Go-Lab Pilot Sample profile – V3

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Pilot Sample profile – V3

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Executive Summary

The aim of this deliverable is to provide a clear insight on the methodology and organisational structure of the Go-Lab Pilot phase C and selection process of the participating Go-Lab Pilot Schools. An overview on the selected Pilot schools that will participate in Go-Lab during Pilot Phase C, is also provided. The Go-Lab Pilot phase C, which will take place between November 2015 – June 2016, was launched in June 2015 with small modifications compared to Pilot phase B. The results of Pilot phase B 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 C Schools, the number of applications has reached a total of 720 (October 2015), a much larger number of schools than the expected 500 schools according to the DoW.

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 C: 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 C: selected schools", the current lists of the 710, Pilot Schools that have applied so far for Phase C, per country, are provided.

In Section 5 "Statistics", we are looking into the distribution of schools per country in relation to school types, taught subjects and age groups. Statistics for all participating countries will be provided in the final deliverable which will provide us with clear conclusions regarding the type of teachers that opt to use Go-Lab.

In Section 6 "Schools' profiles" we are presenting a selection of Go-Lab Pilot phase C schools profiles and in particular their infrastructure, internet connectivity plus teachers' skills and experience of the use on online laboratories.

Table of Contents

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. By the end of 2016, 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 Go-Lab inquiry learning spaces are treated as case studies and are 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 at least 500 schools to participate in implementation Phase C. 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 C;
- 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 C;
- 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 484 participating Pilot Schools for Go-Lab Pilot Phase B. The 484 Pilot Schools that have participated in Pilot Phase B and the selection methodology followed during that phase can be found in "D.7.2 Pilot sample profile – V2" 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 are being selected in the course of three (3) different stages while the number of involved schools is also gradually increasing.

2.1 Goals and status

In Phase C and according to the Description of Work (DoW), 500 schools have to be selected to take part in the Pilot activities, to reach a total of 1000 pilot schools for the overall duration of the project. The distribution of schools, according to the DoW, for the three Pilot phases among the partner countries can be found in Figure 1.

Country	Target No of 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 Romania Bulgaria	220	22	88	110
Belgium Poland Italy	160	16	64	80
Total	**1000**	100	400	**500**

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

As from Pilot Phase A and Pilot Phase B, 186 and 506 Go-Lab Pilot schools respectively have responded to the Call for Go-Lab schools, with 154 and 484 finally selected by the NCs and approved by the Ministries of Education (MoEs). More information regarding this issue is provided in "Section 3.6   Validation of selected Go-Lab Pilot Schools for Pilot Phase C by the respective MoEs".

2.2 The consortium task division

As established during Pilot Phase A and Pilot Phase B 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 on Table 1).

The composition, launch, implementation and dissemination of the Call for Go-Lab Pilot Phase C 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 of National Go-Lab Coordinators (NCs) per country can be found on Table 1:

Table 1. Go-Lab National Coordinators (NCs)

Country	Go-Lab National Coordinator (NC)
Austria	Amir Mujkanovic (d.garbizutin@fh-kaernten.at)
Bosnia	Amir Mujkanovic (d.garbizutin@fh-kaernten.at)
Brasil	Amir Mujkanovic (d.garbizutin@fh-kaernten.at)
Belgium	Evita Tasiopoulou (evita.tasiopoulou@eun.org)
Bulgaria	Georgios Mavromanolakis (gmavroma@ea.gr)
Cyprus	Zacharias Zacharia (zach@ucy.ac.cy)
Estonia	Margus Pedaste (Margus.Pedaste@ut.ee)
Germany	Kristina Angenendt (angenendt@collide.info)
Greece	Georgios Mavromanolakis (gmavroma@ea.gr)
Bulgaria	Georgios Mavromanolakis (gmavroma@ea.gr)
Romania	Georgios Mavromanolakis (gmavroma@ea.gr)
Turkey	Georgios Mavromanolakis (gmavroma@ea.gr)
Finland	Georgios Mavromanolakis (gmavroma@ea.gr)
Slovenia	Georgios Mavromanolakis (gmavroma@ea.gr)
Serbia	Georgios Mavromanolakis (gmavroma@ea.gr)
Czech republic	Georgios Mavromanolakis (gmavroma@ea.gr)
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Croatia	Evita Tasiopoulou (evita.tasiopoulou@eun.org)
France	Evita Tasiopoulou (evita.tasiopoulou@eun.org)
Ireland	Evita Tasiopoulou (evita.tasiopoulou@eun.org)
Norway	Evita Tasiopoulou (evita.tasiopoulou@eun.org)
Portugal	Rosa Doran (rosa.doran@nuclio.pt)
Israel	Rosa Doran (rosa.doran@nuclio.pt)
Australia	Rosa Doran (rosa.doran@nuclio.pt)
Hungary	Rosa Doran (rosa.doran@nuclio.pt)
India	Rosa Doran (rosa.doran@nuclio.pt)
Lithuania	Rosa Doran (rosa.doran@nuclio.pt)
Federal Republic of Macedonia	Rosa Doran (rosa.doran@nuclio.pt)

Malta	Rosa Doran (rosa.doran@nuclio.pt)
Russia	Rosa Doran (rosa.doran@nuclio.pt)
USA	Rosa Doran (rosa.doran@nuclio.pt)
Spain	Olga Dziabenko (olga.dziabenko@deusto.es)
Switzerland	Barbora Gulejova (barbora.gulejova@cern.ch)
Albania	Barbora Gulejova (barbora.gulejova@cern.ch)
Armenia	Barbora Gulejova (barbora.gulejova@cern.ch)
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Canada	Barbora Gulejova (barbora.gulejova@cern.ch)
Colombia	Barbora Gulejova (barbora.gulejova@cern.ch)
Ecuador	Barbora Gulejova (barbora.gulejova@cern.ch)
Egypt	Barbora Gulejova (barbora.gulejova@cern.ch)
Georgia	Barbora Gulejova (barbora.gulejova@cern.ch)
Latvia	Barbora Gulejova (barbora.gulejova@cern.ch)
Morocco	Barbora Gulejova (barbora.gulejova@cern.ch)
Nigeria	Barbora Gulejova (barbora.gulejova@cern.ch)
Slovakia	Barbora Gulejova (barbora.gulejova@cern.ch)
Sweden	Barbora Gulejova (barbora.gulejova@cern.ch)
Ukraine	Barbora Gulejova (barbora.gulejova@cern.ch)
Vietnam	Barbora Gulejova (barbora.gulejova@cern.ch)
The Netherlands	Henny Leemkuil (h.h.leemkuil@utwente.nl)
United Kingdom	Fraser Lewis (fraser.lewis@southwales.ac.uk)

Countries in red mentioned in Table 1 compose the International group which is supported by the respective organisations.

3 Pilot Phase C: 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** (Section 3.2   Definition of selection criteria of Pilot teachers and schools) 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 (**Table 1**)** 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 2.

> **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 (when applicable) 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;

The Pilot Schools' feedback and suggested adjustments to Go-Lab eco-system and methodology are being integrated into the project and lead to a new developments that will strengthen further adaptation of eco-system.
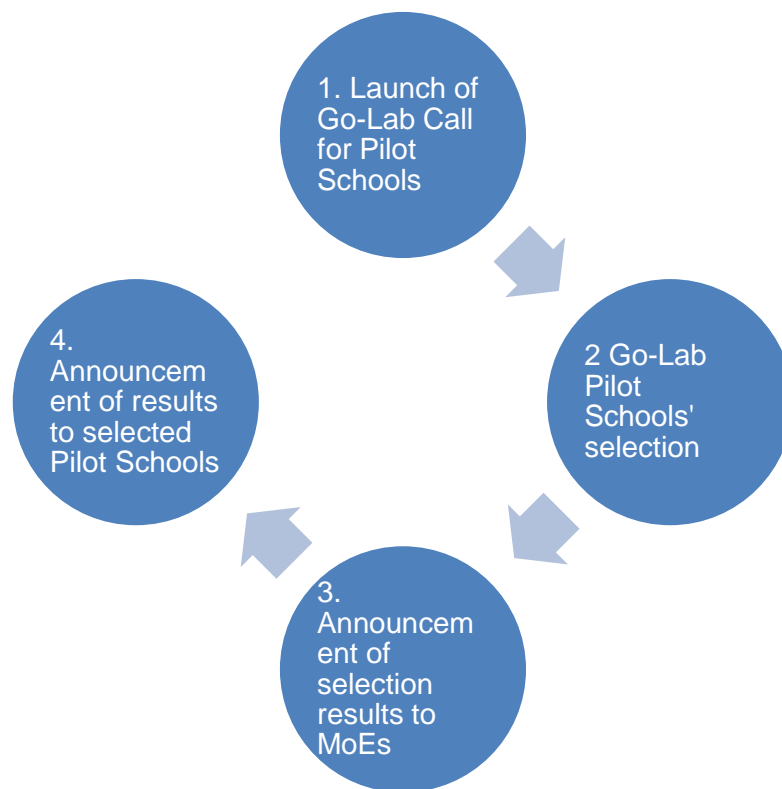
Figure 2. Selection procedure for Go-Lab schools.

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

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

Full action and explanations regarding each of the above mentioned 9 steps, are provided in the sections below.

3.1 Definition of tasks of the Go-Lab Pilot Schools for Pilot Phase C

Before the launch of the Call for Go-Lab Pilot Schools for Phase C, the WP7 partners in collaboration with WP8[1] and WP6[2] have agreed on a set of tasks that the Go-Lab Pilot Schools for Phase C 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

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[1] Evaluation & validation workpackage

[2] Community building

worth pointing out that these tasks have been based on the lists of tasks that have been composed for Phases A & B, but efforts have been made to make them more specific and concrete in order to facilitate Pilot teachers work and NCs coordination efforts.

The identified tasks of the Go-Lab Pilot Schools for **Phase C** 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. Implementation of an **existing Inquiry Learning Space (ILS)** within their classroom choosing between (at least one):

    o   Existing ILSs that can be found under: http://www.golabz.eu/spaces

    o   Adapting and modifying an existing ILS and implementing it in the classroom

    o   Creating a new Inquiry Learning Space (ILS) that they will publish and use withing their classroom

3. Visit and use of the Go-Lab user support material by (non-mandatory):

    o   Going to the **Go-Lab tutoring platform**, http://tutoring.golabz.eu/, and trying out one of the offered activities:

        ▪   Attend a new or recorded webinar

        ▪   Get in touch with one of the available tutors and ask them questions

    o   Watch the available tutorials at http://www.golabz.eu/videos

4. Contribute to the **Go-Lab dissemination** by publishing or sharing their experiences and activities in national conferences events (non-mandatory).

5. Participate in the overall **evaluation** of the project by filling in a pre & post questionnaire. The pre- and post- questionnaires (English version), can be found in the following links:

    o   Teachers' pre questionnaire:
        https://www.surveymonkey.com/s/go_lab_pp3_teachers_pre_en

    o   Teachers' post questionnaire:
        https://www.surveymonkey.com/s/go_lab_pp3_teachers_post_en

Other language versions of these questionnaires are also available and can be accessed by changing the language prefix (i.e en for English, nl for Netherlands, es for Spanish, etc.)

EA and EUN have also provided NCs with a document including NCs and teachers tasks (see Appendix II – NCs tasks for Pilot Phase C). The aim of this document is to serve as a guide for the NCs and facilitate their work related to the Go-Lab Pilot schools.

3.2 Definition of selection criteria of Pilot teachers and schools

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

1. **Good knowledge of English (understanding, reading, writing):** 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. **Secondary school teachers of STEM subjects (physics, chemistry, biology, technology, mathematics, informatics, etc.) or primary school science 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 it was agreed among the consortium that a percentage of teachers (minimum 5%) from other disciplines (i.e. literature, foreign languages) are invited to participate to the project. During Phase C and since the number of schools that responded to the Go-Lab Call for schools exceeded our target by approximately 30%, a larger percentage of teachers from non STEM related principles has been allowed to join the Pilot. The agreed percentage was close to 15% of the schools.

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.

Go-Lab Pilot Schools are also advised to have **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 or regular 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 Go-Lab eco-system to their day to day teaching and fully evaluate the offered activities.

3.3 Preparation and recruitment activities

The first 2 years 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.

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.

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.

Workshops took place both in a face to face setting as well as online events. The aim of these sessions was to collect information on teachers' Go-Lab experience along with their suggestions and their feedback. In all cases facilitators noticed a high level of interaction between teachers as well as well many exchanges of a variety of ideas. Teachers discussed themes such as: the usefulness of Go-Lab in their teaching, potential impact of the use of the Go-Lab project on teachers and students, different ways of implementing ILS, recommendations and also challenges faced and barriers of use.

Relevant feedback was collected and a recurrent theme was the need for more training and support in order to ensure teachers' ability to work with Graasp efficiently, both for them and for assisting their students. Teachers also reported that students find the use of ILS very engaging and interesting and that there is a need for translated ILS in their own language for primary and low secondary students.

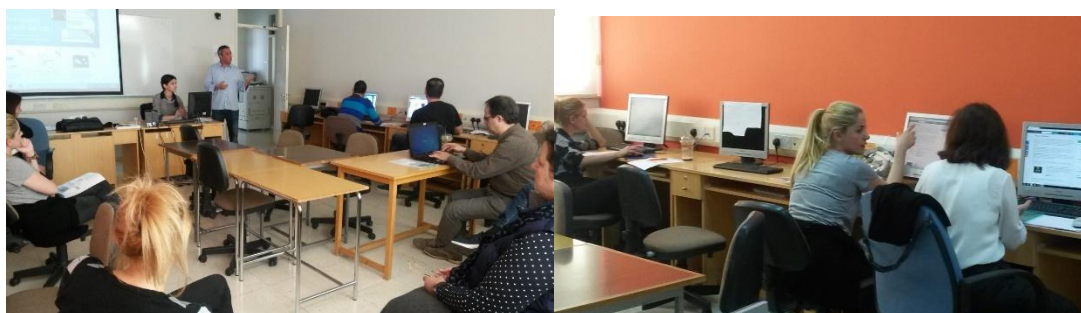**Figure 3. Brussels Go-Lab reflection workshop 22/2/2015.**

Figure 4. Cyprus Go-Lab reflection workshop 20/4/2015.

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

Multiple dissemination activities are taking place and these will be described in D9.4 (M36), which will be finalised in October 2015.

More information about the content of other 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 teaches.

- 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 C

As illustrated in Figure 2, the Call for Go-Lab Pilot Schools is organised in 4 steps:

Step 1. Launch of Go-Lab Call for Pilot Schools (June 2015);
Step 2. Go-Lab Pilot Schools' selection (October 2015);
Step 3. Announcement of selection results to MoEs (October 2015);
Step 4. Announcement of results to selected Pilot Schools (November 2015);

For Pilot Phase C, the call for Pilot Schools was launched on June 16th 2015. 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 C (June 2016).

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.

1. A screenshot of the "Call for Schools"[3] page on the project website can be found in Figure 5.

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[3] http://www.go-lab-project.eu/call-for-schools
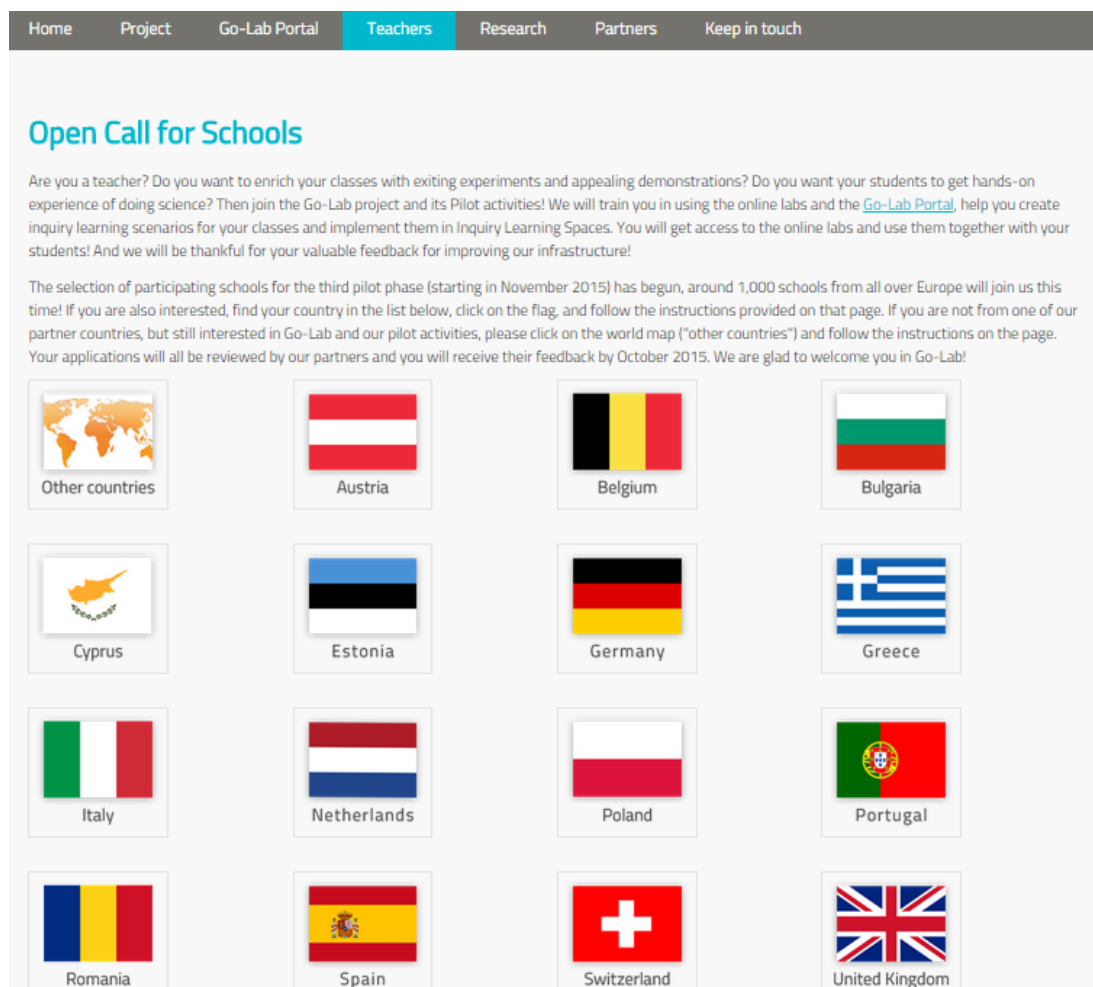
Figure 5. Go-Lab Call for Pilot Schools' page, Phase C.

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.

Figure 6. Go-Lab Call for Pilot Schools – United Kingdom.

Figure 7 illustrates the Go-Lab school application form which includes limited information, focusing on schools' demographics, teachers' teaching subjects and age of their students.

Figure 7. Go-Lab school English application form 2015.

The Call for Phase C was published on the Go-Lab portal project website (http://www.go-lab-project.eu/) on June 16th 2015 and was also disseminated through various communication channels (see some examples in the figures on Appendix III – Call for Go-Lab Schools dissemination):

- Newsletters (Go-Lab Newsletter, EUN Teachers' Newsletter, 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:

Table 2. Dissemination for "Call for Go-Lab Pilot schools"

Channel	URL	Time frame	Target audience (followers, hits)
Go-Lab website	http://www.go-lab-project.eu/	July 2015	2,600 visitors (average/month)
Go-Lab Newsletter	http://www.go-lab-project.eu/sites/default/files/files/download_material/file/Newsletter%202014_2.pdf	July 2015	250 recipients
Go-Lab Facebook group	https://www.facebook.com/groups/golab.project	July 2015	503 members
Go-Lab Twitter	https://twitter.com/GoLabProject	July 2015	466 followers
EUN website	http://www.eun.org/	July 2015	10.000 visitors (average/month)
EUN Facebook page	https://www.facebook.com/european.schoolnet	July 2015	9,489 followers
EUN Twitter	https://twitter.com/eu_schoolnet	July 2015	10.3K followers
Scientix website	http://scientix.eu/	July 2015	12.500 (average/month)
Scientix Twitter	https://twitter.com/scientix_eu	July 2015	3,530 followers
EUN Teachers' Newsletter	http://www.eun.org/news/newsletters	July 2015	7500 subscribers

The overall response to the call and the evolution of the applications between its launch in June 2015 and July 2015 has been quite impressive. Only one month after the launch, more than 400 new schools had filled in the application form while by the end of October 2015 a total of 720 applications have been received. .

3.5 Selection of Go-Lab Pilot Schools for Phase C

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

EUN provided the National Coordinators with direct access to the data of the countries they were responsible for. The schools filled in applications through a Survey Monkey form

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.

3.6 Validation of selected Go-Lab Pilot Schools for Pilot Phase C 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[4] by the Ministries of Education who are full members of the organisation, selected Go-Lab Pilot schools for Phase C have been 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 C, after the selection of the Pilot Schools had been completed, European Schoolnet prepared a full memo to the MoEs, explaining the project, its aims, and teachers' tasks and finally including all chosen schools.

The MoEs were 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 of the countries running Pilot activities as part of the Go-Lab project (phase C).

3.7 Announcement of selected Go-Lab Pilot Schools for Pilot Phase C

As also illustrated in Figure 3 (Step 4) the announcement of results to selected schools will be made after the MoEs approval. MoEs have been asked to express any questions or issues they see with the selected schools by October 31st 2015.

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[4] http://www.eun.org/about/governance

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

Figure 14 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 C. We are very happy to announce that **your application has been successful** and **your school will participate in the Go-Lab Pilot Phase C activities which will take place between October 2015 – June 2016** as explained in <link>.

I will be your national coordinator during that period and will provide you with all the 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 8. 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 Graasp, 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 2015, during the Go-Lab General Assembly in Lausanne, 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 II – NCs tasks for Pilot Phase). This document will be used as a basis by the NCs when they will contact the selected Go-Lab Pilot schools for Phase C.

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 on short notice.

3.9 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.

At the end of Pilot Phase B, WP8 in collaboration with WP7 and WP6 has also organised a number of interviews with Go-Lab Pilot teachers who have successfully implemented a number of ILSs with their classes. During those interviews, which are scripted in detail and fully reported in D8.2 due in October 2015, WP8 has collected information related to the type of implementations teachers have carried out focusing on students reactions, identified advantages and disadvantages that teachers faced and looking into the impact on the Go-Lab activities and students motivation regarding STEM topics. Similar interviews will also be carried out at the end of Pilot Phase C.

4   Pilot Phase C: selected schools

School applications received to take part in the pilot phase C were considered eligible only if they were submitted between March 1st and October 15th 2015. Applications submitted before that date were considered for the activities related to phase B.

The total number of schools applications received for phase C were 820 (as of September 2015). From these applications and after removing the duplications and Phase A & B Pilot schools, we arrived to 709 new potential Pilot Phase C schools. It is worth mentioning at this point that in Pilot phase C, same as in Pilot Phase B, an International group has also been added in order to support teachers from countries beyond the Go-Lab consortium. These teachers will be supported by EA, EUN, CERN and Nuclio partners.

Consequently, the distribution of schools per country that replied to the Call as in September 2015 is as follows:

Table 3. Distribution of schools per country for Phase C (October 2015)

Country	No of schools in Pilot Phase C
Austria	25
Belgium	4
Bulgaria	10
Cyprus	5
Estonia	20
Germany	25
Greece	25
Italy	40
Netherland	8
Poland	14
Portugal	64
Romania	86
Spain	178
Switzerland	10
United Kingdom	44
International	106
Total	**664**

An overview of the Go-Lab Pilot schools in Phases A, B and C can also be seen below:

Table 4. Go-Lab Pilot schools in Phases A, B and C

Country	No of schools in Pilot Phase A	No of schools in Pilot Phase B	No of schools in Pilot Phase C	Total per country
Austria	12	19	25	56
Belgium	7	1	4	12
Bulgaria	5	7	10	22
Cyprus	4	36	5	45
Estonia	13	24	20	56
Germany	13	23	25	62
Greece	26	42	25	92
Italy	12	40	40	93
Netherland	3	0	8	11
Poland	3	2	14	19
Portugal	24	20	64	108
Romania	10	90	86	185
Spain	7	69	178	254
Switzerland	7	1	10	18
United Kingdom	8	16	44	68
International	0	94	106	200
Total	**154**	**484**	**664**	**1302**

4.1 Lists of schools per country that applied to Call

The list of schools that applied so far to participate in Go-Lab Pilot Phase C without including those schools that have participated in Phase A or B can be found below:

Austria (25 schools)

	School name	City
1.	TN2 MS St. Marienkirchen	St. Marienkirchen
2.	NMS Golling	Golling
3.	Volksschule Gutenberg	Weiz
4.	NMS Fieberbrunn	Fieberbrunn
5.	NMS Horitschon	Horitschon
6.	BHAK/BHAS Oberpullendorf	Oberpullendorf
7.	bundesrealgymnasium feldkirchen	feldkirchen
8.	Bildungsanstalt für Kindergartenpädagogik (Bakip)	Klagenfurt
9.	Fachberufsschule Villach 2	Villach
10.	BRG Spittal	Spittal/Drau

	School name	City
11.	NMS Anton Auer	Telfs
12.	die Berater	Lienz
13.	NMS	sankt Veit an der Glan
14.	Private Neue Mittelschule der Barmherzigen Schwestern Schloss Dobl	Dobl
15.	Pädagogische Hochschule Kärnten	Klagenfurt
16.	BG / BRG Völkermarkt	Völkermarkt
17.	NNÖMS für Wirtschaft und Technik	Wr. Neustadt
18.	NMS St.Veit	St. Veit an der Glan
19.	VS St. Stefan	St. Stefan
20.	NMS St.Stefan	Wolfsberg
21.	Fachberufsschule	St. Veit an der Glan
22.	Volksschule Ebenthal	Ebenthal i. Kärnten
23.	VS1 Feldkirchen	9560 Feldkirchen
24.	NMS Rechnitz	Rechnitz
25.	Musisches Gymnasium	Salzburg

Belgium (4 schools)

	School name	City
26.	Ecoles Escale	Brussels
27.	European School Brussels I	Brussels
28.	St-Gummaruscollege Lier	Lier
29.	Heilig Graf	Turnhout

Bulgaria (10 schools)

	School name	City
30.	133 sou	Sofia
31.	PMG Ivan Vazov	Dobrich
32.	Professional School of Electrical Engineering and Automation	Sofia
33.	Science and Mathematics Secondary School "Ekzarch Antim I"	Vidin
34.	Secondary school"Proff. Ivan Batakliev"	Pazardzhi
35.	SOU Lyuben Karavelov	Koprivshtitsa
36.	Vocational school "Prof. dr. Asen Zlatarov"	Vidin

	School name	City
37.	Zemedelska profesionalna gimnazia	Sandanski
38.	Secondary school "Kliment Ohridski"	Krushovene
39.	"Vassil Aprilov"	Rousse

Cyprus (5 schools)

	School name	City
40.	Β Δημοτικό Τραχωνίου (B Primary school of Trachoni)	Limassol (Λεμεσός)
41.	Γυμνάσιο Διανέλλου και Θεοδότου (Gymnasium Dianellou and Theodotou)	Nicosia (Λευκωσία)
42.	Δημοτικό Σχολείο Αραδίππου Ε'-Αγίων Αυξεντίου και Ευσταθίου (Primary of Aradipou, Agion Afxediou and Efsthqthiou)	Larnaca (Λάρνακα)
43.	Β' Περιφερειακό Γυμνάσιο Λευκωσίας (Κλήρος) B' Periferiako Gymnasium Nicosia (Klirou)	Nicosia (Λευκωσία)
44.	Γυμνάσιο Αγίου Δομετίου (Gymnasio Agiou Dometiou)	Nicosia (Λευκωσία)

Estonia (20 schools)

	School name	City
45.	Uhtna Põhikool	Uhtna alevik
46.	Tartu Kivilinna Kool	Tartu
47.	Kose Gümnaasium	Kose
48.	Haljala Gümnaasium	Haljala
49.	Kääpa Põhikool	Kääpa
50.	Vastseliina Gümnaasium	Vastseliina
51.	Tallinna Saksa Gümnaasium	Tallinn
52.	Tallinna Õismäe Gümnaasium	Tallinn
53.	Türi Põhikool	Türi
54.	Lasila Põhikool	Lasila
55.	Toila Gümnaasium	Toila vald
56.	Tallinna Kuristiku Gümnaasium	Tallinn
57.	Virtsu Kool	Virtsu
58.	Tõstamaa Keskkool	Tõstamaa
59.	Keila Ühisgümnaasium	Keila

	School name	City
60.	Keila Kool	Keila
61.	Meremäe Kool	Meremäe
62.	Kernu Põhikool	Kernu
63.	Nõo Reaalgümnaasium	Nõo
64.	Narva Keeltelütseum	Narva

Germany (25 schools)

	School name	City
65.	Oberschule zum Dom	Lübeck
66.	Primo-Levi-Gymnasium	Berlin
67.	Max-Born-Gymnasium Neckargemünd	Neckargemünd
68.	Gesamtschule Kierspe	Kierspe
69.	Otto-Hahn-Gymnasium	Dinslaken
70.	Berufsbildende Schule	Pirmasens
71.	St. Ursula Gymnasium	Freiburg
72.	Humboldt Gymnasium	Koeln
73.	Max-Ernst-Gesamtschule	Köln
74.	Mariengymnasium Essen werden	Essen
75.	Gymnasium Othmarschen	Hamburg
76.	Weiterbildungskolleg der Stadt Mönchengladbach	Mönchengladbach
77.	Beethoven Schule	Berlin
78.	Walther-Rathenau-Gymnasium	Berlin
79.	Elsa-Brändström-Gymnasium	Oberhausen
80.	Landfermann Gymnasium	Duisburg
81.	Paulsen-Gymnasium Steglitz	Berlin
82.	Neues Gymnasium Bochum	Bochum
83.	Geschwister-Scholl- Gesamtschule Moers	Moers
84.	Landrat-Lucas Gymnasium	Leverkusen
85.	Oberschule Langen	Langen
86.	Erich-Brost-Berufskolleg	Essen
87.	Niels-Stensen-Gymansium	Hamburg
88.	Matthias-Claudius-Gymnasium	Hamburg
89.	Gymnasium an der Wolfskuhle	Essen

Greece (25 schools)

	School name	City
90.	Πρότυπο Πειραματικό Λύκειο Ευαγγελικής Σχολής Σμύρνης	Νέα Σμύρνη
91.	1ο ΓΕΛ Δραπετσώνας	Δραπετσώνα
92.	1ο ΓΕΛ Καλαμαριάς	Θεσσαλονίκη
93.	1ο Γενικό Λύκειο Αμαλιάδας	Αμαλιάδα
94.	1ο Γυμνάσιο Κέρκυρας	Κέρκυρα
95.	1ο ΕΠΑΛ Νεάπολης Λασιθίου	Νεάπολη, Λασίθι
96.	1ο Πρότυπο Πειραματικό νηπιαγωγείο Θεσσαλονικης Α.Π.Θ.	Θεσσαλονίκη
97.	26ο Γενικό Λύκειο Αθηνών	Αθήνα
98.	2ο Γυμνάσιο Κέρκυρας	Κέρκυρα
99.	3ο Γενικό Λύκειο Σερρών	Σέρρες
100.	3ο Δημοτικό Σχολείο Ζακύνθου	Ζάκυνθος
101.	4ο Γενικό Λύκειο Νέας Σμύρνης	Νέα Σμύρνη
102.	4ο Γυμνάσιο Αλεξανδρούπολης	Αλεξανδρούπολη
103.	6ο Γυμνάσιο Κέρκυρας	Κέρκυρα
104.	7ο Γενικό Λύκειο Τρικάλων	Τρίκαλα Θεσσαλίας
105.	7ο Γυμνάσιο Κέρκυρας	Κέρκυρα
106.	Καλλιπάτιρα	Ιαλυσός, Ρόδος
107.	Γενικό Λύκειο Κρουσώνα	Κρουσώνας
108.	Γυμνάσιο Κρόκου	Κρόκος
109.	Γυμνασιο Υδρας	Ύδρα
110.	Δημοτικό Σχολείο Φιλώτα	Φιλώτα
111.	Ιδ. Εκπαιδευτήρια "Παναγία Προυσιώτισσα"	Αγρίνιο
112.	Καλλιτεχνικό Γυμνάσιο με Λυκειακές τάξεις Αμπελοκήπων	Θεσσαλονίκη
113.	Μουσικό Σχολείο Κέρκυρας	Κέρκυρα
114.	Τ.Ε.Ε. Ειδικής Αγωγής Α΄Βαθμίδας & Ειδικό ΕΠΑ.Λ. Σερρών	Σέρρες

Italy (40 schools)

	School name	City
115.	Anna Frank primary school	Florence
116.	Collegio Ballerini	Seregno MB
117.	Don Bosco	Paderno Dugnano (MI)
118.	I.C. "Lombardo Radice - Ovidio"	Sulmona
119.	I.C. Alfieri Bertagnini	Massa
120.	IC 6 Galileo Galilei	Grosseto
121.	IC De Amicis	Foggia
122.	IC Torri	Marola di Torri di Quartesolo
123.	IC Zola Predosa- Scuola secondaria di I grado Francesco Francia	Zola Predosa (BO)
124.	ICS Giovanni XXIII Scuola Secondaria di Primo Grado	Premana
125.	IIS G. Alberti	Benevento
126.	IIS VALLAURI	Fossano
127.	iis viola marchesini	rovigo
128.	IISS "G. Peano - C. Rosa"	Nereto
129.	Isis Obici	Oderzo
130.	Istituto Comprensivo " Ex Circolo Didattico" Rionero in Vulture	Rionero in Vulture
131.	Istituto Comprensivo "A. Casalini"	San Marzano di San Giuseppe
132.	Istituto Comprensivo "Ignazio Buttitta"	Bagheria
133.	Istituto Comprensivo 2 Montesarchio	Montesarchio
134.	Istituto Comprensivo di Rubiera	Rubiera
135.	Istituto Comprensivo Frosinone 2 - Scuola Secondaria di 1° grado Luigi Pietrobono	Frosinone
136.	Istituto di Istruzione Superiore "Stanga"	Cremona
137.	Istituto d'Istruzione Superiore "Leonardo da Vinci"	San Giovanni in Fiore (Cs)
138.	Istituto Magistrale Maria Immacolata	San Giovanni Rotondo
139.	Istituto Statale d'Istruzione Superiore "G. Galilei"	Gorizia
140.	Istituto Tecnico Statale Cattaneo	San Miniato (PI)
141.	Istruzione Educativa P. Colletta Avellino	Avellino
142.	ITAS "Salvator Ruju"	Sassari
143.	ITES P. Dagomari	Prato
144.	Liceo da Vinci	Terracina

	School name	City
145.	Liceo Ginnasio E Scientifico 'Raeli'	Noto
146.	Liceo Scientifico Alessandro Volta	Torino
147.	LICEO SCIENTIFICO C. CATTANEO	MONSELICE
148.	liceo scientifico, artistico e sportivo "G. Marconi"	Foligno
149.	MILE Bilingual School	Milan
150.	Salvemini La Pira	Montemurlo
151.	Scuola Primaria "VERA VASSALLE"	Lucca
152.	Scuola Primaria Don Bosco	Moncucco di Vernate
153.	Scuola S.Tarcisio	Ercolano
154.	Stabiae Salvati	Castellammare di Stabia

Netherlands (8 schools)

	School name	City
155.	Bonhoeffercollege Bruggertstraat	Enschede
156.	Canisius	Almelo
157.	De Prinseschool	Enschede
158.	Het Stedelijk Lyceum locatie Zuid	Enschede
159.	Stedelijklyceum (ZUID)	Enschede
160.	Lyceum de Grundel	Hengelo
161.	Obs Panta Rhei	Zeewolde
162.	RKSG Canisius	Almelo

Poland (14 schools)

	School name	City
163.	Gimnazjum im. Jana Pawła II	Skulsk
164.	Gimnazjum nr 1 z Oddziałami Dwujęzycznymi	Jaslo
165.	Gimnazjum w Gorzycach Wielkich	Ostrow Wielkopolski
166.	III iceum Ogolnoksztalcace w Suwalkach	Suwalki
167.	III Liceum Ogolnoksztalcace im. prof. T. Kotarbinskiego	Zielona Gora
168.	International school of Gdansk	Gdańsk
169.	Szkoła Podstawowa nr 9 im. Mikołaja Kopernika	Dzierżoniów

	School name	City
170.	Zespół Placówek Oświatowych im. Armii Krajowej	Siechów
171.	Zespol Szkol nr 10	Torun
172.	Zespół Szkół w Pobiedziskach	Pobiedziska
173.	IAS Warsaw	Warsaw
174.	Kujawsko-Pomorskie Centrum Edukacji Nauczycieli	Torun
175.	ZS nr 56	Warsaw
176.	First High School	Tczew

Portugal (64 schools)

	School name	City
177.	Agrupamento de Arga e Lima	Viana do castelo
178.	Agrupamento de Escolas D. Afonso Sanches	Vila do Conde
179.	Agrupamento de Escolas de Barroselas	Barroselas
180.	Agrupamento de Escolas de Esmoriz - Ovar Norte	Esmoriz
181.	Agrupamento de Escolas de Freixo	Freixo
182.	Agrupamento de Escolas de Pinhel	Pinhel
183.	Agrupamento de Escolas de Vieira de Leiria	Vieira de Leiria
184.	Agrupamento de Escolas do Marco de Canaveses nº 1	Marco de Canaveses
185.	Agrupamento de escolas Eugénio de Andrade	Porto
186.	Agrupamento de Escolas Gonçalo Sampaio	Póvoa de Lanhoso
187.	Agrupamento de Escolas José Sanches e S.V. Beira	Alcains
188.	Agrupamento de Escolas Padre Benjamim Salgado	Joane
189.	Agrupamento de escolas Rafael Bordalo Pinheiro	Caldas da Rainha
190.	Agrupamento de escolas Romeu Correia	Almada
191.	Agrupamento Escolas Dr Francisco Fernandes Lopes	Olhão
192.	Colégio Atlântico	Seixal
193.	Colégio da Imaculada Conceição	Viseu
194.	Colégio de São Tomás	Lisboa
195.	Colégio Internato dos Carvalhos	Vila Nova de Gaia

	School name	City
196.	Colégio Júlio Dinis	Porto
197.	Colégio Sra Boa Nova	Cascais
198.	Conservatório de Música do Porto	Porto
199.	E.B. 2,3 de Quarteira	Quarteira
200.	EB 2,3/S Drº João de Brito Camacho	Almodôvar
201.	EBI/JI Prof. Dr. Ferrer Correia	Senhor da Serra
202.	Escola 2+3 Cónego João Jacinto Gonçalves de Andrade	Funchal
203.	Escola Básica 2,3 Pedro Eanes Lobato	Seixal
204.	Escola Básica D. Jorge de Lencastre	Grândola
205.	Escola Básica de 1º Ciclo de Vale de Figueira	Foros de Vale de Figueira - Montemor-o-Novo
206.	Escola Básica de Catujal - Unhos	Catujal
207.	Escola Básica de Miragaia - Agrupamento Rodrigues de Freitas	Porto
208.	Escola Básica de Ribeira do Neiva	Braga
209.	Escola Básica de Vale de Milhaços	Corroios
210.	Escola Básica e Secundária À Beira Douro	Medas (Gondomar)
211.	Escola Básica e Secundária Lima de Freitas	Setúbal
212.	Escola Básica Sophia de Mello Breyner	Arcozelo, Vila Nova de Gaia
213.	Escola Cooperativa de Vale S. Cosme	Vila Nova de Famalicão
214.	Escola E.B. 2, 3 das Naus	Lagos
215.	Escola Prof. Alberto Nery Capucho, Agrupamento de Escolas Marinha Grande Nascente	Marinha Grande
216.	Escola Regional Dr. José Dinis da Fonseca - Outeiro de S.Miguel	Guarda
217.	Escola Secundária Poeta Joaquim Serra	Montijo
218.	Escola Secundária Conde de Monsaraz	Reguengos de Monsaraz
219.	Escola Secundária D. João II	Setúbal
220.	Escola Secundária da Boa Nova - Leça da palmeira	Leça da Palmeira, Matosinhos
221.	Escola Secundária da Maia	Maia
222.	Escola Secundária de Camarate	Lisboa
223.	Escola Secundária de Loulé	Loulé
224.	Escola Secundária de Paços de Ferreira	Paços de Ferreira
225.	Escola Secundária de São João da Talha	Loures

	School name	City
226.	Escola Secundária de Valongo	Valongo
227.	Escola Secundária de Vila Verde	Vila Verde
228.	Escola Secundaria Dom Manuel Martins	Setubal
229.	Escola Secundária Ferreira Dias, Agualva - Sintra	Cacém
230.	Escola Secundária João de Deus	Faro
231.	Escola Secundária José Gomes Ferreira - Agrupamento de Escolas de Benfica	Lisboa
232.	Escola Secundária Professor José Augusto Lucas	Lisboa
233.	Escola secundária Quinta das Palmeiras	Covilhã
234.	Escola Superior de Educação	Viseu
235.	Externato Cooperativo da Benedita	Benedita
236.	Externato das Escravas do Sagrado Coração de Jesus	Porto
237.	Externato João XXIII	Lisboa
238.	Garcia de Orta	Porto
239.	Isabel Maria Dourado Alvelos Monteiro Guedes	Estoril - Cascais
240.	St. Julian's School	Lisboa

Romania (86 schools)

	School name	City
241.	COLEGIUL NAȚIONAL "MIHAIL KOGALNICEANU"	Galați
242.	COLEGIUL NATIONAL AUREL VLAICU	Orastie
243.	B. P. Hasdeu	Iasi
244.	Colegiul National Ionita Asan	Caracal
245.	Colegiul National Pedagogic Stefan cel Mare	Bacau
246.	Colegiul Tehnic "Petru Poni " Roman	Roman
247.	COLEGIUL TEHNIC "AUREL VLAICU"	Galati
248.	Colegiul Tehnic de Comunicatii "Augustin Maior"	Cluj-Napoca
249.	Colegiul Tehnic MiHAI VITEAZU	Vulcan
250.	Gradinita cu Program Prelungit Raza de Soare, Pitesti	Piteș ti
251.	Gymnazial School of Cristian	Cristian, Jud. Sibiu

	School name	City
252.	Liceul "Petru Rares"	Feldioara
253.	Liceul Tehnologic SAMUS	Cluj- Napoca
254.	Liceul Tehnologic Topoloveni	Topoloveni
255.	Liceul Teoretic	Codlea
256.	Liceul Teoretic "Emil Racovita"	Galati
257.	LICEUL TEORETIC MIRCEA ELIADE	INTORSURA BUZAULUI
258.	National College Gheorghe Sincai Baia Mare	Baia Mare
259.	Nichita Stanescu	Baia Mare
260.	OLTEA DOAMNA	Oradea
261.	School No. 9 ,, Nicolae Orghidan"	Brasov
262.	Scoala Giimnaziala Nr. 29	Galati
263.	SCOALA GIMNAZIALA "ANTON PANN"	BRAILA
264.	Scoala Gimnaziala "Avram Iancu"	Turda
265.	Ş coala Gimnazială "Grigore Moisil" Galaţ i	Galaţ i
266.	Scoala Gimnaziala "Ion Tuculescu"	Craiova
267.	Scoala Gimnaziala "Matei Basarab"	Pitesti
268.	Şcoala Gimnazială "Mihai Eminescu"	Piteşti
269.	Scoala Gimnaziala "Ovid Densusianu"	Fagaras
270.	Scoala Gimnaziala "Sfantul Andrei"	Bucharest
271.	Scoala gimnaziala "Tudor Vladimirescu"	Călăraş i
272.	Scoala gimnaziala "Vasile Alecsandri"	Roman
273.	Scoala Gimnaziala "Vladimir Streinu"Teiu	Teiu
274.	Scoala Gimnaziala ,,Samson Bodnarescu"-Galanesti	Galanesti, Suceava
275.	Şcoala Gimnazială ,,Ştefan Bârsănescu"	Iaşi
276.	Scoala Gimnaziala ,,Toma Cocisiu" Blaj	Blaj
277.	Ş coala Gimnazială "DimitrieSturdza" Tecuci	Tecuci
278.	Scoala Gimnaziala "Luceafarul "	Bucharest
279.	Scoala Gimnaziala Buzescu	Buzescu
280.	SCOALA GIMNAZIALA CICIRLAU	CICIRLAU
281.	Scoala Gimnaziala Gheorghe Lazar	Zalau
282.	Scoala Gimnaziala Ghindeni	Ghindeni
283.	SCOALA GIMNAZIALA HECI	HECI
284.	Scoala Gimnaziala Ioan Badescu	Popesti Leordeni
285.	Scoala Gimnaziala Ion Basgan	Focsani

	School name	City
286.	Ş coala Gimnazială Iordache Cantacuzino	Paş cani
287.	Scoala Gimnaziala Ipotesti	Ipotesti
288.	Scoala Gimnaziala Jimbolia	Jimbolia
289.	Scoala Gimnaziala Liviu Rebreanu	MIOVENI
290.	Scoala Gimnaziala Liviu Rebreanu	Tirgu Mures
291.	Scoala Gimnaziala Mihai Eminescu	Arad
292.	Scoala Gimnaziala Mircea cel Batran	Pitesti
293.	Scoala Gimnaziala Mircea Eliade	Satu Mare
294.	Scoala Gimnaziala Miron Pompiliu	Stei
295.	Scoala Gimnaziala Moraresti	Moraresti
296.	Scoala Gimnaziala Nicolae Balcescu	Craiova
297.	Scoala gimnaziala nr 200	Bucuresti
298.	Scoala Gimnaziala Nr. 1	Buftea
299.	Scoala Gimnaziala Nr. 1	Seini
300.	Scoala Gimnaziala Nr. 1 Costesti	Costesti
301.	SCOALA GIMNAZIALA NR. 1 VLADESTI, ARGES	VLADESTI, ARGES
302.	Scoala Gimnaziala Nr. 279	Bucharest
303.	Scoala Gimnaziala Nr. 28	Galati
304.	Scoala Gimnaziala Nr. 3 Tibucani	Tibucani, Neamt
305.	SCOALA GIMNAZIALA NR. 4	Suceava
306.	Scoala gimnaziala nr.17 Botosani	Botosani
307.	Scoala Gimnaziala Nr.2 Cernavoda	Cernavoda
308.	Scoala Gimnaziala nr.2 Zimnicea	Zimnicea
309.	Scoala Gimnaziala Nr.206	Bucharest
310.	Scoala Gimnaziala nr.5	Giurgiu
311.	SCOALA GIMNAZIALA ONICENI	Oniceni - Suceava
312.	Ş coala Gimnazială Oprea Iorgulescu	Câmpulung
313.	Scoala Gimnaziala Pui	Pui
314.	Scoala Gimnaziala Rediu	Iasi
315.	Scoala Gimnaziala Sfanta Vineri Ploiesti	Ploiesti
316.	SCOALA GIMNAZIALA SPECIALA PENTRU DEFICIENTI DE AUZ 'SFANTA MARIA'	BUCURESTI
317.	Scoala Gimnaziala Vranesti	Vranesti, Calinesti
318.	Scoala Gimnaziala Vulturu	Vulturu

	School name	City
319.	Scoala Gimnaziala"Dr.Ioan Mihalyi de Apsa"	Sighetu Marmatiei
320.	Ş COALA GIMNAZIALĂ"ION PILLAT"	PITEŞ TI
321.	Scoala Mihai Viteazul Targoviste	Targoviste
322.	Scoala Primara Banpotoc	Banpotoc
323.	Secondary School "Petru Musat"	Siret
324.	Secondary school Constantin Brancusi	Cluj-Napoca
325.	Secondary School No. 1	Ludus
326.	Tudor Vianu High School	Giurgiu

Spain (178 schools)

	School name	City
327.	Colegio Esclavas	A Coruña
328.	IES Salvador de Madariaga	A Coruña
329.	Domus- Museos Científicos Coruñeses	A Coruña
330.	IES David Buján	A Coruña
331.	CPI Alcalde Xosé Pichel	A Coruña
332.	Abadinoko IES	Abadino
333.	Gredos San Diego Alcalá	Alcalá de Henares
334.	IES Bajo Aragón	Alcañíz
335.	Fundación Educativa ACI - C. Sagrada Familia	Alcoy
336.	IES ALBAIDA	Almería
337.	Colegio Altaduna, grupo Attendis	Almería
338.	KARMENGO AMA IKASTETXEA	Amorebieta-Etxano
339.	Lauaxeta Ikastola	Amorebieta-Etxano
340.	IES Zaraobe	Amurrio
341.	La Presentació	Arenys de Mar
342.	IES CIUDAD DE ARJONA	Arjona
343.	CEIP San Miguel	Armilla
344.	Arrasate BHI	Arrasate
345.	Colegio Santa Teresa	Badajoz
346.	IES Primeiro de Marzo Baiona	BAIONA
347.	Balmaseda BHI	Balmaseda
348.	Colegio San Vicente de Paúl	Barbastro
349.	Institut Joan Salvat Papasseit	Barcelona

	School name	City
350.	IES Joàn Boscà	Barcelona
351.	Kensington School	Barcelona
352.	Institut Montserrat	Barcelona
353.	Ins Josep Comas i Solà	Barcelona
354.	INSTITUT ESCOLA TURO DE ROQUETES	Barcelona
355.	Claret	Barcelona
356.	Institut Font del Ferro, Palafolls	Barcelona
357.	Escola Súnion	Barcelona
358.	Escola Anna Ravell	Barcelona
359.	Fundación Educativa ACI Benirredrá	Benirredrá
360.	Colegio Esclavas del Sgdo. Corazón de Jesús	Benirredrá
361.	CPI Cruz do Sar	Bergondo (A Coruña)
362.	CPR Nuestra Señora del Carmen	Betanzos
363.	CPR ALCA	Biduido-AMES
364.	Institut Maria de Bell.lloc	Bigues i Riells
365.	Esclavas del Sagrado Corazón. Fatima (Sede Tiboli)	Bilbao
366.	El pilar ikastetxea	Bilbao
367.	KIRIKIÑO IKASTOLA	Bilbao
368.	COLEGIO VIZCAYA	Bilbao
369.	IES San Adrian BHI	Bilbao
370.	CEP. Maestra Isabel Gallego Gorria LHI	Bilbao
371.	NTRA. SRA. DEL CARMEN	Bilbao
372.	Colegio Zabalburu	Bilbao
373.	IES Rekaldeberri	Bilbao
374.	GREDOS SAN DIEGO BUITRAGO	Buitrago del Lozoya
375.	AROtec, Asociación robótica y tecnología creativa de Extremadura	CÁCERES
376.	Fundación Educativa ACI - Colegio San José	Cádiz
377.	IES Valle del Cidacos	Calahorra (La Rioja)
378.	Institut-Escola Les Vinyes	Castellbisbal
379.	Colegio San Cristóbal	Castellón
380.	Colegio Menéndez Pelayo	Castro Urdiales
381.	IES Ataúlfo Argenta	Castro Urdiales
382.	CEIP MIGUEL HERNÁNDEZ	CASTRO URDIALES

	School name	City
383.	IES CONSABURUM	Consuegra
384.	CEIP Stmo Cristo de la Vera Cruz	Consuegra (Toledo)
385.	IES VIRGEN DE VALME	Dos Hermanas (Sevilla)
386.	Colegio Puente III	El Astillero
387.	Gredos San Diego El Escorial	El Escorial
388.	INS Alexandre Deulofeu	Figueres
389.	COL·LEGI L'ESTEL	Granollers
390.	Gredos San Diego Guadarrama	Guadarrama (Madrid)
391.	Teniente Hugo Ortiz	Guayaquil
392.	Tecla Sala	Hospitalet de Llobregat
393.	CENTRO MULTIDISCIPLINAR ATR3S	HUÉRCAL-OVERA
394.	Santo Angel La Dehesa	Humanes de Madrid
395.	A Coruña	IES AGRA DO ORZÁN
396.	CDP CRISTO REY - JAÉN	JAÉN
397.	Gredos san Diego las rozas	Las Rozas de Madrid
398.	IES Artaza-Romo BHI	Leioa
399.	Nuestra Señora de las Mercedes	Leioa
400.	Lemoiz HLHI	Lemoiz
401.	IES Lancia	León
402.	Institut Bellvitge	Hospitalet de Llobregat
403.	Institut Provençana	Hospitalet de Llobregat (Barcelona)
404.	2029 "Simón Boívar"	Lima
405.	LAURO IKASTOLA	LOIU
406.	IES Francisco Ros Giner	Lorca
407.	IES Ramón Arcas Meca	Lorca
408.	IES San Nicasio	Madrid
409.	Fundación Educativa ACI-Sagrado Corazón de Jesús	Madrid
410.	Senara	Madrid
411.	Colegio Santa Rafaela Maria	Madrid
412.	GREDOS SAN DIEGO GUADARRAMA	MADRID
413.	GREDOS SAN DIEGO MORATALAZ	MADRID
414.	Gredos san Diego las rozas	madrid
415.	GSD Vallecas	Madrid

	School name	City
416.	Gredos San Diego El Escorial	Madrid
417.	GREDOS SAN DIEGO LAS SUERTES	Madrid
418.	Gredos San Diego	Madrid
419.	COLEGIO NUESTRA SEÑORA DE LAS VITORIAS	MADRID
420.	IES Ignacio Aldecoa	Madrid
421.	IES. ISAAC ALBENIZ	Madrid
422.	IES Carmen Conde	Madrid
423.	IES Francisco Giner de los Ríos	Madrid
424.	Internacional aravaca	Madrid
425.	Las Chapas - grupo attendis	Malaga
426.	I.E.S.Sierra Mágina	Mancha Real
427.	La Salle	Manresa
428.	Escola Sant Ignasi	Manresa
429.	IES Pedro Álvarez Sotomayor	Manzanares
430.	I.E.S. Dunas de Las Chapas	Marbella
431.	INS MATADEPERA	Matadepera, Terrassa
432.	Departamento de Aplicación Docente	Mendoza, ARGENTINA
433.	IES LA CALA DE MIJAS	MIJAS
434.	IES PLURILINGÜE A PARALAIA	MOAÑA
435.	Colegio Salesianos "San Francisco Solano"	Montilla
436.	IES Gúdar-Javalambre	Mora de Rubielos
437.	CEIP LA FUENTE	NAMBROCA
438.	J.M.Barandiaran	Nanclares de Oca
439.	Escola Daina-Isard, S.C.C.L	Olesa de Montserrat
440.	IES El Palmeral	Orihuela (Alicante)
441.	CEIP RODRIGUEZ MARIN	Osuna (SEVILLA)
442.	Colegio Plurilíngüe Divina Pastora	Ourense
443.	COLEGIO SAN IGNACIO (JESUITAS)	OVIEDO
444.	COLEGIO SANTA MARÍA DEL NARANCO ALTER VÍA	OVIEDO
445.	Institut Font del Ferro	Palafolls (BCN)
446.	Institut Ramon Casas i Carbó	Palau-solità i Plegamans
447.	colegio san Jose	Palencia
448.	Blanca de Castilla	Palencia
449.	EOIP	Pamplona

	School name	City
450.	FPA nº3	Picassent
451.	Museo Nacional de la Energía	Ponferrada
452.	IES de Meaño	Pontevedra
453.	Colegio Calasancio	Pontevedra
454.	SANTA MARIA IKASTETXEA	PORTUGALETE
455.	Asti Leku Ikastola	Portugalete
456.	Escoles Betlem	Premià de Dalt
457.	IES RAMBLA DE NOGALTE	PUERTO LUMBRERAS (MURCIA)
458.	María Inmaculada FEC	Puerto Sagunto (Valencia)
459.	San Jose Hijas de la Cruz	Renteria
460.	Institut Gabriel Ferrater i Soler	Reus
461.	Escola Mare de Deu de la Salut	Sabadell
462.	Insitut Baix Montseny	Sant Celoni
463.	Institut Castellet	Sant Vicenç de Castellet
464.	IES MONTPEDRÓS, SANTA COLOMA DE CERVELLÓ	Santa Coloma de Cervelló
465.	Fundación Educativa ACI - Colegio Sagrado Corazón (Esclavas)	Santander
466.	IES Las Llamas	Santander
467.	Compañía de María	Santander
468.	IES Arcebispo Xelmirez II	Santiago de Compostela
469.	Bihotz Gaztea Ikastola Koop. Elk.	Santurtzi
470.	Colegio Diocesano La Milagrosa	Segorbe
471.	IES Angela Figuera	Sestao-Bizkaia
472.	Escuelas Francesas SAL	Sevilla
473.	Instituto Can Peixauet	Sta. Coloma de Gramenet (Barcelona)
474.	IES El Calero	Telde
475.	Institut de Terrassa	Terrassa
476.	IES de Tomiño	Tomiño
477.	CEIP Benyamina	Torremolinos
478.	IES NÚM. 1 - LIBERTAS	Torrevieja
479.	Institut Cristòfol Despuig	Tortosa
480.	CIP ETI TUDELA	Tudela
481.	ESCUELAS PROFESIONALES SAGRADA	ÚBEDA

	School name	City
	FAMILIA ÚBEDA	
482.	IES Rascanya	valencia
483.	CEIP TEODORO LLORENTE	Valencia
484.	Colegio Sagrado Corazón -Esclavas-	Valencia
485.	IES Fuente de San Luís	Valencia
486.	IES PIO DEL RIO HORTEGA	Valladolid
487.	IES DIEGO DE PRAVES	VALLADOLID
488.	Col·legi Sant Miquel dels Sants	Vic
489.	COLEGIO DIVINO SALVADOR	Vigo
490.	Col·legi Sant Gabriel	Viladecans
491.	INS Eugeni d'Ors	Vilafranca del Penedès
492.	Institut Vilanova del Vallès	Vilanova del Vallès
493.	Fundacion Flors	Vila-real
494.	CEIP SANTIAGO APOSTOL	Villadangos del Paramo
495.	Koldo Mitxelena Ikastetxea	Vitoria
496.	Carmelitas Sagrado Corazón	Vitoria-Gasteiz
497.	Colegio Vera-Cruz	Vitoria-Gasteiz
498.	Nuestra Señora de las Mercedes	Vitoria-Gasteiz
499.	ZALLA BHI	ZALLA
500.	Colegio Vizcaya	Zamudio
501.	BTEK	Zamudio
502.	Colegio Juan de Lanuza	Zaragoza
503.	IES El Portillo	Zaragoza
504.	IES La Azucarera	Zaragoza

Switzerland (10 schools)

	School name	City
505.	Gymnase Provence	Lausanne
506.	HEP Vaud	Lausanne
507.	Ecole Moser	Geneva
508.	Collège Sismondi	Geneva
509.	Gymnasium Neufeld	Bern
510.	Kantonsschule Trogen	Trogen
511.	Kantonsschule Heerbrugg	Heerbrugg
512.	Lycée des Glières	France - Annemasse
513.	Sekundarschule	Zürich
514.	Lausanne Gymnase du Bugnon	Lausanne

United Kingdom (44 schools)

	School name	City
515.	Abbeyfield School	Northampton
516.	Academus Independent	Taunton
517.	Aprioct learning	Varies
518.	Bishop Hedley	Merthyr Tydfil
519.	Cleeve School	Bishops Cleeve
520.	Colchester Sixth Form College	Ipswich
521.	Croesyceiliog School	Cwmbran
522.	Dollar Academy	Dollar
523.	Dorothy Stringer School	Brighton & Hove
524.	Edinburgh Montessori Arts School	Edinburgh
525.	Evans independent	Birmingham
526.	Glebe School	West Wickham
527.	Hartpury College	Gloucester
528.	Hereford Cathedral School	Hereford
529.	Hitchin Girls School	Hitchin
530.	Holyhead School	Birmingham
531.	Kenton Primary	Exeter
532.	Lockerbie Academy	Lockerbie
533.	Norwich School	Norwich
534.	Nower Hill High School	Harrow

	School name	City
535.	QEGS	Ashbourne
536.	Queen's College	Taunton
537.	Redmoor Academy	Leicester
538.	Shooters Hill Post 16 Campus (Academy)	London, Greenwich
539.	Simon Langton Grammar School for Boys	Canterbury
540.	Southbank international	London
541.	St Catherine's College	Armagh
542.	St Columba's School	Glasgow
543.	St Richard's Catholic College	Bexhill (near Hastings)
544.	Stafford college	Stafford
545.	Swalwell Primary	Newcastle upon Tyne
546.	The Arnewood School	New Milton
547.	The Burgate School and Sixth Form	Fordingbridge
548.	The King Fahad Academy	London
549.	The Piggott School	Wargrave near Reading
550.	The Purcell School	Watford
551.	Tiverton High School	Tiverton
552.	Vinehall School	Robertsbridge
553.	Whitchurc High School	Cardiff
554.	Wymondham High Academy Trust	Norwich
555.	Wyvern College	Southampton
556.	Yeovil College	yeovil
557.	Ysgol Bro Gwaun	Fishguard
558.	Ysgol Glan Clwyd	Llanelwy

International (106 schools)

	School name	City	Country
559.	DEMOKRACIA	Durres	Albania
560.	Private school KRISTAQ RAMA	Tirane	Albania
561.	Yerevan 198 high school	Yerevan	Armenia
562.	Kattali City Corporation Girls High School & College	Chittagong	Bangladesh
563.	JU OS " BEHAUDIN SELMANOVIC"	Sarajevo	Bosnia and Herzegovina
564.	OS Sutjeska	Modrica	Bosnia and Herzegovina

	School name	City	Country
565.	Osnovna škola "Kovačići"	Sarajevo	Bosnia and Herzegovina
566.	Colégio Antares	Americana	Brazil
567.	The Leo Baeck Day School	Toronto	Canada
568.	West Kings High School	Auburn, Nova Scotia	Canada
569.	FEMENINO DE VILLAVICENCIO	Villavicencio	Colombia
570.	Liceo Mixto Sinai - Manizales	Manizales, caldas	Colombia
571.	ENSST	Tunja, Boyacá	Colombia
572.	Osnovna škola Petrijanec	Petrijanec	Croatia
573.	OŠ Ivana Kukuljevića Sisak	Sisak	Croatia
574.	OS Trilj	Trilj	Croatia
575.	OS "Mladost"	Osijek	Croatia
576.	Prva gimnazija Varaždin	Varaždin	Croatia
577.	OŠ "Viktor Car Emin", Donji Andrijevci	Donji Andrijevci	Croatia
578.	Secondary school Bedekovcina	Bedekovcina	Croatia
579.	OŠ "Petar Zoranić" Nin	Nin	Croatia
580.	Unidad Educativa Juan Javier Espinoza	Guayaquil	Ecuador
581.	Modern Education Language School	Alexandria	Egypt
582.	Ulvilan lukio	Ulvila	Finland
583.	Ort	Paris	France
584.	La Xaviere	Lyon	France
585.	Naphareuli public school, Telavi, Kakheti, Georgia	Tbilisi	Georgia
586.	Sashegyi Arany János Primary and Secondary School	Budapest	Hungary
587.	Kállay Miklós Primary School	Kállósemjén	Hungary
588.	Nagy László Secondary Grammar School	Budapest	Hungary
589.	Sajószentpéteri Kossuth Lajos Általános Iskola	Sajószentpéter	Hungary
590.	Tatai Reformàtus Gimnàzium	Tata	Hungary
591.	Balassi Bálint Nyolcévfolyamos Gimnázium	Budapest	Hungary
592.	TVS School , Tumkur	Tumkur	India
593.	Angel school	Pune	India

	School name	City	Country
594.	Federal Institute of Science and Technology	Kochi	India
595.	Ulpenat Bnei- Akiva Hashomron	Elkana	Israel
596.	Yeelim	Arad	Israel
597.	Ziv and Marks school	Jerusalem	Israel
598.	Gulbenes vidusskola (Gulbene secondary school)	Gulbene	Latvia
599.	Sērmūkši primary school	Sērmūkši	Latvia
600.	Daugavpils 13. vidusskola	Daugavpils	Latvia
601.	Palangos senoji gimnazija	Palanga	Lithuania
602.	Vilnius Antakalnis progymnasium	Vilnius	Lithuania
603.	OU Dame Gruev	Bitola	Macedonia (FYROM)
604.	Dr.Jovan Kalauzi	Bitola	Macedonia (FYROM)
605.	Straso Pindur	Negotino	Macedonia (FYROM)
606.	Dimitrija Chupovski	Veles	Macedonia (FYROM)
607.	OOU ,,Goce Delcev"	Negotino	Macedonia (FYROM)
608.	OU "Krume Kepeski"	Skopje	Macedonia (FYROM)
609.	Archbishop's Seminary	Rabat	Malta
610.	St Joseph School, Senior Section	Sliema	Malta
611.	St.Theresa Secondary	Birkirkara	Malta
612.	St.Ignatius College Boys' Secondary School, Tal-Handaq	Qormi	Malta
613.	St Dorothy's Senior School	Zebbug	Malta
614.	BIN LAMDOUNE EL JADIDA	Casablanca	Morocco
615.	Precious Sprouts School	Lagos	Nigeria
616.	Glenart college (formerly Arklow community college)	Arklow	Republic of Ireland
617.	St. Oliver's N.S.	Carlingford, Dundalk	Republic of Ireland
618.	Gaelscoil na Laochra	Birr, Co. Offaly	Republic of Ireland
619.	Colaiste Bhaile Chlair	Claregalway	Republic of Ireland
620.	Santa Sabina	Dublin	Republic of Ireland
621.	The High School	Dublin	Republic of Ireland
622.	Loreto College, Cavan	Cavan	Republic of Ireland

	School name	City	Country
623.	Garrafrauns N.S.	Garrafrauns	Republic of Ireland
624.	St. Peter's college	Wexford	Republic of Ireland
625.	Southern Federal University	Rostov-on-Don	Russia
626.	Secondary School 21	Ulyanovsk	Russia
627.	GBOU SOSH #418	Kronshtadt	Russia
628.	Stojan Novaković	Blace	Serbia
629.	Simeon Aranicki	Stara Pazova	Serbia
630.	OŠ "Svetislav Golubović Mitraljeta"	Belgrade-Batajnica	Serbia
631.	OS Vuk Karadzic	Cacak	Serbia
632.	Bozidar Dimitirjevic Kozica	Bradarac	Serbia
633.	Masinska skola "Pancevo"	Pancevo	Serbia
634.	High School Lazarevac	Lazarevac	Serbia
635.	Osnovna škola "Živadin Apostolović"	Trstenik	Serbia
636.	OŠ " Nikola Vukićević"	Sombor	Serbia
637.	Technical School ,,15th May"	Prokuplje	Serbia
638.	secondary shool Braca Jerkovic	Belgrade	Serbia
639.	Základná škola Ármina Vámbéryho s vyučovacím jazykom maďarským	Dunajska Streda	Slovakia
640.	Spojená škola Martin	Martin	Slovakia
641.	Prva gimnazija Maribor	Maribor	Slovenia
642.	International School of Stockholm Region	Stockholm	Sweden
643.	Kristvallabrunnsschool	Nybro	Sweden
644.	Internationella Engelska Skolan Jönköping	Jönköping	Sweden
645.	Private SANKO Science and Technology High School	Gaziantep	Turkey
646.	KÜÇÜKYALI TEKNİK VE ENDÜSTRİ MESLEK LİSESİ	Istanbul	Turkey
647.	Cebeci Primary School	Ankara	Turkey
648.	Seyfettin Tatoğlu Ortaokulu	Mersin	Turkey
649.	KEÇİÖREN MEVLANA ORTAOKULU	Ankara	Turkey
650.	MEF SCHOOLS	Istanbul	Turkey
651.	Necip Fazıl Kısakürek Iho	Konya	Turkey
652.	Hisar Schools	Istanbul	Turkey
653.	Kerimbey Ortaokulu	Samsun	Turkey
654.	Small Academy of Sciences	Odessa	Ukraine

	School name	City	Country
655.	Glenfield Middle School	Montclair	USA
656.	Georgia Virtual School	Atlanta (cover all of Georgia, USA)	USA
657.	Ninth Grade Center	Cedar Hill Texas	USA
658.	Indian Creek Elementary School	Indianapolis	USA
659.	North Valley Military Institute	Los Angeles	USA
660.	Merrill Middle School	Des Moines, Iowa	USA
661.	Bellevue College	Bellevue, Washington	USA
662.	River HomeLink	Battle Ground, Washington	USA
663.	Long View Learning Lab	Austin, Texas USA	USA
664.	Exprimental Highschool	Ha Noi	VietNam

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 for Austria and United Kingdom regarding the distribution of taught subjects, age groups and school types. Detailed statistics for all countries along with a summary view of all our Pilot teachers are provided below.

5.2 Country statistics

5.2.1 Austria

In Go-Lab Pilot Phase C, 20% of the schools involved in Go-Lab in Austria are primary schools. All the remaining (80%) are secondary schools.
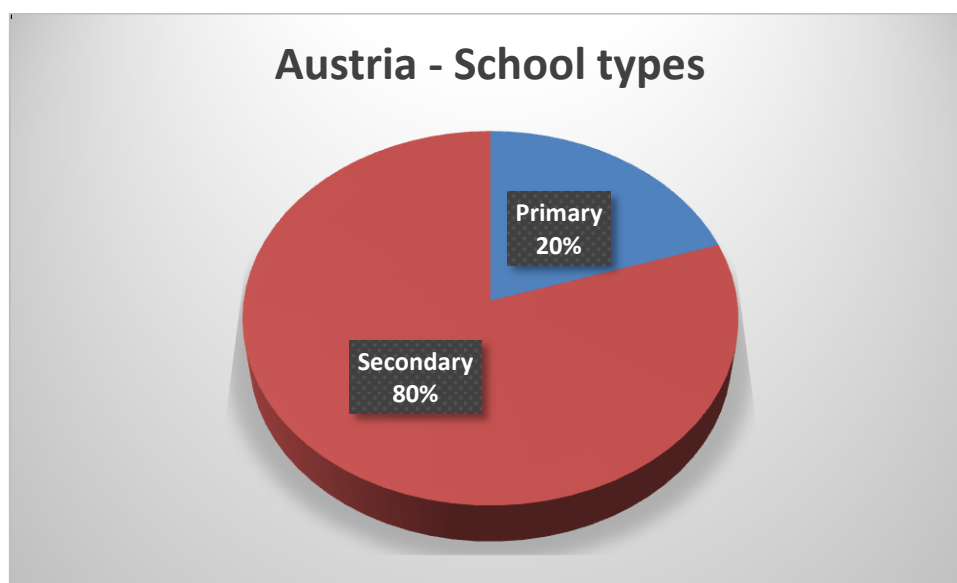
Figure 9 Austria: Distribution of school types

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.
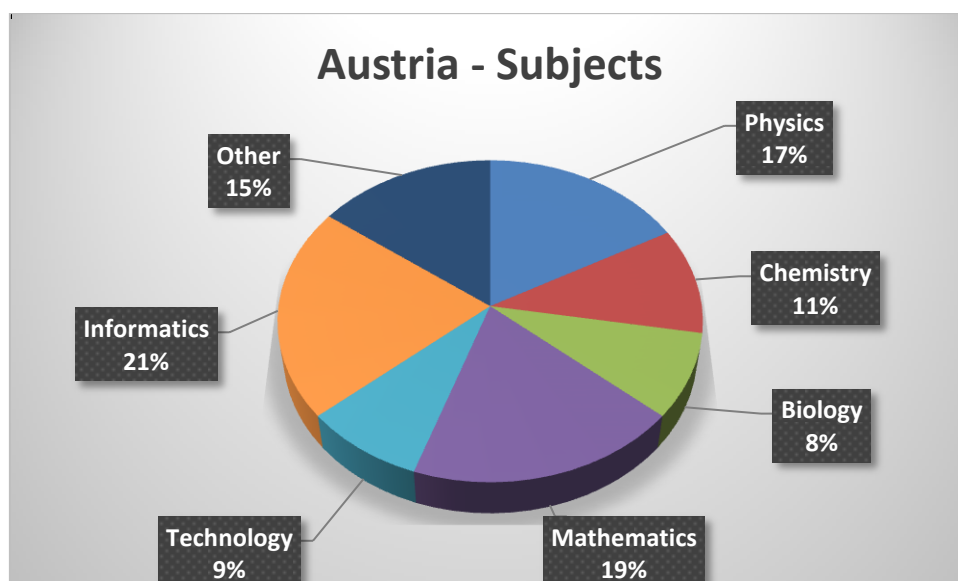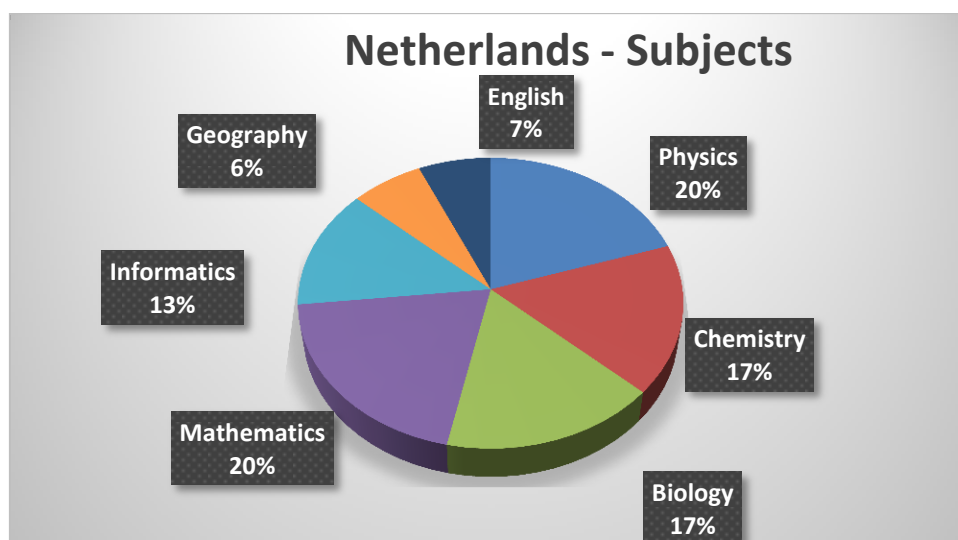
Figure 10 Austria: Distribution of taught subjects.

Age groups in Austria appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 35%.
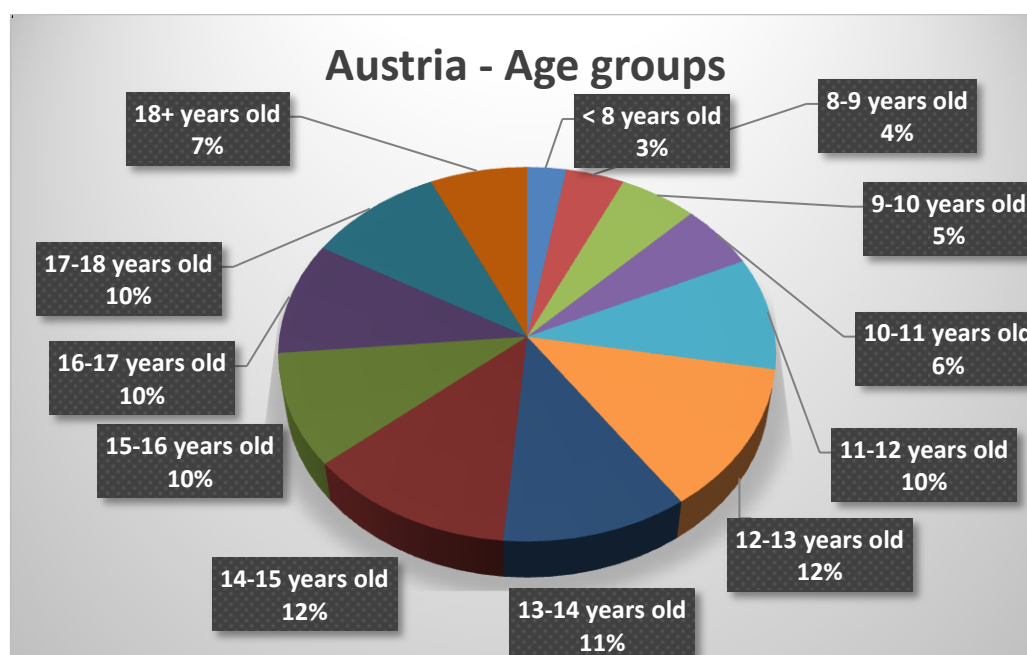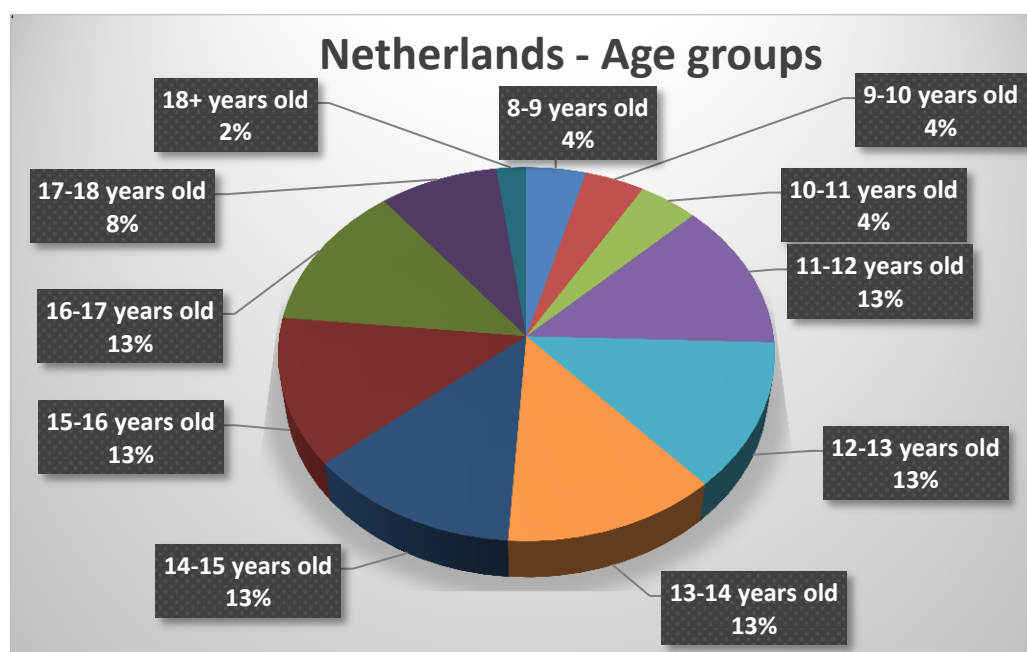

Figure 11 Austria: Distribution of age groups.

5.2.2 Belgium

In Belgium, all Belgian Go-Lab Pilot Schools are secondary schools.
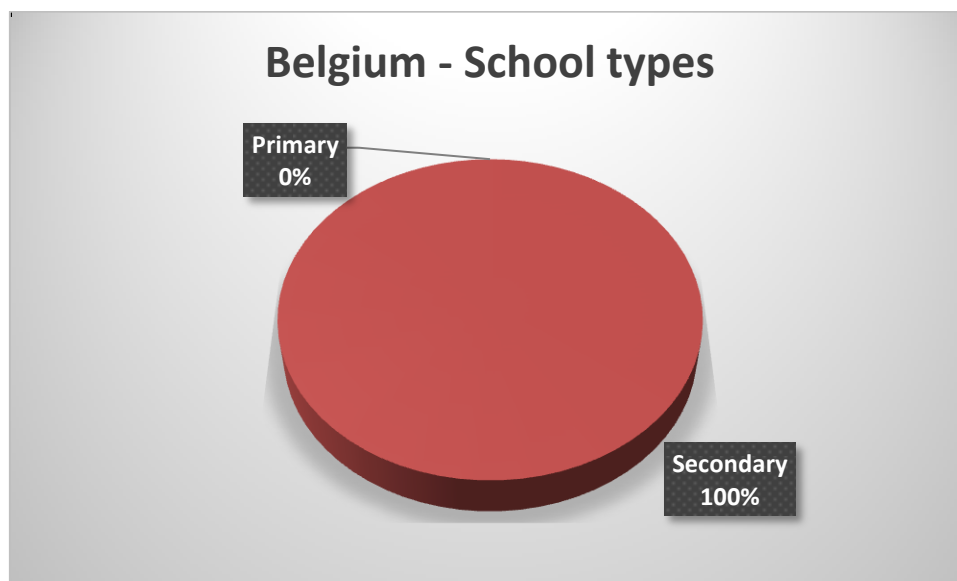
Figure 12 Belgium: Distribution of school types.

When it comes to subjects, Informatics (23%) is mostly represented with Technology (15%) and Chemistry (15%) following. Mathematic (8%) on the other hand is least represented.
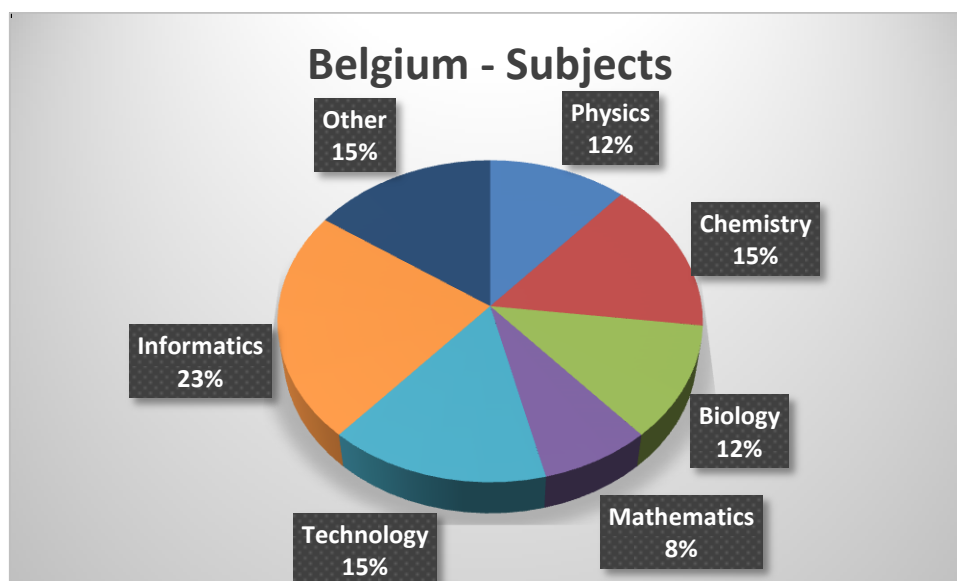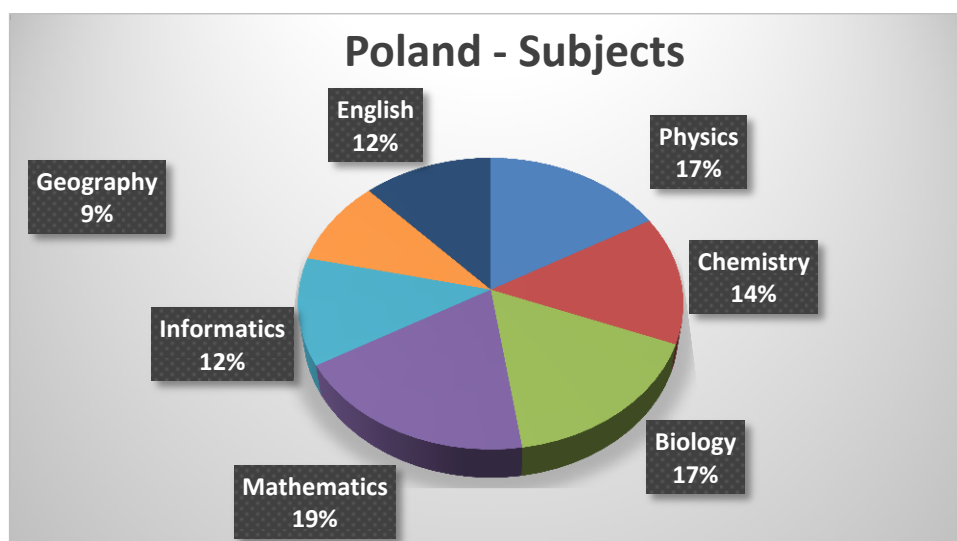

Figure 13 Belgium: Distribution of taught subjects.

Age groups in Belgium appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 40%.
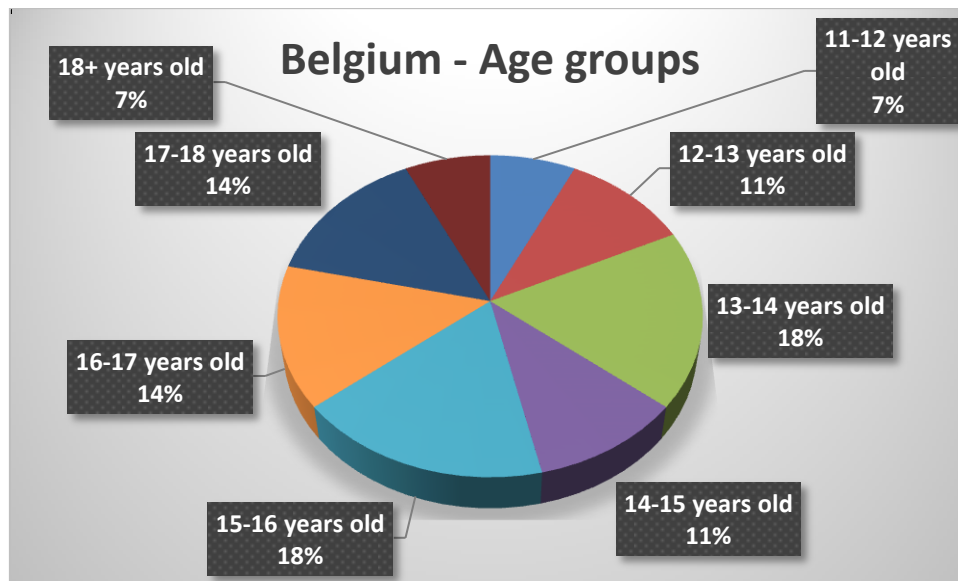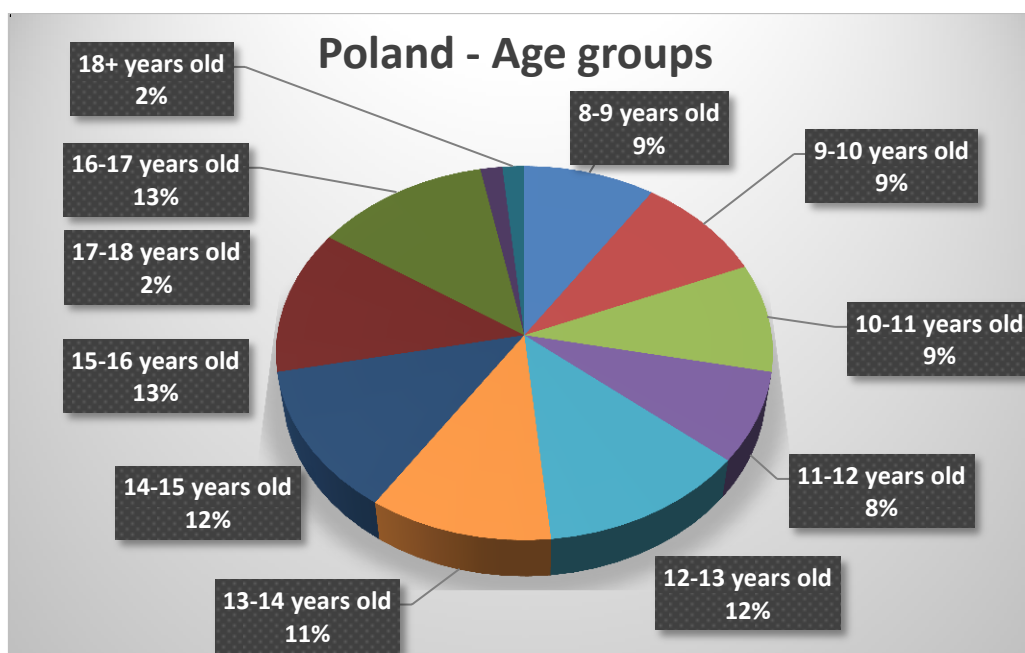
Figure 14 Belgium: Distribution of age groups.

5.2.3 Bulgaria

In Pilot Phase C, 20% of the schools involved in Go-Lab in Bulgaria are primary schools. All the remaining (80%) are secondary schools.
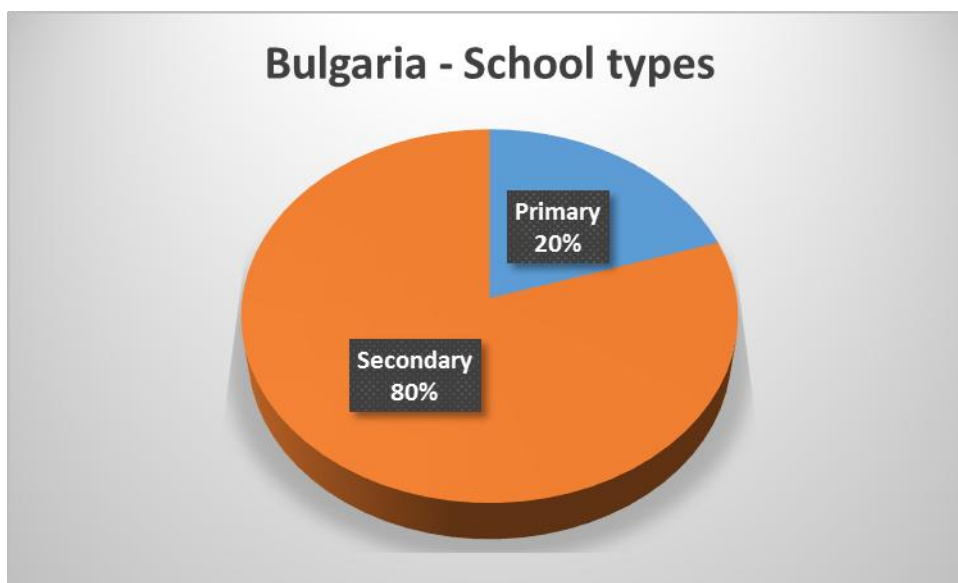
Figure 15 Bulgaria: Distribution of school types.

When it comes to subjects, Informatics (25%) is mostly represented with Mathematics (19%) and Physics (17%) following. Chemistry (6%) and Technology (9%) on the other hand are least represented.
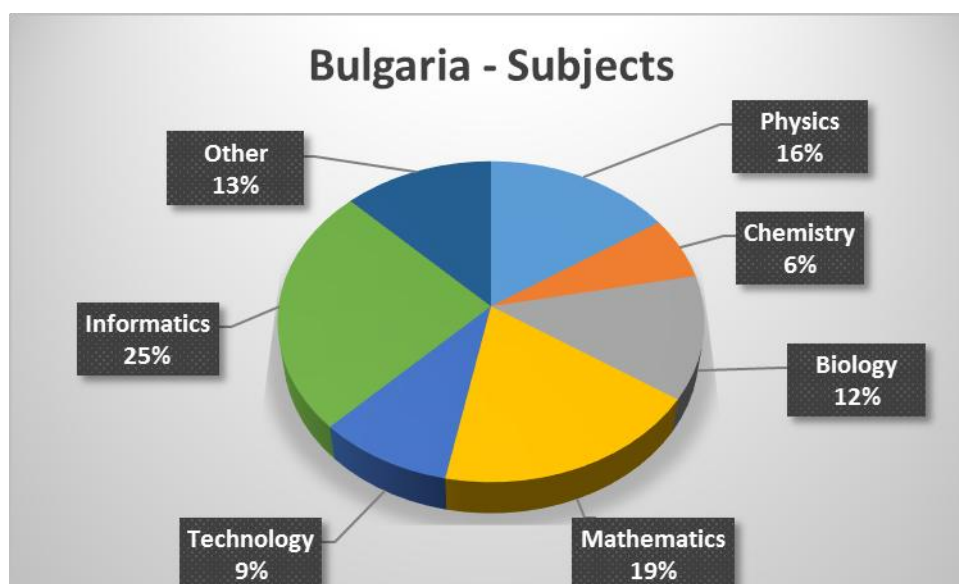
Figure 16 Bulgaria: Distribution of taught subjects.

Age groups in Bulgaria appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 31%.
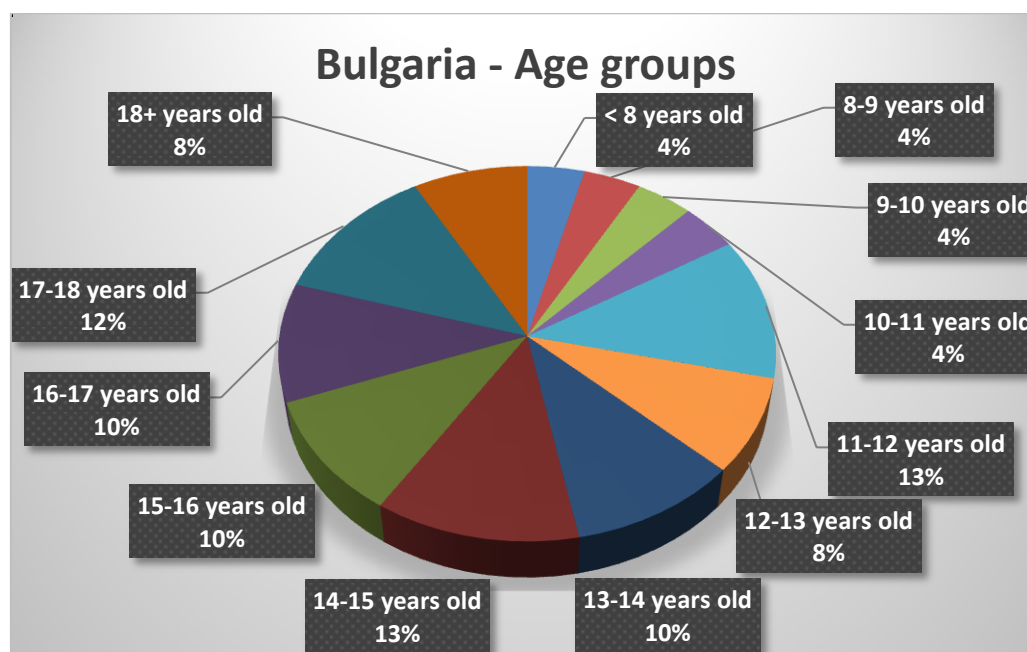
Figure 17 Bulgaria: Distribution of age groups.

5.2.4 Cyprus

In Pilot Phase C, 60% of the schools involved in Go-Lab in Cyprus are secondary schools. All the remaining (40%) are primary schools.
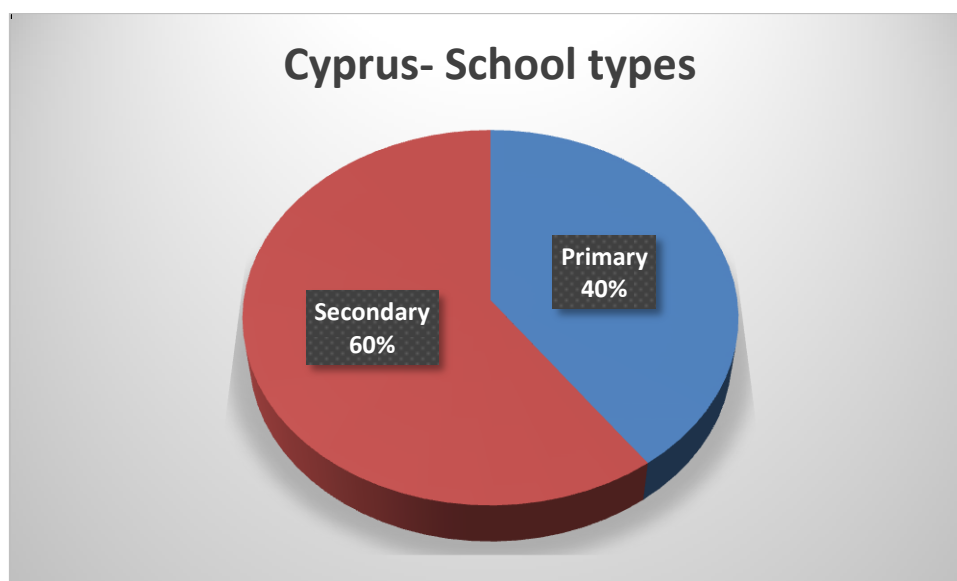
Figure 18 Cyprus: Distribution of school types.

When it comes to subjects, Mathematics (21%) is mostly represented with Biology, Chemistry and Physics (16%) following. Astronomy (5%) and Geography (5%) are least represented.
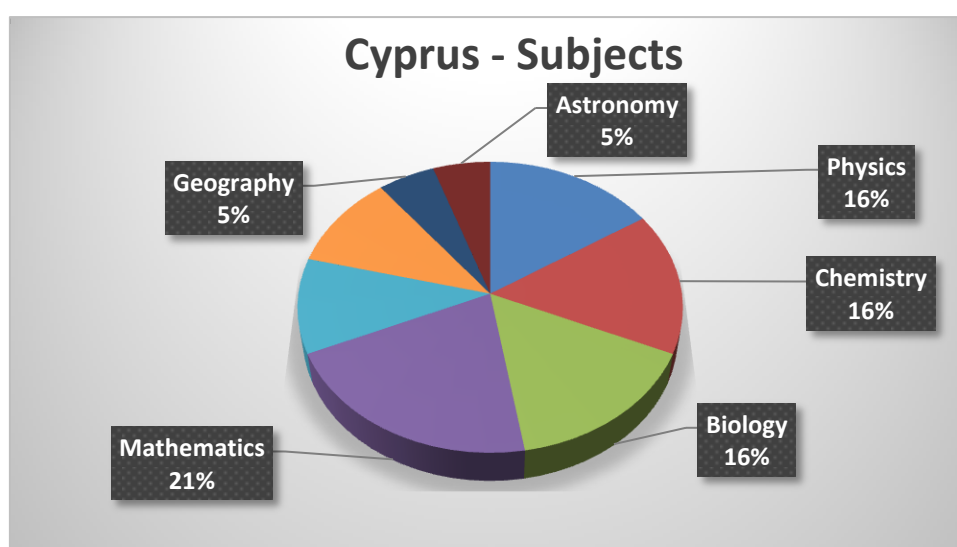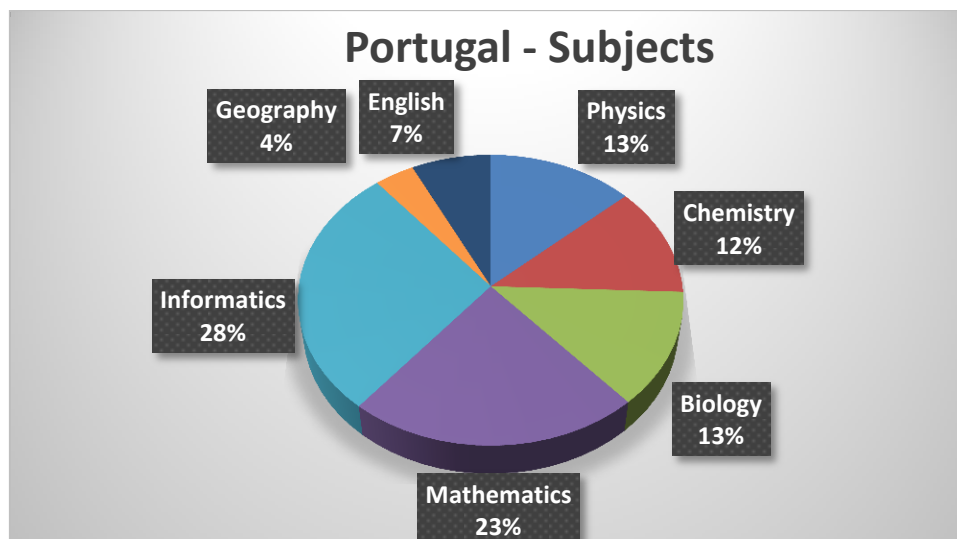

Figure 19 Cyprus: Distribution of taught subjects.

Age groups in Cyprus appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 51%.
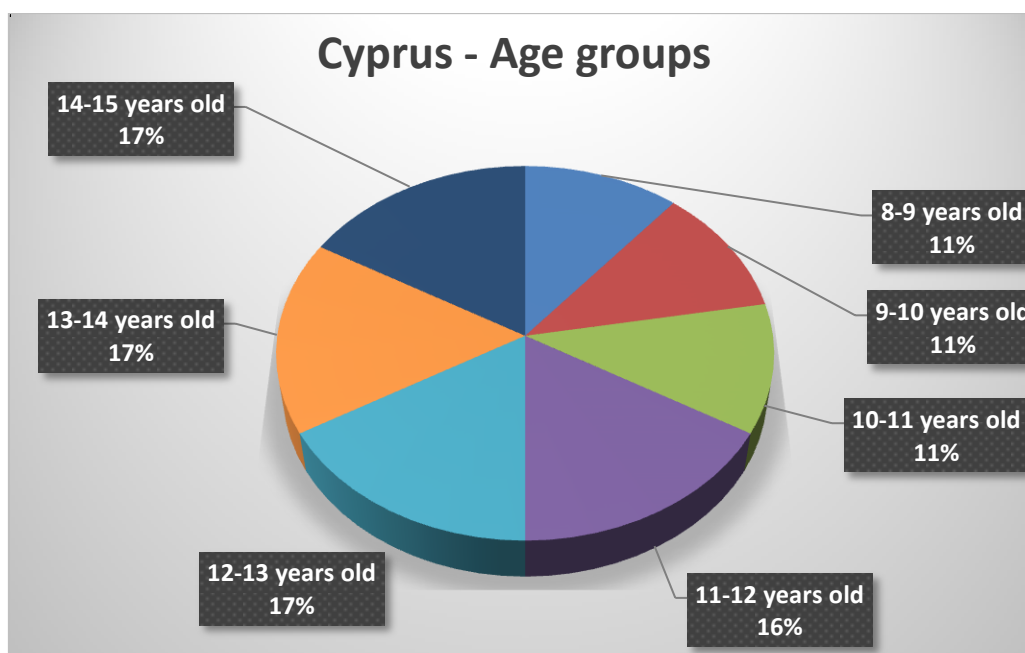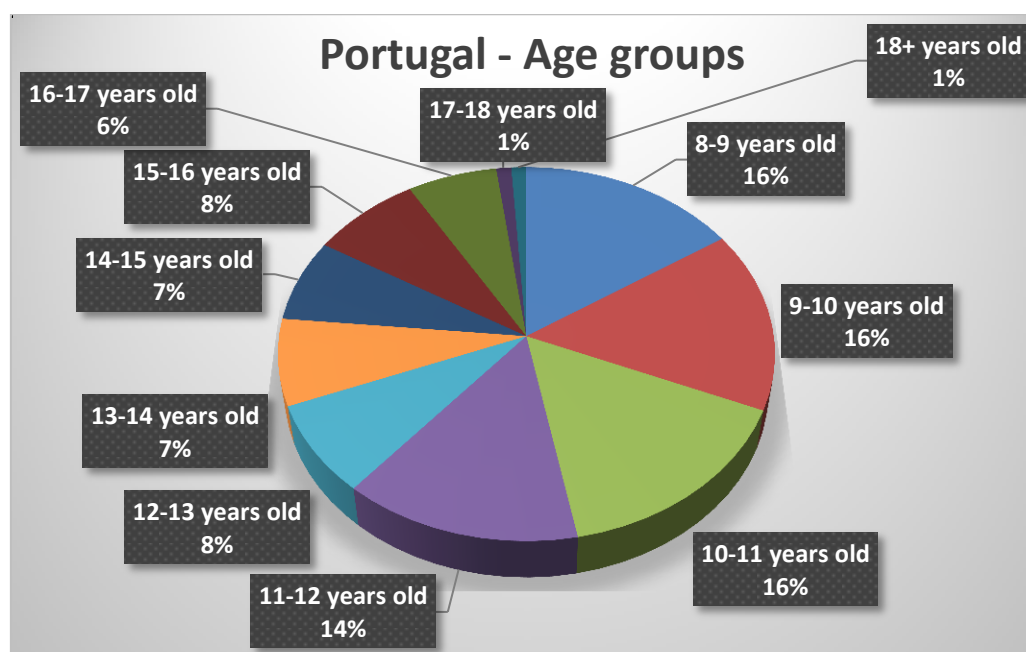
Figure 20 Cyprus: Distribution of age groups.

5.2.5 Germany

In Pilot Phase C, 96% of the schools involved in Go-Lab in Germany are secondary schools. The remaining (80%) are secondary schools.
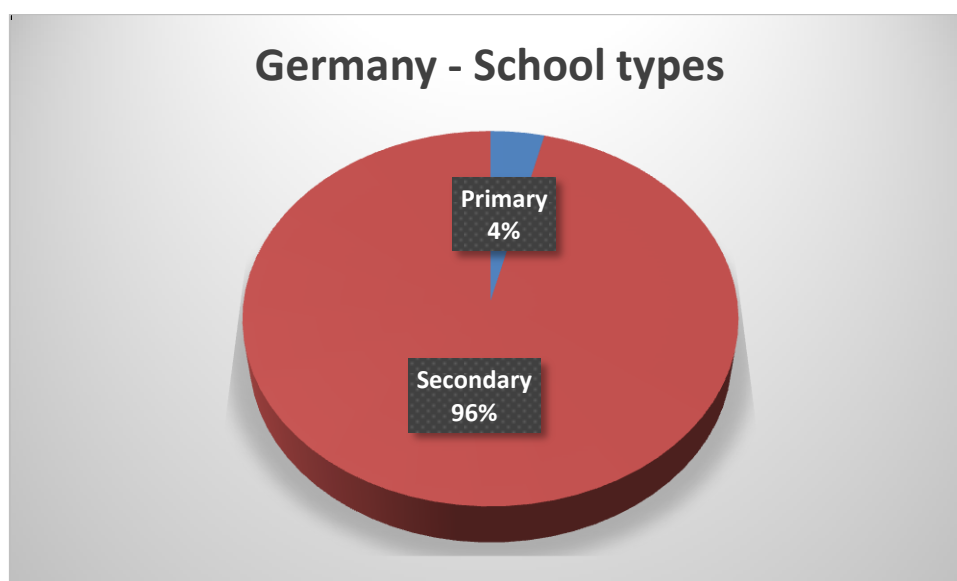
Figure 21 Germany: Distribution of school types.

When it comes to subjects, Physics (28%) is mostly represented with Chemistry (22%) and Biology (16%) following. Informatics (12%) and Geography (5%) on the other hand are least represented.
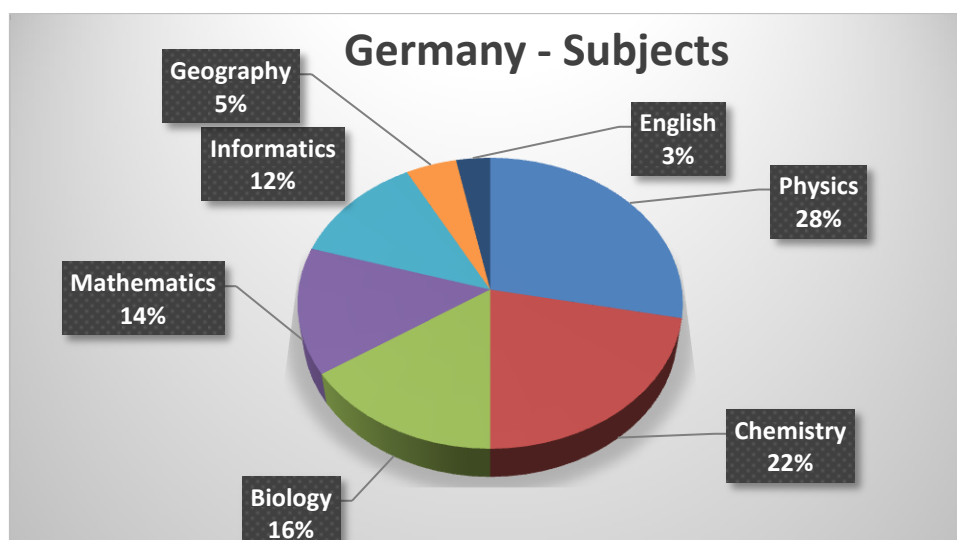
Figure 22 Germany: Distribution of taught subjects.

Age groups in Germany appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 33%.
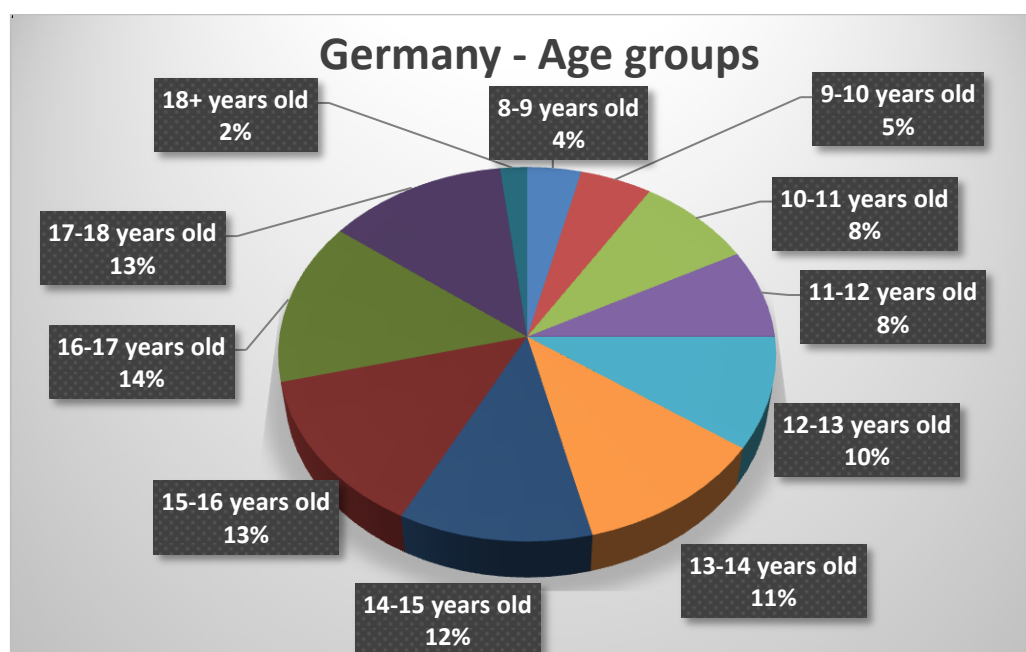
Figure 23 Germany: Distribution of age groups.

5.2.6 Greece

In Pilot Phase C, 84% of the schools involved in Go-Lab in Greece are secondary schools. The remaining 16% are primary schools.
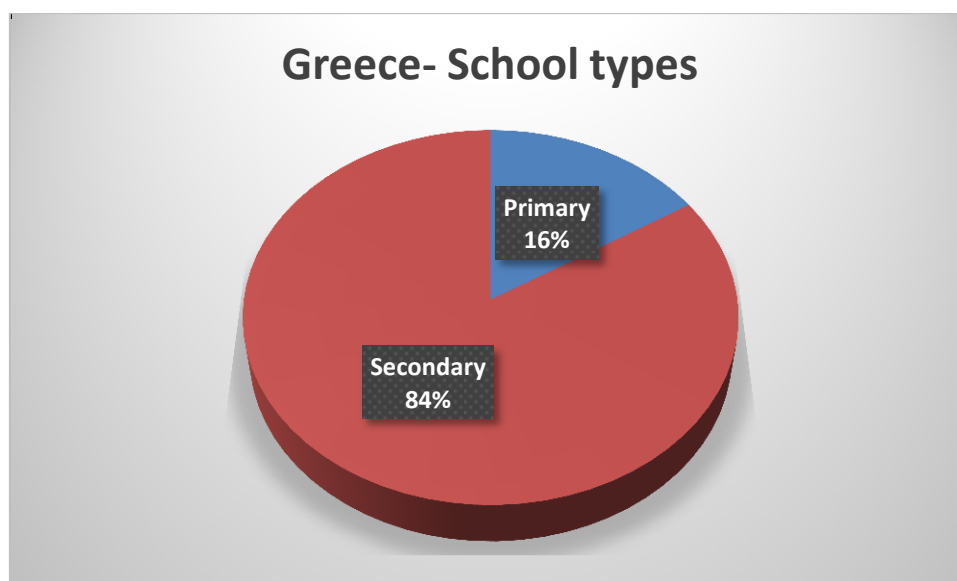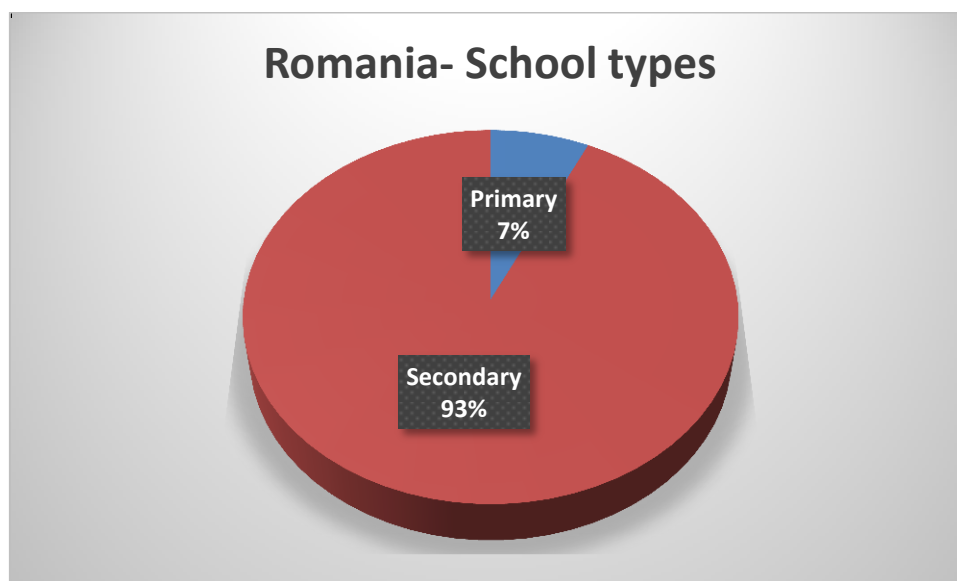
Figure 24 Greece: Distribution of school types.

When it comes to subjects, Physics (42%) is mostly represented with Chemistry (19%) and Biology (16%) following. Astronomy (9%) and Geography (5%) on the other hand are least represented.
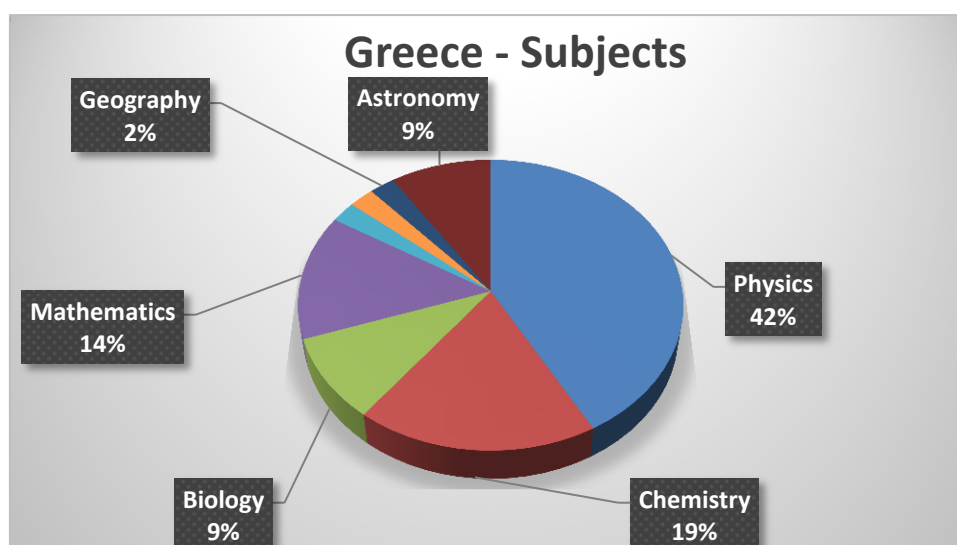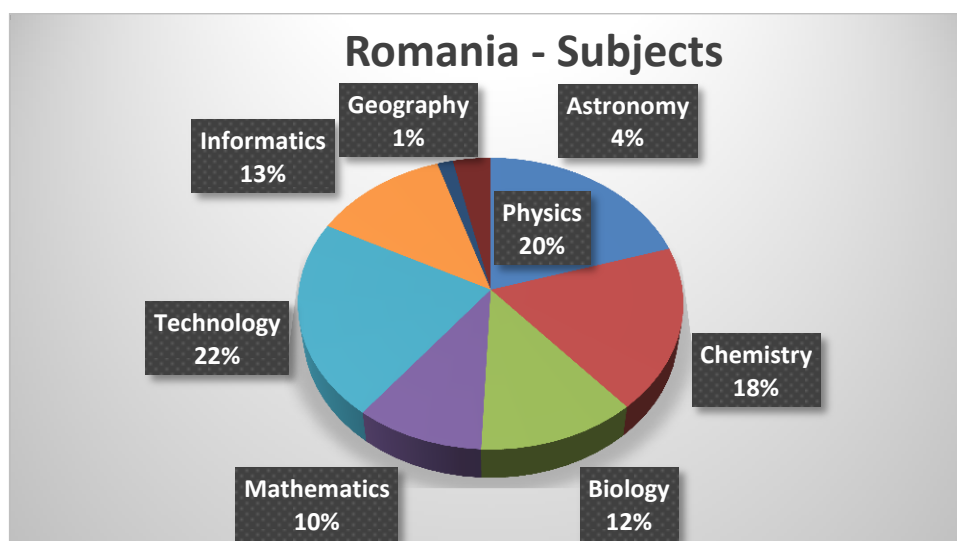

Figure 25 Greece: Distribution of taught subjects.

Age groups in Greece appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 46%.
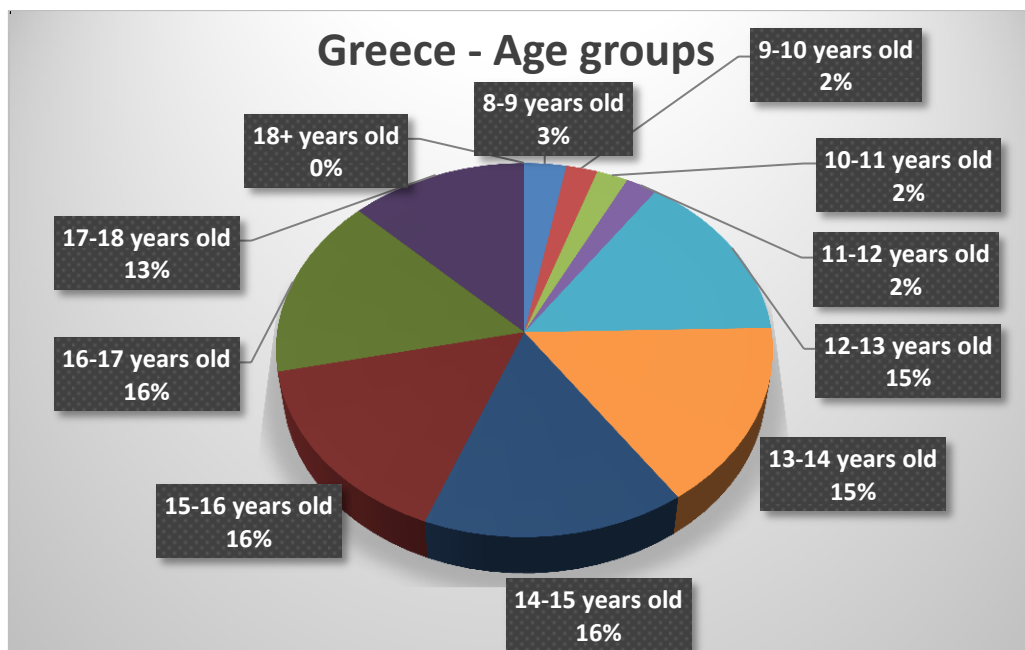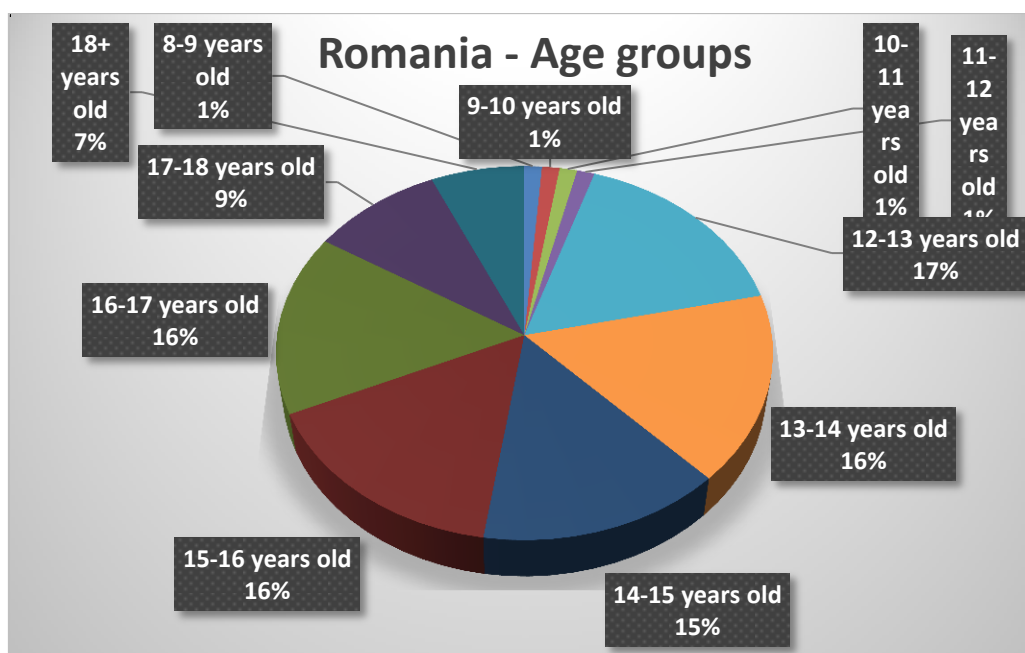
Figure 26 Greece: Distribution of age groups.

5.2.7 Estonia

In Pilot Phase C, 75% of the schools involved in Go-Lab in Estonia are secondary schools. The remaining 25% are primary schools.
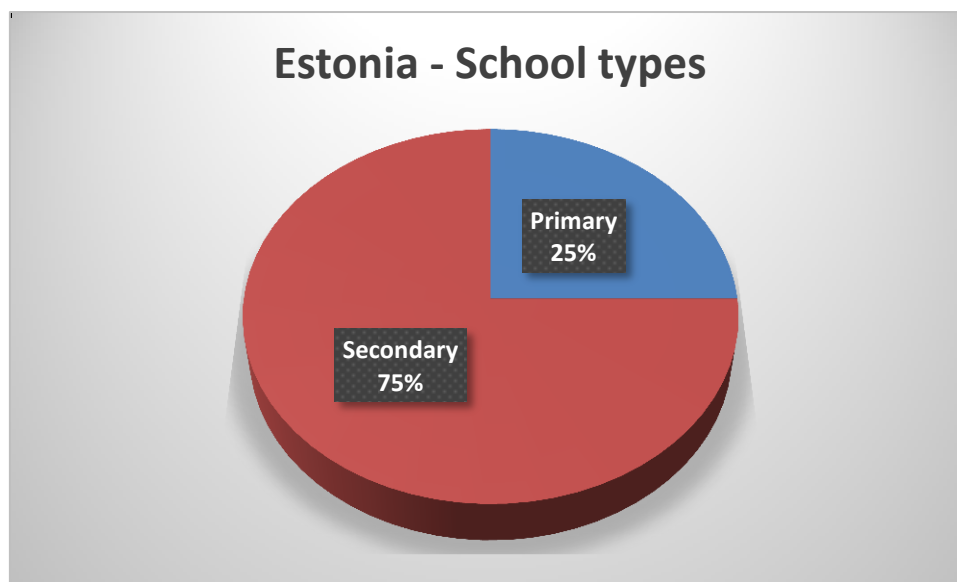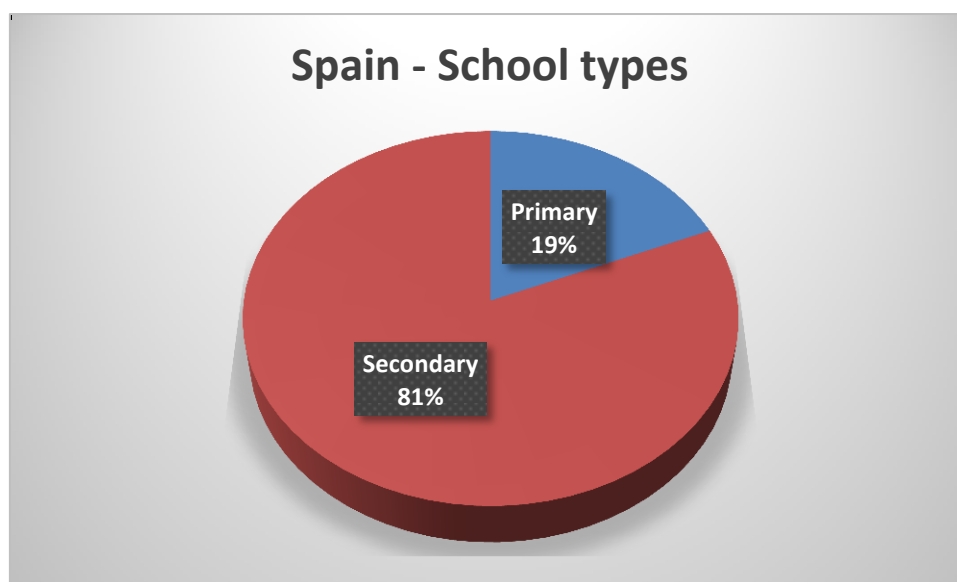

Figure 27 Estonia: Distribution of school types.

When it comes to subjects, Physics (26%) is mostly represented with Chemistry (20%) and Biology (19%) following. Informatics (10%) and Geography/English (5%) on the other hand are least represented.
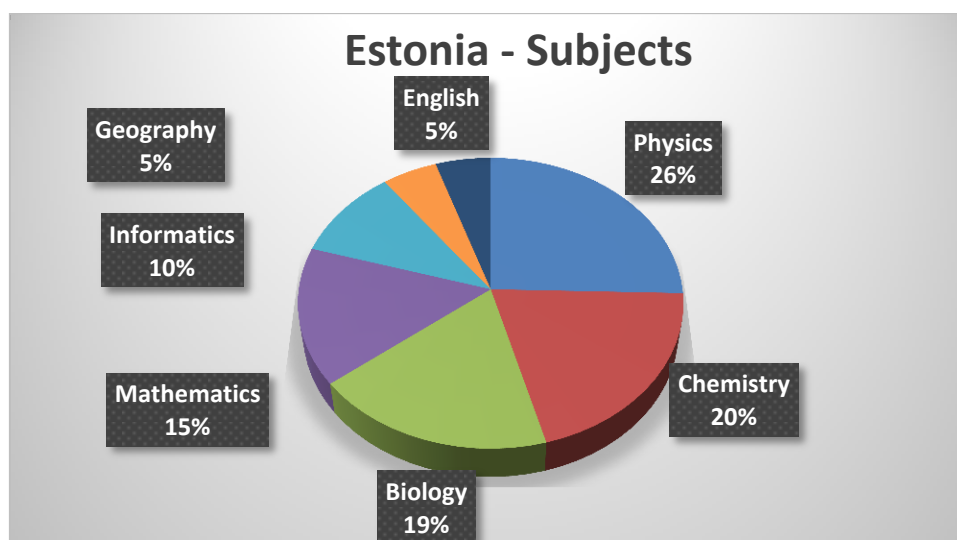
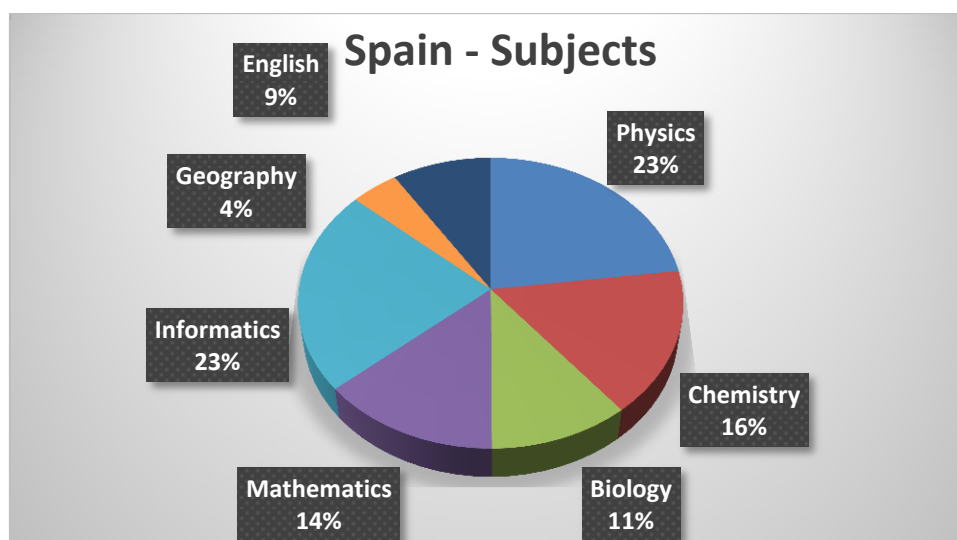**Figure 28 Estonia: Distribution of taught subjects.**

Age groups in Estonia appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 33%.
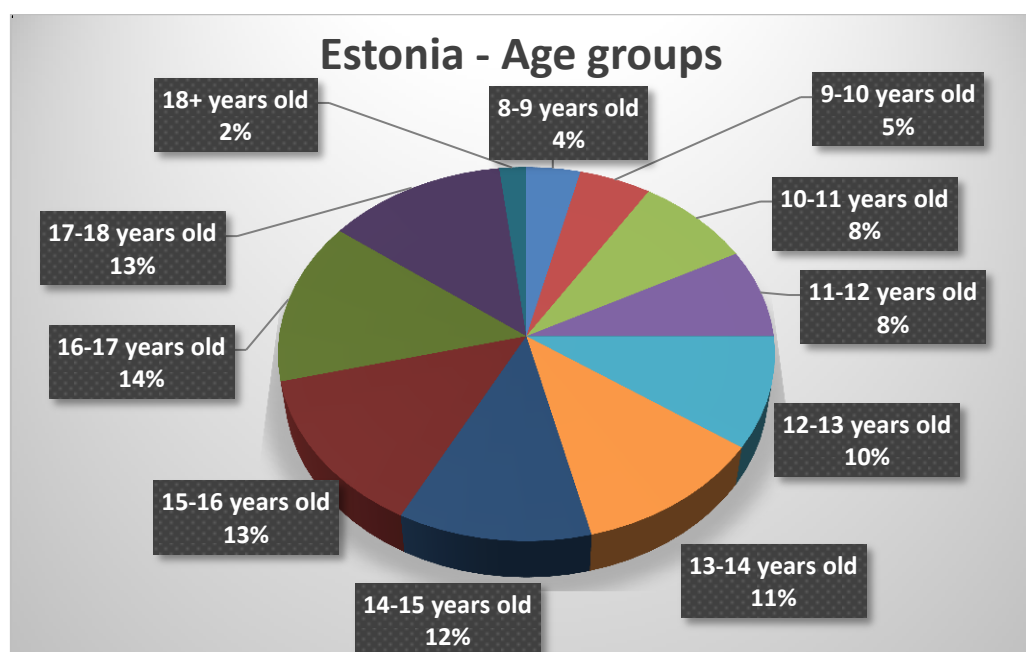
Figure 29 Estonia: Distribution of age groups.

5.2.8 Italy

In Pilot Phase C, 90% of the schools involved in Go-Lab in Italy are secondary schools. The remaining 10% are primary schools.
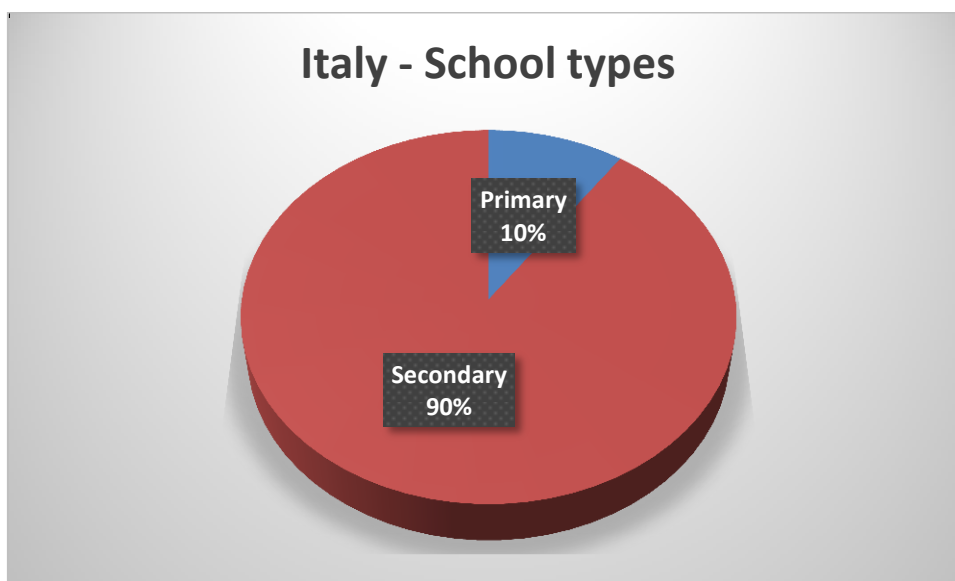
Figure 30 Italy: Distribution of school types.

When it comes to subjects, Physics (32%) is mostly represented with Chemistry (23%) and Mathematics (16%) following. Informatics (12%) and Geography (5%) on the other hand are least represented.
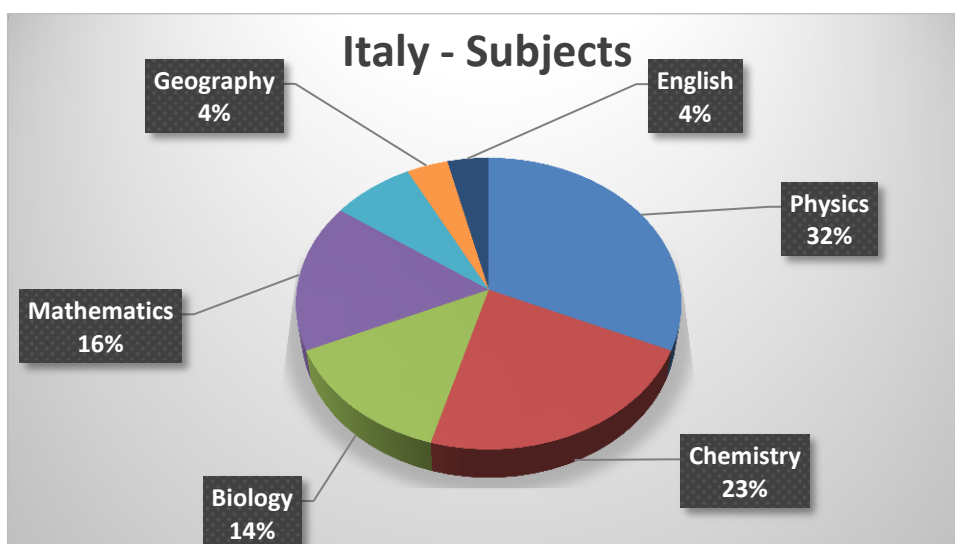
Figure 31 Italy: Distribution of taught subjects.

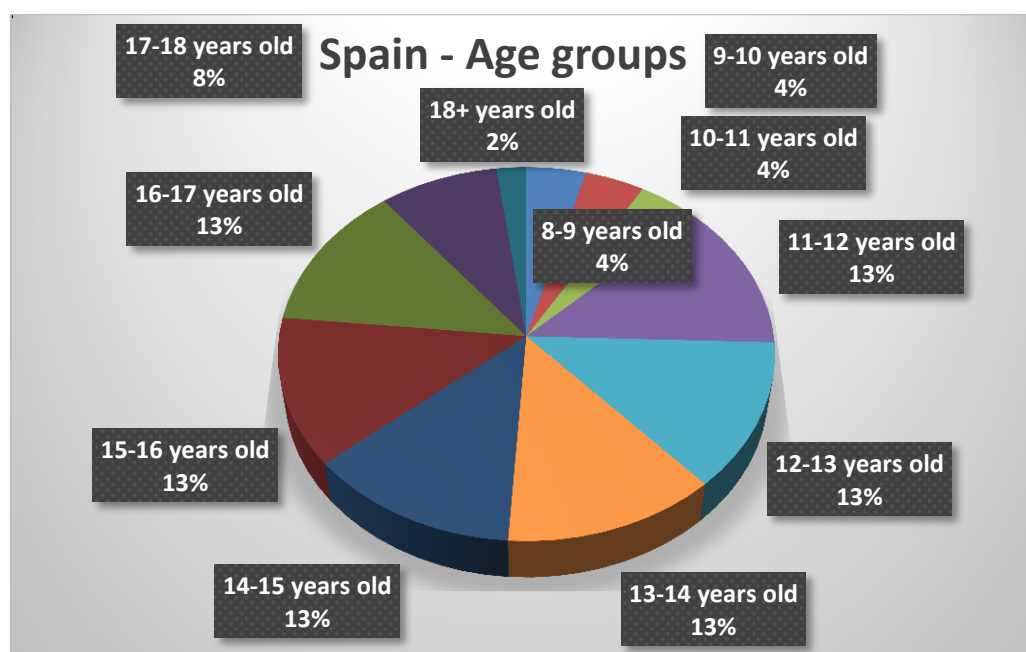Age groups in Italy appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 55%.
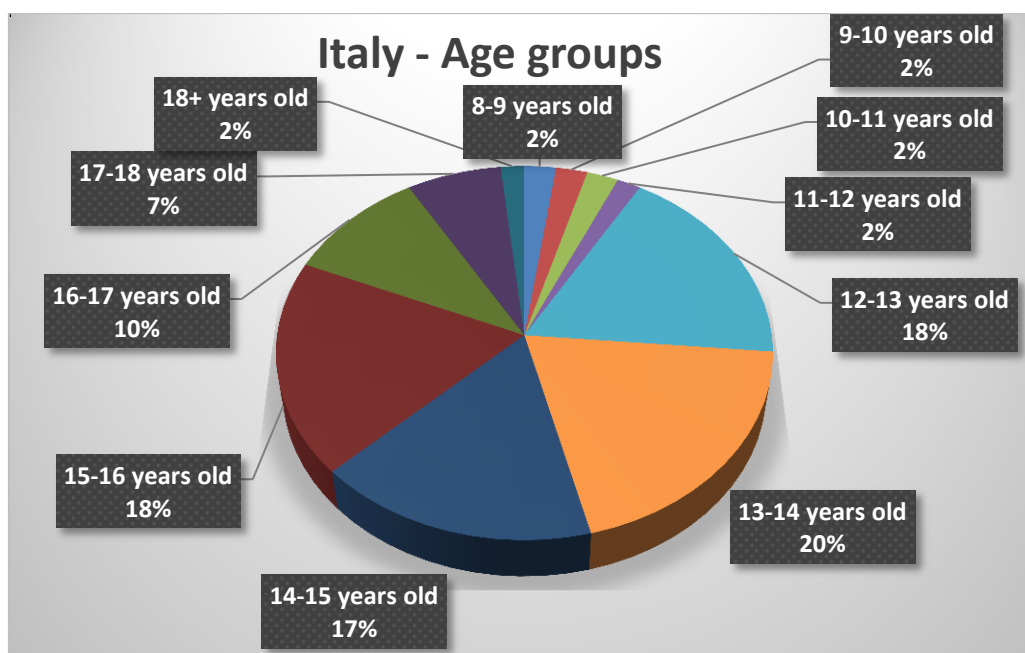
Figure 32 Italy: Distribution of age groups.

5.2.9 Netherlands

In Pilot Phase C, 75% of the schools involved in Go-Lab in Netherlands are secondary schools. The remaining 25% are primary schools.
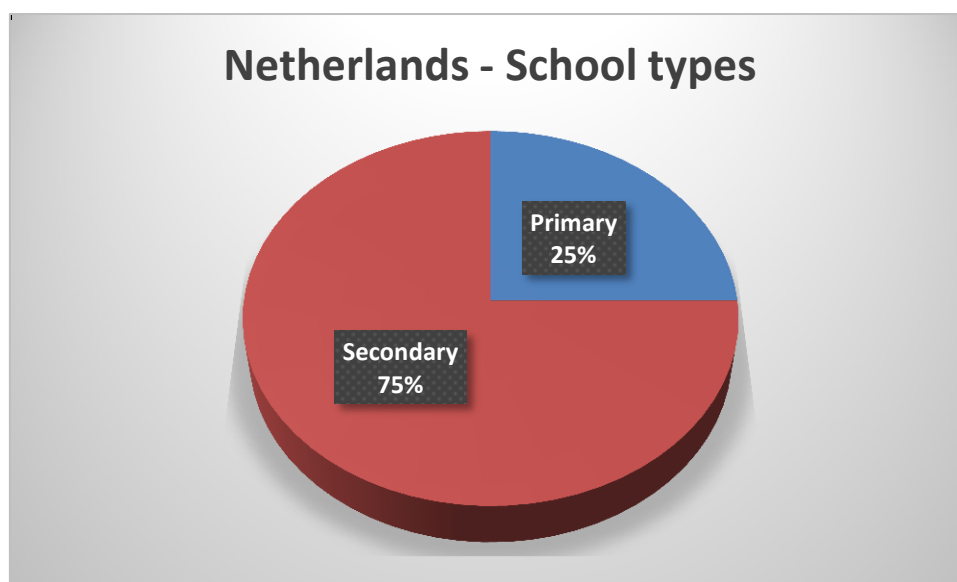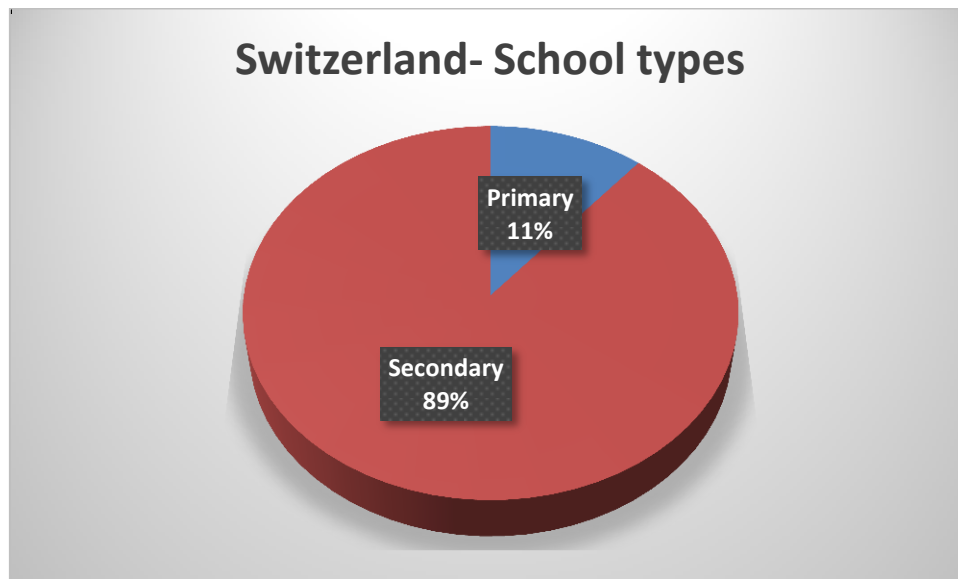

Figure 33 Netherlands: Distribution of school types

When it comes to subjects, Physics (20%) and Mathematics (20%) are mostly represented with Chemistry (17%) and Biology (17%) following. Informatics (13%) and Geography (6%) on the other hand are least represented.
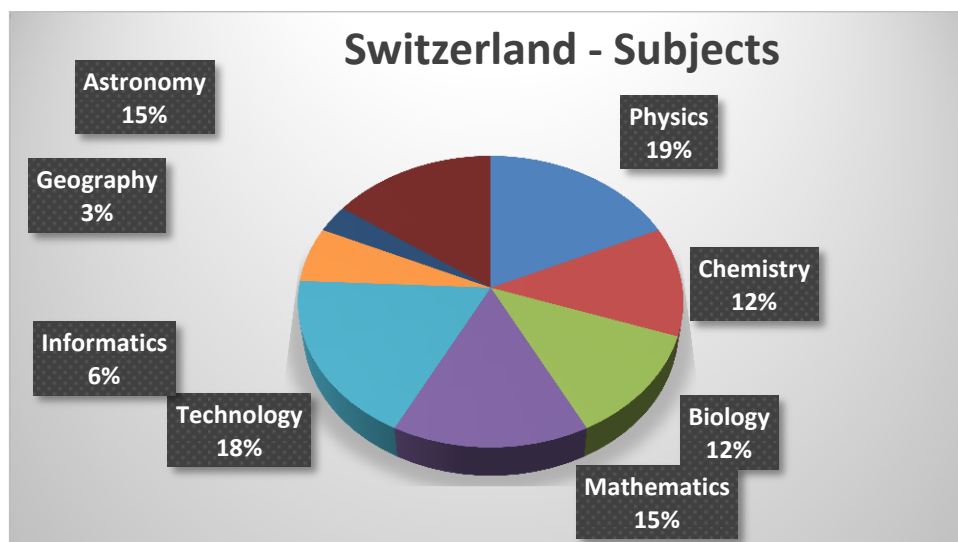
Figure 34 Netherlands: Distribution of taught subjects.

Age groups in Netherlands appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 36%.

Figure 35 Netherlands: Distribution of age groups.

5.2.10 Poland

In Pilot Phase C, 57% of the schools involved in Go-Lab in Poland are secondary schools. The remaining 43% are primary schools.
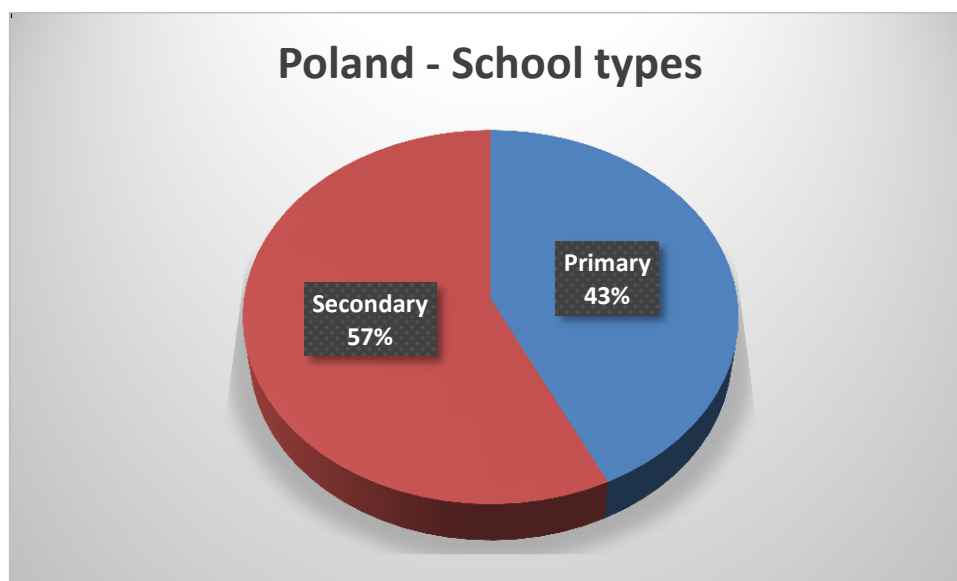
Figure 36 Poland: Distribution of school types.

When it comes to subjects, Mathematics (19%) and Physics (17%) are mostly represented with Biology (17%) and Chemistry (14%) following. Informatics (12%) and Geography (9%) on the other hand are least represented.

Figure 37 Poland: Distribution of taught subjects.

Age groups in Poland appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 35%.
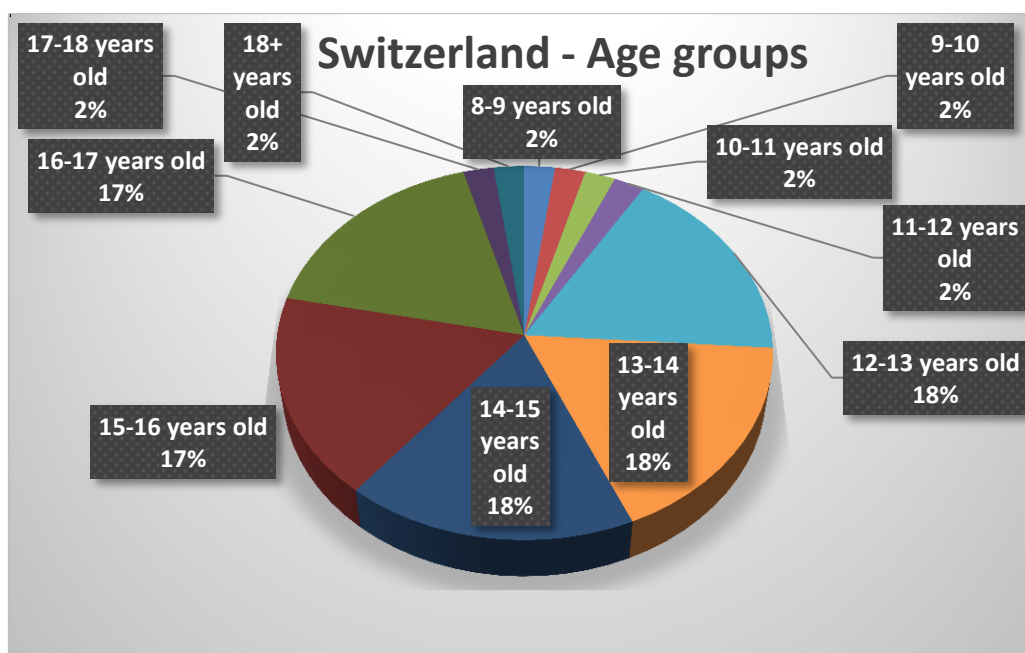
Figure 38 Poland: Distribution of age groups.

5.2.11 Portugal

In Pilot Phase C, 48% of the schools involved in Go-Lab in Portugal are secondary schools. The remaining 52% are primary schools so we are very close to having a balance in the participation of primary and secondary schools.
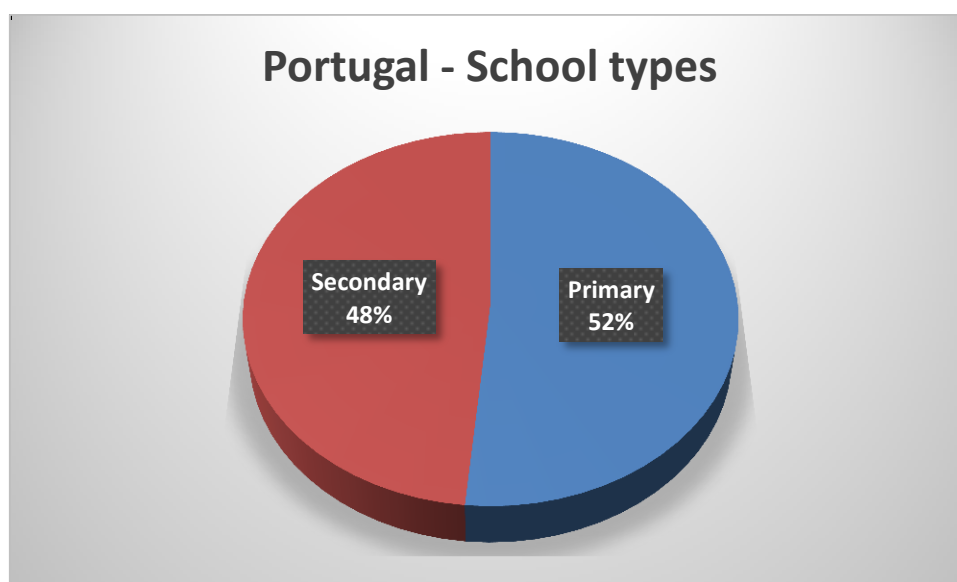
Figure 39 Portugal: Distribution of school types.

When it comes to subjects, Informatics (28%) and Mathematics (23%) are mostly represented with Biology (13%) and Physics (13%) following. Chemistry (12%) and Geography (4%) on the other hand are least represented.

Figure 40 Portugal: Distribution of taught subjects.

Age groups in Portugal appear to be quite widely distributed with 8-9, 9-10-14 and 10-11 year olds occupying a total of 48%.

Figure 41 Portugal: Distribution of age groups.

5.2.12 Romania

In Pilot Phase C, 93% of the schools involved in Go-Lab in Romania are secondary schools. The remaining 7% are primary schools.

Figure 42 Romania: Distribution of school types.

When it comes to subjects, Technology (22%) and Physics (20%) are mostly represented with Chemistry (18%) and Informatics (13%) following. Mathematics (10%) and Biology (1é%) on the other hand are least represented.

Figure 43 Romania: Distribution of taught subjects.

Age groups in Romania appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 48%.

Figure 44 Romania: Distribution of age groups.

5.2.13 Spain

In Pilot Phase C, 81% of the schools involved in Go-Lab in Spain are secondary schools. The remaining 19% are primary schools.

Figure 45 Spain: Distribution of school types.

When it comes to subjects, Physics (23%) and Informatics (17%) are mostly represented with Chemistry (16%) and Mathematics (14%) following. Biology (11%) and Geography (4%) on the other hand are least represented.

Figure 46 Spain: Distribution of taught subjects.

Age groups in Spain appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 36%.

**Figure 47 Spain: Distribution of age groups**

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5.2.14 Switzerland

In Pilot Phase C, 89% of the schools involved in Go-Lab in Switzerland are secondary schools. The remaining 11% are primary schools.

Figure 48 Switzerland: Distribution of school types.

When it comes to subjects, Physics (19%) and Technology (18%) are mostly represented with Mathematics (15%) and Astronomy (15%) following. Informatics (6%) and Geography (3%) on the other hand are least represented.

Figure 49 Switzerland: Distribution of taught subjects.

Age groups in Switzerland appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 54%.

Figure 50 Switzerland: Distribution of age groups.

5.2.15 United Kingdom

In the United Kingdom, all Go-Lab schools participating to the project are secondary schools.
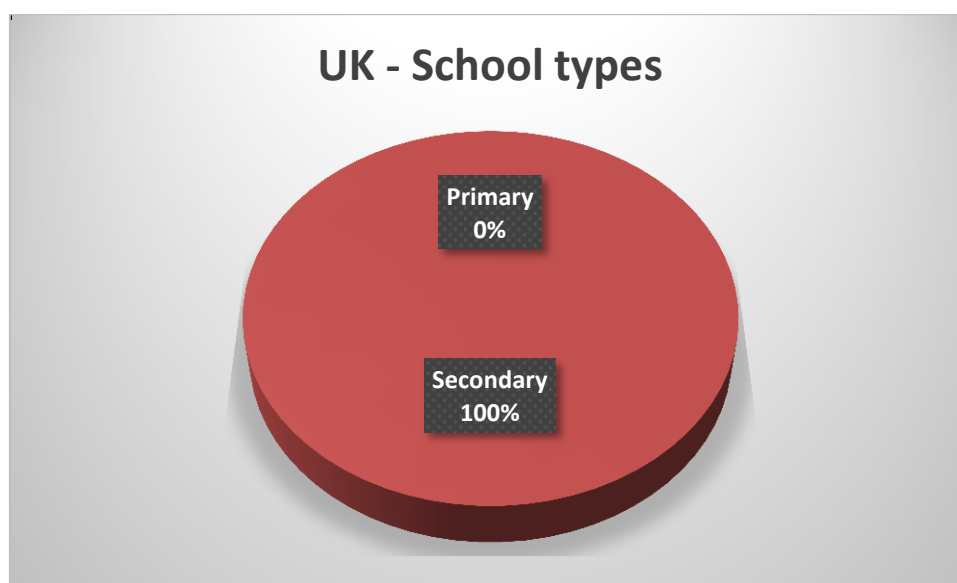
Figure 51 UK: School types distribution.

When it comes to the distribution of subjects, Informatics (25%) is the mostly represented with Physics (21%) and Chemistry (17%) followin. Geography (12%) and Mathematics (11%) are the least represented subjects.
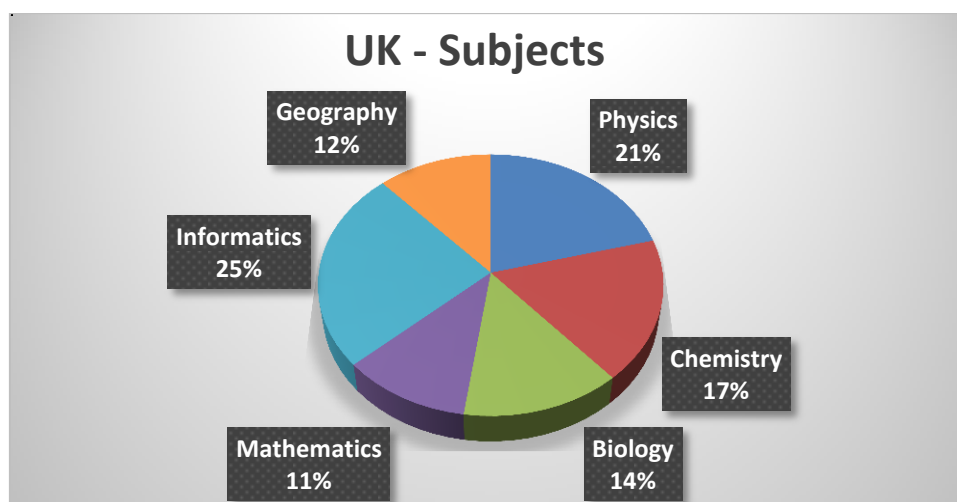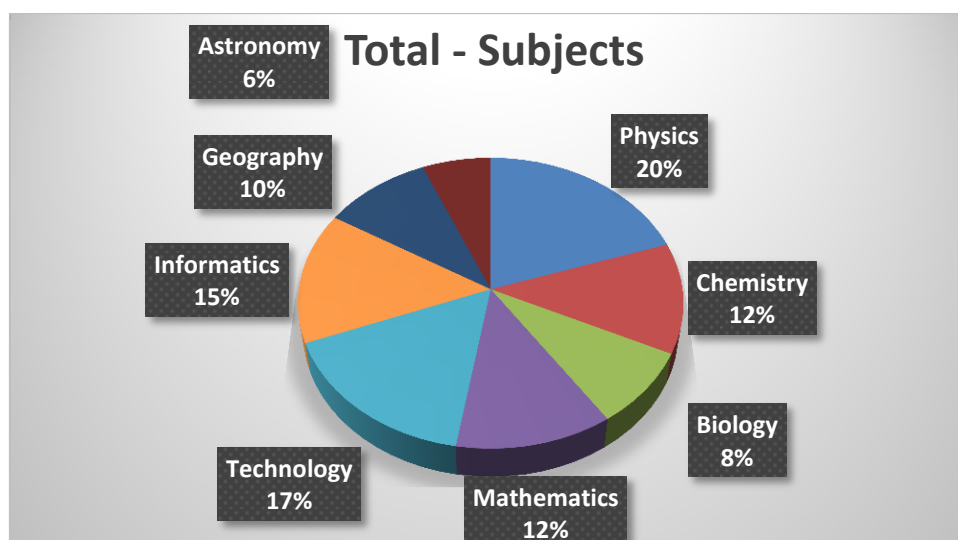
Figure 52. UK: Subjects distribution.

The distribution of age groups in the UK underlines the dominating role of secondary schools. Upper primary and low secondary ages (between 11-16 years old) are highly represented with lower primary students (between 8-11 years old) covering only 2%.
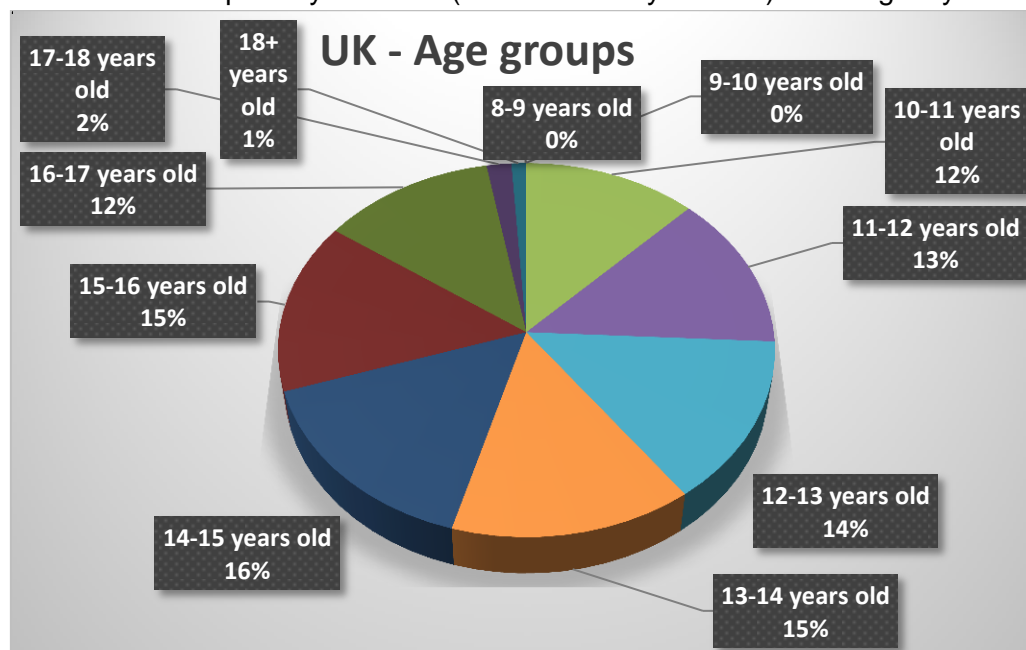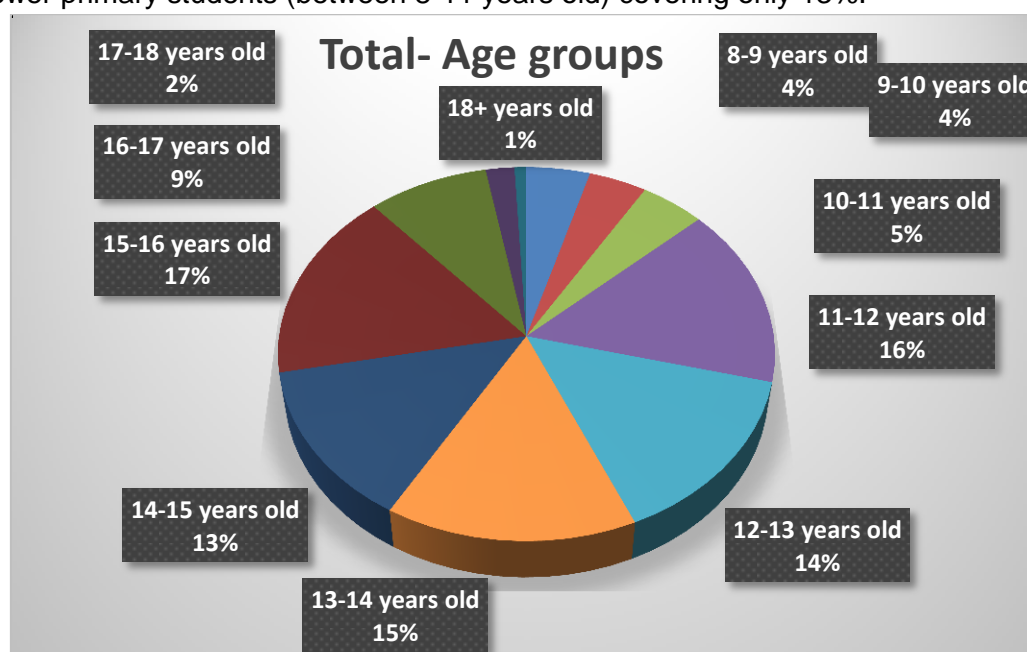

Figure 53. UK: Age groups distribution.

5.2.16 International group

In the International group, 74% of the schools are secondary schools with 26% being primary schools.
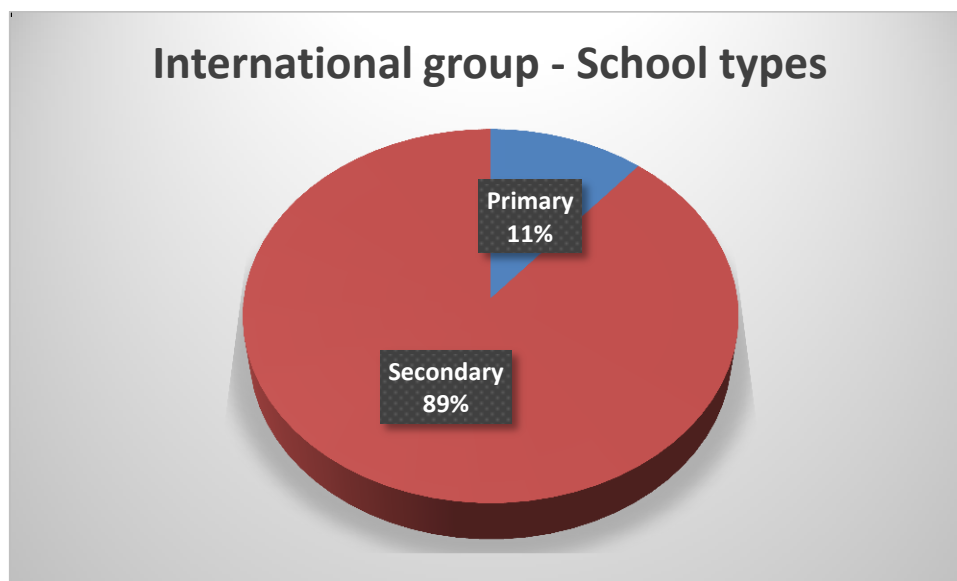
Figure 54. International: School types distribution.

When it comes to the distribution of subjects, Physics (19%) is the mostly represented with Technology (18%) and Mathematics/Astronomy (15%) following. Chemistry (12%) and Geography (3%) are the least represented subjects.
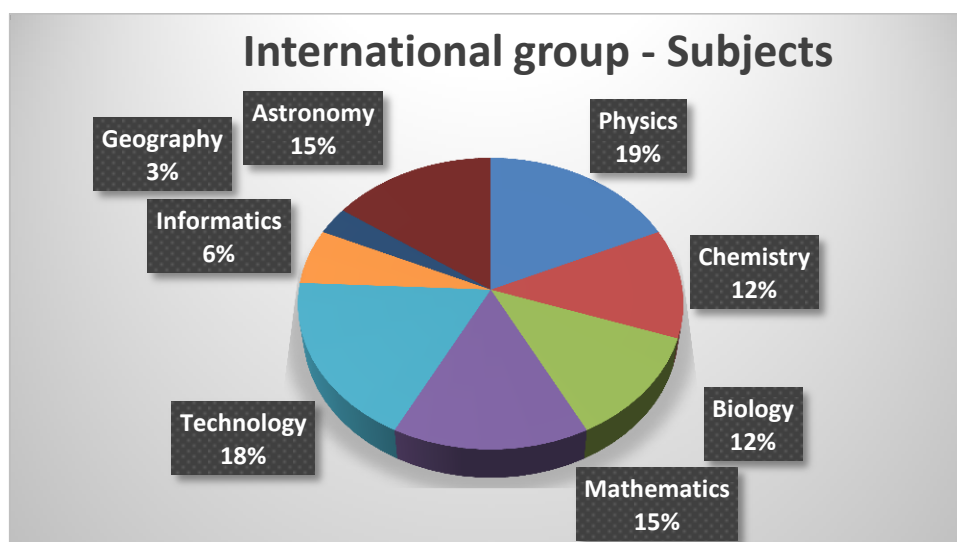
Figure 55. International: Subjects distribution.

Age groups in the International group appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 54%.
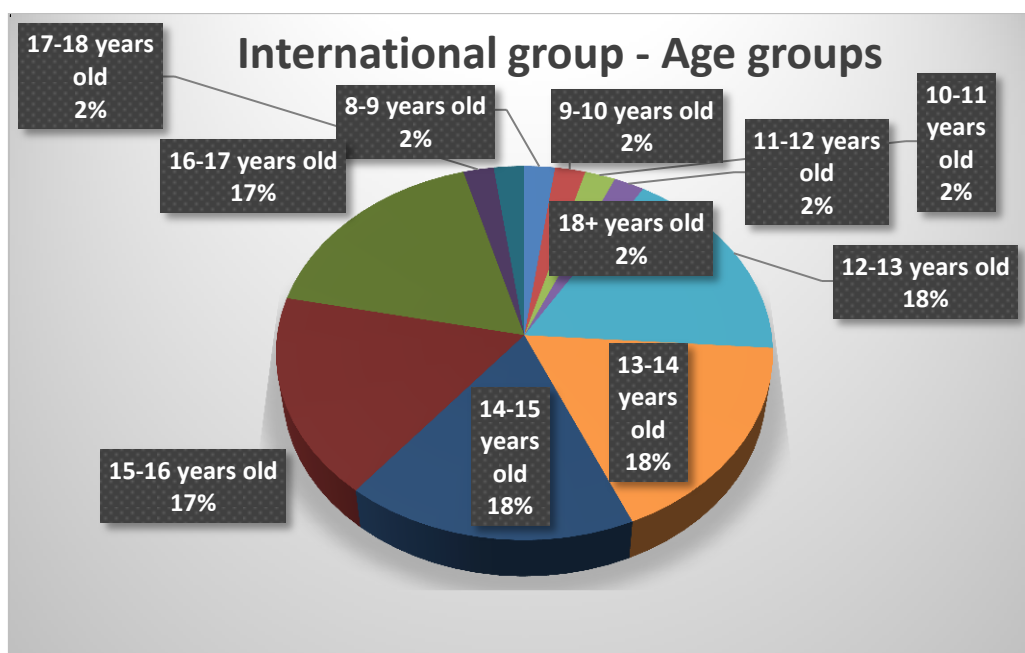
Figure 56. International: Age groups distribution.

5.2.17   Collective results

Taking into account all the respective country results we can put together the collective results that represent the total of 664 Go-Lab Pilot schools. In Pilot Phase C, 82% of participating schools are secondary with 18% being primary schools.
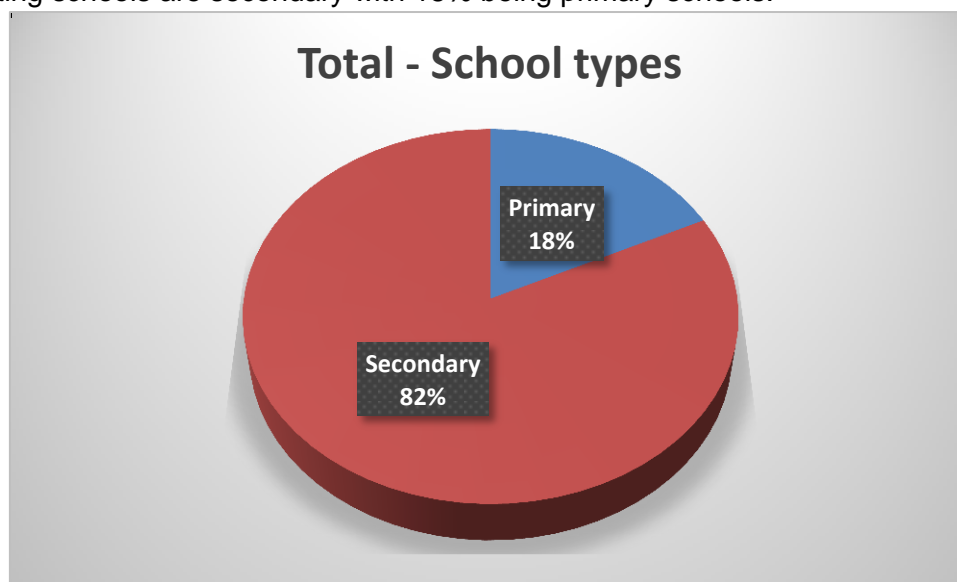
Figure 57 Total: School types distribution

When it comes to the distribution of subjects, Physics (20%) is the mostly represented with Technology (17%) and Informatics (15%) following. Mathematics (12%), Chemistry (12%) and Geography (10%) are also present.

Figure 58 Total: Subjects distribution

The distribution of age groups in the underlines the dominating role of secondary schools. Upper primary and low secondary ages (between 11-16 years old) are highly represented with lower primary students (between 8-11 years old) covering only 13%.

Figure 59 Total: Age groups distribution

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

Below and in the form of good practice, we introduce the profiles of 10 Go-Lab Pilot Schools from Pilot Phase C including information about their infrastructure and teachers' characteristics. The process for collecting this information for Pilot Phase C has started in August 2015 and has been concluded in October 2015.

Belgium

Ensorinstitute, Oostend

The Ensorinstitute is a secondary school wih offers general or subject specific education, vocational education, technical education and art secondary education. The school is owned by the communities and is situated in Oostend. Pupils attend school here from the age of 12 until the age of 18.The school offers a lot of ICT equipment such as computer classes, classes where lessons are taught with a smartboard, digital workbooks, laboratories with or without smartboard, a conference room for around 100 people, an educational learning area, an online platform and of course access to the internet.

The school participates in a lot of innovative projects on national or EU level. They try to offer students plenty of real-life situations and try to prepare them for the future by participating in educational projects. School has projects related to local companies, where students can experience the day-to-day tasks. They also participate in a lot of government subsidized projects, such as Go-lab and InGenious.

Cindy Margodt, the main Go-Lab teacher, thinks that acid-based solutions and methyl orange are two labs which are very interesting. Gravity force lab is also very interesting because it shows, in a simple and obvious way how gravity works. The Pedulum of Faucault is also a simple experiment which demonstrates the earth rotation.

Cindy has experience with online laboraties and uses them occasionally in my lessons. (example: https://phet.colorado.edu/nl/simulations/category/physics/light-and-radiation)

To make her lessons more attractive she tried to involve her students by using audio-visual footage and online scientific websites with lesson material

Finally, school also participates in the course and workshops given by MOS (Milieuzorg op school).

Bulgaria

Vocational Secondary School of Computer Technologies and Systems (PG po KTS), Pravets, Bulgaria

Vocational Secondary School of Computer Technologies and Systems is a secondary school. The school has 15 laboratories and computer rooms equipped with modern computers and laboratory models, a lecture hall with 160 seats, two lecture halls with 115 seats and two lecture halls with 60 seats. There is good ICT equipment - high speed internet, interactive sideboards, science laboratories and classrooms with computers.

School uses online laboratories, as Phet and Go labz, at Physics and Astronomy classes. A moodle course is also available. School participates and works on various national and international projects.

Bulgarian projects:

- Project "Success"
- Project "Care for every student"
- Project under Operational Program Human Resources Development "Development of vocational education and training in cooperation with employers'
- Project "Modernization of the school environment"

International projects:

- Project "Europe 2000 without pollutions. Reality or Utopia?"
- Project "Sharing European Products in the past, present and future"
- Project "The use of IT in everyday teaching"
- Project "E-learning and Web2 tools as means of enhancing education outcomes and establishing transnational cooperation"

The senior teacher of physics, Tsetsa Hristova, is the Scientix Ambasador for Bulgaria. She has a long experience on European projects and has used technology extensively in her lessons.

Website: http://uktc-bg.com/

Figure 60. Vocational Secondary School of Computer Technologies and Systems.

Cyprus

Periferiako Gymnasio Pera Choriou Nisou, Nicosia, Cyprus

Periferiako Gymnasio Pera Choriou Nisou is a public (rural) gymnasium in Nicosia, Cyprus. The school is equipped with three computer labs (15-17 computers each) with high speed internet connection. It has two physics labs, one chemistry lab and two biology labs; each one equipped with one computer and one projector.

In the current school year, the school participates in several national and European programs, such as Erasmus +, UNESCO international programs, Etwinning, EUfolio, EYZHN, Young Reporter for the Environment and Tiganokinisi. Through these programs the students are engaged in several educational tasks.

Mrs Zoe Demetriou is a physicist at Periferiako Gymnasio Pera Choriou Nisou. Mrs Zoe has been teaching physics in this school for four years and her total science teaching experience is ten years. In her daily teaching practice she incorporates the use of simulations, so that to help her students to succeed a deeper understanding of the scientific content and develop ICT related skills.

Website (in Greek): http://gym-pera-chorio-nisou-lef.schools.ac.cy/

Figure 61. Periferiako Gymnasio Pera Choriou Nisou, Nicosia.

Estonia

Tartu Hansa School, Tartu, Estonia

Tartu Hansa School (THS) is a public lower secondary school situated in the city of Tartu. The school is equipped with two computer labs with a total of 45 computers. Teachers can also use tablets in their lessons. All this is supported by high speed internet connection and WIFI.

Tartu Hansa School is a member of the Network of Innovation Schools of the University of Tartu. This networks aims to bring together research and practice, where the schools and university are equal members and benefit from each other's strengths.

In Estonia science subjects include biology, physics, chemistry and geography. Tartu Hansa School has five science teachers. So far science teachers of THS have used in their lessons as online laboratories, for example Phet simulations or different web-based learning environments (e.g., Young Scientist) that are created by Estonian developers. As a new development (starting from this school year) students from 4th to 6th grade are learning science subjects in an open plan classroom format.

Website: http://www.hansa.tartu.ee/

Figure 62. Tartu Hansa School.

Germany

Erich Brost Berufskolleg, Germany

Erich Brost Berufskolleg is a secondary school with about 2500 students and 90 teachers. It has 10 computer rooms, so new media and multimedia techniques can be used in every class for every subject. The internet access of all computers is on a high speed level to enhance the students' study experience. The school focuses on educating its students in different professional fields, including several STEM and new media fields. Students are encouraged to take part in projects like writing articles for print media or actively engaging in economy.

The teachers are actively trying to get the best from the students by early encouraging them to choose their path of career and follow their interests. Therefore, the school offers a lot of different professional fields to choose from. Teachers support and lead student projects to raise the students to be responsible and independent human beings. Team work and ongoing innovation are two of the schools leading concepts.

Website: https://ebbk.essen.de/web2/

Figure 63 Erich Brost Berufskolleg, Germany

Max-Born-Gymnasium, Neckargemünd, Germany

Max-Born-Gymnasium in Neckargemünd has been built in 1984 and includes about 70 teachers who teach their students how to take responsibility and treat others with respect. Therefore, the teachers have close contact with the students to support them in learning soft and hard skills. Students also participate in students' exchanges with other countries such as England, USA, or France, and internships. The students' educational career has to include learning at least two languages and engaging in a STEM subject. STEM subjects are built as a mixture of science and engineering.

The school has been certificated as a STEM friendly school. It cooperates closely with the Haus der Astronomie (house of astronomy) in Heidelberg and regularly holds competitions in mathematics or engineering. It is being supported by a lot of STEM partners all over Germany.

Teachers are supporting and leading different projects in STEM, language, and other fields of education. They permanently search for new ways to expand STEM education by gaining new partners such as science laboratories or engineering companies. They also take part in a project called "digitale Kompetenz" (expertise in computer science) to encourage the students' usage of new media.

Website: http://www.gymnasium-neckargemuend.de/web/index.php

Figure 64 Max-Born-Gymnasium, Neckargemünd, Germany

Netherlands

R.K. Scholengemeenschap Canisius, Tubbergen, Netherlands

Canisius is a school for all levels of secondary education and it has a "Bring your own device" policy. All students have their own laptop or tablet which they bring to school to use in lessons.

The school has also the so called Canisius Classes. In these classes all students from the first until the third school year make a choice for one of the following topics: Sports & Lifestyle; Arts & Music; Science & Technology; or Economics & Business. For two hours per week they work on the chosen topic at their own pace.

The school also participates in national and regional programs that stimulate interest in Technology. The teachers are involved teach physics and biology. The physics teacher made his own ILS "Hoe werken tandwielen" http://www.golabz.eu/spaces/hoe-werken-tandwielen , which he is planning to use in lessons.

Website: http://www.canisius.nl/Tubbergen/Home

Figure 65. R.K. Scholengemeenschap Canisius.

Portugal

Escola Secundária de Palmela, Setúbal, Portugal

Escola Secundária de Palmela is an educational organization of public law. The high school is equipped with broadband high speed internet, interactive whiteboards, physics and chemistry labs, computers labs and a gym. The teachers have a little experience of participation in EU funded educational projects and initiatives. The school is receptive to innovative projects, although our participation is sometimes constrained by budgetary limitations.

Most teachers show little interest in changing practices and methodologies, but there is a lack of command of the English language, time given to the meetings and preparations and excessive bureaucratic burdens imposed by the system in our country.

Out STEM teachers are focusing on Biology, Geology, Physics and Chemistry and no one has used online laboratories before.
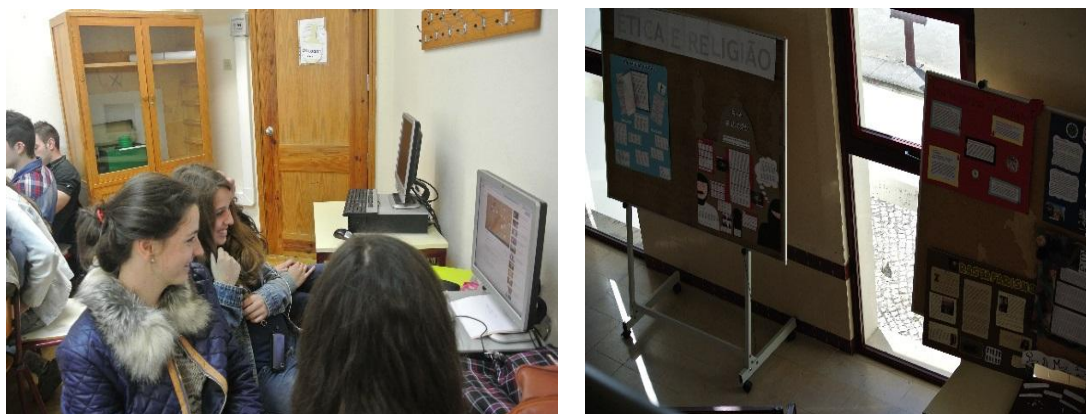
Figure 66. Escola Secundária de Palmela.

Romania

Technological High School Teodor Diamant, Boldesti Scaeni, Prahova

Technological High School "Theodore Diamant" is located in the town of Boldesti- Scaeni, Prahova County, is 12 km from Ploiesti, 72 km away from the capital, Bucharest.

The profile of school is technological (mechatronics, electrical, natural resources) and natural sciences, where students are prepared for the post-secondary job of environmental protection laboratory technician.

The town where the high school is located is a disadvantaged area and the local community does not have sufficient funds to invest in this school.

In school there are two computer laboratories whose equipment date back to 2006 and some other from 2008, so quite old with dated software.

The internet connection is also quite poor (15 mb) with three classrooms having video projectors and two computer labs plus two classrooms having interactive whiteboards.

The school lacks physical labs, biology or science.

Many teachers are motivated to try more innovative teaching methods but because of the strict curriculum requirements it is hard to integrate anything new.

In school there is one professor of physics, chemistry, biology, 2 math teachers and more engineers. For realising the lessons the teachers should bring their personal computer and present lessons theoretical lessons since practical activities and experiments cannot be performed. Online activities, including Go-Lab take place out of the school hours and the communication between teachers and the students takes place online, by mail, by telephone.

Figure 67. Technological High School Teodor Diamant.

Spain

Gredos San Diego (GSD) Colegios - Gredos San Diego Schools Association

The Gredos San Diego Colegios includes 7 schools – GsD Alcala, Gsd Buitrago, Gsd El Escorial, Gsd Guadarrama, Gsd Las Rozas, Gsd Las Suertes, Gsd Moratalaz, Gsd Vallecas. All schools are situated in Madrid. Every school offers Pre-Primary Education (kindergarten), Primary Education, ESO (middle school), and Baccalaureate (high-school). All schools are very good equipped with high speed internet, smartboards, and classrooms with computers.

The school administration is highly interested in innovation and participation in education projects since they state: "It is worth reiterating that the English language, technology, sports, and music, are all equally important components of the educational process. Furthermore, successfully promoting interest in science, human progress, and new discoveries is also an important factor in achieving academic excellence." All schools have experience in participation of EU projects

Teachers of GSD schools are actively involved in innovated methods and contemporary technology of class instructions. The teaching subjects of participants are science, such as physics, chemistry, biology, computer science/informatics and English as a second language (ESL). In the last case the English will be studied by students using science Go-Lab ILS application.

Teachers of GSD schools take part in national projects and at 2015 the school was also granted Erasmus+ (KA1).

Website: http://www.gredossandiego.com/colegios.aspx

Figure 68. Gredos San Diego (GSD) Colegios.

United Kingdom

The Piggott School, Berkshire, UK (Borough of Wokingham local authority)

The Piggott School is a mixed 11-18 comprehensive. It has good internet connection, interactive whiteboards in classrooms, 9 science labs, computer suite of 15 desktops plus 30 laptops in trolleys. Starting 'Bring Your Own Device' (BYOD) this year. The Piggott School has languages and humanities specialisms, and the Head teacher is supportive of innovation and of expanding ICT use in general.

Our main Go-Lab teacher in the school, teaches A level Chemistry (age 16-18), GCSE Science (KS4: Biology, Chemistry, Physics) and KS3 Science. He has set up lunchtime science clubs for KS3 students and is looking to extend these into KS4. He is interested in innovative teaching and is part of the school pilot for use of tablets (an addition to normal laptop use). He has used the Faulkes Telescope but not yet in its newer 'off-line' form.

Website: http://www.piggottschool.org/

Nower Hill High School, Harrow, London, UK

The school is a secondary school. Across the whole school high speed internet, interactive sideboards, specialist rooms & classrooms with computers are available. Years 9, 12 & 13 with also have their personal learn pads.

The Science Faculty is well resourced with 16 specialist laboratory classrooms, each fitted with an interactive whiteboard. There are three technician preparatory rooms, one for each Key Stage. There is also a dedicated set of state-of-the-art tablet computers and class sets of data loggers. Fronter, the school's Managed Learning Environment, is used extensively by the Science Faculty in order to enhance and enrich teaching and learning

School has no former experience on the use of online laboratories but many teachers have experience have experience working with innovative teaching methods and technology.

Website: http://www.nowerhill.org.uk

6   Summary

The selection of Go-Lab schools for Pilot phase C to participate into the Go-Lab implementation activities is the result of a carefully organised progress which was built on the experience of Pilot phase B. 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 C schools, the adopted methodology plus the list of selected Pilot schools as it was finalised at the end of October 2015. The process of preparation of Pilot Phase C 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 which will be finalised the first week of November 2015.

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 IBL[5] 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.

Pilot phase C exceeds in size and variety of involved countries all previous phases and will support 664 (DoW target was 500), additional schools into discovering the use of online laboratories. This brings the total number of Go-Lab schools to 1302. This remarkable growth of the Go-Lab network launches a new phase of the project, which wll demand more and effort from the National coordinators and the whole consortium into supporting those schools' implementation activities.

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[5] Inquiry Based Learning

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

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 third pilot phase of the project. The Go-Lab consortium will sign agreements with these teachers for the work to be carried out between November 2015 – October 2016 (Phase C of the Go-Lab Pilot).

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.

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 second selection took place in October 2014 with the final selection taking place in October 2015.

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
total	1000	100	400	500

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 an additional 500 schools to take part in the Phase C 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 C - 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
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 astronomy			x	
Italy	Urschitz	Tullia	Fumane - Verona	IC B. Lorenzi - Fumane VR, Via Pio Brugnoli, 36	x	x	x	x				x			
Italy	Pavisic	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	Gatti	Lucia	Carbonia	IIS Beccaria, IIS Beccaria, Via Umbria, 27, 09013, Carbonia, Italy		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 Ogolnoksztalcace im. M.Kopernika, III Liceum Ogolnoksztalcace, 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	Zajaczkowska	Malgorzata	Bialystok	Zespol Szkol Integracyjnych no 1, ul. Lagodna 10, 15-757 Bialystok, Poland		x				English		x	x	

Phase C - 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 2016.

In the period November 2015 - October 2016, Phase C Pilot teachers will have to take part in at least one Practice Reflection workshop and one Practice Summative 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 C Pilot teachers are encouraged to take part in the final Go-Lab contest. The Go-Lab contest which will take plae during the first half year of 2016 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 2016 to attend the Go-Lab Summer School. The winners of the contest will be announced on May/June, 2016.

Appendix II – NCs tasks for Pilot Phase C

Before the launch of Pilot Phase C (Nov 2015)

- 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 C to EUN in excel form. **NOTE:** These schools need to be different than the ones recruited for Phase A and B. 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 C, by using the template provided. **NOTE:** Profiles are needed for D7.3 which is due at the end of October 2015. Profiles need to be from different schools and not from the ones that have already been collected for Pilot phase A and B.
- Contact the selected teachers and inform them about their selection and expected tasks. A sample email will be provided in due time.

During Pilot phase C

- Organise an online or live (if feasible) meeting with Pilot C (and Pilot A and B) 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.
- For any organised Go-Lab workshop/training, please make sure you fill in the related report and return it to Georgios (gmavroma@ea.gr).

Appendix III – Call for Go-Lab Schools dissemination

Figure 69. Scientix news about Go-Lab Call for Pilot Schools.

Figure 70. Scientix Tweet about Go-Lab Call for Pilot Schools.

Figure 71. European Schoolnet Facebook page advertising the Go-Lab Call for Pilot Schools.

Figure 72. European Schoolnet Tweet about Go-Lab call for Pilot Schools.