REPORT ON OUTREACH ACTIVITIES

DELIVERABLE N.6.3

This project has received funding from the European Union's Horizon 2020 research and innovation programme under the grant agreement N° 821871

OUR SPACE
OUR FUTURE

DELIVERABLE DESCRIPTION

This Deliverable summarises the outreach activities done by the Our Space project throughout the project's timeline, as described in Work Package 6 and the DoA. This Work Package was coordinated by the European Science Engagement Association, EUSEA, along with input and strategy generated by all partners in the Our Space Consortium. The aim of these actions is to communicate and disseminate key project outcomes and resources, as well as create an online community within the space-sector. This deliverable explains the reach achieved by these activities and how these actions will help maintain the legacy of the Our Space project.

This final report will also be applicable as a guide for future events and projects, as it will be detailed in terms of preparations, outcomes, and recommendation.

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PU	Public	**X**
CO	Confidential, only for members of the consortium (Including the Commission Services)	
CI	Classified, as referred to in Commission Decision 2001/844/EC	

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SUMMARY

Our Space Our Future has developed a series of interventions for school-age children, their teachers, and wider families. An evidence-informed approach was taken using good practice across the sector, defined within project reports and published papers. Our Space Our Future then attempted to bridge the current gap between 'interest' in space science, and a growing 'identity' with space science, to encourage confidence and future aspirations for students in studying science subjects and considering space-related careers.

Over the project's timeline, the Our Space consortium has collectively developed extensive online and offline communication activities, based on the dissemination plan described in the description of the action (DoA). The communication activities reached out nationally and internationally, addressing relevant stakeholders in all involved member states. WP6 consists of three main tasks:

Task 6.1: To Implement and Monitor the Communication Plan and Dissemination and Exploitation Plan.

Task 6.2: Maximise dissemination and exploitation through stakeholder groups and outreach activities.

Task 6.3: Creation of a long-term sustainability action plan.

1. ABBREVIATIONS

Abbreviation	Definition
Our Space	Our Space Our Future project
EC	European Commission
DoA	Description of the Action
H2020	Horizon 2020 funding programme
CU	University of Cardiff
ED	Explorer Dome
EIT Climate-KIC; C-KIC	European Institute of Technology and Innovation- Climate Knowledge and Innovation Community
EUSEA	European Science Engagement Association
NUCLIO; NUC	Portuguese Interactive Astronomy Nucleus
PDK	Planetarium Denmark
PSC	Psiquadro
R&I	Research and Innovation
SMS	Science Made Simple Ltd
WP	Work Package

2. OUR SPACE DISSEMINATION AND OUTREACH

As leader of WP 6, EUSEA, initiated and coordinated a co-creative process to disseminate and communicate the project's finding and results. A broad range of online and offline communication activities was developed, aiming to enhance the impact of the messages, recommendations and tools generated by the Our Space project.

All consortium members were actively involved in the process of generating and sharing results. The Our Space project developed a broad range of activities and training to help schools and communities share information with their audiences about the various research areas and career options available to young people from all backgrounds. These outputs were shared on Our Space website via its online toolkit, as well as through the creation of multimedia resources, including video interviews, career and education resources and graphics. These were shared with the project's target schools as well as via the Our Space social media channels to spread innovative methodologies widely for teachers, students, and other stakeholders. This was completed over the multiple platforms (listed below) to target specific audience groups.

Our Space Website: https://Our Spaceourfuture.eu/
Our Space Toolkit: https://Our Spaceourfuture.eu/toolkit-activities/
Our Space Facebook: https://www.facebook.com/Our Spaceourfuture
Our Space Twitter: https://twitter.com/Our Space_Future
Our Space Instagram: https://www.instagram.com/Our Spaceourfuture/
Our Space LinkedIn: https://www.linkedin.com/company/our-space-our-future/
Our Space YouTube Channel:
https://www.youtube.com/channel/UCk3CNj9tS2r3GuI5Ddh9eHQ

In order to achieve the largest impact into these communities the dissemination strategy focused on spreading the project's results during thematically relevant conferences and stakeholder meetings across Europe with practice-oriented online-materials to be shared and used after the project's timeline, and resources being made available on the Our Space website, during and after the projects timeline.

COVID-19 Considerations

Due to the onset of the global COVID-19 pandemic, it was necessary for the project to shift towards more online and hybrid activities to accommodate working from

home and social-distancing safeguards that were put into effect. As a result of this many of the engagement activities either had to be re-worked or postponed until these events could be conducted safely in-person. The 6-month project extension supported these adaptations.

In addition to this postponement, the means of evaluating engagement and reach of the projects communication and dissemination efforts had been re-assessed during the time-line of the project. For those dissemination and communication efforts performed on the Our Space social media pages, it was decided to focus on audience reach for the evaluation process. Audience reach is the number of people who have seen the posts and will be referred to throughout this report when addressing social media metrics.

2.1 Objectives

Work package 6 (WP6) has two main objectives:

1) To maintain, implement and review the Our Space Communication Plan and the Our Space Dissemination and Exploitation Plan. The consortium partners will make the most effective use of the resources available in order to provide relevant, timely and targeted communication tools. This will include an online presence including social media channels, newsletters and other forms of communication with, and towards, defined target groups;

2) To enhance the visibility of the project by linking the website to the Consortium-partners' online representations, social media channels, newsletters, publications and events, in order to generate the best possible impacts of the Dissemination and Exploitation Plan. The effectiveness of the Communication Plan will be monitored through measurable goals, e.g., through the use of web-based tools such as Google Analytics.

2.2 Communication Plan and Tools

Based on the target audiences identified in the Our Space communication plan, a set of actions was developed to spread the outcomes of the Work Packages and increase the impact of the project throughout the project's timeline. The production of specific communication materials was promoted together with a collaborative use of Our Space social media (namely Twitter, Facebook, and Instagram), as well as the networks of the partners, which led to the following results. A brief overview of these tools is listed in table 1 below; a further breakdown of these tools will be included later in the report.

Table 1. A list of Our Space Our Future communication tools.

Tool	Rational	Accessibility and Impact
Searching Further- Interviews	A series of eleven interviews with students and young professionals who study or work within the space-sector, sharing their experiences and the challenges and opportunities this area of study has provided them. Alongside these video interviews, some of the participants created personal profiles which quickly detailed the points talked about in the interviews.	These interviews were shared on the Our Space social media pages, and on the Our Space website, to demonstrate the variety of careers that are available to young people within the space-sector.
Our Space Webinars and workshops	Seven online webinars and workshops were organised to share outputs from the project, as well as giving an opportunity to share insights from external stakeholders on topics related to the Our Space key messages. Including: Breaking gender stereotypes, how to promote long term interest and career aspiration in young people, and alternative methods of engaging and educating people about STEM subjects and space science to promote accessibility and inclusivity in these topics.	Where possible these online sessions were recorded and shared within the Our Space network, on the project website, social media pages, and on the YouTube channel. In addition to these videos, a collection of resources was created for the final webinar on accessibility and inclusive practice, which was made available to any interested parties after the online event.
Create your own avatar	An online tool for participants to create a digital avatar of themselves, which could then be used as part of outreach initiatives and to visualise themselves within the space-sector.	This online tool was freely available on the Our Space website and was used by some of the Our Space delivery partners as part of their in-school outreach initiatives.
Our Space Toolkit	An online database of outreach activities conducted by the delivery team of Our Space. A resource for other educators or science communicators to use to teach an audience about engaging with the space-sector. Aimed at school pupils, community outreach and teacher training.	These resources are free to access through the Our Space website and have been shared at relevant conferences and on the Our Space social media platforms. These resources will remain available after the life span of the project, as the domain will be maintained until at least 2024.
Career Graphics	The Our Space project commissioned the creation of graphic, colouring-in pages, and gifs to be used by delivery partners and for project dissemination and communications.	These graphics have been used by delivery partners in some of their school initiatives, as well being made available to download on the Our Space website.

Our Space Facebook and Twitter accounts	Content curated by EUSEA, who also promoted a collective use by the consortium members developing and distributing guidelines for social media use. Contents related to: Our Space, Space News, STEM, Space Careers and Science Communication and education resources.	Number of Followers on Twitter: 1012 Number of Twitter posts: 4,144 Number of Followers on Facebook: 822
Our Space Instagram Page	EUSEA curated the Our Space Instagram account in order to catch the attention of younger audiences, promoting space-career information, space-sector role models, teaching resources, and general space news.	EUSEA published 454 posts reaching 2023 followers
Our Space Certificate of Participation	A certificate was created for delivery partners to hand out to students who participated in the Our Space school outreach programme.	Certificate was shared by the Our Space delivery partners to the students.
Our Space Evaluation Video	An animated video describing the importance of evaluation in the Our Space project.	This video was posted on the project's YouTube page and on social media platforms, as well as being shared at relevant conferences.
Our Space Literature Review Explained Video	An animated video describing the key outcomes and results from the Our Space Literature Review (deliverable 2.1).	This video was posted on the project's YouTube page and on social media platforms, as well as being shared at relevant conferences.
Our Space Newsletters	Five newsletters were sent out to the Our Space mailing list, detailing upcoming events, project news and key results from the project.	Newsletter was sent out to the Our Space mailing list (309), as well as being shared on the project social media channels.
Careers Sheet	A career sheet was designed to help those who attended in-person events learn more about space-related careers and how to gain experience in this sector. The sheet also featured a QR code that would allow the reader to access addition online resources.	These sheets were translated into local languages and shared at in-person event hosted by the Our Space delivery partners.

3. SOCIAL MEDIA

3.1 Social Media Campaigns

As part of the Our Space communication efforts, social media posts were created to promote Our Space events, key moments within the project, and to coincide with appropriate awareness events, and examples of a selection of these specific social media efforts have been detailed below.

Women in STEM - Throughout the year there are a large number of awareness days aiming to promote the contributions of women in the STEM fields. The most prominent was the time between 11 February (International Day of Women and Girls in Science) and 8 March (International Women's Day) and during this time many organisations used this opportunity to talk about the issues facing women in STEM, as well as celebrating the accomplishments and contributions in their field. During Feb - Mar 2022 the Our Space project shared inspirational stories about women who work in the space sector, as well as re-sharing the video interviews completed as part of the "Searching Further" series of videos created for the project and sharing profiles and background information about the women who work for the Our Space project. In 2022 these communication efforts achieved a reach of just under 9000.

World Space Week- Held between 4- 10 Oct, World Space Week is the largest annual space event in the world and celebrates the achievements of the space sector and helps to promote these industries to students and wider society. During World Space Week 2021, the Our Space project made additional efforts during this time to share educational resources and STEM activities that can be performed at home, careers information, and fun space facts on social media. During this week social media efforts achieved a reach of approximately 11,000.

EUSEA also organised social media campaigns that were more focused for the Instagram platform. In August 2020 the Our Space project ran organised an online competition, to increase the number of followers, and drive-up engagement on Instagram. To enter an Instagram user had to follow the Our Space page and then tagged three of their friends in the comments of the post. After 2 weeks a random winner was selected and received an Our Space T-Shirt (see Appendix 4). The corresponding post to this competition obtained 2,873 reactions, a reach of 7,311 and resulted in 225 visits to the Our Space Instagram page, in addition to 43 new followers to the Our Space Instagram page. Another Instagram campaign was #spacecareerchallenge in April of 2020, where the Our Space audience could use a space career code sheet to determine their "unique" space career and were encouraged to share a drawing of themselves in that role, either as an Instagram story, or on Our

Space Twitter page. This proved to have a global reach, with 14 children from countries such as Turkey, Cana
da, and India sending drawings of themselves in these space roles. Examples can be seen in figure 1 below.

Figure 1: Examples of drawing from the #spacecareerchallenge

In addition to the above social media campaigns, the Our Space project also posted relevant resources and posts to promote other online awareness events, including but not limited to: Black in Astro Week, Neurodivergent Celebration Week, World Engineering Day, and World Health Day.

Webinars

In addition to hosting the online webinars, extensive efforts were made in the run-up to these online events to share within the Our Space network additional information about the topics being addressed. Posts included related resources, sharing the background and work of those who participated in our webinars. These promotional efforts managed to achieve an overall reach of approximately 48,000.

EUSEA worked with CU to develop a series of images, which feature questions about the content being shared on the Our Space social media channels. The audience could provide their opinion on what content they would like to see more of and provide immediate feedback to help the team tailor the content being shared. The idea behind this campaign was to allow viewers to comment or react to these questions with a simple click of certain "reaction" emoji as a simple and quick way for people to leave a response. These posts achieved greater traction on the projects

Instagram pages but achieved less interactions on the Facebook page. Results from some of these survey questions can be seen in tables 2, 3, and 4.

Table 2. A table showing the audience response to the question "What do you like most about the Our Space page? "

What do you like most about the Our Space page?	Number of respondents
Space News	2
Inspiring Role Models	4
Careers in Space	2
Cool pictures	2
Videos	0
None of the Above	0

Table 3. A table showing the audience response to the question "Which of the following topics do you think is most important for young people, to learn about? "

Which of the following topics do you think is most important for young people, to learn about?	Number of respondents
Space Science Facts	2
Impacts of space science on society	4
Careers in the Space industry	2
Where to find space science resources	2
Space News and current events	0
None of these	0

Table 4. A table showing the audience response to the question "Would you like to see more content on inspiring role models? "

Would you like to see more content on inspiring role models?	Number of respondents
Yes	16
No	0

Unfortunately, some respondents simply "liked" the post, and therefore it is difficult to surmise if some of the responses to these questions were simply passive reactions to the questions, rather than true engagement, making it difficult to determine the true level of responses in some instances, as this could have potentially skewed some of the results. The communications team did use these results as a rudimental guide and did alter its efforts accordingly, by

sharing and creating more content in response to this information, including increased posts about recent space news and interesting space facts, and increased efforts to feature more interviews with young people working or studying space-related topics (see Searching Further section – 5.1)

Perhaps in the future if such efforts were retried, offering those who participated an incentive to provide feedback, could yield a better result and increased engagement with these informal surveys. An example of this type of post can be seen in appendix 4.

3.2 Our Space Social Media Platforms

Social media was actively used to promote the project's message, related resources and project results: The numbers of Twitter, Facebook and Instagram followers increased considerably over the project's timeline (detailed overview below and figures 2, 3, and 4 for Facebook, Instagram, and Twitter respectively).

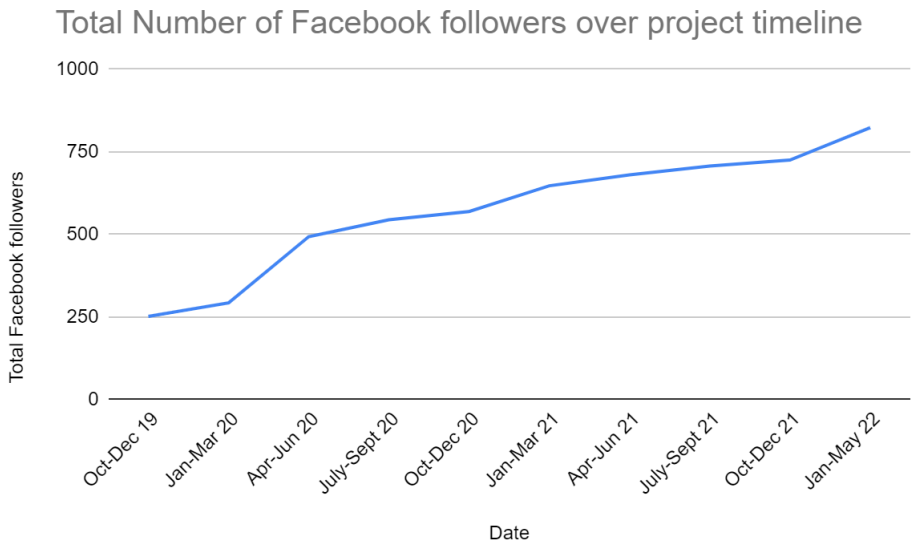


Figure 2: A graph showing the total number of Facebook followers for the "Our Space Our Future" Facebook account from October 2019 to May 2022

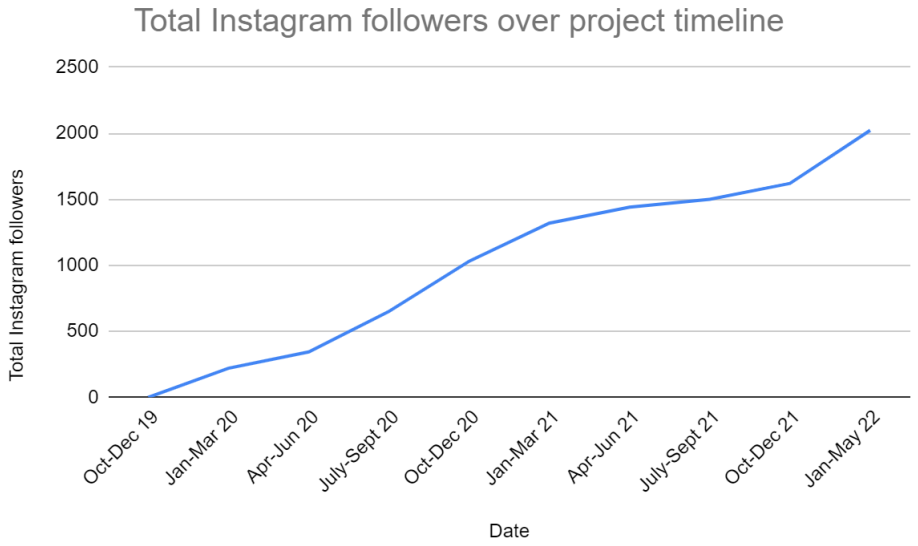


Figure 3: A graph showing the total number of Instagram followers to the "Our Space Our Future" Instagram account from October 2019 to May 2022

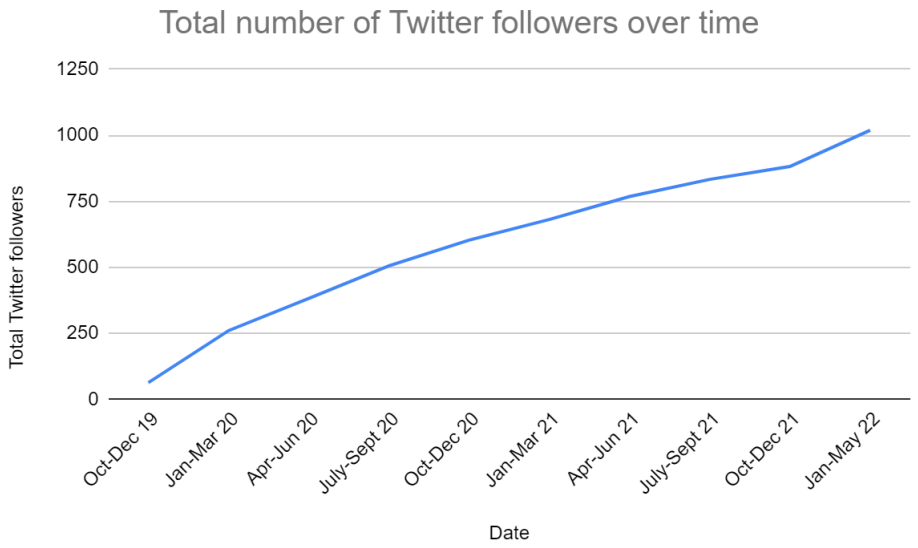


Figure 4: A graph showing the total number of Twitter followers to the "Our Space Our Future" Twitter account from October 2019 to May 2022

As detailed in the DoA, the aim of the project's communication and dissemination is to create a far-reaching social media campaign that engages 35,000 students and the wider public across a variety of digital platforms to showcase existing, excellent collections of resources and activities that support this programme. A breakdown of the number of followers and the reach obtained by each platform can be seen in table 5.

Table 5- The Our Space Social media platforms, with the number of followers or subscribers and an estimated total reach/impression achieved on each.

Platform	Followers/Subscribers	Reach/Impressions
Twitter	1012	507,022
Facebook	822	77,797
Instagram	2023	25,543
YouTube	32	9219

The total reach achieved from Facebook and Instagram posts is 103,340 and a total Twitter impression from all activity on this platform of 507,022. Although it is not possible to determine whether the demographics of this audience is under 18; one of the project's key target groups, by using multiple platforms, the project has reached a wide demographic of people, which will be detailed further in later sections of this report.

EUSEA hired a dedicated Social Media manager to help curate posts for the Our Space social media pages, whose efforts greatly increased the activity of the Our Space social media pages, as well as maintaining a regular posting schedule, both of which are very important for growing a community on social media.

3.2.1 Twitter

The project has used its Twitter platform to expand its network and connect with other related organisations and stakeholders which focus on space, STEM and education. Through these connections it has been possible to extend the reach of the Our Space project, its events and other project outputs, as well as sharing relevant outputs and news that relate to the project's key messages. Through the project's timeline, the Our Space twitter feed has managed to maintain a high-level of engagement and impressions by posting relevant content to those within this community, and has amassed 1012 followers, and achieved 507,022 impressions. Twitter has played a key role in sharing Our Space and project outputs throughout the four years of this project. However due to the nature of this platform and how information is shared, these posts have a short retention time, and often require repeated actions to have long-term impacts.

3.2.2 Facebook

The Our Space Facebook platform has allowed for more versatile information sharing, using multiple formats and allows for a greater level of information to be shared with its audience within a single post. The Our Space project has used this platform to share a multitude of different post types, with more varied content. Although the content shared on this platform is of a similar nature to that shared

on Twitter, the Facebook posts can go into greater detail and can be more informative. In recent years however, the usership of Facebook has declined and the demographic has shifted to an older audience, and this is reflected in the level of engagement observed throughout the project, as well as in the demographic analytics) as seen in figures 5. This being said the Our Space Facebook following has steadily increased throughout the life span of the project, with currently 822 followers, and a reach of 77,797.

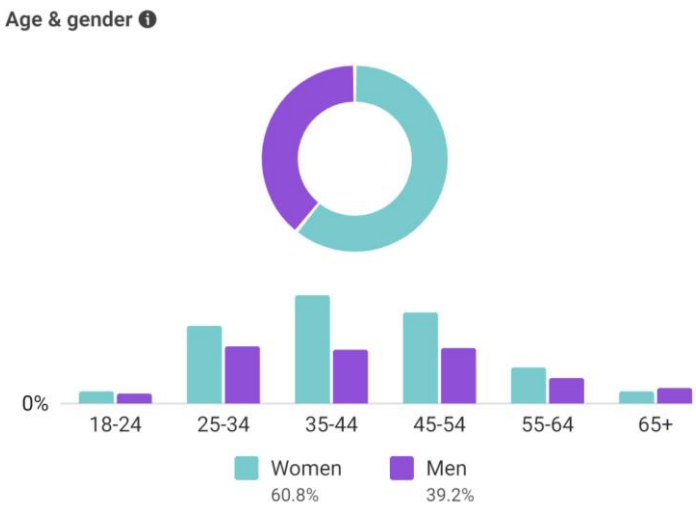


Figure 5: Demographic data for Our Space Our Future Facebook followers

3.2.3 Instagram

The Our Space project has used its Instagram account very effectively to communicate space news, teaching resources and career information, as well as sharing profiles of potential role models; people from diverse backgrounds who are working in the space-sector. The use of the Instagram platform has allowed the project to reach a younger demographic (figure 6). Although the platform is the least versatile of the three social media channels, the popularity of Instagram with its young base has continued to grow over the past few years, and this is demonstrated by the fact that the Our Space Instagram page has the highest followers of all the project's social media channels, with 2022 followers, allowing a reach of 25,543.

Instagram has also allowed the development of a community base, and through these partnerships the project has been able to share the content of other organisations, through sharing stories about relevant posts, which is also widely reciprocated, increasing the outreach of Our Space content to additional audiences. The Our Space Instagram page also gave the opportunity for the project delivery partners to take part in "Instagram takeovers", with SMS and PDK sharing insights

into the work that is being done during their outreach activities, and giving a wider audience a view of the work that Our Space is doing within its target communities, as well giving an opportunity to learn more about these delivery partners through informal interviews, images and stories.

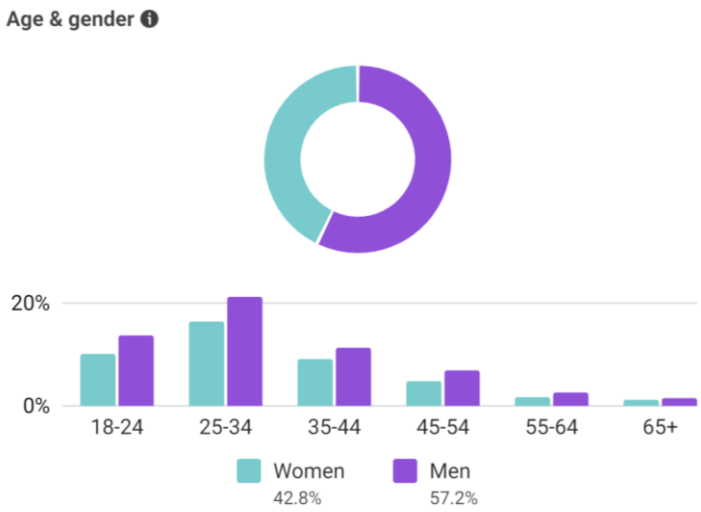


Figure 6: Demographic data for Our Space Our Future Facebook followers

3.2.4 YouTube

The Our Space Project used YouTube as a repository for all the videos created throughout the life span of the project. Featuring content:

- created by EUSEA as part of the Searching Further series of interviews
- videos created by SMS for their "Ask me Anything" school event
- recordings of the Our Space webinars
- explainer videos describing the importance of evaluation, in collaboration with the team at CU
- video detailing the key findings of the Our Space Literature Review by partners at CU and ED.

Although YouTube does have the potential to create a great deal of engagement and public outreach, for this to be effective a regular schedule of content is required, and due to the amount of work required to create video content, as well as some issues regarding clearance to use footage of school pupils, it has unfortunately not been possible for the project partners to create the amount of video required to build this aspect of online community. However, the YouTube channel has proved useful for video hosting, which can then be shared effectively on other platforms, such as the Our Space website. The YouTube channel currently has 32 subscribers and 51.5

hours of watch time of its **28 videos**, creating **9219 impressions** on the YouTube platform.

4. OUR SPACE WEBSITE AND TOOLKIT

4.1 Our Space Our Future Website

Website analytic data shows that between December 2019 and May 2022 (Months 1-42) the Our Space website had experienced **12,605 sessions**, corresponding to **32,947 page views**.

Among the visitors accessing the website throughout the project **64%** were new visitors (Figure 7). The average duration per session was **2:33 Minutes**.

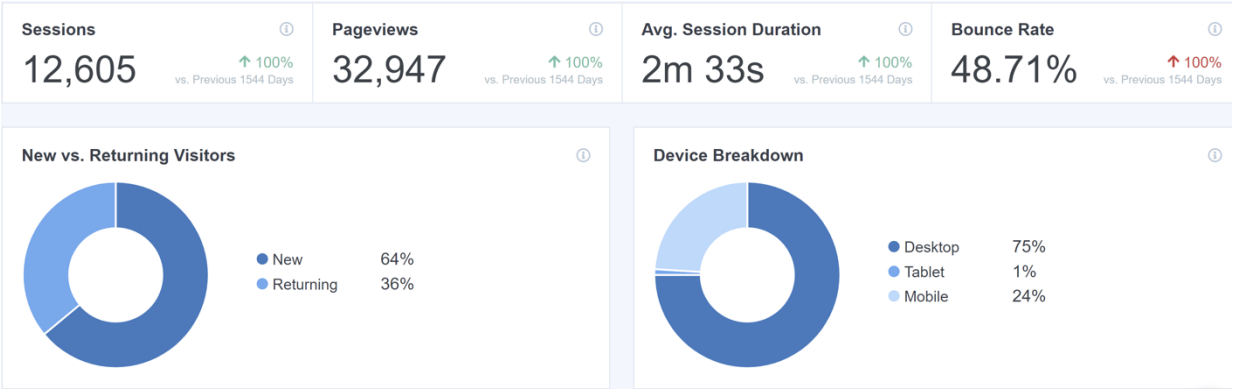


Figure 7: Our Space Our Future Website analytics throughout project lifetime

The most visited pages on the Our Space website are detailed in table 6 below.

Table 6: Our Space website analytics showing the most visited pages- Google analytics cannot identify one of the pages.

Rank	Page Name	Number of visits
1	Home	6657
2	Not Set	2954
3	Create your Avatar	2254
4	Resources	1474
5	The Project	1329
6	Our Team	1176
7	News	881
8	Our Toolkit	847
9	External Resources	559

10	Universally Different	512
11	Toolkit Activities	487

Key news and project outcomes from the Our Space project was also shared on the news page of the website. This featured information about project events, updates, and some general space news. A total of **28 news posts** were added to the Our Space website. These posts were also shared on the project social media channels.

4.2 Our Space Our Future Toolkit

EUSEA worked closely with **PSC** in the development of the Our Space Toolkit, one of the key outputs of the Our Space project. Working alongside the Our Space delivery partners (**SMS**, **PSC**, **NUC**, and **PDK**) to create a list of activities and outreach formats that; share information about the space-sector, and to expand upon what school pupils' expectations about careers in the space-sector are, and hopefully dispel misconceptions about those who work within this sector. There are three categories of activities used throughout the Our Space project, school-based interventions, community events, and teacher-training workshops. There are **25 activities** on the tool kit, **20 in-school interventions, 4 teacher training workshops, and 5 community events** (please note there are some activities that overlap between categories).

Due to the circumstances caused by the onset of COVID-19, and the implementation of social distancing and work from home restrictions, a number of these initially planned activities had to be re-developed for an online or hybrid platform or were postponed until it was safer to conduct these activities in person. As a result of the 6-month project extension, deliveries were performed at a later date, resulting a delay in the development of the toolkit. The activities were available to our online audience later than scheduled, sadly reducing the effectiveness of the toolkit during the life-time of the project. Therefore, the project partners have been working closely to ensure the long-term sustainability and accessibility of these resources after the end of the Our Space project.

Among the dissemination and outreach actions, a series of collaborations with stakeholders has begun. As an example of this process, the project team has had discussion with ESERO Offices in the UK and in Italy about how we can share our toolkit with them. Cardiff University will host a selection of the toolkit resources on their Educational Outreach page. It is also worth noting that the Our Space webpage will be active until **June 2024** allowing access to the Toolkit and other relevant resources.

5. OTHER PROJECT OUTPUTS

5.1 Searching Further Interviews

As part of the Our Space project's efforts to connect a general audience and school pupils to the variety of space careers and career pathways that are available to them, the Our Space communications project officer organised a number of video interviews with students and young professionals in a variety of fields related to the space sector. These interview subjects were either sourced by EUSEA or had worked with other project delivery partners in school events; such as Natasha Perks who featured in the SMS "Ask me anything" school events, or had worked with partners on space-related projects; such as Éle Donegan, an intern working with CU as a science communicator, and Claudia Offner who took part in C-KIC Climate Summer School. These interviews were recorded and made into a series of videos and podcasts that were made available on the Our Space website and also shared on the project's social media channels and YouTube page. In total, eleven interviews were conducted covering careers that included patent law, science communication, astrobiology, and meteorology to name but a few, and although these interviews covered a variety of subjects, many did have similar pathways into the field, following a traditional pathway of attending university to study science, then entering the field from there. If given the opportunity it would have been beneficial to include persons who had less of traditional science background and to also include interviews with people from more diverse backgrounds and experiences, including differently-abled people.

These videos obtained a total of 1,989 views. The most popular of these interviews was a conversation with a PhD student studying photo-electrochemistry with a view count of 845 views.

5.2 Webinars

Due to the onset of the COVID-19 pandemic, it was very important for the Our Space project to shift towards online dissemination and communication activities. As part of these efforts, the Our Space project consortium organised a number of online webinars to discuss some of the key issues that the Our Space project wished to address throughout the lifespan of the project. Reaching out to external stakeholders, these gave fantastic opportunities not to just talk about the efforts being made by the project's delivery partners, but also to gain insights from other organisations who share Our Space's vision and to expand the visibility of the Our Space project to an extended audience.

Breaking stereotypes: why is gender representation important for science communication?

The first webinar was organised by **EUSEA** and **CU** and focused on shifting gender perspectives within Space and the wider STEM fields. This webinar took place in January 2021, and featured contributions detailed in table 7 below:

Table 7. Speakers who featured in the "Breaking stereotypes: why is gender representation important for science communication?" webinar.

Speaker	Area of Discussion
Wendy Sadler	Role models: for the better and for the worst? How do we influence "the influencers"?
Constanza Rojas-Molina	Mathematician and illustrator: Representation of women, common places and how to escape from them.
Carolina Doran	Reproduction of inequities in the scientific field, and the way we can stop perpetuating this.
Peter Broks	It doesn't have to be this way: history, boundaries and a new perspective.

The aim of this webinar was to:

- Contribute to very much-needed conversations about gender inclusion.
- Discuss equity in the communication of science, and to foster awareness about the cross-cutting gender issues in other scientific contexts.

214 people showed interest in attending this event by registering and on the day **172 people participated**. This session was recorded and uploaded on the project website and social media platforms and has had over **1000 views.**

Interest is Not Enough

The second webinar focused on how educators and science communicators talk about the space-sector and how to convert a general interest in these subjects into a desire to pursue a career in this sector. The interest is not enough webinar took place in July 2021, and was organised with the help of **CU** and **ED,** and featured contributions detailed in table 8 below:

Table 8: Speakers who featured in the "Interest is Not Enough" webinar.

Speaker	Affiliation	Area of Discussion
Ms Shaaron Leverment	Explorer Dome and Our Space Our Future	Discussing the findings for the Our Space Our Future student survey and literature review
Ms Samantha Borley	Institute of Physics	What are the current roadblocks that turn off students from studying physics (particularly in the space sector). Are there groups of students that we need to focus our attention on when we try to talk about space science in the classroom? How can we address these issues?

Ms Clara Cruz Niggebrugge	European Space Education Resource Office	Talked about primary and secondary school initiatives that the ESERO project has used to connect pupils with people working within industry and academia through online sessions and how to incorporate aspects of space sector research and work into different subjects in the school curriculum and expand the reach and career outlook by taking a multidisciplinary approach.
Prof. Chris Welch	International Space University	Addressing the role that higher education and research institutes play in encouraging young pupils into the field as well as discussing alternative ways to get into the space sector (internships etc) and the advantages of having people with alternative backgrounds entering the space sectors and how we might promote these alternatives.

For this online event, there were 60 respondents who registered and people **23 attended**. The recording of this webinar has had **247 views**.

Universally Different

In March 2022, **EUSEA** worked together with **ED** and **SMS** to organise the third online webinar, looking at alternative methods of communicating and teaching science and space related topics to promote inclusive and accessible practices in STEM education. This event featured contributions detailed in table 9 below:

Table 9: Speakers who featured in the "Universally Different" webinar.

Speaker	Affiliation	Area of Discussion
Mr Jon Chase	Leiden University	A science communicator, author and science rapper which he has worked with organisations including NASA, BBC and Chester Zoo.
Dr Nic Bonne	Tactile Universe	A vision-impaired astronomer and outreach and public engagement officer. Nic currently leads the Tactile Universe public engagement project, which is developing resources to help vision-impaired people learn about current topics in astronomy.
Ms. Shaaron Leverment	CEO of the UK Association for Science and Discovery Centres, founding director of Explorer Dome.	Discussing their experience from 20 years of working in STEM engagement and education.
Mr Anton Brooks	Notton House Academy	Science Teacher who has worked closely with pupils with Social, Emotional and Mental Health needs (SEMH), Speech, Language and Communication needs (SLCN) and Autistic Spectrum Conditions (ASC).

Alongside this webinar, a collection of related resources was also collected and shared with all participants, as well as being made available on the Our Space website and social media channels.

For this event, 105 people expressed an interest in attending the event by registering, and on the day 40 people attended. The recording of this webinar has had 101 views.

After each of these online events, all participants who agreed they would be willing take part in the event evaluation process, were sent a link to an online survey, to ask them for their thoughts on the event and what learning outcomes were achieved. These emails were sent approximately one week after the online event took place, to allow for the participants some time to reflect on what was covered, and all respondents were anonymised in accordance to the Our Space evaluation policy, created by CU team as part of the Our Space evaluation methodology. Unfortunately obtaining post-event data is often difficult due to the nature of the collection process and due to this fact, only 16 participants responded to this post survey evaluation, 6 in response to the Interest is not Enough Webinar, and 10 to the Universally Different webinar. The demographic of these respondents is broken down in figure 8 below.

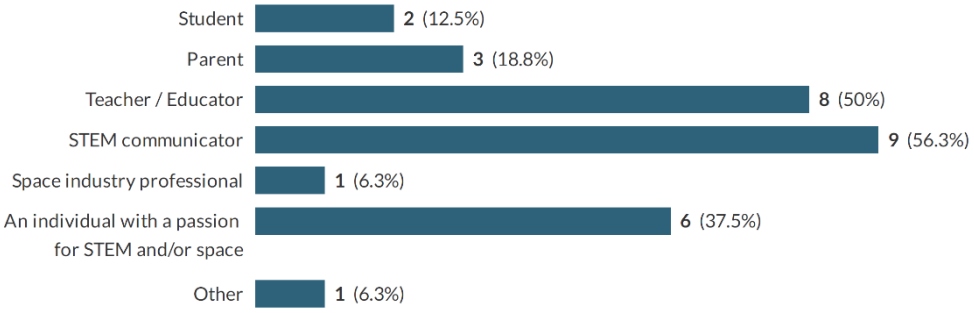
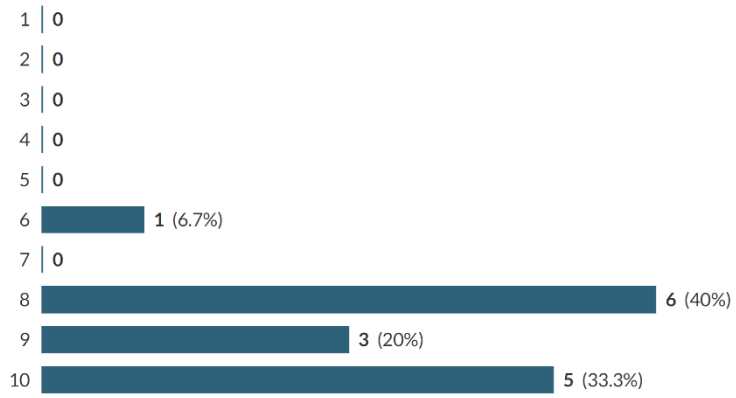


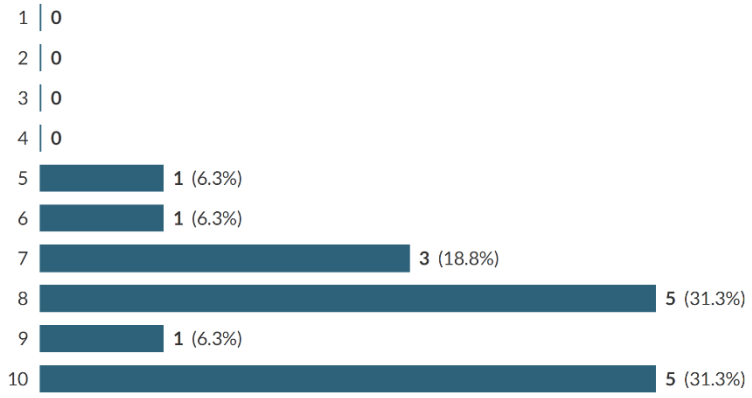
Figure 8. Post event evaluation respondent's demographic data (the other being a researcher).

However, from those 16, the majority responded positively about their own experience of attending these online event (detailed in figures 9 and 10).



Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

Figure 9. Post event evaluation respondents describing the overall experience of the Our Space Our Future event (1 poor-10 excellent)



Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

Figure 10. Post event evaluation respondents describing the overall usefulness of the Our Space Our Future event to respondents personally (1 poor-10 excellent)

Although the general opinion of these two events does show generally positive responses, their opinions on what new information was generally passed on through these webinars on the 6 key areas were positive to mixed, as shown in the below figures, although this may be due to the overall focus of the events that received feedback, which focused mostly on education and outreach (as seen in figure 11 below).

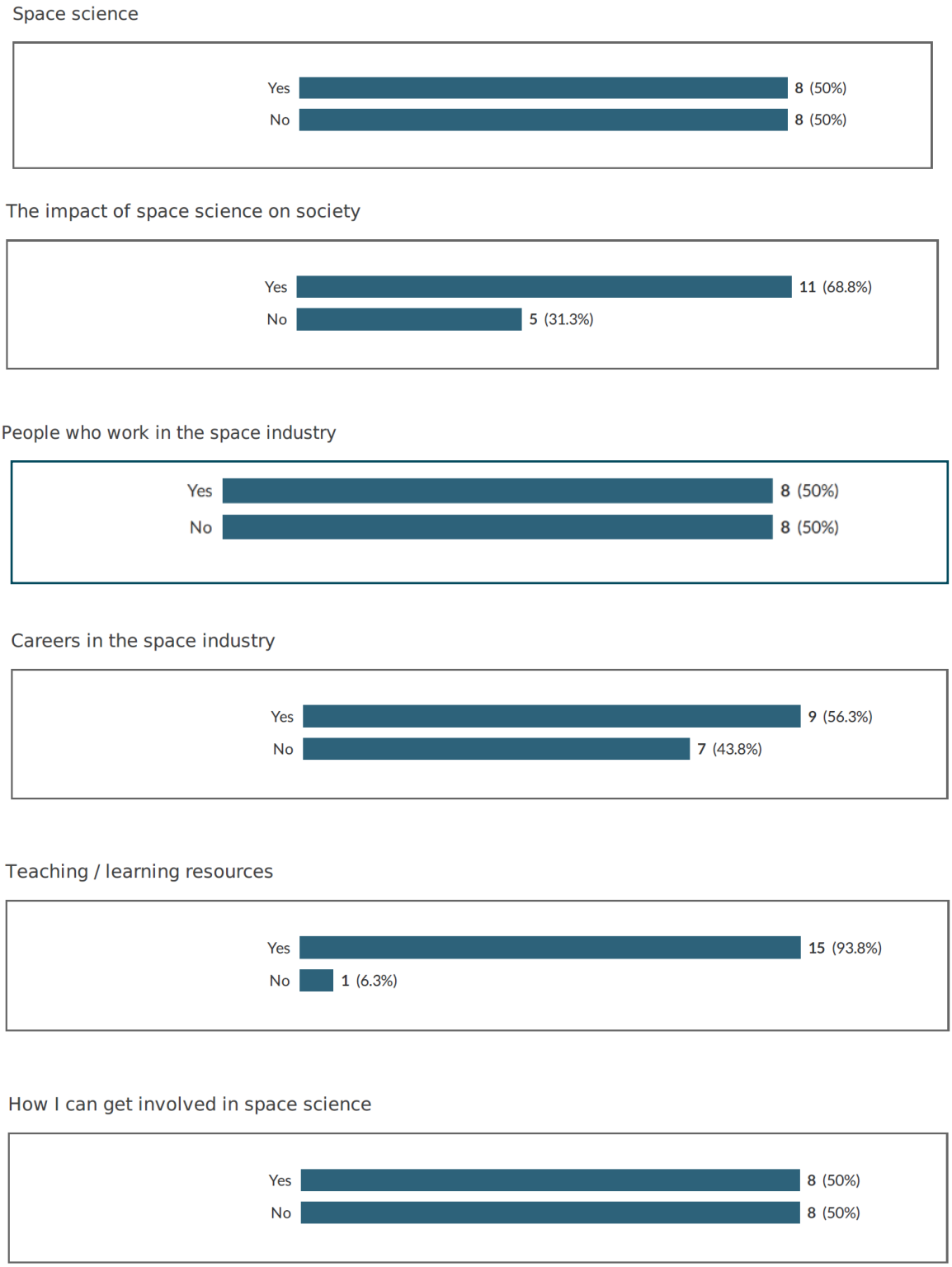


Figure 11. Post event evaluation respondents' feedback on whether they learnt any new information on six key aspects of the Our Space Our Future Project

5.3 Newsletters

Throughout the timeline of the Our Space project, a mailing list of individuals and organisations interested in hearing updates on the Our Space project was created. People were either invited to join the mailing list directly, or could opt-in through the Our Space website, or on the registration pages of Our Space online events. Currently, this mailing list consists of 312 contacts, which were sent 13 emails about project news, events, and requests for information. Of these emails there were five newsletters which shared general news about the Our Space project and three press releases about specific Our Space project outcomes. These newsletters featured contributions from all Our space partners (EUSEA, CU, SMS, ED, PSC, NUC, PDK, C-KIC).

5.4 Dissemination to professional community

Our Space project has created a strong network of experts. Our Space Consortium members participated in 34 relevant national and international events targeted at the scientific community including teachers, and related professionals.

Due to the COVID pandemic a large proportion of these events after March 2020 were conducted online. Although, this was not the planned method of delivering Our Space project to wider audience we reached a total of 374 through in-person events and 2,858 individuals through online events.

A combination of conferences, panels, working groups, pitch meetings were undertaken to reach a large range of target audiences and stakeholders from the fields of space science education and communication. For example:

- the NUC and CU teams presenting at the Global Hands-On Universe conference in 2020 and 2021.
- Conducting online workshops at the EUSEA 2020 online conference on representing Space careers led by Rachel Mason, (SMS) and Rosa Doran, from (NUC).
- organisation of a workshop on "Space Science for Societal Challenges" a joint event with SpaceEU led by ED, C-KIC and CU.

Partners have worked with a number of external stakeholders and collaborators who have interfaced with the project throughout it's timeline and have helped support the outreach of the Our Space project. 86 external stakeholders have contributed to the Our Space project, to varying degrees (see appendix 7).

Through these efforts, Our Space Our Future partners have managed to reach 105,947 individuals, including but not limited to audience groups consisting of the general public, researchers, educators, and school pupils.

6. PROJECT LONGEVITY AND SUSTAINABILITY

6.1 Summary

It is important that the work of the Our Space project, as well as the resources created for the toolkit, are sustained after the project ends. This is especially important due to the delay in the creation of the project toolkit activities. Therefore, the Our Space website will remain available for 2 years after the end of the project, allowing access the resources available. Project partners will also continue to refer to these resources on their social media channels, and at any relevant dissemination events. It is also hoped that through the connections made with related organisations and stakeholders, that this network will continue to share the key outcomes from the project's literature review, evaluation results, and will distribute utilities and share the resources created for the Our Space website, including the activities that are included on the Our Space toolkit. In addition to this, Our Space partners from C-KIC have conducted an investigation on how best the resources created by the Our Space project could be maintained and sustained after the end of the project, working closely with the project's delivery partners and external stakeholders. Some of their key findings that relate to the continued outreach of the project will be discussed in section 6.2, but for further details please refer to D6.5 Sustainability action plan.

6.2 Sustainability action plan

C-KIC conducted extensive interviews with the project's delivery partners regarding their work (during the project as well as potentially beyond it) and on their vision about the post-project exploitation and continuation of the Our Space legacy. This included a cost analysis of their potential work, which can be used to estimate the costs of continuing the project under different scenarios dictated by the various possible governance plans.

6.2.1 Our Space Content:

A particular focus for these interviews was for the long-term sustainability of the Our Space toolkit, and what measure could be taken to improve usability and visibility of this collection of resources which would be important factors that need to be considered to ensure that this content continues to reach our key audiences. From these interviews, five different elements have been identified by the consortium, as key to improve the toolkits usability:

1. **Description of activities:** The first improvement that must be made is the creation of ad-hoc descriptions of the activities and resources connected to the activities. This could be achieved for example by "*creating a drop-down in the website to point out the principles we work with, and by creating a small introductory video that sums up the literature*" (**ED)**. Another option is to *"get more video content of the interventions if they are shown as they are harder to replicate by teachers and educators"* (**CU**).

2. **Clear list of resources:** In order to maximise the uptake of the activities that are not readily replicable without further instructions, it is important to create a list of links to related activities and organisations. This list should ideally be maintained on the Our Space website in order to prevent it from becoming obsolete.

3. **Overall accessibility:** A key concern regards the overall accessibility of the website, that may currently be hard to navigate. Therefore, it has been suggested that "*the repository needs to be formatted in a way that can easily be cross-shared on other resource sites without losing the brand and project source*" (**CU**). Moreover, it is important to achieve uniformity, therefore "*activities should follow a set format and be easily navigated when visiting one and then another"* (**EUSEA**). It was suggested to format the activities following a "recipe-type" description where an activity is described in steps to follow to conduct it.

4. **Multilingual translations**: It would be ideal to be able to translate the toolkit into several languages, in order to make it more accessible to all European Countries.

5. **Formal correctness and length**: Last but not least, "*the activities need to look neat, attractive, have a rigorous design, be easy to understand (not overwhelmingly lengthy text wise), and easy to transfer into user's context*" (**PDK**). For this purpose, it was suggested to have an impartial copywriter (**SMS**).

In addition to the above points made about the Toolkit, Our Space delivery partners also included comments on other aspects of how the content on the Our Space website could be included:

More focused targeting: After usability, targeting was the most pressing issue to improve, according to the consortium. Indeed, 5 different partners stated the need to increase the relevance to the project according to our target. To do so, we must "*make it clearer that our principal target group is teachers"* (PDK). Moreover, we should *"involve students and teachers in the description of the activities, as well as the comments raised by the professionals on the activities (e.g., scientist's comments on the activities they were involved in)"* (PSC)

Enhanced relevance: Given the huge public interest in space-related topics, it was suggested to surf the wave, and to *"strengthen the connection with current space related"* topics (PSC). It is therefore important to stay up-to-date with the current news and trends to make our project continually relevant

Better alignment with partners: The need for more one-on-one conversations between partners in order to develop concepts and find new synergies was stressed. To better share ideas, it was also suggested that *"each partner could test an activity performed by another partner in order to improve it and add new ideas to it" (*PSC)

More content: Finally, it was suggested to add more content to the existing toolkit. In this regard, it was suggested *to "include more generic careers advice as a printable pdf for careers teachers with some EU wide advice and localised advice for each country"* (CU).

6.2.2 Sustainability and governance perspectives

Another key point that was addressed during these interviews were potential ways for the Our Space partnership to maintain continued collaboration between the Our Space partners and external stakeholders after the end of the project. From these discussion, three possible collaboration models were defined.

Our Space 2.0: The project Our Space is continued with the same group of partners, in a "2.0 version".

Country-based: The scope of the project is continued on a national basis, exploiting local and national initiative and funds.

Thematic-based: The scope of the project is continued on a thematic basis. This implies finding synergies with related stakeholders who would be interested in continuing the work being done by the Our Space project.

A list of potential pros and cons of each of these proposed collaborations are detailed in table 10 below:

Table 10: A list of pros and cons for the three possible options for sustaining the Our Space project after the project's end date

	OSOF 2.0	Country- based	Thematic-Based
Pros	Relationship with the consortium. Relationship with teachers.	Easily funded. Focus on regional space hubs. No language barrier.	Synergies between organisations. Knowledge sharing.

Cons	Funding for a pre-existing project. Time and resource constraints	Funding for a pre-existing project. Heterogeneity of materials. Disruption of the consortium.	Exclusion of non-delivery partners. Limited funding for thematic consortia. Disruption of the consortium.

6.3 Other Actions

In addition to these efforts, Our Space delivery partners from PDK and CU organised a project partner training day with the Our Space consortium in May 2022. At this event a series of workshops took place where Our Space delivery partners were able to share and explain some of their experiences and best practice for conducting one of the activities they had developed for the online toolkit. All delivery partners had the opportunity to learn how to conduct a number of activities that could be used by their organisation in later outreach interventions and contribute to discussions on what they had learnt and would take away from the project.

As part of the project legacy and to help with sustainability, the Our Space team have also commissioned the creation of two final videos which will feature an overview of the Our Space project for two key audiences. Firstly, for the schools involved it will showcase how the students have been part of a bigger international project. Delivery partners will encourage partner schools to show this short film in school assembly so that other students can see what the school has been part of. This will form an additional minor intervention that helps give those students who were involved the feeling of international connection that we felt unable to achieve due to the extra pandemic pressures on our schools. The second version of the video will showcase the key findings from the evaluation and hear from those involved about what they personally gained from taking part. The goal is that this will summarise the findings quickly to a broader audience and help lever future support that could allow further work across the consortium.

7. CONCLUSION

During the Our Space Our Future project, EUSEA, has worked collaboratively with all partners (CU, SMS, ED, PSC, NUC, PDK, C-KIC) to create a community who have a shared interest in the key goals and messages that the project has fostered. The online aspect of this outreach has become an increasingly important component of the Our Space project, especially due to the onset of the COVID-19 pandemic and the resulting restrictions that were put into place to ensure public safety, but which also limited the face-to-face contact that was planned as a considerable part of the project at its inception. As a result of this increased shift to online outreach, the methods utilised by our delivery and outreach partners, and the way the project measured this engagement did have to adapt accordingly, however, the key aims for work package 6 remained the same.

Although it can be harder to assess the full impact of online engagement, with the tools that are available, the efforts made by the Our Space partners to utilise the online platforms that were created early on in the Our Space project have been considerable. Through these collaborative efforts the Our Space team have managed to share resources, news, inspirational content related to space-sector career pathways, up-to date research and discoveries in these fields, as well as general information about the Our Space project extensively. An overall reach of over 700,000 through the Our Space and Our Space partners social media channels has far exceeded the projects initial target of 35,000.

Table 11: Our Space online engagements through social media channels

	Our Space Facebook page	Our Space Twitter account	Our Space Instagram account	Our Space YouTube Channel	Partners Our Space social media	Total project social media reach
Reach	77,797	507,022	25,243	9,219	126,926	**746, 207**

The number of activities either hosted by Our Space or where the Our Space project has participated that have taken place either online or in-person is over 60 reaching an audience of over 3000.

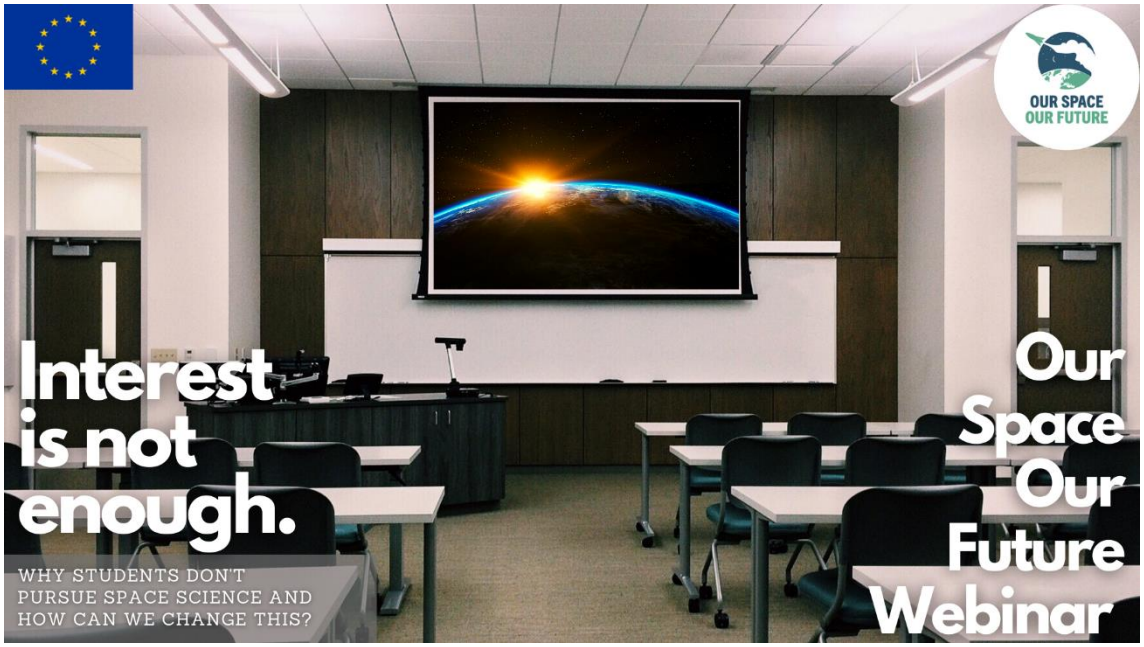
Table 12: Number of activities Our Space participated or hosted (not including any school interventions, teacher CPD or community events)

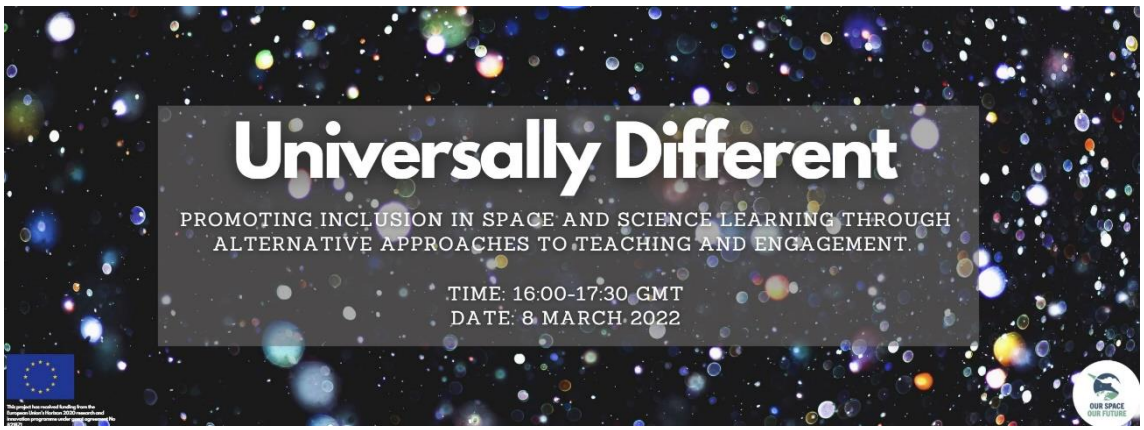
		Number of online activities	Number of in person activities
Number of activities	61	38	23
Audiences numbers	3,232	2858	374

The adaptations to the project due to COVID has impacted on the dissemination and communication of the project. However, in some respects this has been a positive one with a social media campaign that has far reached our expectations of interaction and engagement of audiences with our project. Our Space has engaged with over **105,000 individuals** through school interventions, community events, teacher CPD and through a variety of online and in-person activities. In total, the project has engaged with **862,459** individuals, when including its wider social media reach.

8. APPENDICES

Appendix 1. Promotional materials for Our Space Webinars





Appendix 2. Promotional materials used at in-person events

career sheet

Not just for astronauts

There is Space for everyone!

There are **lots of different jobs** that link to the space industry, like **observing the earth** through satellite systems, **designing** and **making** equipment, or studying distant phenomena. We want to show you that **there is more to space careers than you might think.**

Try to get some **hands-on experience** in what you like to do. Ask at local science centres or universities for summer work programmes or internships.

This will help you **understand what you enjoy** (and what you don't!) and will also make you a much better candidate when you apply for jobs in the future.

Reach out to those in the know! Lots of people have made the careers journey before you and they'll be happy to help!

Ask friends and family, talk to your **school careers service** or research companies you hear about.

Some space sector jobs require knowledge of science, technology, engineering or mathematics, but some require **different skills**, like design, organising or sales. **Study what you enjoy** and this can lead to a career you'd enjoy too.

There are national & international organisations that provide advice and guidance on how to **achieve your aim** of working in the space sector.

Take a look at their websites and social media to understand what they do.

These are exciting times! It is now more important than ever that we understand our place in space, safeguarding our future and finding solutions for the world.

Working in space allows you to work with many different people and organisations **all over the world**. We all need to work together to protect the planet we share.

Although it may take some hard work, you can get the job you want in space!

Find out more about jobs in the space industry and the people who do them:

ourspaceourfuture.eu

This project has received funding from the European Union's Horizon 2020 research and innovation programme under the grant agreement No. 821871.

Career handouts- General Guidance (Provided in all languages required- in this example English)

Gwefannau Defnyddiol am Yrfaoedd

Beth i'w astudio

NationalCareers.Service.gov.uk/explorecareers
Gyrfacymru.llyw.cymru/cynllunio-eich-gyrfa
Gyrfacymru.llyw.cymru

Estyn Allan

SpaceAwareness.org/en/careers#interviews
ourspaceourfuture.eu/careers-resources/#jobs

Sefydliadau Cenedlaethol a Rhyngwladol

Spacecareers.uk
UKspace.org/careers
ESA.int/About_us/Careers_at_ESA

Profiad Ymarferol

spaceschoolUK
SpaceCamp.no
sciencecentres.org.uk/centres
nuffieldfoundation.org/student-teachers

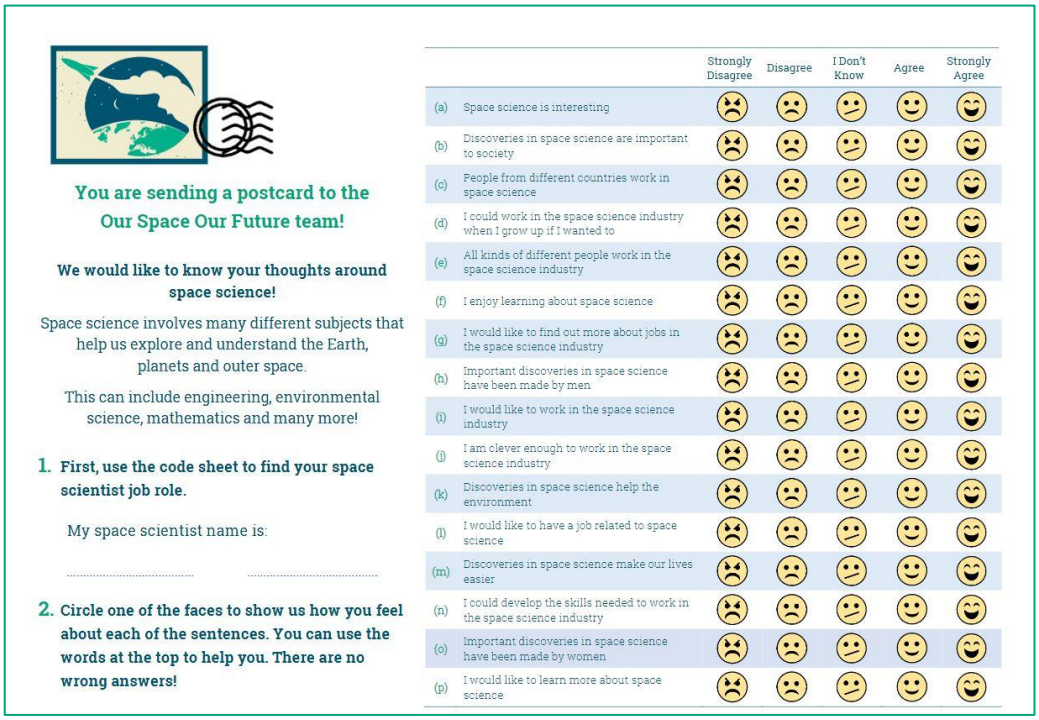
Mae'r prosiect hwn wedi siorhau cyllid gan raglen ymchwil ac arloesedd Horizon 2020 yr Undeb Ewropeaidd o dan gytundeb grant rhif 821871.

Career handouts- Online resources (Provided in all languages required in - this example Welsh)

Participation certificates

Appendix 3. Example of event post surveys postcards.

Post intervention surveys postcards



You are sending a postcard to the Our Space Our Future team!

We would like to know your thoughts around space science!

Space science involves many different subjects that help us explore and understand the Earth, planets and outer space.

This can include engineering, environmental science, mathematics and many more!

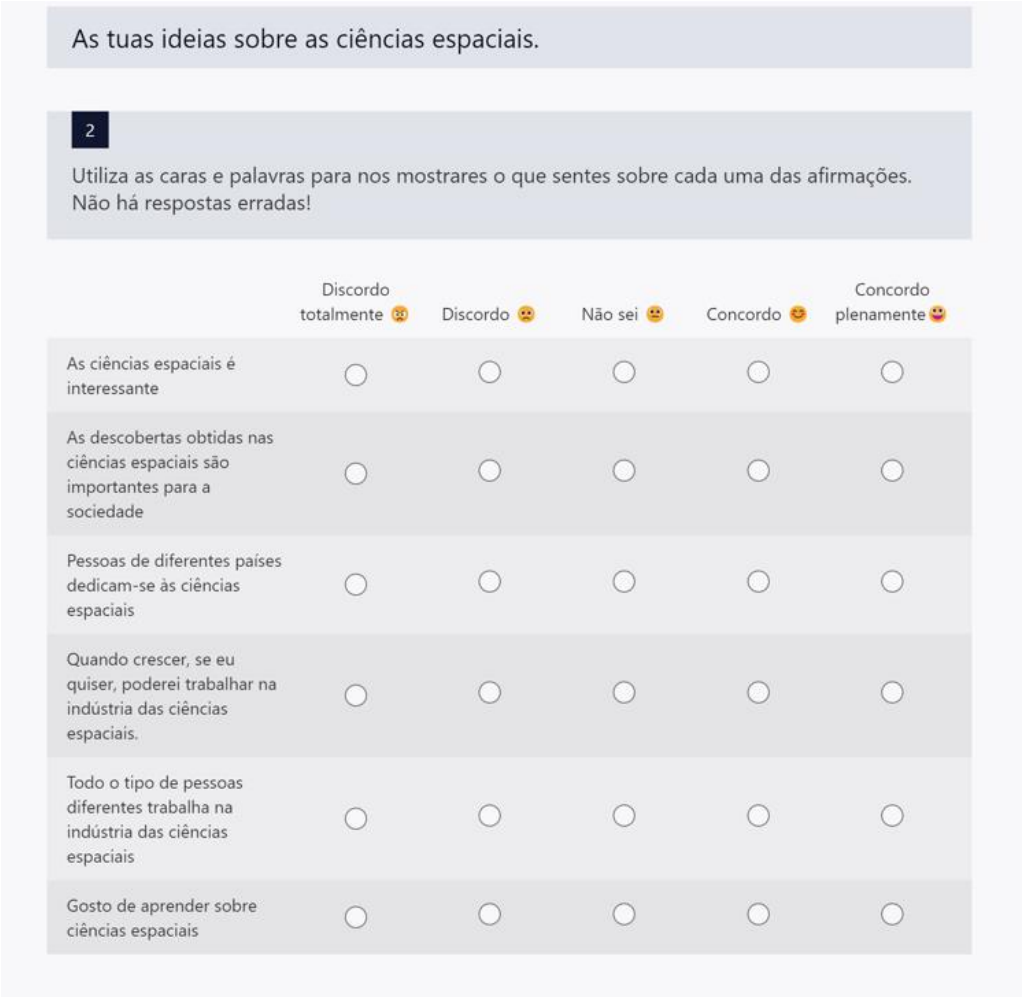
1. **First, use the code sheet to find your space scientist job role.**

   My space scientist name is:

   ....

2. **Circle one of the faces to show us how you feel about each of the sentences. You can use the words at the top to help you. There are no wrong answers!**

		Strongly Disagree	Disagree	I Don't Know	Agree	Strongly Agree
(a)	Space science is interesting					
(b)	Discoveries in space science are important to society					
(c)	People from different countries work in space science					
(d)	I could work in the space science industry when I grow up if I wanted to					
(e)	All kinds of different people work in the space science industry					
(f)	I enjoy learning about space science					
(g)	I would like to find out more about jobs in the space science industry					
(h)	Important discoveries in space science have been made by men					
(i)	I would like to work in the space science industry					
(j)	I am clever enough to work in the space science industry					
(k)	Discoveries in space science help the environment					
(l)	I would like to have a job related to space science					
(m)	Discoveries in space science make our lives easier					
(n)	I could develop the skills needed to work in the space science industry					
(o)	Important discoveries in space science have been made by women					
(p)	I would like to learn more about space science					



As tuas ideias sobre as ciências espaciais.

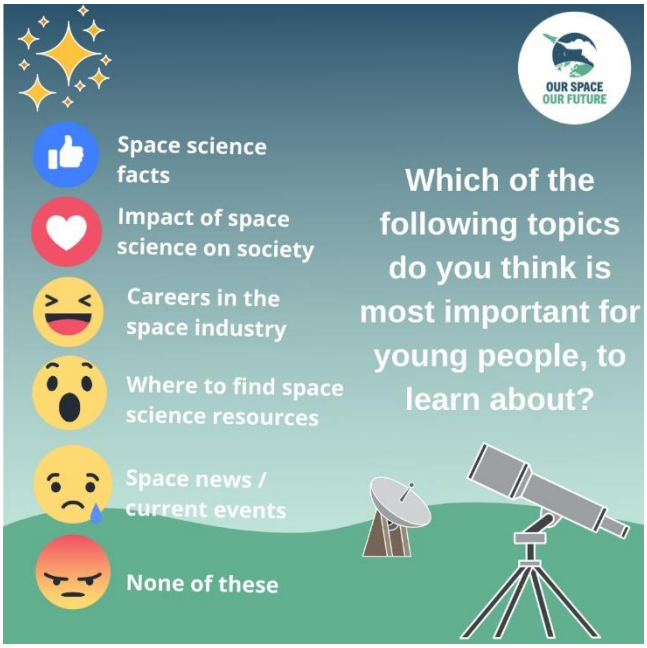
2

Utiliza as caras e palavras para nos mostrares o que sentes sobre cada uma das afirmações. Não há respostas erradas!

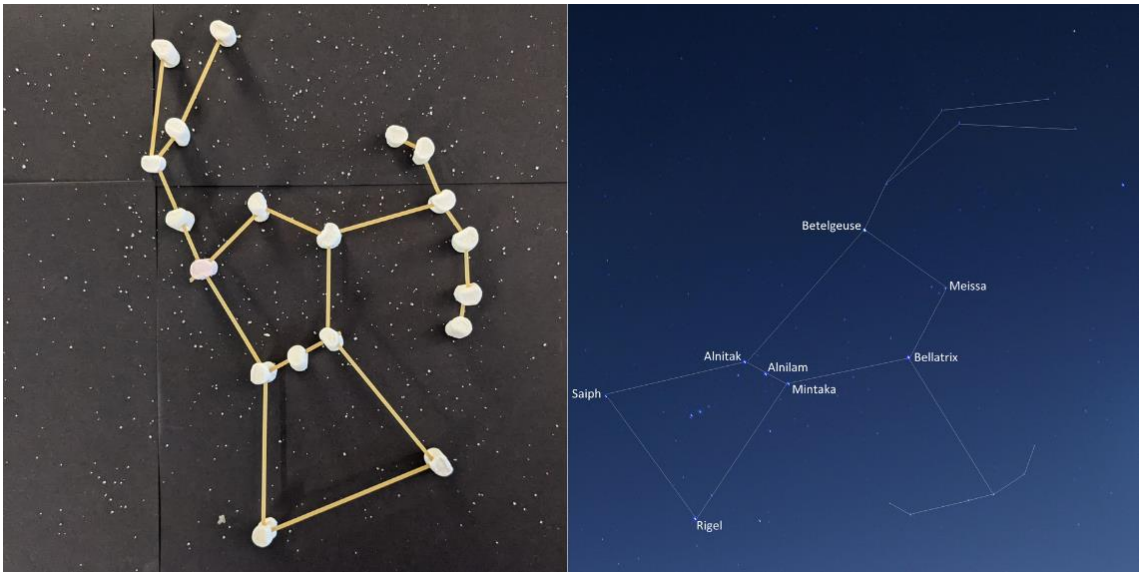
	Discordo totalmente	Discordo	Não sei	Concordo	Concordo plenamente
As ciências espaciais é interessante	○	○	○	○	○
As descobertas obtidas nas ciências espaciais são importantes para a sociedade	○	○	○	○	○
Pessoas de diferentes países dedicam-se às ciências espaciais	○	○	○	○	○
Quando crescer, se eu quiser, poderei trabalhar na indústria das ciências espaciais.	○	○	○	○	○
Todo o tipo de pessoas diferentes trabalha na indústria das ciências espaciais	○	○	○	○	○
Gosto de aprender sobre ciências espaciais	○	○	○	○	○

Online post-intervention survey in Portuguese

Appendix 4. Example of social media materials

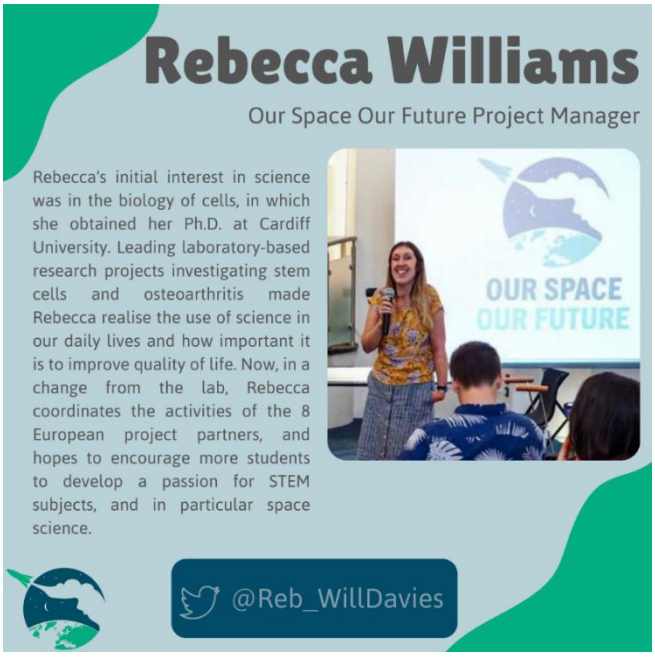


Audience surveys used on Instagram and Facebook.



Materials created and shared during World Space Week 2021- Space Crafts- Home activities.

Instagram Posts- Sharing information about inspirational people working within the Space-sector.

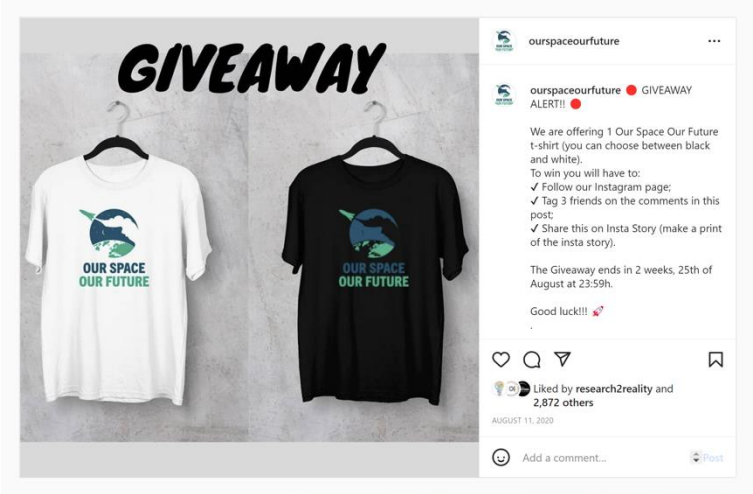


Instagram and Facebook Posts- Women of Our Space shared during International Women's Month, showcasing the work female members of the Our Space Our Future team.

Materials created and shared during World Space Week 2021- Space Haikus.

Instagram Posts – Sharing news about related stakeholders within the Space Sector.

Instagram Posts – Sharing awareness about International Women's Day 2022.

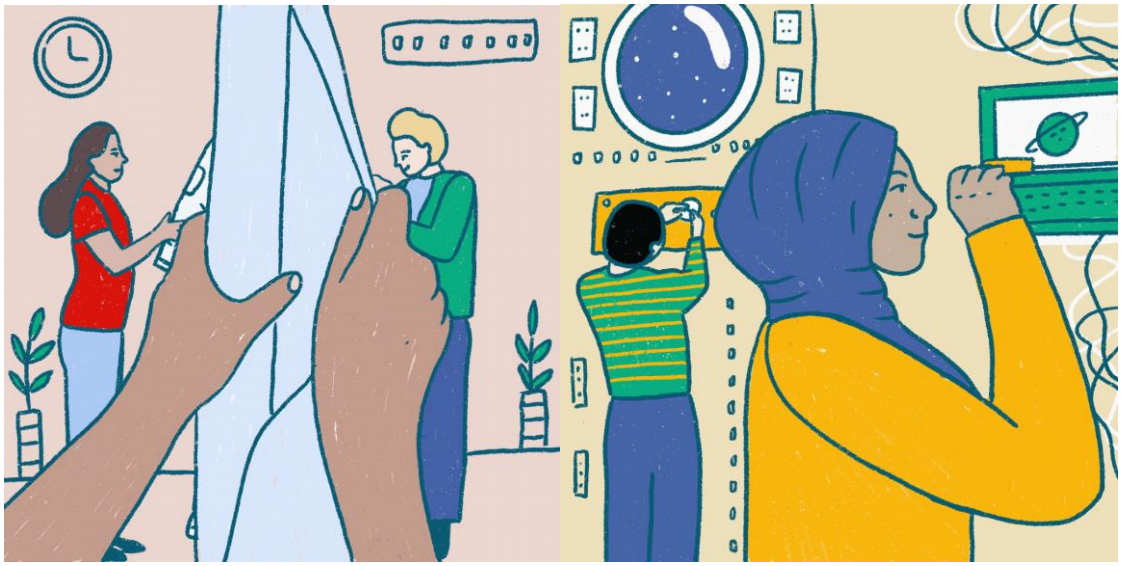


Instagram Posts – Competition to encourage Instagram users to follow the Our Space Instagram page.

Appendix 5. Career Graphics

A series of images depicting possible careers within the space sector, featuring multiple genders and backgrounds- freely available to download.

A collection of colouring in pages of possible careers within the space sector, featuring multiple genders and backgrounds - freely available to download.



A series of animated GIF's depicting possible careers within the space sector, featuring multiple genders and backgrounds- freely available to download.

Appendix 6. Screenshot of Our Space Newsletter #4

Our Space Our Future Newsletter #4

View Report

Campaign Preview | HTML Source | Plain-Text Email | Details

OUR SPACE OUR FUTURE

Our Space Our Future project in a nutshell

Our Space Our Future aims to show a more diverse audience of young people the wide range of careers they could take up in the space industry using creative and interactive tools. Regardless of ethnicity, gender, academic or economic background we want to show young people that a career connected to space is an achievable and accessible option. Using career-focused activities with schools in our partner countries we hope to change the stereotypes that space careers are only about astronauts. From monitoring methane to tracking the spread of seaweed from space, we want to reveal the hidden wonders where space technology is used to improve life here on earth.

Welcome to the fourth Our Space Our Future Newsletter!

After a very.... unique.... second year of the Our Space Our Future project, we are raring to get going again. Although we are taking small steps to get back to something that looks a little like normal, we are very excited to be organising events again, both online and in-person where possible. We have a lot we want to fit in and lots of news we want to share.

So ... let's go!

Appendix 7. Table of External Stakeholders

Researcher Name	Area of research	Organisation Title if known	Involvement with OSOF
Phillip Meitnier	IT specialist	Xinabox Ltd	Interview for OSOF
Rosie Cane	Astrobiologist	University of Edinburgh	Interview for OSOF
Hannah Bloomfield	Climate scientist	University of Bristol	Interview for OSOF
Ditlev Frickman	Astrophysics student	Planetarium Copenhagen	Interview for OSOF
Elżbieta Wołoszyńska-Wiśniewska	Environment	UNEP/GRID	Member of the International Stakeholder Group
Mary Ritter	Environment/Climate change	EIT Climate-KIC	Speaker at OSOF event
David J Patterson	Environment	WWF	Speaker at OSOF event
Sam Shingles	Planetary Science graduate	Sense about Science	Interview for OSOF
Shaumica Saravanabavan	Photo electrochemistry student	University of Warwick	Interview for OSOF
Marta Cortesão	Astrobiologist	University of Porto	Interview for OSOF
Chris Welch	Space Engineering	International Space University	Speaker at OSOF event
Clara Cruz Niggebrugge	Education	ESA	Speaker at OSOF event
Samantha Borley	Education	Institute of physics	Member of the International Stakeholder Group
Claudia Offner	GIS and social sciences	London school of hygiene and tropical medicine	Interview for OSOF
Nic Bonne	Astronomy education	Tactile Universe	Speaker at OSOF event
Anton Brooks	Education	Notton House Academy	Speaker at OSOF event
Constanza Rojas-Molina	Education	CY Cergy Paris Universite	Speaker at OSOF event
Rachel Tilling	Cryospheric Sciences	Research scientist	Providing a talk for school intervention
Sheila Kanini	Astronomy education	Royal Astronomical Society (RAS)	Member of the International Stakeholder Group
Alex Brown	Science communication/education	ESERO-UK	Member of the International Stakeholder Group
Carolina Doran	Behavioural ecology	Leibniz Institute of Freshwater Ecology and Inland Fisheries	Speaker at OSOF event
Sofoklis Sotiriou	Science education	Open Schools for Open Societies	Member of the International Stakeholder Group
Eleftheria Tsourlidaki	Space education	University of Athens	Member of the International Stakeholder Group

Simon Olling Rebsdorf	Space education	House of Natural Science. ESERO Denmark	Member of the International Stakeholder Group
Kristian Pederson	Space education	DTU Space (National Space Institute, Technical University of Denmark)	Member of the International Stakeholder Group
Giannandrea Inchingolo	Evolution of galaxy clusters	INAF -Bologna	School intervention
Maura Sandri	Design of microwave antennas for satellites and radio telescopes (Planck, Litebird, LSPE, Alma).	INAF -OAS Bologna	School intervention
Paolo D'Avanzo	Multi-messenger astrophysics	INAF -Brera	School intervention
Paolo Tozzi	Clusters of galaxies and populations of galactic nuclei active in the X-ray band (Chandra and XMM-Newton)	INAF -Arcetri	School intervention
Sara Bonito	Interdisciplinary study of young stars: numerical simulations, laser experiments, multi-band observations (Hubble, Rubin LSST, Chandra, Athena)	INAF -OA Palermo	School intervention
Silvia Casu	Physics of the interstellar medium	INAF -Cagliari	School intervention
Silvia Piranomonte	Multi-messenger astrophysics / sources of gravitational waves	INAF -OA ROMA	School intervention
Teresa Fornaro	astrobiology	INAF -Arcetri	School intervention
Paolo Bellutta	rover on mars	JPL robotics	School intervention
Ettore Perozzi	asteroid hazard	ASI	School intervention
Adamantia Paizis	Binary systems at high energies	INAF - IASF Milano	
Clementina Sasso	Solar Orbiter mission	INAF -Capodimonte	
Germana Galoforo	Italian Space Agency responsible for educational programme	ASI - Rome headquarter	Outreach activity
Roberta Antolini	Responsible for Public relation at INFN-LNGS National Laboratories of Gran sasso - National Institute of Nuclear Physics	INFN - L'Aquila	School intervention
Camilla Rossi Linemann	Responsible of International Projects Development	MUST - National Science Museum Milan	Coordinator of ESERO Italy
Enrico Giro	astronomical instrumentation	INAF -Padova	
Amanda Smith	Environment/Climate change	Living Wales	School intervention
Clair McSweeney	Science education	CIT Blackrock Castle Observatory	Member of the International Stakeholder Group
Richard Hazelwood	Space Industry	WASP	Other
Monica Miguel Lago	Remote sensing	European Association of Remote Sensing Companies (EARSC)	Member of the International Stakeholder Group
Dimitrios Papadakis	Earth Observation	Evenflow	Speaker at OSOF event
Renee Watson	Education	Curiosity Box	possible contributor
Carolina Doran	Project Officer	European citizen science association	Speaker at OSOF event
John Chinner	Engineer	Aerospace Engineer	Providing a talk for school intervention

Simon Haslam	Patent Attorney	Abel + Imray: Trade Mark And Patent Attorneys	School intervention
Natasha Perks	Patent Attorney	Abel + Imray: Trade Mark And Patent Attorneys	School intervention
Natasha Perks	Patent Attorney	Abel + Imray: Trade Mark And Patent Attorneys	Interview for OSOF
Alun Davies	Development manager	Space Wales	Other
John Whalley	CEO aerospace Wales	Aerospace Wales	Other
Patrick Stuart	Space industry	Space Catapult	Other
Amelia Ortiz Gil	Space education	International Astronomical Union (IAU)	Member of the International Stakeholder Group
Maria Vittoria D'Inzeo	Space policy	European Commission (DG DEFIS)	Speaker at OSOF event
Chiara Manfletti	Space policy	European Space Agency (ESA)	Speaker at OSOF event
Claudia Antolini	Science Communication	Tigers in STEMM	Interview for OSOF
Peter Broks	Education		Speaker at OSOF event
Celina Lavis	Project Officer	Physics Mentoring Project	Other
Christoph Schroder	GIS	University of Malaga	Member of the International Stakeholder Group
Pedro Russo	Space education	Leiden Observatory	Member of the International Stakeholder Group
Danny Vandenbroucke	Earth Observation	KU Leuven University	Speaker at OSOF event
Jon Chase	Science Communication	University of Leiden	Speaker at OSOF event/possible contributor
Dr Anna Horleston	Planetary seismologist	Planetary seismologist	Providing a talk for school intervention
Dr Jaclyn Bell	School of Computer Sciences and ESA Astronaut applicant	Senior Teaching Fellow	Providing a talk for school intervention
Mark. Fox-Powell	Astrobiologist	Research Fellow	Providing a talk for school intervention
Tamsin Edwards	Climate Scientist	Climate Scientist	Providing a talk for school intervention
Piyal Samara-Ratna	Mechanical engineer	University of Leicester	School intervention
Naomi Rowe-Gurney	PhD Planetary Science	NASA	School intervention
Naomi Rowe-Gurney	PhD Planetary Science	NASA	Speaker at OSOF event
Steve Wilkins	STFC Webb Fellow	University Sussex	Speaker at OSOF event
Jo Barstow	Planetary scientist	Open University	Speaker at OSOF event
Sophie Allan	Head of teaching and learning	National Space Academy	Speaker at OSOF event
Professor Jane Greaves	Radio astronomer and astrobiologist	Cardiff University	Speaker at OSOF event
Clara Sousa-Silva	Quantum astrochemistry and astrobiologist	Harvard	Speaker at OSOF event
Elizabeth Standway	Extra galactic astronomer	University of Warwick	Speaker at OSOF event
Andrew Rushby	Lecturer in Astrobiologist	University of London	School intervention
Isobel Lawrence	Climate scientist	UCL	School intervention

Rachel L Tilling	Climate scientist	University of Maryland	School intervention
Christopher Bridges	On-Board Data Handling	University of Surrey	School intervention
Sophie Durston	Earth Observation	SENSE Earth Observation CDT, University of Leeds	School intervention
Stefania Soldini	Space Engineering	University of Liverpool	School intervention
Leshan Uggalla	Space Engineering	University of South Wales	School intervention
Éle Donegan	Science Communication	University of Cardiff	Interview for OSOF

People who have contributed to the Our Space project.

End of report

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