**PERFORM INTERMIDATE MEETING**

**Bristol, April 10th-12th**

*WP2 MINUTES*

Isabel Ruiz (UOC, WP1), Marina Di Masso(UOC, WP1), Helena González (TBVT, WP2), Oriol Marimon (TBVT, WP2), Rachel Mason (SMS, WP2), David Price (SMS, WP2), Bérénice Collet (TRACES), Paul Boniface (TRACES), Céline Martineau (TRACES), Vivienne Kuh (UoB, WP3), Sarah Eagle (UoB, WP3), Ellie Hart (UoB, WP3), Sandrine Gallois (UOC, WP4), Eric Jensen (UoW, WP4),  Louis Lemkow (UAB, WP4), and María Heras (UAB, WP4).

**Main Agreements**

- TBVT agrees with CSC to change the development process (re-design of PW protocols) to include TRACES/AJA and SMS/UoB in a more collaborative and pro-active way for the second round of PW in Spain, France and UK. Therefore there will be a reallocation of responsibility between TBVT, TRACES, AJA and SMS.

- TBVT will provide an estimation of the budget associated to planned activities in Task 2.2 including all partners involved in WP2 by May 15th. With this information, if needed, reallocation of budget between and beyond WP2 will be discussed by WP2 leader, SMS, UoB, TRACES and UOC. If an agreement is not achieved by May 31st, it will be discussed by the SC. If an agreement is not achieved, by the General Assembly.

- Agreed PW protocol deadlines: 15th Sept First draft (by CSC)

 15th-31th Oct Final protocol (by CSC)

**Participatory Educational Process Reframe and Re-Design**

Participatory Process of Task 2.2 in the 2nd round of implementation will be re-designed based on the inclusion of the process requirements, the learning outcomes of Task 2.2 and the RRI core aspects of PERFORM project, transversally in all the process to successfully achieve the 4 specific objectives of task 2.2:

1. To support students in the creation of performance-based science education and innovative activities (PERSEIAs) with the support of their teachers, ECRs and SciCom.
2. To show the human dimension of science and the values embedded in the Responsible Research and Innovation (RRI) approach
3. To provide students with transversal competences they will need to succeed in STEM careers or related jobs
4. To create direct interaction between students, teachers, early career researchers (ECR) and professional science communicators (SciCom)

*Process requirements of Task 2.2 Participatory Process & how to achieve*

**Inclusiveness of all participants**

* To request from schools information about students and their special needs (if any).
* The type of information was not agreed during the meeting, but a suggestion by AJA is: socio-economical status, scholar achievements, cultural offer, non-academic activities already available to pupils in their school or proximal environment

**Gender equality**

* To have a critical approach to gender issues
* To achieve a gender balance in the students participation

**Behave ethically**

* To consider ethical implications
* To take decisions ethically
* To take into account WP7 protocols

**Open and responsive process**

* To be flexible with students during Participatory Process implementation
* To include time for students engagement and creation
* To base the process on a a relationship between SciCom, ECRs and students that shall be build from the beginning

**Engagement**

* To enhance students’ active involvement in the participatory process

*Participatory process specific objectives & its associated learning outcomes*

1. To support students in the creation of performance-based science education and innovative activities (PERSEIAs) with the support of their teachers, ECRs and SciCom.
	1. Students’ PERSEIA creation will be based on three aspects:
		1. Scientific content / or discourse on science and its human dimension
		2. Script creation
		3. Script dramatization and PERSEIA rehearsal
	2. The process will not be linear, and each CSC will formulate the most suitable approach regarding its artistic discipline and local context.
2. To show the human dimension of science and the values embedded in the Responsible Research and Innovation (RRI) approach
	1. Gender
	2. European Union Societal Challenges
	3. Critical Thinking
	4. ECR experiences
3. To provide students with transversal competences they will need to succeed in STEM careers or related jobs
	1. Learning skills (learn to learn)
	2. Communicative skills
	3. Sense of initiative
4. To create direct interaction between students, teachers, early career researchers (ECR) and professional science communicators (SciCom)
	1. To allow students choose the ECR research topic. To be open and flexible if students decide to choose another topic.
	2. To relate the critical thinking activities/approaches to the ECR topic or to students’ PERSEIA topic

*RRI core aspects of PERFORM project*

* Including diversity:

How are diversity and special needs detected and which mechanisms/actions are designed to approach them?

* Engagement:

How is early engagement of teachers and ECRs achieved to ensure their active role in the process?

* Collective critical reflection:

How are moments for reflection and collection of participants’ feedback envisioned in the design of your tasks? (Including mechanisms/actions to integrate such feedback)

* Gendered approach:

How gender issues are critically approached in the design and implementation beyond sex?

*General Agreements*

* CSC will ensure that the new Participatory Process will allocate space & time for creation from students’ knowledge
* CSC will ensure that the new Participatory Process will allocate space & time for students’ PERSEIA preparation from artistic point of view
* CSC will ensure that the new Participatory Process will allocate space & time during Participatory Workshops to students search scientific information using critical thinking tools
* CSC will ensure that the new Participatory Process will allocate space & time during Participatory Workshops to students write PERSEIA script
* CSC will ensure that the new Participatory Process will include the gender bias approach in research: e.g. Studies are not done equally with male & female models
* CSC will ensure that the new Participatory Process will incorporate **WP4 feed-back of the first round**, the agreements related to WP2 reached during PERFORM intermediate meeting (Bristol, April 10th – 12th) and the expertise of all the partners related to WP2.
* Each CSC will consult a pedagogical expert in order to ensure that the Participatory Process is following correctly the PERFORM pedagogical line.
* TRACES & AJA will work collaboratively to re-design the participatory process of Task 2.2 that will be implemented in France.
* SMS & UoB will work collaboratively to re-design the participatory process of Task 2.2 that will be implemented in UK.
* TBVT will follow and review the participatory process re-design in France and UK in order to ensure that the 4 specific objectives, process requirements and learning outcomes of Task 2.2 and the RRI core aspects are included and faced.
* One WP4 representative from UAB and UOC will be included in the participatory process re-design of each case study (Spain, France and UK) in order to keep WP4 informed and updated about the changes included.
* TBVT, SMS, UOB, TRACES, AJA will work collaboratively in May & June 2017 to set commonalities in the Participatory Process.

*Calendar*

July 2017

* Participatory Process re-design starts (WP4 feedback will be available by mid/end of July)

15th of September 2017

* Each CSC share with the consortium a 1st draft of the re-designed participatory process

From 15th of September to 15th -31st of October 2017

* Knowledge and expertise sharing among the three case studies and final design of the participatory process

**1st of November 2017**

* **Each CSC send to TBVT the FINAL PROTOCOLS OF PARTICIPATORY PROCESS**

From 1st November to 31st December 2017

* Preparation of Participatory Process implementation

From 1st of January to end of May 2018

* Participatory process implementation