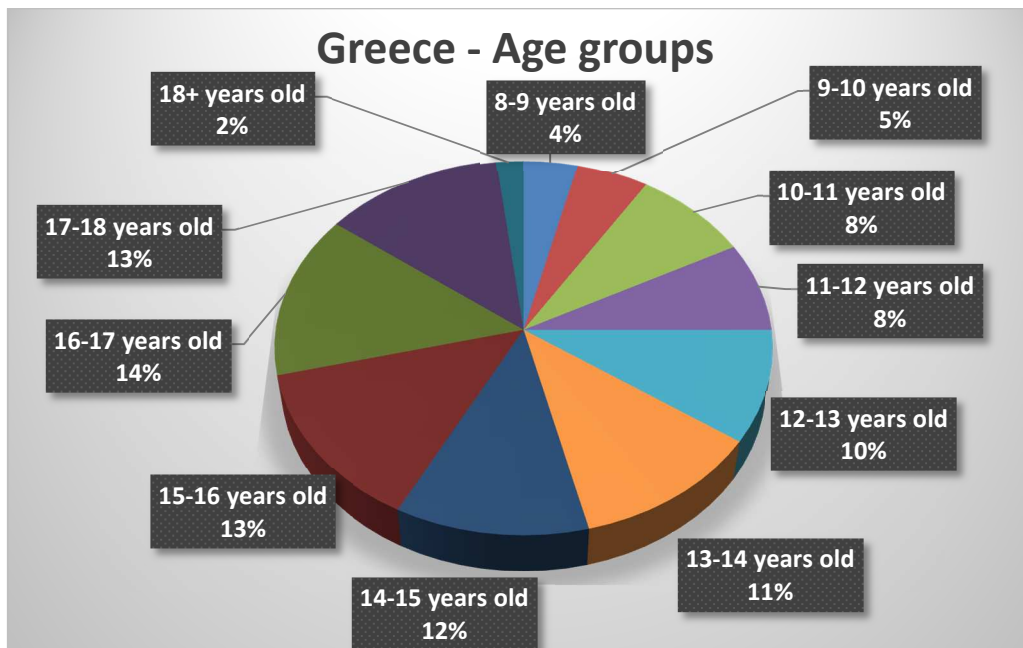
**Figure 28 Greece: School types distribution**

When it comes to subjects, Physics (37%) is mostly represented with Biology (19%) and Chemistry (14%) following. Mathematics (13%) and Geography (3%) on the other hand are least represented.



**Figure 29 Greece: Subjects distribution**

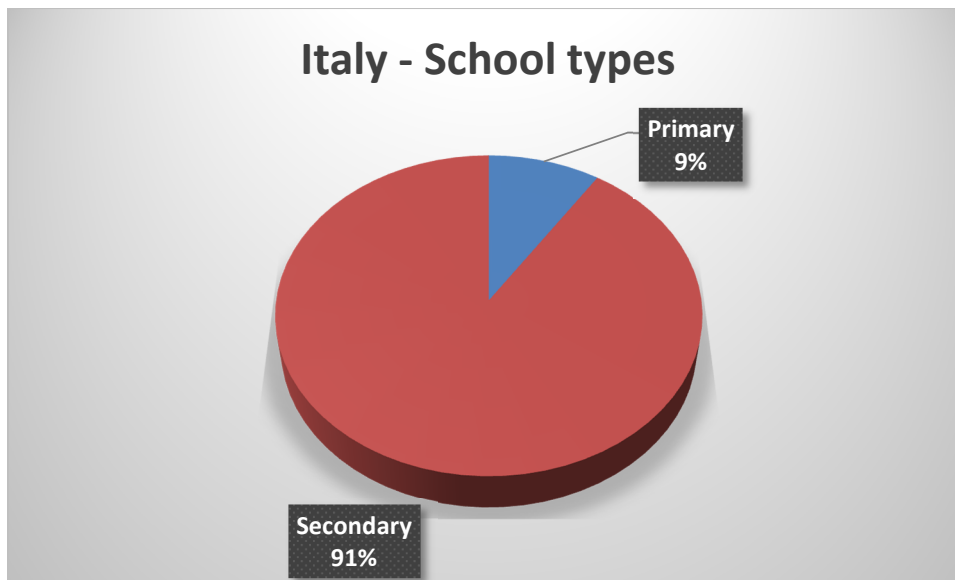
Age groups in Greece appear to be quite widely distributed with 16-17 years old and 15-16 years olds occupying a total of 27%.



**Figure 30 Greece: Age groups distribution**

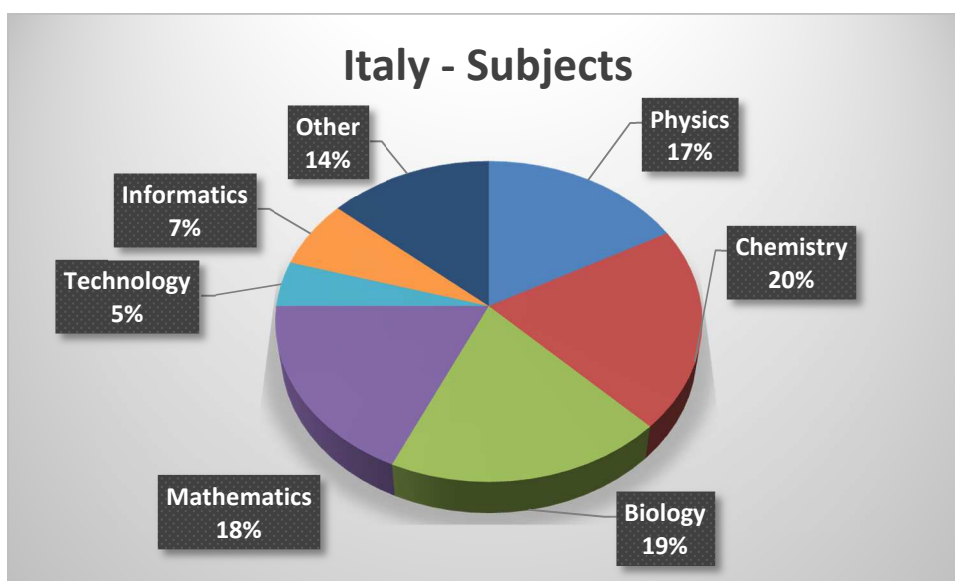
### 5.2.7 Italy

In Italy, a small number of Primary schools (9%) participate to Go-Lab. Secondary schools are greatly represented and they cover 91% of the Go-lab Italian Pilot schools.



**Figure 31 Italy: School types distribution**

The distribution of taught subjects reveals that Chemistry (20%) and Biology (19%) are the most well represented subjects among the Italian teachers, with Mathematics (18%) and Physics (17%) following closely. Informatics (7%) and Technology (5%) are less dominant while other subjects i.e. Earth science, Astronomy are much more in demand.



**Figure 32 Italy: Subjects distribution**

The distribution of school types, has a direct impact on the distribution of age groups that are currently being exposed to Go-Lab. With secondary schools mostly participating to Go-Lab, 14-15 years old (19%) are mostly exposed to the project with 16-17 years old (17%) and 17-18 years old (15%) following.

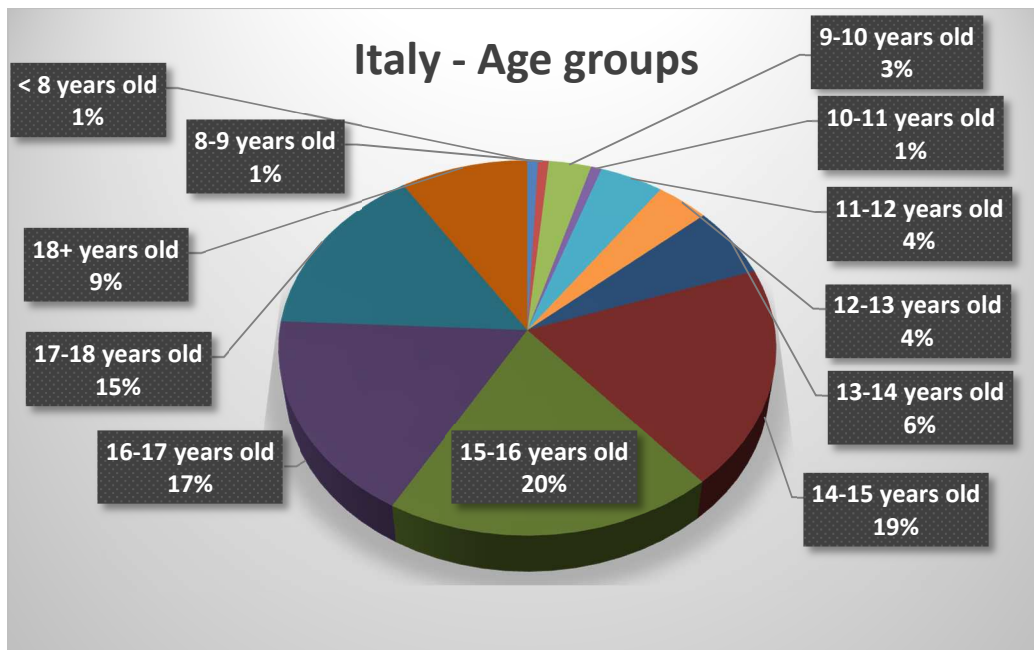


Figure 33 Italy - Age groups distribution

### 5.2.8 Poland

With only two Polish schools participating in the Go-Lab phase B data is not adequate for performing an extensive analysis. Both participating schools are secondary schools with Go-Lab Pilot teachers teaching mainly Physics, Chemistry and Biology.

### 5.2.9 Portugal

At the beginning of Go-Lab Pilot Phase B, all Portuguese schools participating to the project are secondary schools.

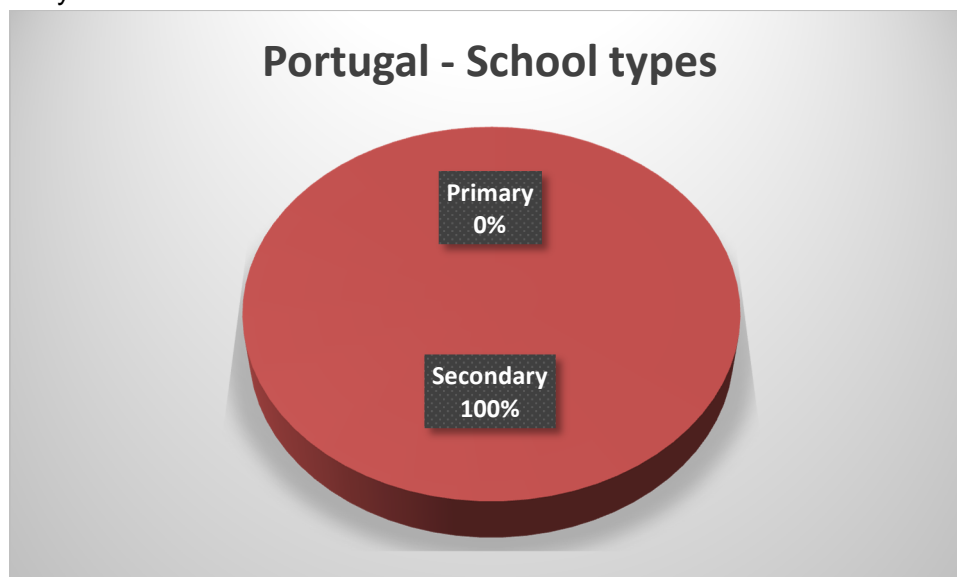
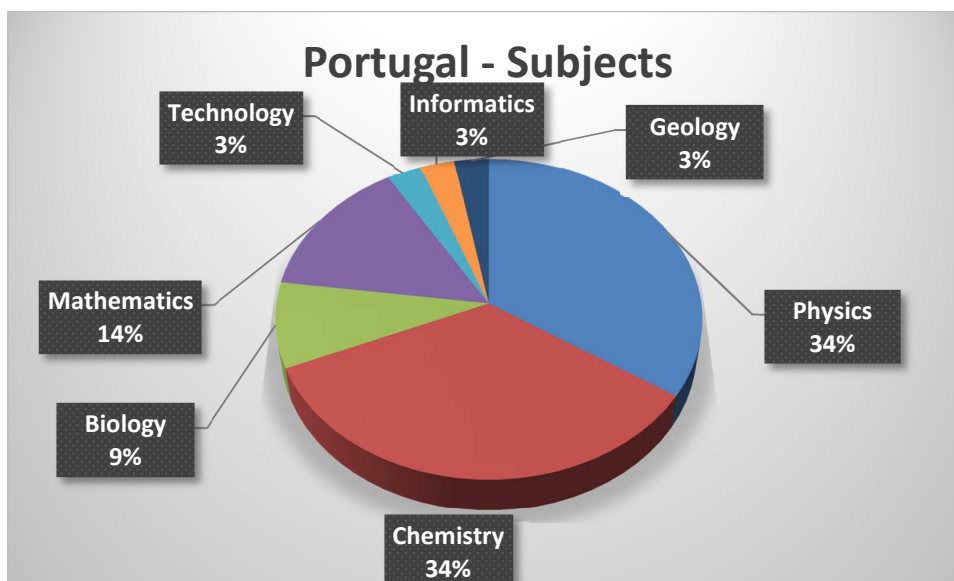


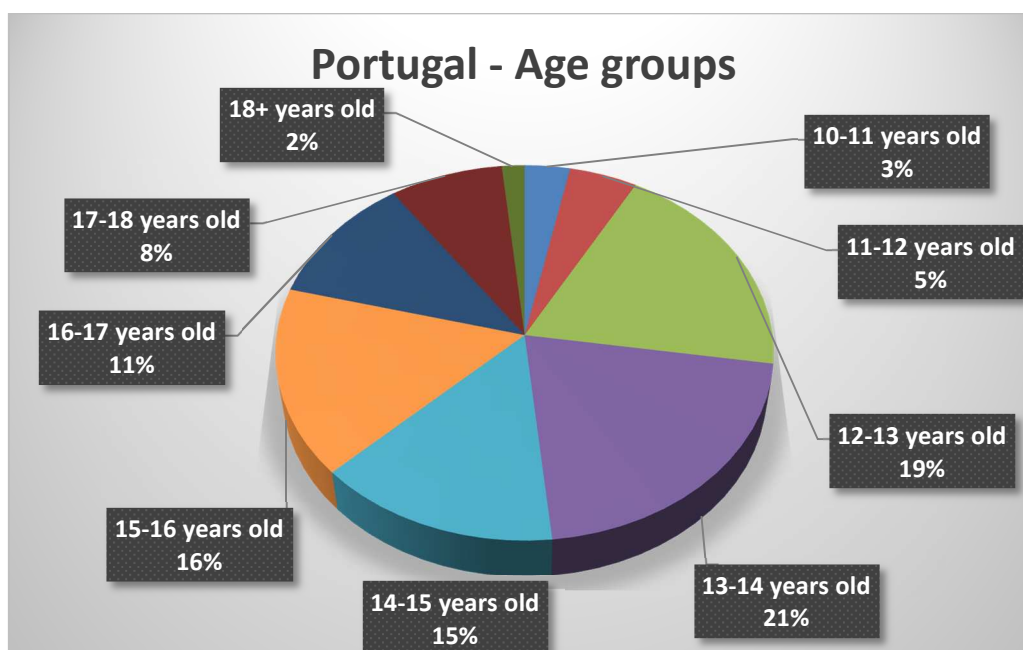
Figure 34 Portugal: School types distribution

When it comes to subjects, Chemistry (34%) and Physics (34%) is mostly represented with Mathematics (14%) following. Technology (3%), Informatics (3%) and Geology (3%) are the least represented subjects.



**Figure 35 Portugal: Subjects distribution**

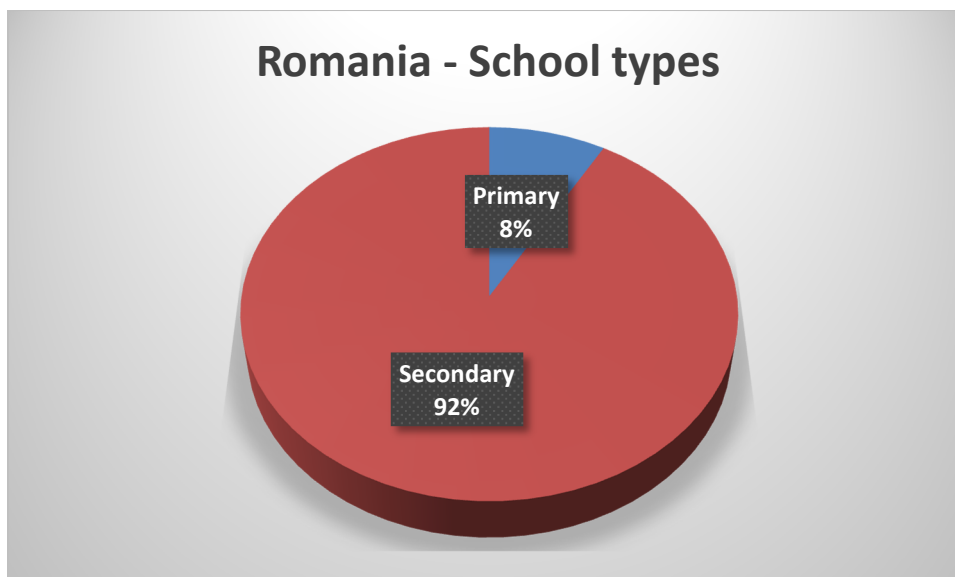
13-14 years old is the most represented target groups with 21% with 12-13 years old following closely with 19%. 18+ years old and 10-11 years old are the least represented groups with 2% and 3% respectively.



**Figure 36 Portugal: Age groups distribution**

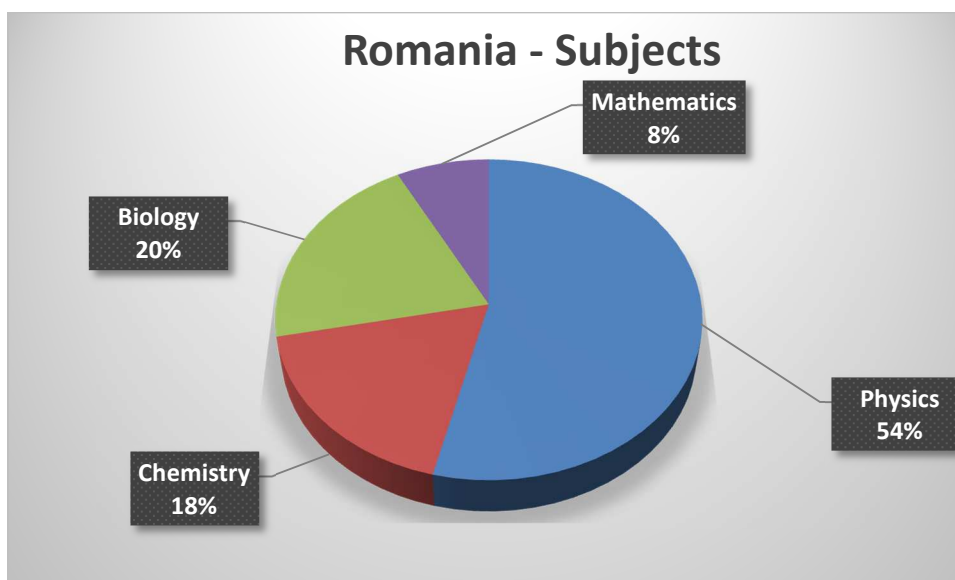
### 5.2.10 Romania

In Romania, at the beginning of Go-Lab Pilot Phase B, 8% of the participating schools are primary schools. The remaining (92%) is composed by secondary schools.



**Figure 37 Romania: School types distribution**

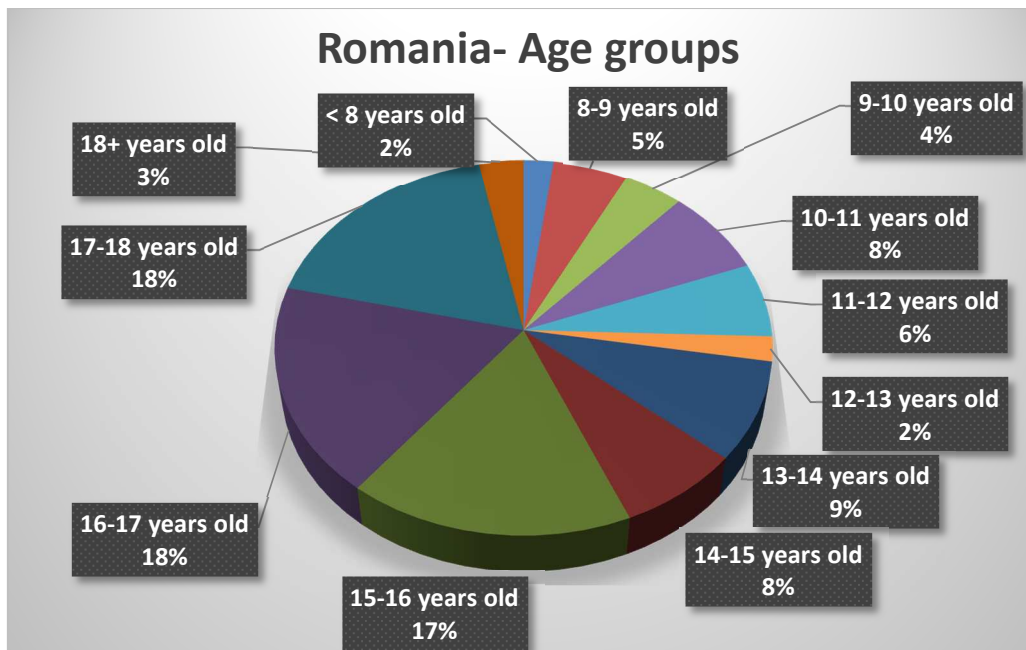
When it comes to subjects, Physics (54%) is mostly represented with Biology (20%) and Chemistry (18%) following.



**Figure 38 Romania: Subjects distribution**

Age groups in Romania are quite widely distributed with 16-17 years old, 17-18 years old and 15-16 years occupying a total of 53%.

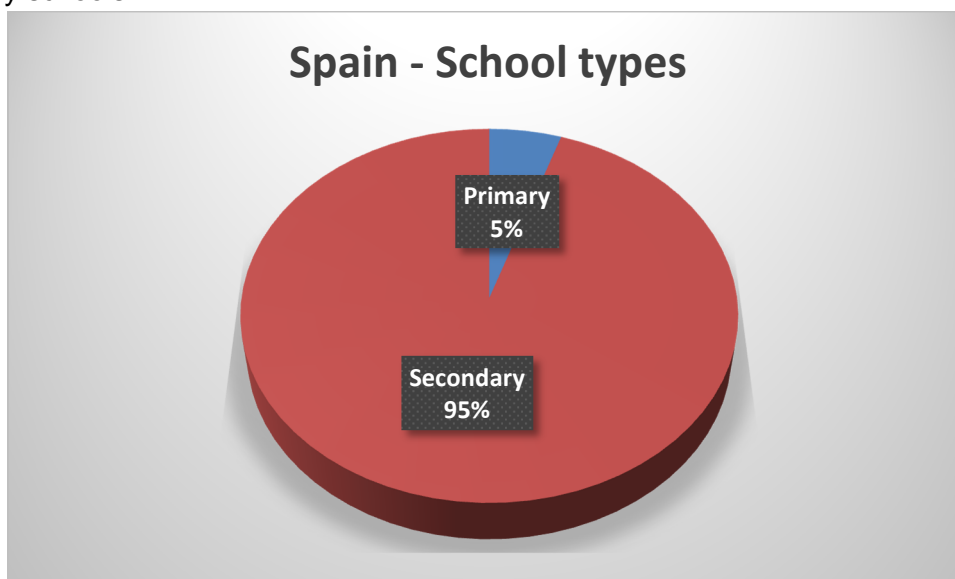




**Figure 39 Romania: Age groups distribution**

### 5.2.11 Spain

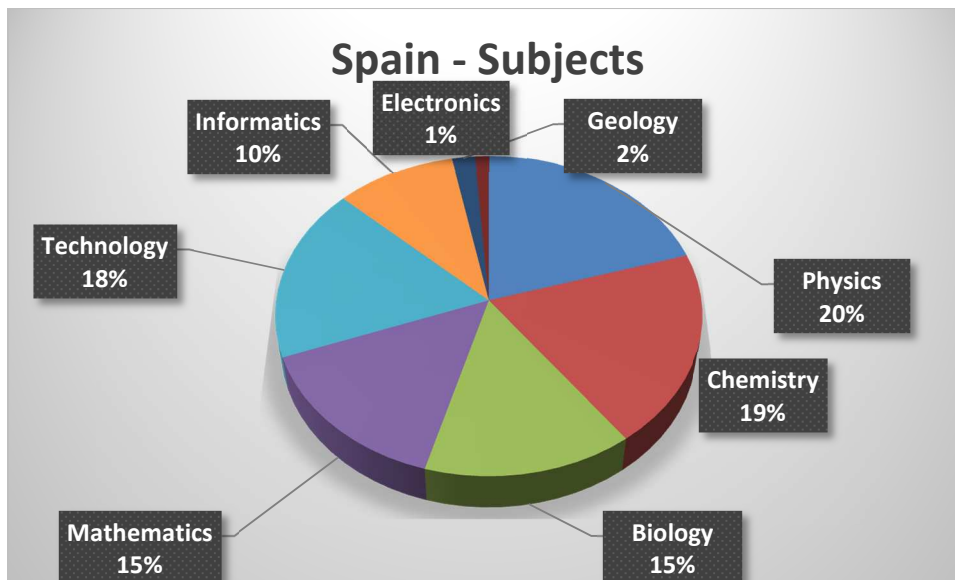
In Spain, 5% of the Go-Lab Pilot Phase B schools are primary with the remaining 95% being secondary schools.



**Figure 40 Spain: School types distribution**

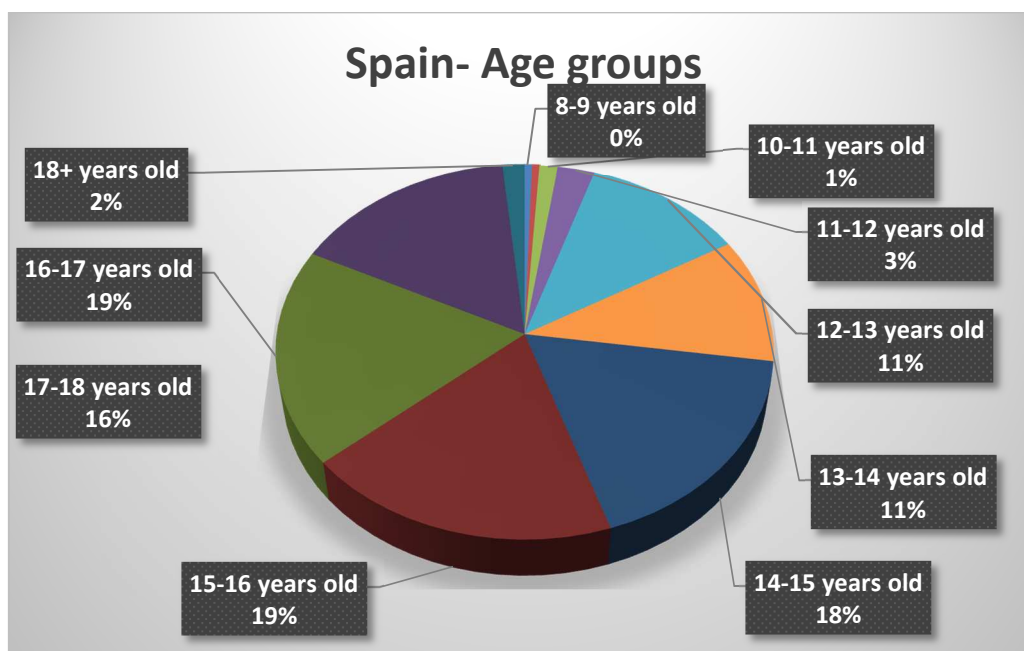
When it comes to subjects, Physics (20%) is mostly represented with Chemistry (19%) and Technology (18%) following. Biology (1%) and Geology (2%) on the other hand are least represented.





**Figure 41 Spain: Subjects distribution**

Age groups in Spain appear to be quite widely distributed with 15-16 years old and 14-15 years old occupying a total of 37%.



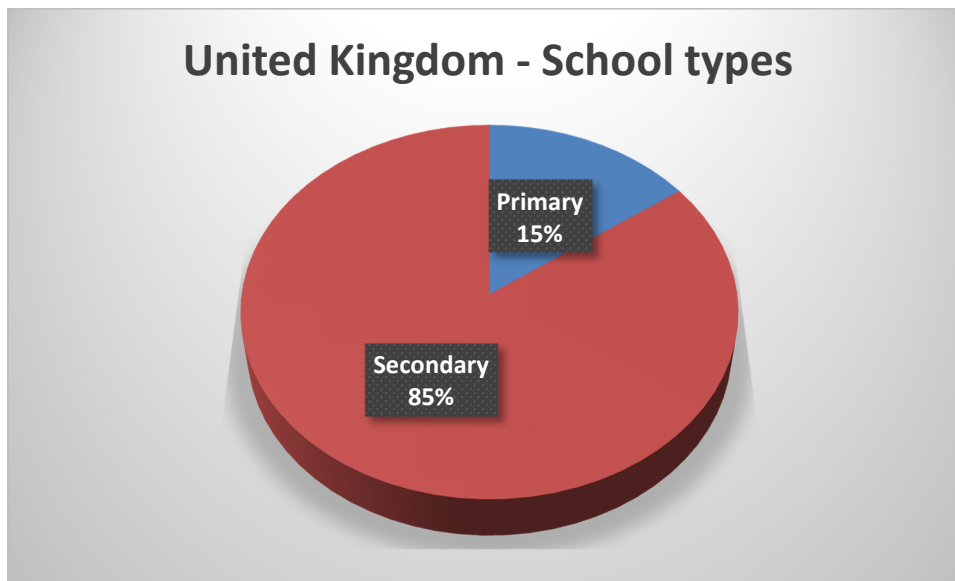
**Figure 42 Spain: Age groups distribution**

### 5.2.12 Switzerland

Since at this Pilot phase and at the point of the composition of this report, only one school has been identified for Switzerland, no extensive statistics are provided. The participating school is a secondary school.

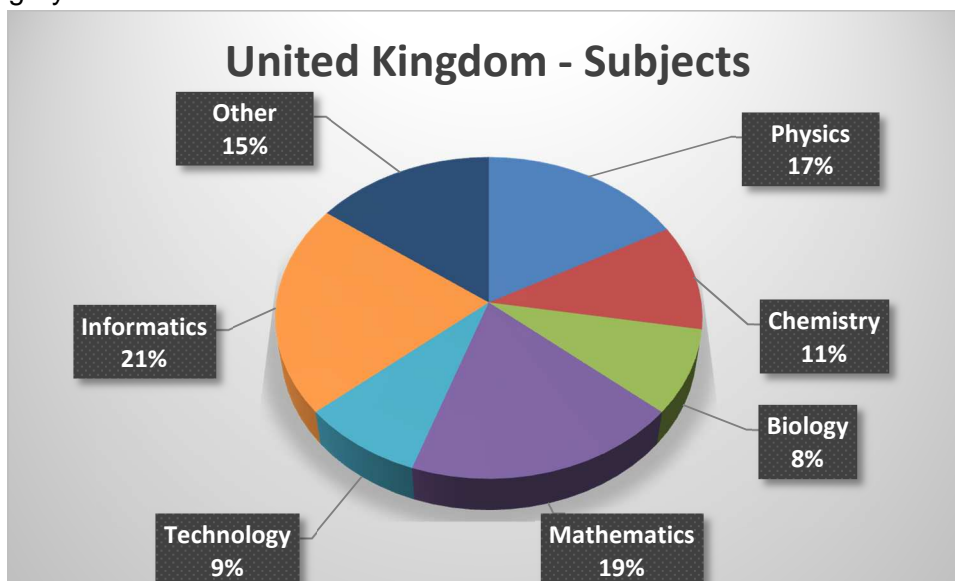
### 5.2.13 United Kingdom

In the United Kingdom, a 22% of the Go-Lab schools are primary schools with the rest 78% covered by secondary schools.



**Figure 43 UK: School types distribution**

When it comes to the distribution of subjects, Physics (33%) is the mostly represented with Chemistry (22%) and Biology (19%) following from a distance. Informatics (4%) and Technology (5%) are the least represented subjects with Astronomy dominating the “Other” (6%) category.



**Figure 44 UK: Subjects distribution**

With primary schools being highly involved in Go-Lab, the distribution of age groups is quite spread out. Upper primary and low secondary ages (between 11-16 years old) are highly represented with lower primary students (between 8-11 years old) covering a total of 9%.

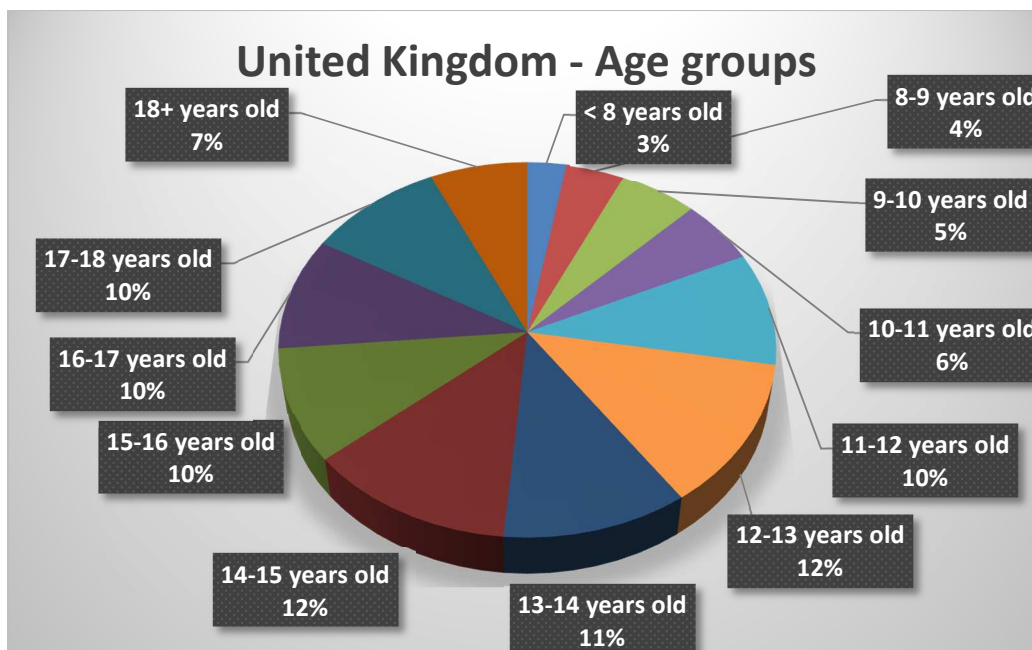


Figure 45 UK: Age groups distribution

### 5.3 Observations

A close look at the statistics provided in Section 5.2 reveals that the majority of schools participating in the Go-Lab Pilot phase B activities are secondary schools. Primary schools occupy approximately 5% of the selected schools, a percentage significantly higher than the 2% that was present during Pilot phase A.

When it comes to subjects, Go-Lab Pilot teachers are particularly interested in Physics, Chemistry and Biology. Mathematics, Informatics, Technology and Electronics are also quite popular which means that efforts will need to be made regarding the selection of labs that can accommodate these interests.

Participating students will be mainly between 14-17 years old with 9-11 years old also forming a numerous group. As a result, selected labs and created ILSs will need to adapt and be tailored in order the needs and understanding of both secondary and upper primary students.

## 6 Schools' profiles

As we have seen earlier, schools and teachers interested in participating in Go-Lab Pilot activities, need to fulfil a certain set of criteria in order to be able to contribute to the evaluation of the Go-Lab Portal. Despite the fact that the wide use of the Go-Lab Portal by schools from all around Europe is one of the main aims of the project the NCs have tried to have on board schools matching a certain minimum of requirements. It is worth mentioning though, that many schools and teachers with no previous experience to the use of online laboratories have also been invited to participate to this Pilot phase.

Pilot Schools and teachers need to be in a position to fully experience, test and finally evaluate the use, integration and impact of the Go-Lab Portal. To do so, schools need to have in place some minimum infrastructure related to computers and their internet connectivity plus teachers interested in the use of online laboratories.

Below and in the form of good practice, we can see the profiles of 10 Go-Lab Pilot Schools including information about their infrastructure and teachers' characteristics. The focus on the schools' infrastructure is basically related to the nature of the project and its close relation to

the use of online and remote laboratories. Due to this fact the availability of basic computer facilities and a stable internet connection is essential. All information has been provided by the Pilot Schools and their teachers

## **Belgium**

### **GO! Middenschool Geel**

GO! Middenschool Geel, is a public secondary school with 700 students. School has a lot of ICT equipment available like high speed internet, interactive whiteboards, and computer rooms. School has an open view towards innovation and stimulates teachers to explore and experiment. Science teachers teach mostly geography, science, biology and technics.

Fatiha Baki, who will be working in Go-Lab teaches more than ten years in cognosco, a teaching technique where students learn a lot of the subjects in group activities and by doing. She has worked with some online animation from Technopolis and has been introduced to the use of online laboratories during the Go-Lab summer school, July 2014 in Athens, Greece. She has also worked on other projects like ASPECT and inGenious.



**Figure 46 Go! Middenschool Geel**

## **Estonia**

### **Tartu Kristjan Jaak Petersoni Gymnasium**

TKJPG is a new gymnasium in Tartu which began operating on the 1<sup>st</sup> August 2014. TKJPG specializes in environmental studies, languages, social studies, sport, computer studies and technological studies.

TKJPG is equipped with broadband high speed internet, interactive whiteboards (2), physics (1) and chemistry (1) labs, computer (3) and robotics labs (1).

TKJPG is interested in the development and implementation of innovative research activities in education, expanding the collaboration with universities and pedagogical institutions across Europe.

Tiina Sõber who teaches biology, ecology and environmental biology will be working on Go-Lab. She does not have former experience working with online laboratories but she is a GLOBE teacher and participates on GLOBE project and Baltic Sea Project.

Website: <http://www.kjpg.tartu.ee>



Figure 47 Tartu Kristjan Jaak Petersoni Gymnasium, Estonia

### **Viljandi Gymnasium (VG), Viljandi, Estonia**

VG is a new gymnasium in Viljandi which began operating on the 13 August 2012. VG specializes in mathematics and physics, languages, social studies, the humanities and arts, natural sciences and economics. VG is equipped with broadband high speed internet, interactive whiteboards (27), physics (1) and chemistry (1) labs, computer (3) and robotics labs (1).

VG is interested in development and implementation of innovative research activities in education, expanding the collaboration with universities and pedagogical institutions across Europe.

Airi Tullino who will be working on Go-Lab teaches physics. She has used online simulations in classes and had a practical training with Vernier equipments.

Website: <http://www.viljandigymnaasium.edu.ee>



Figure 48 Viljandi Gymnasium, Estonia

## **Greece**

### **3<sup>o</sup> Gymnasio Glyfadas , Glyfada Athens, Greece**

3o Gymnasio Glyfadas is a public/state secondary school (gymnasium, students' age 13-15 years old) located in the suburb of Glyfada, in Athens, Greece. The school's policy is to



encourage the participation of teachers in innovative projects that engage students' interest and enhance their learning. In this context teachers and students of the school have participated in various contests at local and national level on science, maths, educational robotics etc. The school is equipped with computer classroom with internet and science laboratory. A group of science teachers and mathematicians (teaching biology, physics, chemistry, geography, informatics, and maths) have experience in participating in EU projects and initiatives (e.g. Pathway to inquiry-based science teaching, Erasmus) and are now involved in the Go-Lab project. They have participated in related trainings activities and in the Golab Contest and Summer School held on July 2014 in Marathon, Greece. They have experience working with simulations, virtual and online labs, online repositories of educational resources and inquiry-based science teaching methodologies.

**Website :** <http://to-dialeimma2.blogspot.gr/2014/06/dr.html>



**Figure 49 3ο Gymnasio Glyfadas, Greece**

### **Ellinogermaniki Agogi, Greece**

Ellinogermaniki Agogi (EA) is an educational organization of private law, officially recognized by the Greek state. The schools of Ellinogermaniki Agogi are equipped with broadband high speed internet, interactive whiteboards, physics and chemistry labs, computer and robotics labs and a domed 40cm telescope (shown below). EA's teachers have long experience of participation in EU funded educational projects and initiatives. EA is an institutional member of EDEN (European Distance Education Network), STEDE (Science Teacher Education Development in Europe) and of ECSITE (European Network of Science Centers and Museums) networks. EA was the first Greek educational organization, which applied open distance learning in secondary education in the year of 1993. Since 1998, the organization has established a devoted department, the Research and Development (R&D) Department for the design, development and implementation of innovative research activities in education, expanding the collaboration with universities and pedagogical institutions across Europe. The R&D Department acts as interface between the pedagogical research, the technological innovation and the school community.



## Portugal

### Escola Profissional de Almada – Almada, Portugal

School is a Vocational Educational Training School equipped with high speed internet, computers and interactive whiteboards in every classroom, a science laboratory, a computer lab, a CAD laboratory, a CNC, a 3D Printer, a solar energy lab, an electronics lab and an automation lab.

The school is receptive to innovative projects. They participated in EU TL+Q project (<http://www.tlqproject.eu/>), Leonardo da Vinci program (now Erasmus +) and national initiatives such as Junior Achievement, Young VolunTeam, CanSat and diverse Robotics competitions.

The school is equipped with broadband high speed internet, interactive whiteboards and computers in all classes, physics and chemistry lab, computer, electronics, CAD, CNC, 3D printing, pneumatics, automation and solar lab. School has 2 hangars for vocational practice and a small weather station. They also offer their students other activities such as sports activities, a weather club and an electronics and robotics Club.

School has two science teachers, both involved in the Go-Lab project. They are Physics and Chemistry teachers, with experience with virtual labs, who are starting with online real labs this year, with Go-Lab.

They both have experience working in classes with new technologies (interactive whiteboards, Moodle, different applications, virtual labs, etc.). They also have experience with geocaching in education and project based methodology.

Last year, they participated in national projects like CanSat, Roboparty, National Robotics Festival and Medea; and in the international competition Moonbots.

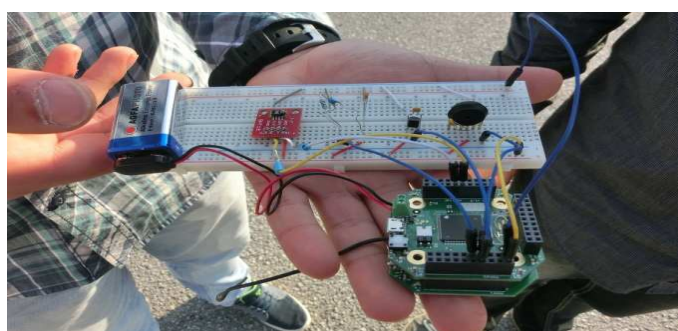


Figure 50 Escola Profissional de Almada, Portugal

### Escola Secundária Adolfo Portela – Águeda, Portugal

Escola Secundária Adolfo Portela is a Public School well equipped with interactive boards and broadband internet. They have biology labs, cheThey have several classrooms equipped with computers. The school has also a meteorology station, two telescopes (12 inches and 8 inches telescopes) and a solar telescope (H-alpha Coronado). They have a biology lab specially equipped for some high-level courses (e.g. Microbiology, from gene to protein, celular and molecular biology, etc.) with a collaboration of investigators from University of Aveiro and University of Coimbra. School offers to students other courses and activities as dramatics and dance, sports activities and Astronomy Club.

Most teachers do not show a huge interest in changing practices and methodologies. One reason is the lack of command of the English language, other is the lack of time given to the meetings and excessive bureaucratic burdens imposed by the school in our country. Only one teacher has previous experience with the use of online labs. Biology and chemistry teachers are eager to try Go-Lab and learn more about the use of online laboratories.



**Figure 51 Escola secundaria Adolfo Portela, Portugal**

## ***Spain***

### **I.E.S. Ramiro de Maeztu , Madrid, Spain**

The I.E.S. Ramiro de Maeztu is Compulsory Secondary Education School. It offers the education of secondary level for students of 12-16 years old, and baccalaureate level for 16-18 years old students as well as international baccalaureate. The international baccalaureate consists of three types: Science and Technology, Humanities and Social Sciences, and Arts.

All classrooms are equipped with a teacher's computer; additionally most of them have an interactive whiteboard or a projector. The Internet connection is public optic fibre network.

The I.E.S. belongs to the UNESCO Associated Schools Project Network and has been granted with Erasmus+ funds. Due mutual collaboration with European schools through Comenius, it built a partnership with schools in Germany, Italy, and the Netherlands, after some years of maintenance of relations with some other European schools through Comenius. Therefore, the I.E.S. Ramiro de Maeztu administration shows the interest for participation in education projects and initiatives on EU and national levels.

Since 2010 the school is affiliated with the Bilingual School Programme in the Region of Madrid with 75% of the classes in English on Compulsory Secondary Education Stage. In 2006 the German language section was established.



The I.E.S. Ramiro de Maeztu has no experience with online labs. However the school has a long tradition in innovative teaching methodologies and technologies since its foundation in 1939. It was created as part of the Consejo Superior de Investigaciones Científicas – CSIC (Upper Council of Scientific Research) in order to promote as experimental centre of education for advanced teaching methodologies. Besides, in the past years the school has the long experience in participating with European partners in Comenius projects.

The departments interested in Go-labs as follows: Physics, Chemistry, Biology, Geology, and Technology and ICT.

**Website:** <http://www.educa.madrid.org/web/ies.ramirodemaetztu.madrid/>



**Figure 52 IES Ramiro de Maeztu, Spain**

### **Karbo School, A Coruña, Spain**

The Karbo School is a private school that receives public funds from the Department of Culture, Education and University Planning in Galicia. Ramon Carrasco is the director and owner of the school as well as a member of the board of directors of the Spanish Confederation of Education and Training Centres (CECE).

It is an urban school that offers 2nd cycle of Childhood Education (3-6 years) and Primary Education (6-12 years). In addition the vocational training (Middle Cycle of administration and management, Superior Cycle of Network Management Information System and Development of Computer Applications) are available. In 2014 the school became a member of the multilingual network of schools.

The school is always implementing new national standards and the latest trends of education reform. It is fully equipped with ICT tools such as high speed internet, digital boards and personal computers.

In general, administration supports teachers in participation in innovative trainings, and education projects on national and EU level.

The teachers assigned to GoLab Pilot activity have an experience of using of remote laboratories - University of Deusto was organising the workshop ones. The school teachers are interested in to incorporate the other available online laboratories in their class instructions.

The school participates in the projects to enhance learning, for example, *DreamSpark* is the Microsoft Program that supports education by providing access to Microsoft software for learning, teaching and research purposes; *Abalar* is a project of integration of ICT in the

classroom, and *Semente* is the project to promote entrepreneurship, both are driven by the Ministry of Education of Galicia.

Moreover, Karbo School collaborates with the National Museum of Science and Technology, A Coruña, Spain on multiple learning and teaching initiatives.

**Website:** <https://www.colexio-karbo.com/>



**Figure 53** Karbo school, Spain

## ***United Kingdom***

### **Redmoor Academy, Leicestershire East Midlands, UK**

Redmoor is a secondary KS3-4 school as of 2014 (KS3 only prior to this) with a total of approximately 550 pupils. School has full Wi-Fi capabilities while all pupils are allowed to use their own tablet technology in lessons. All classrooms have interactive whiteboards and there are several computer suites in the school. School is also very supportive of all initiatives and has taken part in many national competitions.

The science department is made up of Jo Cox who is the Head of department and 3 trainees with little or no experience, Jo Cox who will be the main Go-Lab Pilot teacher is mainly focusing on chemistry, biology and physics. Skype and online forums are regularly used within lessons but online laboratories have never been used before.

Website: <http://www.redmooracademy.org/web/>

twitter account: @redmoorSTEM

## **7 Summary**

The selection of Go-Lab schools for Pilot phase B to participate into the Go-Lab implementation activities is the result of a carefully organised process which was built on the experience of Pilot phase A. The final procedures and selection criteria of the Pilot Schools described in this document is the result of a series of meetings with the top management and the National Coordinators of the Go-Lab project.

This deliverable includes the organisation of the Call for Go-Lab Pilot phase B schools, the adopted methodology plus the list of selected Pilot schools as it was finalised in October 2014.

The process of preparation of Pilot Phase B included the definition of schools' tasks and selection criteria, the launch of the call, the school selection, and the announcement of the selection results to the MoEs.

A set of requirements applying to both interested schools and their teachers were defined by the consortium with the purpose of ensuring that the selected teachers and schools will be in a position to fully participate to the planned Pilot activities and contribute fully and efficiently to the testing and evaluation of the Go-Lab concept and technical infrastructure. Teachers' interest or previous experience in using online laboratories plus the adequate availability of sufficient computers and reliable internet connection to schools, are the basic and minimum requirements to be taken into account. Experience or knowledge of IBSE is also an important factor as long as the frequency of computer access and use within the classrooms. At the same time, inexperienced but motivated teachers, are also given the opportunity to participate, receive training and enhance their teaching by introducing online laboratories to their classrooms.

The expansion of Go-Lab to countries beyond the Go-Lab consortium and the introduction of the International group are also significant developments for the whole project, confirming the importance of online laboratories.

## **Appendix I – Example Memo sent by European Schoolnet to MoEs of the countries running Pilot activities as part of the Go-Lab project (phase A)**

### ***Summary***

The Go-Lab Project (Global Online Science Labs for Inquiry Learning at School) develops activities and tools to provide school access to online laboratories in order to enrich classroom experience. The efficiency and impact of the tools and activities developed are tested and measured through the involvement of Pilot Schools. This report gives an overview of the proposed schools to be engaged as pilot sites in the second pilot phase of the project. The Go-Lab consortium will sign agreements with these teachers for the work to be carried out between November 2014 – October 2015 (Phase B of the Go-Lab Pilot) with the possibility to continue with the same teachers if the collaboration is successful and provided that teachers are willing to do so.

This report gives relevant Ministries of Education the opportunity to clear the selection process and this way making sure that appropriate authorisations are in place.

Pilot Schools will be selected in the course of three (3) different stages while the number of involved schools is also increasing. For each pilot stage a similar detailed report will be compiled for relevant Ministries of Education. The selection of the first group of schools started in December of 2013 and was based on National Coordinators' accumulating experiences from the interaction with school communities and expressed school interest provoked by local project publicity.

The Go-Lab project coordinates the collaboration with Pilot Schools in 15 different European countries.

Country	Target Nof Schools	Pilots – Phase A	Pilots – Phase B	Pilots – Phase C
Netherlands	40	4	16	20
Cyprus	40	4	16	20
Germany	100	10	40	50
Spain	60	6	24	30
Austria	100	10	40	50
Estonia	40	4	16	20
Switzerland	70	7	28	35
UK	70	7	28	35
Portugal	100	10	40	50
Greece Bulgaria Romania	220	22	88	110
Belgium Poland Italy	160	16	64	80
<b>total</b>	<b>1000</b>	<b>100</b>	<b>400</b>	<b>500</b>

**Figure 54. Go-Lab Pilot Schools**

It should be mentioned that many of the consortium partners are already collaborating with many of the Pilot Schools (and teachers) in their corresponding countries of responsibility and that the consortium also has established an effective collaboration scheme with specific schools and communities, by offering them the opportunity to get inspired by the innovative activities in the framework of the Go-Lab project.

## ***The Tasks to be carried out by the Go-Lab Pilot teachers***

Pilot Schools will be asked to perform a variety of tasks within the Go-Lab portal in order to test the provided tools and activities plus measuring their efficiency and impact. While the specific tasks are still not finalised because of the development of Go-Lab portal still being in progress, a set of suggested tasks can be found below:

- a. **Create a learning scenario** (space) that they will use and test with their students
- b. **Implement and evaluate** a minimum of three (3) Go-Lab activities within the Go-Lab environment. The evaluation consists of teachers and their pupils filling in the indicated questionnaires at the appropriate times. A mixed approach might be followed in this case: Teachers can be asked to create an activity on their own using one of the Go-Lab labs and then test and evaluate it plus test and evaluate two (2) existing ones.
- c. Use the portal to **search for labs** and relevant materials
- d. Contribute to **dissemination activities** (e.g., getting one of their science team colleagues using a Go-Lab activity and spreading out news regarding the Go-Lab competition)
- e. Participate in minimum one (1) **chat/webinar** with a laboratory provider.

### **Minimum requirements for Go-Lab schools:**

Go-Lab schools will need to have a good internet connection both in terms of stability and available bandwidth. Despite the fact that effort is being made into choosing and using within, Go-Lab, online laboratories with minimum operational and technical requirements, many online and remote laboratories have specific requirements that need to be fulfilled before users get to fully use and experience them.

Frequent access to technical infrastructure (i.e., pc's, computer rooms, etc.) is also very important since classes and teachers need to be able to regularly use the portal. In this way, teachers will be in a position to integrate the tool to their day to day teaching and fully evaluate the offered activities.

### ***Teachers selected per country***

Pilot Schools will be selected in the course of three (3) different stages. According to the figure, the consortium is expected to include 400 schools to take part in the Phase B pilot activities. Meanwhile the consortium received a high amount of applications for which XX schools will be invited to take part in the Pilot activities. Their details are all listed in this report.

Figure 43 indicates the amount of schools to be involved in both pilot phases A, B and C. This second group of schools will participate in the second cycle of Practice Reflection workshops together with the 154 schools that will have participated in the first implementation cycle, thus facilitating the formation of communities with both more and less experienced innovators. The full sample of 1000 Pilot Schools will be operational from April 2016 and will form the field basis for the third cycle of implementation and other project activities. The sample of all pilot sites will be initially formed and then continually monitored to meet certain criteria of balance and representativeness, in order to reflect a variety of conditions, cultures and contexts of educational innovation. The specifications for the selection and the characteristics of the participating Pilot Schools was documented in the Pilot sample profile report, which was delivered in April 2014, D7.1 (100 schools), and furthermore will be delivered in October 2015, D7.2 (500 schools) and April 2016, D7.4 (1000 schools).

### ***Phase B - Teachers selected in Belgium, Poland and Italy***

The following table includes the names of the schools and involved teachers, and subjects they have experience in teaching, as well as the age of their students.

Country	Last Name	First Name	City	Name of school / educational centre	Physics	Chemistry	Biology	Science	Maths	Technology	Informatics	Other	<8-11 yrs old	12-14 yrs old	15-18 yrs old	18+ yrs old
Belgium	Verreycken	Wim	Mechelen	Thomas More Zandpoortvest 60 2800 Mechelen	x	x	x		x	x	x				x	x

Country	Last Name	First Name	City	Name of school / educational centre	Physics	Chemistry	Biology	Science	Maths	Technology	Informatics	Other	<8-11 yrs old	12-14 yrs old	15-18 yrs old	18+ yrs old
Belgium	Cuppens	Wim	Bree	Sint Augustinusinstituut Sint Jacobstraat 12, 3960 Bree	x							Astronomy			X	
Belgium	Van Boven	Hans	Brakel	KTA Brakel Kasteelstraat 32, 9660 Brakel							x	STEM-project coordination			x	X
Belgium	Baki	Fatiha	Geel	Middenschool Geel, Technische Schoolstraat 15, 2440 Geel, Belgium			x			x				x		
Belgium	Hartog	Karin	Aartselaar	D Y Patil International School, Belgium Kontichsesteenweg 40, 2630 Aartselaar, Belgium	x	x	x					Geography		x		
Belgium	Van de Paer	Lucas	Turnhout	Campus Zenit de Merodelei 220 2300 Turnhout						x						
Belgium	Bartholeyns	Jean-Pierre	Brussels - Schaerbeek	INSTITUT Institut Communal Technique Frans Fischer, Rue Eenens 66, 1030 Brussels,		x	x									



Italy	Gatti	Lucia	Carbonia	IIS Beccaria, IIS Beccaria, Via Umbria, 27, 09013, Carbonia, Italy	x	x								x		
Italy	Zambrotta	Maria	Torino	IIS Santorre di Santarosa, IIS Santorre di Santarosa Corso Peschiera 230 10100 Torino Italia		x								x	X	
Italy	Gamberonci	Corrado	Castano Primo (Mi)	I.I.S.S. G.Torno, I.I.S.S. G.Torno, Piazzale don Milani, 1 - 20022 Castano Primo (Mi) - Italy	x					x	x				x	
Italy	Loewenstein	Ruth	Castano Primo (province of Milan)	Istituto Torno, Piazzale Don Milani 1 20022 Castano Primo Milano	x			x		x		English			x	
Italy	Ambrosi	Daniela	Perugia	Galileo Galilei liceo scientifico, via XIVsettembre, 79 - 06122 Perugia PG Italy		x	x					earth science astrono my			x	
Italy	Urschitz	Tullia	Fumane - Verona	IC B. Lorenzi - Fumane VR, Via Pio Brugnoti, 36	x	x	x		x					x		
Italy	Pavisc	Cristina Isabel	Jesi	IIS Galileo Galilei, Viale del Lavoro 38, 60035 Jesi (AN), Italy		x									x	
Italy	Polenta	Laura	Ancona	Liceo Rinaldini, Liceo Rinaldini, via Canale 1, 60122, Ancona, ITALY	x				x						x	X

Italy	Macchia	Stefano	Sommariva del bosco	Giovanni arpino institute, via giansana, 37 - 12048 Sommariva del Bosco - CN					x	x			x	x		
Italy	Guidi	Giorgio	Pescara	Liceo Scientifico Statale "G.Galilei, Liceo Scientifico Statale "G.Galilei", via Balilla 34, 65123 Pescara, Italy "	x				x				x	x	x	x
Italy	Giordano	Nicoletta	Torino	Ipia G. Plana Robilant 5 - 10100 Torino		x						material science			x	x
Italy	Cramerotti	Giuliano	Trento	ITT Michelangelo Buonarroti, Via Brigata Acqui 15, 38122 Trento, Italia			x					Earth science		x	x	
Poland	Maslowska	Malgorzata	Kalisz	III Liceum Ogolnokszalcace im. M.Kopernika, III Liceum Ogolnokszalcace, ul. Kosciuszki 10, 62-800 Kalisz, Poland	x										x	x
Poland	Sidoruk- Sołoducha	Renata	Warsaw	ZS nr 77, Zwycięzców 7/9, 03- 936 Warsaw, Poland			x				x			x	x	
Poland	Zajczkowska	Malgorzata	Bialystok	Zespol Szkol Integracyjnych no 1, ul. Lagodna 10, 15- 757 Bialystok, Poland		x						English		x	x	

## ***Phase B - Teachers selected in remaining countries***

(Tables are not included since they are a repetition of tables already provided in Section 4.)

### ***Future steps***

Contracts between the Go-Lab consortium and Pilot Schools will be finalized once the pre-selection of teacher and schools have been approved by relevant Ministries of Education. These contracts will last until October 2015 and a last call for teachers for Phase C will be launched in May/June 2015.

In the period November 2014 - October 2015, Phase B Pilot teachers will have to take part in at least one Practice Reflection workshop. The aim of these workshops is to support the processes of designing Go-Lab Portal with experience and knowledge gained through the implementation.

All Phase B Pilot teachers are encouraged to take part in the Go-Lab contest. The Go-Lab contest launched during the first half year of 2015 that is part of the initiatives undertaken in the Go-Lab project which aims to inspire teachers from European countries and to encourage them to implement lesson plans which involve the use of online labs. In the framework of the contest teachers will have the opportunity to combine their imagination and creativity in order to design their own lesson plans and implement them into the classroom.

The contest is targeting teachers from different European countries and invites them to build lesson plans that follow the Inquiry Based Science Education (IBSE) approach and involve the use of online labs that target students between 10 and 18 years old.

The contest will take place in the following countries:

Austria, Belgium, Bulgaria, Cyprus, Estonia, Germany, Greece, Italy, Poland, Portugal, Romania, Spain, Switzerland, the Netherlands, United Kingdom

Two teachers from each participating country will be awarded with a five-day trip in the summer of 2015 to attend the Go-Lab Summer School. The winners of the contest will be announced on May/June, 2015.

### ***More information***

Please do not hesitate to contact: Evita Tasiopoulou, Science Projects Manager at EUN and Go-Lab coordinator for EUN: [Evita.Tasiopoulou@eun.org](mailto:Evita.Tasiopoulou@eun.org).

## Appendix II - Tasks of the Go-Lab Pilot Schools for Pilot Phase A (extract from D7.1)

The identified tasks of the Go-Lab Pilot Schools for Phase A are:

- a) **Create a learning scenario** that teachers will use and test with their students;
- b) **Implement and evaluate** a minimum of one (1) Go-Lab activities within the Go-Lab environment. The evaluation consists of teachers and their pupils filling in the indicated questionnaires at appropriate times. A mixed approach might be followed in this case: Teachers can be asked to create an activity on their own using one of the Go-Lab labs and then test and evaluate it plus test and evaluate one (1) existing scenario;
- c) Use the Go-Lab Portal to **search for labs** and relevant materials;
- d) Contribute to **dissemination activities** (e.g. getting one of their science team colleagues using a Go-Lab activity and spreading out news regarding the Go-Lab competition);
- e) Participate in minimum one (1) **chat/webinar** with a laboratory provider.

## Appendix III – Selected Go-Lab Pilot Schools for Pilot Phase A (extract from D7.1)

### Pilot Phase A: selected schools

The final distribution of schools per country is as follow:

Country	No of schools
Austria	12
Belgium	7
Bulgaria	5
Cyprus	4
Estonia	13
Germany	13
Greece	26
Italy	12
Netherland	3
Poland	3
Portugal	24
Romania	10
Spain	7
Switzerland	7
United Kingdom	8
<b>Total</b>	<b>154</b>

Figure 55 Distribution of schools per country for

#### Phase A

#### 4.1 Lists of schools per country

The final lists of schools that will participate in Go-Lab Pilot Phase A, per country and in alphabetical order, can be found below:

#### Austria (12 schools)

	School name	City
1	Volksschule Oberwart	Oberwart/ Burgenland
2	VS Liebenfels	Liebenfels
3	Volksschule Sörg	Liebenfels
4	Hauptschule Herzogenburg, KPH Krems	Herzogenburg
5	BG Blumenstraße, Bregenz	Bregenz
6	ÖKOFIT-HS Gmünd	Gmünd
7	NMS Gaspoltshofen	Gaspoltshofen
8	BG+BRG Mattersburg	Mattersburg
9	Volksschule Sörg	Liebenfels

10	<b>HTL Wels</b>	Wels
11	<b>HTL Mössingerstraße</b>	Klagenfurt am Wörthersee
12	<b>Volksschule Oberwart</b>	Oberwart/ Burgenland

### Belgium (7 schools)

	<b>School name</b>	<b>City</b>
13	<b>Thomas More</b>	Mechelen
14'	<b>Sint Augustinusinstituut</b>	Bree
15	<b>KTA Brakel</b>	Brakel
1§	<b>Middenschool Geel</b>	Geel
17	<b>D Y Patil International School, Belgium</b>	Aartselaar (Antwerp)
18	<b>Campus Zenit</b>	Turnhout
19	<b>Institut Communal Technique Frans Fischer</b>	Schaerbeek (Brussels)

### Bulgaria (5 schools)

	<b>School name</b>	<b>City</b>
20	<b>High school of mathematics "Baba Tonka"</b>	Ruse
21	<b>Secondary school "Hristo Smirnenki"</b>	Orehovitsa
22	<b>High school "Evlogi Georgiev"</b>	Trastenik
23	<b>PG po KTS</b>	Pravets
24	<b>School "Tshvetan Radoslavov"</b>	Sofia

### Cyprus (4 schools)

	<b>School name</b>	<b>City</b>
25	<b>Agios Stilianos, Lakatamia (Άγιος Στυλιανός Λακατάμεια)</b>	Nicosia (Λευκωσία)
26	<b>Lukeio Agiou Ioanni (Λύκειο Αγίου Ιωάννη)</b>	Limassol (Λεμεσός)
27	<b>Lukeio Soleas (Λύκειο Σολέας)</b>	Limassol (Λεμεσός)
28	<b>Lukeio Akropoleos (Λύκειο Ακροπόλεως)</b>	Limassol (Λεμεσός)

**Estonia (13 schools)**

	<b>School name</b>	<b>City</b>
29	Tallinna 21.Kool	Tallinn
30	KehtnaPK	Kehtna
31	Pärnu-Jaagupi Gümnaasium	Pärnu; Pärnu-Jaagupi
32	Tallinna 21.Kool	Tallinn
33	Vormsi Lasteaed - Põhikool	Vormsi
34	Miina Härma Gümnaasium	Tartu
35	Rapla Vesiroosi Gümnaasium	Rapla
36	Kostivere Kool (in english: Kostivere School)	Kostivere
37	Loo Keskkool	Loo
38	Miina Härma Gümnaasium	Tartu
39	Puurmani Mõisakool	Puurmani
40	Tallinn European School	Tallinn
41	Tartu Loodusmaja huvikool	Tartu

**Germany (13 schools)**

	<b>School name</b>	<b>City</b>
42	Mittelpunktschule Trebur	Trebur
43	IGS Alexej-von-Jawlensky	Wiesbaden
44	Greselius-Gymnasium	Bramsche
45	Realschule Achim	Achim
46	Georg-Christoph-Lichtenberg Gesamtschule	Göttingen
47	Oberschule Bomlitz	Bomlitz
48	Sekundarschule Hamborn	Duisburg
49	Realschule Hamborn 2	Duisburg
50	Städt. Mädchengymnasium Essen-Borbeck	Essen

51	Privates Don Bosco-Gymnasium	Essen
52	Realschule Benrath	Düsseldorf
53	Bischöfliche Marienschule Mönchengladbach	Mönchengladbach
54	Romain-Rolland-Gymnasium	Berlin

### Greece (26 schools)

	School name	City
55	3 <sup>rd</sup> Gymnasio Glyfadas (3ο Γυμνάσιο Γλυφάδας)	Glyfada (Γλυφάδα)
56	Geniko Eniaio Lykeio Sofadon (Γενικό Ενιαίο Λύκειο Σοφάδων)	Sofades, Karditsa (Σοφάδες, Καρδίτσα)
57	Platon Schools (Σχολεία Πλάτων)	Athens (Αθήνα)
58	1st Oloimero Dimotiko Skoleio Portarias (1ο Ολοήμερο Δημοτικό Σχολείο Πορταριάς)	Portaria (Πορταριά)
59	Gymnasio - Geniko Lykeio Aristomeni (Γυμνάσιο - Γενικό Λύκειο Αριστομένη)	Aristomenis (Αριστομένης)
60	Oloimero Dimotiko Skoleio Aggelochoriou (Ολοήμερο Δημοτικό Σχολείο Αγγελοχωρίου)	Aggelochori, Thessalonikis (Αγγελοχώρι, Θεσσαλονίκης)
61	Protipo Peiramatiko Gymnasion Agion Anargurwn (Πρότυπο Πειραματικό Γυμνάσιο Αγίων Αναργύρων)	Athens (Αθήνα)
62	2 <sup>nd</sup> TEL Kalimnou (2ο ΓΕΛ Καλύμνου)	Kalimnos (Κάλυμνος)
63	Gymnasio Thermis, N. Lesvou (Γυμνάσιο Θερμής Ν. Λέσβου)	Mitilini (Μυτιλήνη)
64	Lykeio, Ellinogermaniki Agogi (Λύκειο Ελληνογερμανική Αγωγή)	Pallini Athens (Παλλήνη, Αθήνα)
65	Gymnasio, Ellinogermaniki Agogi (Γυμνάσιο Ελληνογερμανική Αγωγή)	Pallini Athens (Παλλήνη, Αθήνα)
66	Dimotiko, Ellinogermaniki Agogi (Δημοτικό Ελληνογερμανική Αγωγή)	Pallini Athens (Παλλήνη, Αθήνα)
67	Gymnasio Koutsoura Lasithiou Kritis (Γυμνάσιο Κουτσουρά Λασιθίου Κρήτης)	Ierapetra (Ιεράπετρα)
68	3 <sup>rd</sup> Dimotiko Skoleio Serwn (3ο Δημοτικό Σχολείο Σερρών)	Serres (Σέρρες)
69	12th Gymnasio Aharnon (12 <sup>ο</sup> Γυμνάσιο Αχαρνών)	Athens (Αθήνα)



70	1st Model Experimental School of Athens "Gennadio" (1 <sup>ο</sup> Πειραματικό Σχολείο Αθηνών «Γεννάδιος »)	Athens (Αθήνα)
71	15ο Dimotiko Skoleio Dramas (15 <sup>ο</sup> Δημοτικό Σχολείο Δράμας)	Drama (Δράμα)
72	Lykeio Pefka (Λύκειο Πεύκας))	Thessaloniki (Θεσσαλονίκη)
73	5th Primary School of Nea Alikarnasos (5 <sup>ο</sup> Δημοτικό Σχολείο Νέας Αλικαρνασού)	Iraklion (Ηράκλειο)
74	Primary school of Chrysochori Kavala (Δημοτικό Σχολείο Χρυσοχωρίου, Καβάλας)	Kavala (Καβάλα)
75	3 <sup>rd</sup> Gymnasium of Petroupolis (3 <sup>ο</sup> Γυμνάσιο Πετρούπολης)	Petroupoli (Πετρούπολη)
76	87 <sup>th</sup> Primary Public school intercultural education (87 <sup>ο</sup> Δημοτικό Σχολείο)	Athens (Αθήνα)
77	2 <sup>nd</sup> Primary School Triandrias (2 <sup>ο</sup> Δημοτικό Σχολείο Τριανδρίας)	Thessaloniki (Θεσσαλονίκη)
78	5th Primary School of Alexandroupolis (5 <sup>ο</sup> Δημοτικό Σχολείο Αλεξανδρούπολης)	Alexandroupolis (Αλεξανδρούπολη)
79	Highschool of Petria (Γυμνάσιο Πετριάς)	Petria (Πετριά)
80	Karatoula-Magoula Primary School (Δημοτικό Σχολείο Καρατούλας, Μαγούλα)	Karatoula Ilias (Καρατούλα Ηλίας)

### Italy (12 schools)

	School name	City
81	IIS Beccaria	Carbonia
82	IIS Santorre di Santarosa	Torino
83	I.I.S.S. G.Torno	Castano Primo (province of Milan)
84	Istituto Torno	Castano Primo (province of Milan)
85	Galileo Galilei liceo scientifico	Perugia
86	IC B. Lorenzi - Fumane VR	Fumane - Verona
87	IIS Galileo Galilei	Jesi
88	Liceo Rinaldini	Ancona

89	Giovanni arpino institute	Sommariva del bosco
90	Liceo Scientifico Statale "G.Galilei"	Pescara
91	Ipia G. Plana	Torino
92	ITT Michelangelo Buonarroti	Trento

#### Netherlands (3 schools)

	School name	City
93	Stenden Hogeschool,	Emmen
94	Lindecollege,	Wolvega
95	C.C. Groevenbeek	Ermelo

#### Poland (3 schools)

	School name	City
96	III Liceum Ogólnokształcące im. M.Kopernika	Kalisz
97	ZS nr 77	Warsaw
98	Zespół Szkół Integracyjnych no 1	Białystok

#### Portugal (24 schools)

	School name	City
99	EBS Dr. Vieira de Carvalho	Maia
100	Escola Secundária Adolfo Portela	Águeda
101	Escola João Pedro de Andrade	Ponte de Sor
102	Escola Secundária Padre António Vieira	Lisbon
103	Escola Profissional de Almada	Almada
104	Escola Secundária Dra Laura Ayres	Quarteira
105	Escola Básica e Secundária de Santa Maria	Vila do porto
106	Agrupamento de Escolas Dr. Serafim Leite	S. João da Madeira
107	Escola Secundária José Saramago - Mafra	Mafra

108	<b>Escola Básica 2,3 D. Luís de Mendonça Furtado</b>	Barreiro
109	<b>Escola Secundária Ferreira Dias</b>	Sintra
110	<b>Agrupamento de Escolas de Infias - Vizela</b>	Vizela
111	<b>Escola Básica 2,3 D. Luís de Mendonça Furtado</b>	Furtado
112	<b>Escola Profissional de Almada</b>	Almada
113	<b>Escola Básica João Pedro de Andrade e a Escola Secundária de ponte de sor</b>	Ponte de Sor
114	<b>Agrupamento de Escolas de Vizela</b>	Vizela
115	<b>Odete Cotovelo, Pedro Gual - Agrupamento Dr. Serafim Leite</b>	Leite
116	<b>EB2,3 de Amarante</b>	Amarante
117	<b>Escola Secundária Maria Lamas</b>	
118	<b>Escola Básica 2,3 e Secundária Matilde Rosa Araújo</b>	Araújo
119	<b>Escola Básica 2,3 de Vilar de Andorinho</b>	Andorinho
120	<b>Agrupamento de escolas D. Carlos I</b>	Sintra
121	<b>Agrupamento de Escolas Marinhas do Sal -</b>	Rio Maior
122	<b>Escola Secundária de Ponte de Sor</b>	Ponte de Sor

#### Romania (10 schools)

	<b>School name</b>	<b>City</b>
123	<b>Liceul Tehnologic Vintila Bratianu</b>	Dragomiresti Vale
124	<b>Colegiul Tehnic Mihai Bacescu</b>	Falticeni
125	<b>Scoala "Constantin Parfene"</b>	Vaslui
126	<b>Andrei Saguna College</b>	Brasov
127	<b>Technological High School Teodor Diamant</b>	Boldesti- Scaeni, Prahova
128	<b>Colegiul National "Liviu Rebreanu"</b>	Bistrita
129	<b>National College Inochentie Micu Clain</b>	Blaj
130	<b>Gymnasium School No 190- "Marcela Penes"</b>	Bucuresti

131	<b>Gymnasium School No.97</b>	Bucuresti
132	<b>Adriana Anusca</b>	Blaj

### Spain (7 schools)

	<b>School name</b>	<b>City</b>
133	<b>Pasaia-Lezo Lizeoa</b>	Pasaia, Gipuzkoa
134	<b>Pureza de María Bilbao</b>	Bilbao
135	<b>Centro de Formacion Somorrostro</b>	Muskiz
136	<b>IEFPS Don Bosco Dept. Electronica</b>	Rentería, Gipuzkoa
137	<b>Karbo</b>	La Coruña
138	<b>Colegio Urdaneta</b>	Bilbao
139	<b>Berritzegune Nagusia</b>	Bilbao

### Switzerland (7 schools)

	<b>School name</b>	<b>City</b>
140	<b>Lycée des Glières</b>	France - Annemasse
141	<b>Gymnase Provence</b>	Lausanne
142	<b>HEP Vaud</b>	Lausanne
143	<b>Ecole Moser</b>	Geneva
144	<b>Diverses (doing replacements until sept 2014)</b>	Lausanne
145	<b>Ecole Moser</b>	Genève
146	<b>Collège Sismondi</b>	Geneva

### United Kingdom (8 schools)

	<b>School name</b>	<b>City</b>
147	<b>Antrim Primary School</b>	Antrim
148	<b>Manchester Academy</b>	Manchester

149	<b>Fulneck school</b>	Leeds
150	<b>Pawlett Primary School</b>	Pawlett
151	<b>Battle Abbey School</b>	Battle
152	<b>Loreto Grammar School</b>	Altrincham
153	<b>Fairfield High School For Girls</b>	Manchester
154	<b>Sutton Grammar School</b>	Sutton

## Appendix IV – NCs tasks for Pilot Phase B

### Before the launch of Pilot Phase B (Nov 2014)

- Disseminate the Go-Lab Call for Pilot schools for the country(-ies) they are responsible for which is available under: <http://www.go-lab-project.eu/call-for-schools>
- Provide a list of the selected Go-Lab Pilot schools for Pilot phase B to EUN in excel form. **NOTE:** These schools need to be different than the ones recruited for Phase A. Having more than one teachers from the same school though, is understandable and fully acceptable.
- Complete and send to EUN two (2) school profiles for Pilot phase B, by using the template provided in Error! Reference source not found.. **NOTE:** Profiles are needed for D7.2 which is due at the end of October 2014. Profiles need to be from different schools and not from the ones that have already been collected for Pilot phase A.
- Contact the selected teachers and inform them about their selection and expected tasks. A sample email is provided in **Error! Reference source not found..**

### During Pilot phase B

- Organise an online or live (if feasible) meeting with Pilot B (and Pilot A) teachers in order to explain them their tasks, answer questions and get everyone up to speed with the project.
- Monitor on monthly basis teachers' progress: This can be done either via email, online/live sessions and by using the questionnaire reports (to be provided by WP8). Important things to look out for: Have they started with any of their tasks? Have they filled in the appropriate questionnaire? Are they familiar with the platform? Do they know how to reuse an ILS? etc.
- Record teachers' progress to the Dashboard tool: In collaboration with EUN which will set up and carry out the administrative side of this task. EUN will organise individual calls/online meeting with NCs as soon as the tool is ready. *(Not obligatory at this phase and not for everyone. More information to be communicated by EUN)*
- For any organised Go-Lab workshop/training, please make sure you fill in the related report (Annex III) and return it to Georgios ([gmavroma@ea.gr](mailto:gmavroma@ea.gr)).