



TINK@school

TINKering for sustainability at school

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1. The Tink@school Project summary

The TINK@school project overall aimed to meet the needs of educators in supporting learners in upper primary and lower secondary school level towards cultivating sustainable behaviours and values. At a more specific level, the project aimed at promoting tinkering as a method in education in the field of sustainability. To this end, a critical core group of educators, in formal and informal settings in all partners' countries were properly trained to use tinkering in engaging learners in projects and activities dealing with issues of sustainability. A key activity of the project was the pilot implementation of tinkering in various educational settings in all participating countries training of participants. The implementation was guided by the Tinkering Toolkit that was co-created by the partners combining the tinkering approaches to sustainability topics with a STEAM relevance. Actually, the Tink@school Learning Resources was the key outcome of the project. Additionally, the national reports that developed in the first phase of the project were one more key outcome; the national reports mapped the areas and potential to tinkering in sustainability entry points of the school curricula of the participating countries.

2. Scope & goals of the Exploitation & Sustainability Plan

The scope of the Exploitation & Engagement Plan of TINK@school project is to identify and describe the possible ways, channels and opportunities to exploit, scale up and sustain the Tink@school key deliverables within the project's identified target groups at national and European level. In this line the plan is contributing in maximizing the outreach and multiplying the effect of the project to the target groups as have been identified in the "Communication & Dissemination Plan" and other key actors. Additionally, the plan describes means and ways to urge the direct and indirect beneficiaries to further disseminate the outcomes such as the tinkering methodology and the toolkit. Ultimately, the plan will raise awareness of the European school community about the potential of the tinkering approach to contribute to learning about environmental sustainability and Agenda 2030 at the school level through its key deliverables.

3. The Tink@school Project key outcomes

The Learning Activities of the Tink@school Project are available in English and in the Partners' languages: Greek, Italian, Dutch and Icelandic. The activities are designed for students in upper primary and lower secondary school level and around three main thematic axes: Re-use & reduce; Tinkering solutions; & Tinkering for change. The learning activities can be accompanied by a Tinkering Methodology as an



introductory guide for tinkering and sustainability, examples of the tinkering methodology, ideas how to infuse tinkering with sustainability education and with a Facilitation Guide including tips for facilitation, glossary and ideas for materials and resources. All available at: <https://tinkeringschool.eu/outputs>

4. Exploitation planning and tasks

In the consortium, there are two educational institutions, namely the [University of Iceland](#) and [NEMO Science Museum](#) with important outreach to the educational community, engaging both formal educators (pre-service and in-service) as well as non-formal educators and school students. Additionally, [MIO-ECSDE](#) coordinates the network of educators entitled “[MEDIES](#)” from the Euro-Mediterranean region dealing with sustainability education (having some thousands of members) while [bARTolomeo](#) applies non-formal learning activities directly with teachers and schools. Last but not least, [CRES](#) works systematically in advancing and promoting sustainability and educational innovation in European studies and relevant policies. The aforementioned features of the partner organizations make evident their potential to exploit the project’s outcomes sustainably through their dissemination and programmes activities.

4.i. Exploitation tasks considering dissemination activities contributing to the spreading and promotion of project’s results

The partners have elaborated exploitation tasks in advance, at earlier phases of the project, proposing on properly making use of dissemination tasks that are already in place, contributing to the spreading and promotion of project’s results. In particular the following have been proposed:

- Inclusion and promotion of the Tink@school results (trainings, learning resources) in their communication channels (webpage, newsletter, social media, etc.).
- Promotion of the Tink@school results and outputs during related events, meetings, conferences, workshops, seminars, festivals, etc.
- Communication of the project to identified platforms and networks of stakeholders engaged in topics of ESD, STEAM, etc (see more in the paragraph 5).
- Further promotion of the project in targeted communications of the partners with competent stakeholders - see schools, NGOs, educational centres as well as individuals: school staff and principals, non-formal trainers, educational policy officers, etc.
- Deployment in the current organisation.



4ii. Partners' Final Meeting, Reykjavík, 25 September

Additionally, the partners elaborated more exploitation activities in a dedicated session that took place during the final [Partners' Meeting](#) on the 25th of September (Reykjavik). It is essential that during the meeting they all confirmed their commitment to continue promoting Tinkering for Sustainability at School results in future events, programmes and activities that they will be organizing and/or attending.

They also discussed the high potential of synergies of the project, opportunities connected to the national educational systems (in Italy and Greece) as well as eventual future projects (see analytical description in paragraph 5).

5. Sustainability of the project's results after the end of the project

Sustainability is an important aspect of the successful implementation of the project, reflecting the capacity of the project to continue somehow and mainly from the use of its results beyond the end of the funding period. In order to ensure the sustainability of project the following factors have been considered by the partners:

- The Tink@school Project meets the educational settings/conditions and professional needs of the educators in relation to Tinkering and Sustainability in the participating countries as they have been outlined in the results of the desk research and national reports (see deliverables A2.2, A2.3, A2.4)
- A high degree of interest of the identified target groups (see deliverable A2.1) has been observed during the activities of the project.
- Commitment of the partners to maintain the project's outcomes and benefits; in particular the developed educational resources will be integrated as appropriate in related educational and training activities of the partners within their established programme work.

The following paragraphs (5i and 5ii) present the particular, concrete and direct or near-future opportunities means and ways, as have been identified by the partners, to ensure the sustainability of the project-mainly discussed in the final partners' meeting, but also during other occasions. They are divided into two sections, the first presenting the Collaborations, Networks, Current and/or planned Projects, Activities, Events by each partner separately, through which the project will "continue" while the second section summarizes the Opportunities of Calls and related frameworks that can support further promotion, as identified by the consortium.



5.i Collaborations and Networks; Current and/or planned Projects, Activities, Events

BARTOLOMEO

- The Tink@school learning resources will be integrated into a 17 hours-long teachers' training course, targeting mainly primary school teachers in the area of Reggio Emilia in which bARTolomeo is currently engaged and plans to include tinkering.
- The Tinkering Toolkit will permanently be linked in the bARTolomeo website, used by Italian educators in Primary and Secondary schools.
- The MUSE (Science Museum in Trento) is interested in the project, has tested some Toolkit activities and is willing to integrate some in its practice.

NEMO MUSEUM

- The tinkering activities have been included on the NEMO website. In the section where teachers can find lessons for School. The lessons can be downloaded on both the Primary Education and the Secondary Education page.
- The activity "Tinker a kinetic sign" is scheduled to be adapted for use in the museum's workshop space.
- NEMO gives workshops at schools, partner organisations and institutions. We already often regularly use the Stop-motion and Tinker a kinetic sign workshops for this and will continue to do so.
- The Tink@school methodology is and will continue to be implemented in the museum's workshops. One example is the activity "make a glider" that reuses waste paper that is gathered in the museum.
- The tinkering toolkit will be used as inspiration for developing other teachers and non-formal educators' workshops.
- The Tink@school Toolkit is included as a good practice in the knowledge database of the national website Techkwadraat.
- The Tink@school Methodology is included in <https://openresearch.amsterdam/> database, a digital platform for research, knowledge and innovation about and for Amsterdam and its surroundings.
- NEMO plans to organize a session on using sustainable materials in Museum workshops during the Ecsite Conference in 2026, during which The Tink@school methodology will be presented and the activities will be used as good practices.
- NEMO is taking part in the Erasmus+ project Math4Sustainability, Tink@school materials will be used as an inspiration, to see if they can be reworked for this project or serve as source materials.



UNIVERSITY OF ICELAND

- The City Library has expressed interest in collaborating for tinkering as they are preparing for a “maker’s space” in the library. Also, the possibility to cooperate with the city's libraries is explored.
- The tinkering toolkit will be included within the upcoming (2025) “EDUCAMP” that is a life-long learning camp of continuing education including afternoon sessions on STEAM, environmental learning, outdoor activities, etc.
- It is considered for the tinkering toolkit to be integrated in the next series of NIMA, METAKNIVVA (university) that are short term training seminars for pre-service and in-service teachers, etc.
- Tinkering sessions will be included in the next Children Festival (Artistic Home for Nature) to be organized in collaboration with botanical garden, schools, etc.
- The University is planning to submit a related article for the upcoming “Excite” Museums Conference in Poland in June 2025; Exploring to further evidence the learning impact with other publications/articles (education journal for teachers, etc.)

MIO-ECSDE

- The tinkering toolkit will be systematically included in the relevant teachers and non-formal educators’ workshops.
- The organization of an online teacher training (webinar) is in the pipeline in cooperation with the Schools4Climate School Network.
- The Tink@school learning activities are integrated in the 2025-2027 sustainability workshops for students organised by MIO-ECSDE.
- MIO-ECSDE is considering the submission of the tinkering toolkit in the National Programme on soft skills on ESD/SDGs so-called “Skills Lab” - all primary and middle schools in Greece are applying this as part of their curriculum).
- MIO-ECSDE is considering sustaining the project’s website (in English) and FB as much as possible, continuing to serve as a communication hub for promoting tinkering for sustainability in the educational community of Europe.

5.ii. Opportunities of Calls/Frameworks

In general, it is strongly supported by the consortium to particularly capitalize on the assets of tinkering as a learning and creative process e.g. less-antagonistic, inclusive, open, free, social-dynamic, etc. when it comes to a future submission of a related project. It is very important that the



openness of the Tinkering methodology is well suited for engaging those who usually do not benefit from the formal school setting. To this end, the following frameworks have been identified:

- The Creative Europe framework could be used for a future proposal, i.e. linking tinkering for sustainability with “vernacular” architecture or “creativity & sustainability” (further options need to be considered).
- The ERASMUS+ framework could be considered for a future proposal, re-directing focus this time towards: “Tinkering for inclusion” targeting vulnerable, less-opportunity groups, or “Tinkering as a tool to promote intergenerational dialogue” or “working from project to prototypes”.
- The European Climate Initiative (EUCI) framework.