



STE(A)M Learning Ecologies

Sprawozdania

Informacje na temat projektu

SLEs

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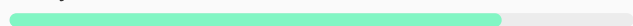
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Sztuczna inteligencja



Działania na rzecz klimatu



Różnorodność biologiczna



Koordynowany przez

EUN PARTNERSHIP AISBL



Belgium

Periodic Reporting for period 1 - SLEs (STE(A)M Learning Ecologies)

Okres sprawozdawczy: 2023-01-01 do 2023-12-31

Podsumowanie kontekstu i ogólnych celów projektu



SLEs introduces the concept of STE(A)M Learning Ecologies as a vehicle for realising local open schooling partnerships between formal, non-formal and informal education actors, enterprises, and civil society organisations. In the learning ecologies, all the different actors work together on real-life problem-solving situations within local communities and have equal space to take initiative and a central role.

Through desk research, online surveying and field work, the project will develop the conceptual and methodological framework for the development and implementation of SLEs. The project will conduct two rounds of piloting to test and refine the SLEs Methodology. These small - and large-scale pilots will enable the participation of over 2000 learners in 15 countries to test the concept and advance the methodology. To ensure the adequacy and universality of the examples of best practice generated through the implementation activities, the project will conduct a thorough evaluation of learner engagement activities. SLEs will also develop policy-oriented analysis and conduct multiple policy dialogues to help policymakers at national and European level to understand the benefits of the SLEs concept. Through policy briefs and evidence-based policy recommendations, the project will work toward enabling a STE(A)M policy landscape for the mainstreaming of SLEs in European education.

Prace wykonane od początku projektu do końca okresu sprawozdawczego oraz najważniejsze dotychczasowe rezultaty



All the SLEs results, including public deliverables, are available on the SLEs project website (SLE project (steamecologies.eu) as well as on the Scientix portal (SLES - STE(A)M Learning Ecologies (scientix.eu)).

SLEs Framework: The activities implemented during the first year of the project led to the development of the initial overall conceptual and methodological framework of SLEs, consisting in the “SLEs Concept White Paper” and the ‘STE(A)M Learning Ecologies Methodology First version” co-created by the stakeholders. The SLEs Concept White Paper outlines the vision and approach of SLEs to inform all subsequent work and it is based on the mapped landscape for SLEs through background study and analysis of the context, needs and aspirations, policy, relevant previous and current work from projects integrating the open schooling approach in science education. The SLEs Methodology was co-created with project stakeholders and develops an initial version of the methodology for the creation of STE(A)M Learning Ecologies, including general guiding principles, steps, scenarios, and templates. This output was crucial to start the first implementation pilot of SLEs in different countries.

Implementation of the SLEs Methodology: During the first year of the project, the first pilot phase of implementing SLEs was launched. Drawing from the SLEs methodology, 13 distinct SLEs were initiated in 13 countries across Europe. The creation of these SLEs stemmed from the organization of co-creation workshops held in each country, where diverse stakeholders convened to identify pertinent real-world challenges and delve into the SLEs methodology.

Learner engagement Evaluation Methodology: The SLEs Consortium worked to outline how

stakeholders in SLEs will collaborate to co-create participatory pedagogical designs to engage learners in constructive learning trajectories. A template for that purpose has been developed and partners described with stakeholders learning resources, learning products, as well as support and guidance to be provided to learners. The SLEs' Learner Engagement Evaluation Methodology", produced during the first year before the starting of the pilot implementation, describes in detail this co-creation exercise and how it will be employed to inform the pilot and mature phases of SLEs.

SLEs first Policy Brief: During the first year of the project the Consortium carried out a systematic policy-oriented work to develop evidence-based and relevant initial policy recommendations in dialogue with key stakeholders. An extensive mapping and monitoring of policy developments has been undertaken by project partners at national and European level through a survey in 13 countries. This activity led to the production of the first version of the 1st SLEs Policy Brief. This document has been validated by the Scientix Ministries of Education STEM representatives Working Group, ensuring the correctness and relevance of the collected information, as well as by the SLEs project partners coming from 13 EU countries.

Innowacyjność oraz oczekiwany potencjalny wpływ (w tym dotychczasowe znaczenie społeczno-gospodarcze i szersze implikacje społeczne projektu)

The co-creation of the first version of the SLEs Methodology with the stakeholders, paved the way for various stakeholders to capitalise on the advantage of STE(A)M integration and open schooling. This initial SLEs Framework was made available to the SLEs initiators and stakeholders in 13 initial countries and equipped them with a methodological and guiding tool which will be validated through practice in the first small-scale pilot initiated during the first year of the project and currently ongoing. All project outputs produced in the reporting period supported the project in achieving its main objectives.

The SLEs project established a strong collaboration with the OS Together Network and with the Scientix European science education community. Furthermore, the project established contacts with the STEM Alliance initiative by including a, industry partner member of the Alliance in its Advisory Board. The first SLEs Policy Brief has been also validated by the Ministries of Education of the EUN's STEM Working Group (24 MoEs).



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