ESTABLISH is committed to being an open-access project. Further information together with educational and training materials from the project will be made available on our website as they are developed.

**ESTABLISH Contact Details**

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The objective of ESTABLISH is the dissemination and use of an inquiry-based teaching method for science with second level students (age 12-18 years) on a large scale in Europe by creating authentic learning environments, involving all stakeholders to drive change in the classroom.

ESTABLISH Stakeholders

This project brings together the key stakeholders in second level science education to work together to create authentic learning environments to drive change in classroom practice. These stakeholders include:

- Science teachers and educators, including science teacher networks;
- The scientific community, both local enterprises and multinational industry as well as the scientific and industrial communities;
- The students of science in second level schools;
- The parents of these students;
- The policy makers responsible for science education at second level, including curriculum developers and assessment agencies;
- National science education researchers

ESTABLISH Work Packages

ESTABLISH is organised into nine work packages, each with a particular function:

- **WP1:** Selection of ESTABLISH teaching and learning IBSE units
- **WP2:** Involvement of strategic partners
- **WP3:** Localisation, adaptation and pilot evaluation of teaching and learning IBSE units
- **WP4:** IBSE with in-service teachers
- **WP5:** IBSE with pre-service teachers
- **WP6:** Collection of evidence of impact on students
- **WP7:** Project monitoring and evaluation
- **WP8:** Dissemination and project promotion
- **WP9:** Project management

Project Steering Committee

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In the context of IBSE, **INQUIRY** is the “intentional process of diagnosing problems, critiquing experiments, and distinguishing alternatives, planning investigations, researching conjectures, searching for information, constructing models, debating with peers, and forming coherent arguments”.

(Linn, Davis and Bell, 2004)