

# Annual Report 2025

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# Foreword

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**Marc Durando, European Schoolnet's  
Executive Director**

Dear European education community,

As we look back on the past year, we are pleased to share the many impactful initiatives European Schoolnet has delivered and the meaningful progress made together. Our work has continued to grow in relevance and ambition, guided by a deep conviction: that Europe's future depends on our ability to adapt, innovate, continue learning, and place education at the heart of our society.

This belief has driven our network of Ministries of Education to bring added value to the education community in diverse and powerful ways. Throughout the year, we remained committed to providing evidence and policy resources that support governments in making informed decisions in the field of education. Beyond this, we actively engaged with more than one million teachers and schools across Europe - empowering educators through training, inspiring models of teaching and learning, new technologies, pedagogies, and practical toolkits.

With new political priorities taking shape at European level and increased public concerns and debate about the impact of mobile phones and social media on children and young people's mental health and well-being, children's rights in the digital world continue to feature prominently on the European Commission's and EU member states' policy agendas.

Against this background, European Schoolnet continued fostering digital well-being in and outside the school, supporting knowledge exchange and capacity building on media literacy and online safety education, in connection with the wider range of online risks (e.g. excessive use, cyberbullying, gender-based violence, potentially harmful content) and opportunities (e.g. for learning, play and participation) for children and young people. We do so, supporting key European Commission initiatives in this area, such as [Better Internet for Kids](#). Meanwhile, we contributed to the development of digital skills and competencies for children, young people, educators and professionals, to close the digital skills gap and achieve the Digital Decade targets, contributing to the development of the [Digital Skills and Jobs Platform](#).

Another key focus of our work has been helping students and schools navigate the rapidly evolving AI era responsibly and meaningfully. We facilitated dialogue through events and

communication activities, provided evidence, shared inspiring practices, and developed resources to better understand the benefits and risks of introducing Artificial intelligence and other technologies in the classroom.

We also advanced science education and careers in Europe to equip young people with the critical thinking and problem-solving skills Europe needs for the challenges ahead. To do that, the work of our organisation through [Scientix®](#) - the leading community for science education in Europe - has been crucial. Organising over 1,600 activities, transformative projects and initiatives, attracting over 100,000 teachers and 600,000 students from over 50 countries to the 2025 STEM discovery campaign and helping 540 new schools to achieve the Competent STEM School Label in 2025.

Through our [Future Classroom Lab](#) ecosystem, the [European Schoolnet Academy](#), we strengthened our network of enthusiastic schools, teachers, teacher trainers, learners, and policymakers—bringing them together across countries and sectors, united by a shared commitment to improving the quality of education.

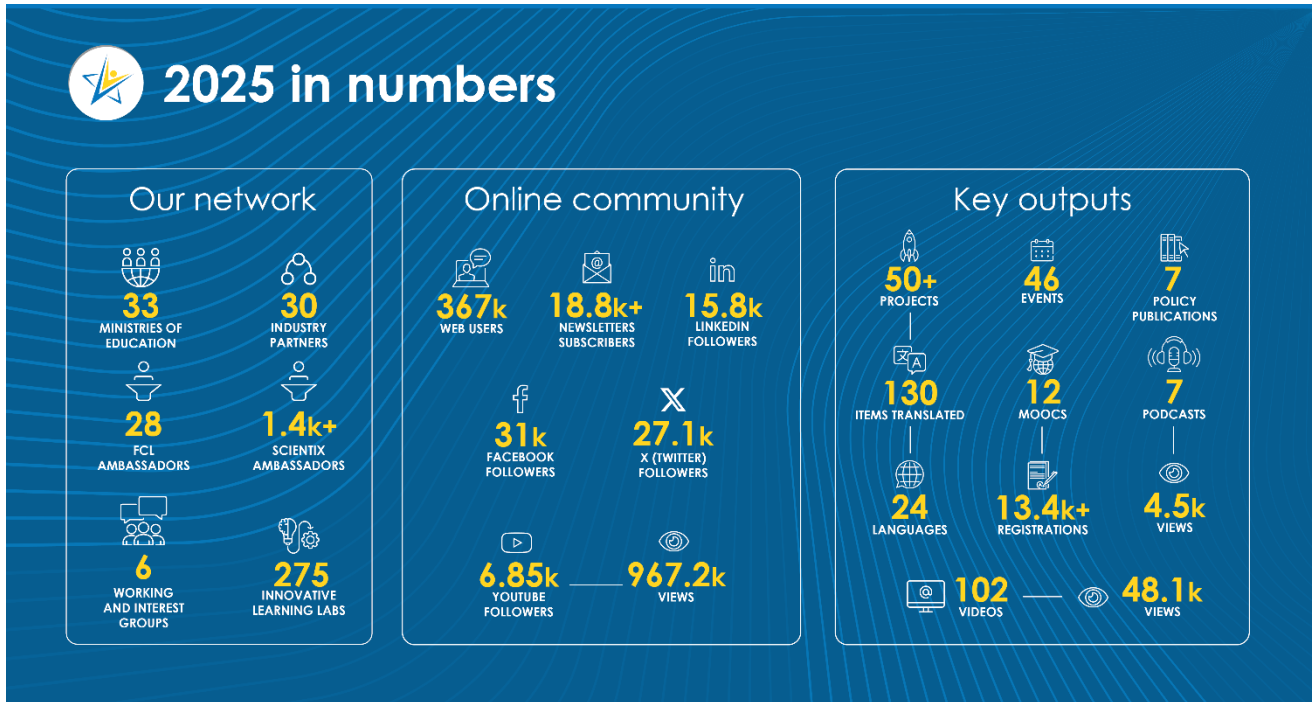
Finally, European Schoolnet was entrusted by the European Commission to develop and promote key EU initiatives, such as the [European School Education Platform](#), the [European Digital Education Hub](#) and most recently the [SELFIE](#) initiative (Self-reflection on Effective Learning by Fostering the Use of Innovative Educational Technologies), among other projects.

These achievements reflect not only the progress of the past year but also the strong foundations we are building for the future. They are milestones in a collective journey toward more inclusive, innovative, and impactful learning for all.

It is with great pleasure that we share our 2025 Annual Report with you. We warmly invite you to explore it, celebrate our shared accomplishments, and continue shaping the next chapter of European Schoolnet's story with us. Together, we are laying the groundwork for an even more inspiring year ahead.

# Our impact

## 2025 in numbers



# Our focus areas

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Our core activities in 2025 focused on testing, sharing evidence and spreading innovation, with a focus on **five priorities**:

1)

**Policy learning**

2)

**Digital well-being  
& online safety**

3)

**Digital skills &  
competences**

4)

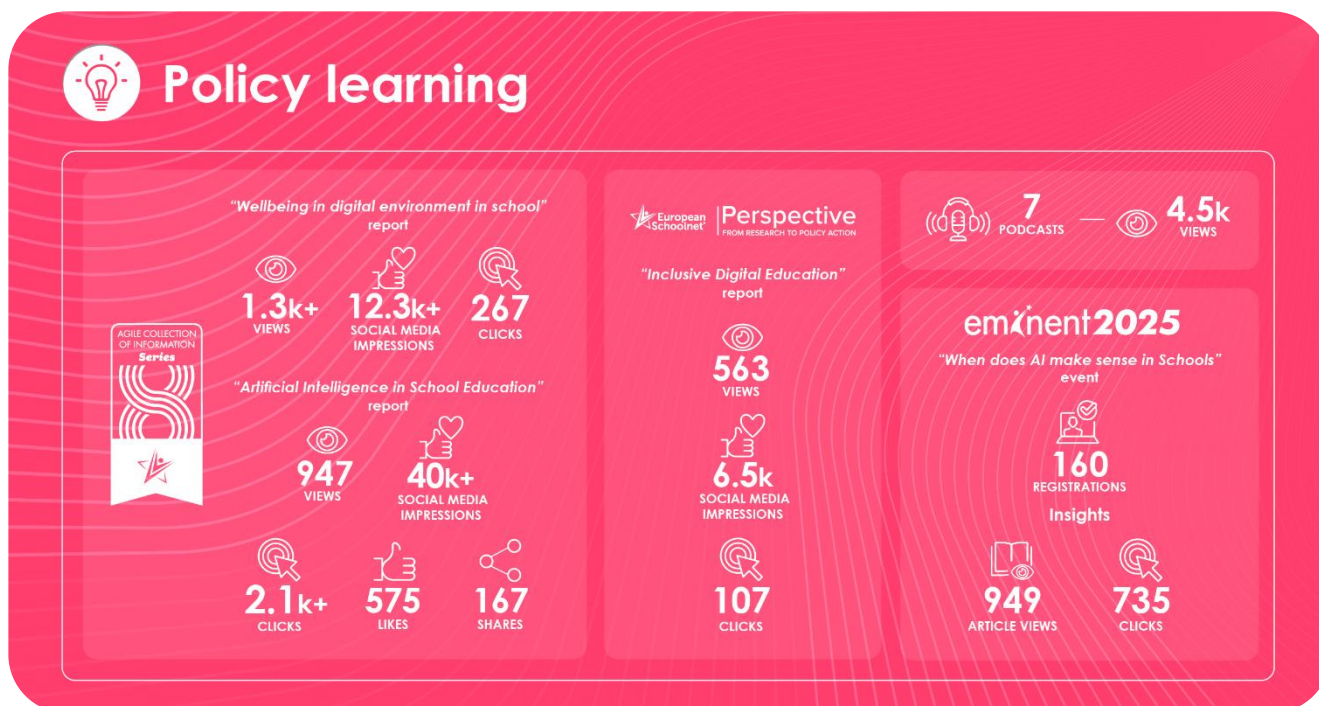
**STEM  
education**

5)

**School & teachers  
development**

# Policy learning

## Highlights



## Our work

To drive innovation across education systems, European Schoolnet supports evidence-based, informed decisions. As part of its policy learning priorities in 2025, the organisation developed and published numerous actionable insights and reliable data to help ministries of education navigate a rapidly evolving educational landscape.

To keep its network informed about innovative teaching and learning, it monitored and provided timely updates on key trends and developments and facilitated peer learning among policymakers and other key players in Europe's education sector.

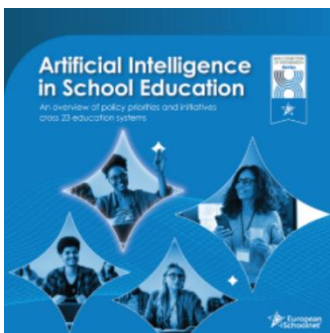
Through position papers, European Schoolnet also represented the voice of its network on key EU policy initiatives impacting K12 education.

## Publications: Evidence for policy, research and practice



### **Agile Collection of Information: [Well-being in a digital environment in school](#)**

In response to concerns regarding the well-being of students and teachers in increasingly digital learning environments, European Schoolnet developed a comprehensive overview outlining the extent to which European national education systems are addressing digital well-being in schools. Covering 20 different education systems, this report presents national policies, curricular developments, teacher training initiatives, and monitoring mechanisms related to this critical issue.



### **Agile Collection of Information: [Artificial intelligence in school education](#)**

This report is an overview of policy priorities and initiatives across 23 education systems and presents how these systems are approaching AI in schools. It maps existing national policies and guidance, the status of generative AI, how AI literacy is being integrated into curricula, and the types of training and support offered to teachers and school leaders. It also highlights examples of AI use in schools, ongoing pilot projects, and countries' main priorities and support needs for the short and medium term.



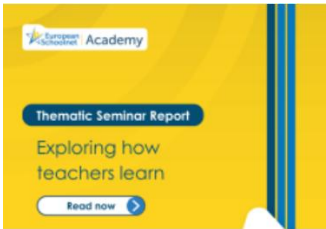
### **System Change Case Study- [Education innovation at system level in Italy](#)**

This publication examines two long-standing national initiatives coordinated by INDIRE (the Italian National Institute for Documentation, Innovation and Educational Research): Avanguardie Educative and Piccole Scuole. These initiatives offer a distinctive lens on system-level innovation driven through horizontal collaboration among schools, rather than primarily through top-down reform instruments.



### **Guidelines: *School strategies for fostering students' digital competences***

These guidelines developed by the European Schoolnet's [Interactive Classroom Working Group \(ICWG\)](#) offer a comprehensive framework to help school leaders develop innovative and sustainable digital education strategies. Backed by real-world examples from 15 case studies across eight European countries, this resource is designed to inspire and empower schools to embrace the digital transformation.



### **Thematic report: *Exploring how teachers learn to shape effective professional development***

The learning needs of teachers are just as complex and diverse as the students they teach. This report, launched in Spring 2025 as part of the European Schoolnet Academy Thematic Seminar, sheds light on how teacher learning is an ongoing, multifaceted process going beyond traditional methods. The report challenges the view that professional development is a one-size-fits-all experience. It underscores that effective teacher learning occurs in many forms, from structured seminars to informal conversations with colleagues and peers. It also highlights how crucial it is to understand teachers as individual learners, each with their own histories, beliefs, backgrounds and motivations. The report also stresses that teacher educators and school leaders must collaborate closely to design professional learning experiences that cater to the unique needs of teachers at different stages in their careers.



### **Perspectives from research: *Inclusive digital education. The role of social robots***

This perspective paper explores how AI-driven technologies, especially social robots, can help create more inclusive learning environments. From supporting autistic students with social skills to assisting migrant learners with language development, social robots have the potential to enhance education for all.

[Find all our publications](#)

## Podcasts



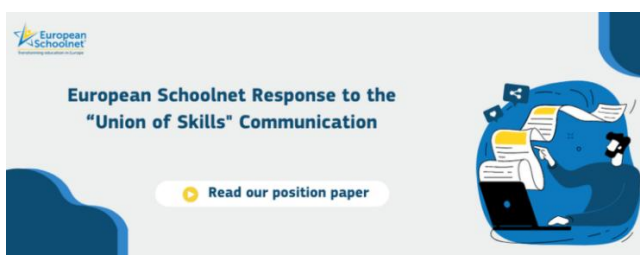
European Schoolnet launched seven new podcast episodes in 2025, featuring expert guests and international thought leaders in education and technology. Designed to encourage critical thinking, the series aims to inspire the education community and bring about positive societal change. Each episode looked at a specific topic and referenced policy changes and initiatives, key research and publications, evidence from practice in the classroom, and lessons learned from EU initiatives and projects. The 2025 episodes can be rewatched and listened to via [YouTube](#), [Spotify](#), [Apple Podcasts](#) and our dedicated [web page](#):

- [Episode 9: Playful Learning, Data Literacy and Well-being](#)
- [Episode 10: Inclusive Digital Education & Social Robots](#)
- [Episode 11: The impact of the Future Classroom Labs in Denmark and Finland](#)
- [Episode 12: The Future Classroom Lab approach in Luxembourg](#)
- [Episode 13: AI in EdTech. An audit on children's rights and learning](#)
- [Episode 14: Educational data for school improvement](#)
- [Episode 15: Estonia's "teachers first" roadmap for AI in schools](#)

[Find all our episodes](#)

## Position papers

In 2025, European Schoolnet presented two position papers:



- [First reactions to the European Commission's STEM Education Strategic Plan](#)
- [European Schoolnet response to the "Union of Skills" communication](#)

## Events

### School Innovation Forum – Digital well-being: navigating technology in schools



Preparing today's students for a digitally connected world is a top priority for education policymakers, schools and the EdTech community across Europe. However, as schools adopt new technologies, an essential question arises: how can digital learning environments truly support student well-being?

To explore this critical question, education leaders from over 30 European countries gathered in Lisbon for the sixth edition of the School Innovation Forum, organised by European Schoolnet in collaboration with the [Ministry of Education, Science and Innovation](#) and hosted at the Calouste Gulbenkian Foundation.

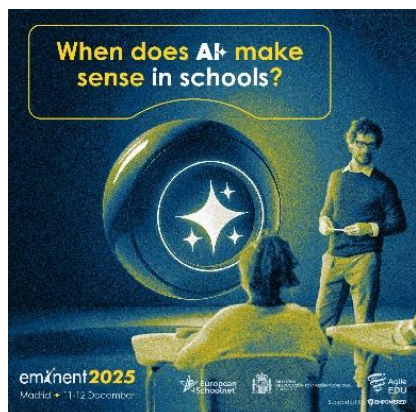
The Forum brought together over 160 participants, including representatives from national education authorities, the European Commission, research organisations, universities, school leaders and industry partners. Throughout the event, there was a growing consensus that well-being must be a central focus of digital education policies to guide healthy digital engagement - at school, home and across communities.



[Discover the insights of the Forum](#)

[Watch the full video](#)

## EMINENT 2025: When does AI make sense in schools?



The 25th edition of European Schoolnet's annual conference, Eminent, took place in Madrid on 11–12 December 2025 with a deceptively simple question at its core: **When does artificial intelligence make sense in schools?**

Organised by European Schoolnet in collaboration with the [Ministry of Education, Vocational Training and Sports of Spain](#), and supported by EU-funded projects [Agile EDU](#) and [EmpowerED](#), Eminent 2025 brought together policymakers from 30 European countries, researchers, practitioners and system leaders from across Europe to reflect on the use of AI in schools and to look ahead.

Marc Durando, *Executive Director of European Schoolnet*, opened the conference by inviting participants to pause at a critical juncture, saying: "After several years of rapid experimentation across Europe, the time has come to step back and examine what has already been put in place and what still needs careful attention. Technology alone does not transform education. What matters is identifying where it truly makes a difference, and under which conditions."

Olli-Pekka Heinonen, *Director General of the [International Baccalaureate Organisation](#)*, reframed AI as neither a threat nor a solution, challenging participants to move beyond binary thinking, saying that "AI is neither good nor bad by default. It is both, and it is our responsibility to decide when it serves the purpose of education."

To better define what **a responsible use of AI for the benefit of students** is, various panellists brought together evidence from research, policy and practice. The conference presented key [policy recommendations from meaningful use of data in education from the Agile EDU project](#), which examines how educational data is collected, governed, interpreted and shared, and how these choices determine whether AI systems support equity, inclusion and trust.

During Eminent 2025, European Schoolnet launched the findings of its latest report, '[Artificial intelligence in school education](#)', with an overview of how 23 European education systems are approaching AI in schools. The second plenary roundtable focused on how these challenges are being addressed at national level. Contributions from Estonia, Luxembourg, Slovakia and Spain illustrated diverse approaches shaped by different governance structures and educational traditions.

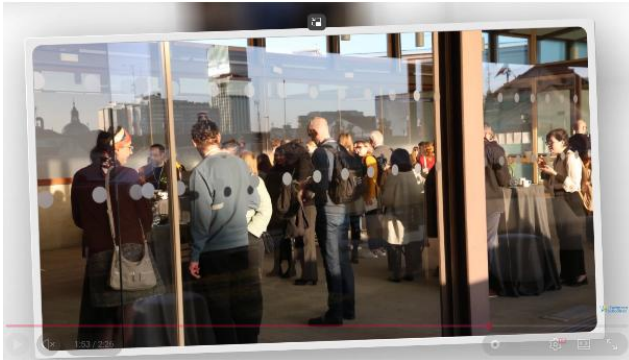
Speaking on behalf of the host country, Mónica Domínguez García, General Director of Evaluation and Territorial Cooperation at the [Ministry of Education, Vocational Training and Sports of Spain](#), echoed Spain's objective: "AI should strengthen public education, not replace it." She highlighted Spain's investment in critical digital literacy, large-scale teacher training and

the recently published [national guide on the use of AI in education](#), designed to provide practical and ethical orientation for schools, teachers, students and families.

Prof. Francisco Bella, Professor at the [University of Coruña](#), launched a thought-provoking question to the audience with the question: "Can we trust AI if we don't know how it works?" He went on to explain the importance of **explainable AI (XAI) in education**.

Panellists at the roundtable on '**Empowering educators in the age of AI**' stressed that AI only makes sense in schools if teachers remain at the centre as professionals, designers and decision-makers. The discussion concluded with the agreement that supporting educators should be a top European priority.

The final plenary discussion, '**bringing the classroom back in**' returned to practice, with teachers from Spanish schools sharing concrete examples of AI use in classrooms. Their stories reflected experimentation, creativity and caution in equal measure, and illustrated how context, age and subject matter shape what meaningful use looks like.



[Discover EMINENT 2025 insights](#)

[Rewatch the conference: Day 1 - Day 2](#)



[Watch the wrap-up video](#)

## Project resources

### [Using data with purpose - Agile EDU resources](#)



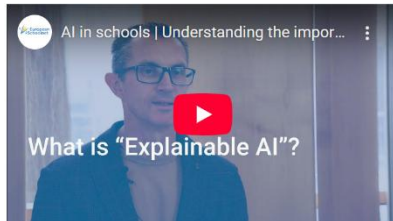
The main lessons learned from the EU funded project Agile EDU (2022-2025) provided for a set of policy recommendations for public authorities and practical insights for teachers and school leaders. [The full Agile EDU knowledge base resource pack](#), including literature reviews, comparative analyses, case studies and learning stories, offers valuable tools for policymakers, educators, and technology providers. Together, they contribute to building a trustworthy, inclusive and data-informed educational ecosystem that prioritises student well-being, pedagogical excellence and ethical responsibility.

## Experts' view on key areas

### AI in schools:



[Watch Olli-Pekka Heinonen](#) on how policymakers can support the integration of AI in schools?



[Watch Francisco Bellas' interview](#) on explainable AI in education

### Digital well-being



[Watch Villano Qiriazzi](#), Head of the Education Department at the Council of Europe (CoE) about how digital well-being is defined in the CoE:



[Watch Marco Gui](#), Professor at the University of Milano-Bicocca on young people challenges



[Watch the Interview with Kristiina Tammisalo](#), Professor at the

# Digital well-being and online safety

## Highlights



## Our work

To further support digital well-being, European Schoolnet is coordinating the Erasmus+ funded project [digi.well – A whole-school approach to well-being in a digital world](#), composed of consortium members from Slovenia, Serbia and Portugal. The digi.well project is a 24-month initiative which started on 1 January 2025. The project aims to explore, develop and promote a whole-school approach to digital well-being, building on an in-depth understanding of the needs of children, young people, teachers, and other education professionals. The initiative involves the development and implementation of a self-assessment tool on digital well-being, along with capacity building and outreach activities with the goal of strengthening digital safety and well-being across the school community, both at European (EU) and national level (Portugal, Serbia, and Slovenia).

During 2025, European Schoolnet also started contributing as a partner to the implementation of another Erasmus+ funded project, [PERMA-Digital](#), which aims to develop and implement an innovative whole-school systemic programme for well-being in digital education. The project framework combines the Positive Psychology PERMA model with DigComp, LifeComp and the SELFIE

tool. It focuses on the purposeful integration of digital technologies to create positive learning experiences and develop teachers' and students' competencies to foster digital well-being across the whole school community. The project leverages evidence-based approaches to promote positive emotions, engagement, relationships, meaning and accomplishment in digital learning environments, while providing practical tools and strategies for the responsible and effective use of technology.

## Projects

### Better Internet for Kids

In the meantime, European Schoolnet continued to implement – on behalf of the European Commission – the European **Better Internet for Kids (BIK)** initiative which aims to protect and empower children and young people online. The [BIK platform](#) activities include knowledge exchange and capacity building, the development of education tools and awareness-raising resources, support for child and youth participation, and stakeholder outreach through pan-European meetings, events and campaigns. As part of this work, European Schoolnet continues to coordinate the [Insafe network](#) of awareness centres, helplines and youth participation actions, in partnership with [INHOPE](#) (a global network of hotlines dedicated to the removal of illegal online content (including child sexual abuse material (CSAM))). These combined strands are known as [Safer Internet Centres \(SICs\)](#).

- The 2025 edition of the AdWiseOnline campaign focused on potential issues in in-game marketing within the broader context of child and youth consumer protection in digital environments. Check out the resources and learn more about the campaign [here](#).
- In February 2025, the 22nd edition of [Safer Internet Day](#) (SID), was celebrated under the slogan “Together for a better internet”. For the first time, events and activities spanned the full month of February, with a global day of focus on Tuesday, 11 February 2025. A new SID mascot, Ally, created via a youth-led design process, was launched, providing a true companion for young people in the digital world: Ally is fast, brave, well-equipped and tech-savvy. Meet Ally in this [video](#).
- In May 2025, a first comprehensive evaluation of the [European strategy for a better internet for kids](#) was published, marking a landmark moment in understanding how Europe is progressing toward a safer, more empowering, and inclusive digital environment for children and young people. [Discover the BIK+ strategy evaluation process](#).
- The Better Internet for Kids Policy monitor has been tracking how European countries have been supporting children's and young people's digital experiences since 2014. Since its launch over a decade ago, this series has sought to compare and exchange

knowledge on policies and actions that promote children's safety and well-being in the digital environment, based on the recommended measures of the original BIK strategy. Read the 2025 edition [here](#).

- Two MOOCs have been delivered in 2025, the first on [child online safety](#) and the second on [helping kids build and manage healthy online relationships](#). Over 2,300 teachers and educators from over 80 countries registered to take part in the MOOCs.
- The DSA for YOUTH campaign was launched in September 2025 to raise public awareness and understanding of the European Commission's guidelines on the protection of minors under the [Digital Services Act](#), with emphasis on age verification and age assurance. Check out the resources and learn more about the campaign [here](#).
- The [Safer Internet Forum](#) (SIF) is a key annual [youth-led](#) international conference organised by the European Commission where policymakers, researchers, law enforcement bodies, youth, parents and caregivers, teachers, NGOs, industry representatives, experts and other relevant actors come together. Here they discuss the latest trends, opportunities, risks and solutions related to child online safety and making the internet a better place. The 2025 edition took place on Thursday, 4 December, under the theme 'Why age matters: Protecting and empowering youth in the digital age'.

Read more about: [Better Internet for Kids](#)



The [digi.well project](#) (A whole-school approach to well-being in a digital world), is a twenty-four-month project funded by the European Union, launched in 2025. It aims to explore, develop and foster a whole-school approach to well-being in a digital world, building upon an in-depth understanding of the needs of children, young people, teachers, and a wider range of school

professionals, while developing and implementing a set of self-assessment, capacity-building and outreach tools.

In 2025, the project produced the research report '[Digital well-being starts with us: A consultation report guiding schools from awareness to action](#)', providing a thorough and grounded understanding of digital well-being, combining academic research with insights gathered directly from school pupils, teachers, education professionals, victim support officers and stakeholders across Europe.

In parallel, digi.well advanced the development of a self-assessment tool and action plan to help teachers and school leaders evaluate and improve digital well-being across four areas:

leadership, infrastructure and equipment, policy, and practice. Both resources will be available in English, Portuguese, Serbian and Slovenian from Spring 2026. National teacher resources are also being prepared to raise awareness among pupils and the wider school community.

*Read more about the project: <https://digiwell.eun.org/>*

## :PERMA :DIGITAL

The [PERMA-Digital](#) project, launched in 2025, aims to develop and implement an innovative whole-school systemic programme for well-being in digital education. The project assesses the impact of this approach through mixed-methods research and experimentation across European countries, while validating its potential for mainstreaming at policy and practice levels. Building on the PERMA model, it seeks to create and design a PERMA-Digital framework and tools for the promotion and monitoring of teachers' and students' digital well-being.

In 2025, the project launched the [PERMA-Digital Comprehensive Research Report](#), providing an overview of the educational and policy landscape in Finland, Cyprus, Greece, and Ireland. The report highlights opportunities and challenges in promoting digital well-being and offers an evidence base to guide the development of the framework and project activities.

The project also produced a collection of [resources for families](#) to support their children's well-being outside school, as well as training resources for teachers, establishing a strong foundation for the framework and the implementation of subsequent project activities.

*Read more about [PERMA-DIGITAL – A Whole School Approach to Digital Well-being](#)*

### **Tools against digital gender-based violence**



[menABLE](#), which stands for 'Empower ;anpower against gender-based violence online', was a two-year project (2023-2025) co-funded by the European Commission. menABLE addressed the issue of gender-based violence through the lens of prevention targeting specifically boys and young men. Educational tools

were developed and awareness activities were conducted in line with the overall project commitment to raise awareness, change social norms and behaviours and end tolerance of all forms of gender-based violence. More specifically, the project engaged with early teenagers (13-15 years) and late teenagers (16-18 years) through formal and non-formal educational settings. Other parties included in the project were educational professionals and adults, including heads of schools, teachers/educators, caregivers, and other professionals working with young people – for example in youth clubs and Safer Internet Centres. Based on the final outputs, the following project resources are available to be re-used :

*Find [resources against digital-gender violence](#)*



# Digital skills and competences

## Highlights



## Our work

Navigating the new and ever-changing digital landscape means being mindful of the importance of technology in staying connected with the world.

To ride the wave of growth the digital transformation promises, Europeans need to be equipped not just with the right digital tools and skills to excel in their studies and careers, but also with top-tier skills that enable them to make the most out of the increased uptake of digital in our social lives.

With the 'Union of Skills' package, adopted by the College of Commissioners on 5 March 2025 the European Commission has reinforced the urgency to responding to the increasing shortage of skilled workers and the growing demands of a digital and competitive European labour market.

To support the EU strategic ambition, reflected in the Digital Decade targets, to see 80% of EU citizens with at least basic digital skills and 20 million ICT specialists by 2030, European Schoolnet continued to support the European Commission in this area, in particular through the Digital Skills and Jobs Platform (DSJP) – the home for digital skills and jobs in Europe. This platform is run by the Digital Citizenship Team of European Schoolnet, on behalf of the European Commission.

To strengthen further synergies with and between Digital Skills and Jobs Coalitions at national level, European Schoolnet is also engaged in the Champions for the Digital Decade (C4DD) project.

## Projects

### *The Digital Skills and Jobs Platform*



The [Digital Skills and Jobs Platform](#) (DSJP) is the home of digital skills and jobs initiatives in Europe and the heart of the [Digital Skills and Jobs Community](#). The platform contributes to digital skills pillar of the [DIGITAL Europe Programme](#) – providing those interested in digital skills and jobs with free access to European and national initiatives, training or funding opportunities, and reliable resources (data, reports, research results, good practices, events information and community tools). It is designed as a hub for centralising information and resources available at European and national levels, which were previously only obtainable via highly fragmented sources. Today, it is home to a diverse and growing community of **over 17,500 stakeholders** from all around the EU Member States and beyond.

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Over the years, the DSJP platform has undergone a series of improvements and upgrades to cater for the increasing volume of content and the needs of its users. In 2025, it continued to evolve its content recommender system to allow custom recommendations, while extending its learning path functionality (guided pathways, or study roadmaps, through the vast amount of educational content available on the website, divided into different levels and topics) to bring users' attention to training content across the EU. As part of the [Cyber Skills Academy](#), the platform is now also hosting the [Industry-Academia Network](#), fostering collaboration between industry and academia to strengthen links and create synergies between the demand and supply sides of the cybersecurity skills market. The DSJP also underwent a **UX/UI audit** and is currently implementing its recommendations to further improve navigation, accessibility and the overall user experience.

In the meantime, the DSJP platform continues to work in close synergy with the National Coalitions (NCs) and their national websites. A total of [23 National Coalitions](#) are currently connected to the platform. Online events (webinars and Digital Skills Talks) have brought attention to relevant topics and initiatives at European and national level, while also supporting their collaboration via the partners for the digital skills networking group (over

590 members) for funding calls. The platform team delivered a successful European Digital Skills Awards 2025 (EDSA) campaign, which resulted with 195 applications in the five categories. Five winning projects gained the prestigious award in a ceremony in Brussels.

The Platform also organises annual Squad exercises (six-month focus groups that produce tangible outputs). For the 2025 edition, the Squad developed [a playbook with practical cybersecurity guidelines](#) to help micro and small enterprises better secure their businesses.

*Discover the project: <https://digital-skills-jobs.europa.eu/en>*

### **Champions for the Digital Decade (C4DD)**



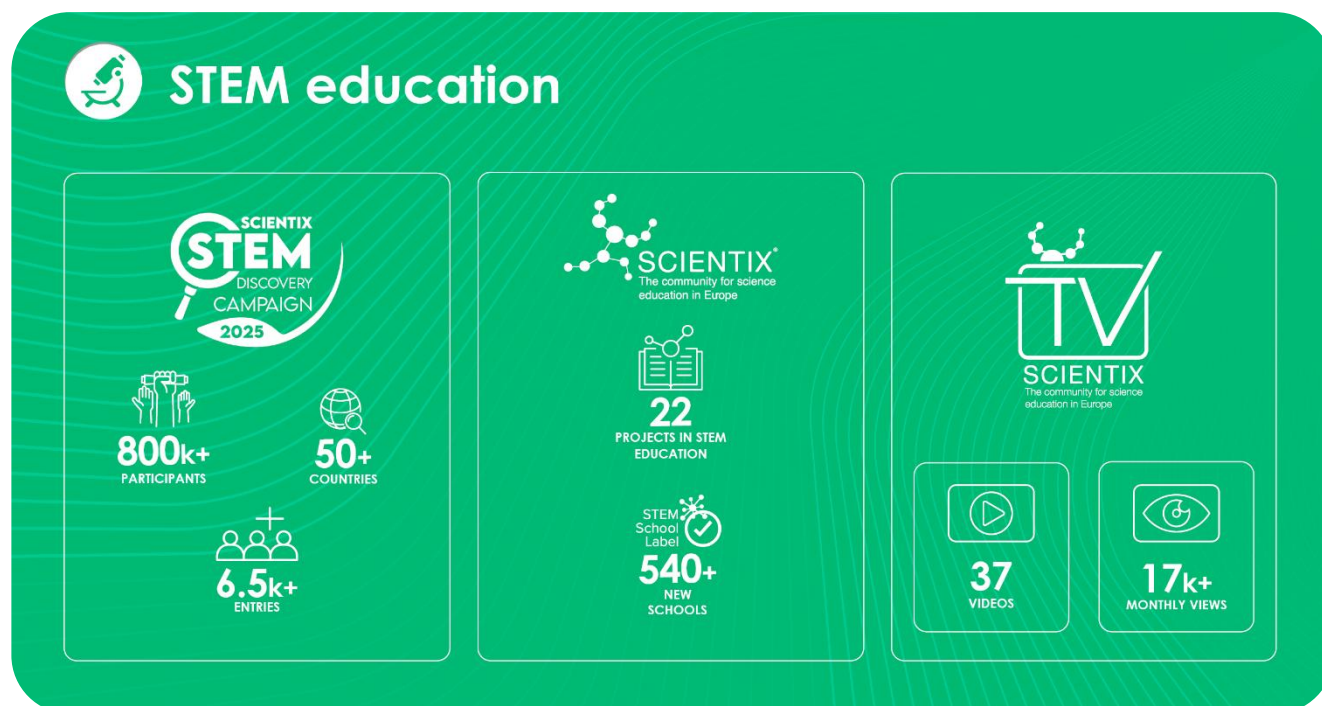
[Champions for the Digital Decade \(C4DD\)](#) is funded by Digital Europe Programme aiming to facilitate collaboration, information sharing and synergy between stakeholders at national and EU level. Specifically, to ensure easy access to relevant opportunities on basic and advanced digital skills at national level via the National

Coalitions (NCs) and their websites and raise the profile of relevant national initiatives and opportunities to a wider European audience by making them available via the Digital Skills and Jobs Platform (DSJP).

Since its launch in March 2025, C4DD has facilitated the sharing of best practices by National Coalitions with the Digital Skills and Jobs community, the development of their strategic plans, and the implementation of concrete actions to improve digital inclusion, upskilling and reskilling, cybersecurity skills, and support for women in ICT careers. Looking ahead to 2026, C4DD will continue to strengthen National Coalitions, support cross-country collaboration and knowledge exchange, and monitor the impact of Coalition-led initiatives. The project is expected to expand its engagement with stakeholders, foster further innovation in digital skills strategies and contribute to achieving the Digital Decade targets at national and European levels.

# Advancing STEM education

## Highlights



## Our work

In 2025, we continued our journey beyond STEM and towards STE(A)M, i.e. moving towards Integrated STEM teaching and learning with All other subjects.

Getting more students to follow science, technology, engineering and mathematics (STEM) studies and careers continues to be a major priority to ensure Europe's sustainable future. Furthermore, ensuring all students understand the vital role that STEM plays in our lives is even more important.

To better connect education with the world and ensure we are ready for the 2030 Digital decade, educational systems across Europe should focus on integrated STE(A)M education, for a wholistic and contextualised learning experience, removing the limitations of siloed subject education.

## SCIENTIX®, the leading community for science education in Europe

[Scientix®](#) is the science education ecosystem of European Schoolnet and provides a unique European platform for Science Education stakeholders and projects to collaborate and come together. This constant synergy building strategy strengthens a coordinated approach to STEM teaching and learning, where students discover a passion for science inside and outside the classroom, in the natural world, in the STEM workplace, and in their communities. This broad approach is based on the priorities established by the Ministries of Education STEM Representatives Working Group.

Scientix' achievements in 2025:

- A new, more user-friendly Scientix portal makes it easier than ever to engage with the community. Easy-to-access resources, spotlighting of partnerships and stakeholders, and exciting Science Education news were at the heart of the revamp. [Welcome \(back\) to Scientix](#) gives you the tour of the new Scientix!
- The new Scientix portal was paired with the brand new [Scientix Community Tool](#) developed in partnership with CISCO. The mobile app available from all major app stores creates a simplified space for European teachers to share, get visibility for their work and access Scientix opportunities. [Download the app.](#)
- Though Scientix, European Schoolnet contributed and responded to the European Union's [STEM Education Strategic Plan](#) and the Joint Research Centre's [STE\(A\)M Education Policy Brief](#), positioning Scientix as one of the key authorities in the field and setting the stage for continued collaboration.

## The Scientix STEM Discovery Campaign reached new heights



### **The Scientix STEM School Label helped schools develop their STEM strategy**

The [STEM School Label](#) guides schools in increasing their level of STEM education and supports connections with STEM stakeholders outside of the school.

- More than 540 new schools achieved the Competent Label in 2025.
- 23 new schools achieved the Proficient Label in 2025, ending the year with a total of 40 schools with an active Proficient label.
- 14 new schools achieved the Expert Label in 2025, ending the year with a total of 32 schools with an active Expert Label.
- Collaborating with environmental sustainability projects, the STEM School Label continued developing its [STEM school expertise](#), recognising schools that embedded nature-based solutions (NBS) into their STEM strategies and activities through a **whole school approach**.

### **The Scientix STEM Alliance: nexus between STEM education and industry**

Partnering with private partners, [Scientix STEM Alliance](#) is the space for industry collaboration, technology exploration, and XXIst century STEM role models. Leading education organisations and companies actively support and participate in our initiatives through the STEM Alliance network. The partnership with Scientix allows industry partners to engage meaningfully with educators and learners and support innovative teaching practices. It also enables collaboration with our network of ministries of education, policymakers and key stakeholders, helping advance a coordinated approach to strengthening STEM education and career pathways. STEM Alliance partners contributed to project activities and resource design and supported the Scientix [STEM Discovery Campaign](#).

In 2025, the Alliance also made possible new exploration pilots to test the validity and evaluate the impact of new technologies in the classroom for better education.

[Discover Scientix](#)

## **Projects**

### **PAVING THE WAY FOR STE(A)M EDUCATION, WHERE STEM MEETS (ALL) OTHER SUBJECTS**

#### **Bringing STE(A)M from the onset with OUTSTE(A)M**



The **OUTSTE(A)M project** (2024-2026), funded by the European Union, is providing high quality STE(A)M education in Early Childhood Education and Care (ECEC) settings with a play-based hands-on learning approach that enables educators to develop the necessary competences, produce effective pedagogical methods and teach children the right principles and values.

In 2025, the project delivered an age-appropriate toolkit of resources, including learning scenarios, games, job profiles and additional resources. The kit will be the focal point of the OUTSTE(A)M in Action: Let's STE(A)M Massive Open Online Course for teachers, starting in early 2026.

### **Bridging the gender gap in European STEM education with STEAMbrace**



The STEAMbrace project, funded by the European Union aims to bridge the current gender gap in STEM (Science, Technology, Engineering, and Mathematics) fields by unlocking the potential of the STEAM (STEM + Arts) education approach for future European innovators, especially women.

- By creating the STEAM Alliance, a European network of educational institutions, cultural and creative industries, and technology enterprises—STEAMbrace will foster collaboration and drive innovative educational practices.
- In 2025, Scientix supported the dissemination of STEAMbrace activities and involved the project as partner of the STEM Discovery Campaign.

### **The SEER: the future of STE(A)M education**



2025 saw the conclusion of the STE(A)M Education European Roadmap project (2023-2025) as it released the SEER ecosystem. The project, funded by the European Union offers tools and resources to support all stakeholders in their respective journey towards experimenting, streamlining and mainstreaming STE(A)M teaching and learning.

After carefully mapping the status of integrated STEM education in Europe (Year 1), the project refined its understanding through extensive exchange with stakeholders, including policymakers, Industry partners and teachers. The SEER collaborated with two other EU-funded STE(A)M projects to create the STE(A)M Atlas, organise a joint event, and provide a set of shared recommendation for the streamlining of STE(A)M Education in Europe.

**Start mapping your own STE(A)M Journey!**

### **STE(A)M Learning Ecologies: ecosystems to improve science education for everyone**



The STE(A)M Learning Ecologies (SLEs) project, funded by the European Union (2023-2025) brought the spotlight on the powerful concept of the STE(A)M Learning Ecology (SLE), a science education spatial and temporal learning continuum for learners of all ages. The project aimed to promote science education as part of local community

development and create new STE(A)M-based open schooling local partnerships between formal, non-formal and informal education providers, enterprises, and civil society. The SLEs project also aimed to increase all stakeholders' agency within the learning environment.

- After an extensive design phase to create, implement and validate the [SLEs methodology](#), the project and its pilot teachers created over 109 open schooling-enabled science learning paths, focusing on inclusiveness. These are available for all parties in learning continuums of formal and informal education settings.
- Across 16 countries, the [SLEs](#) covered a multitude of topics, from environmental literacy, arts and heritage to health and social awareness. The program involved 4052 students, 385 educators, and 149 governmental, civil and Industry organisations.

*Start [creating your SLE today](#).*

### **SpicE Teacher Academy, STEAM and special education working hand in hand**



[SpicE Academy](#) (2024-2025), co-funded by the European Union, aimed to enhance Primary Education Teachers' ability to implement effective STEAM instruction for protecting students with mild disabilities (Special Education) from educational and social exclusion. The project sought to remove barriers for students that are marginalised from the early stages of European school systems, due to the lack of Teachers' STEAM skills and the lack of a methodological liaison between STEAM and Special Education educational models.

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- In 2025, Scientix supported SpicE's action by organising a Scientix Award for Inclusive education through STEAM. The **Scientix Inclusive Creators Award** celebrates teachers who submitted the best entries showing how they integrated the knowledge from the SpicE training programme. The winner was invited to the [SpicE Final Conference](#) in May 2025.
- Scientix organised and moderated two events on behalf of the project, exploring [how to shape policy for inclusive STEAM Education](#) and [how to build lasting communities of practice for education](#).

*Connect with the [SpicE Community of Practice](#).*

### **Bringing digital cultural heritage to the classroom with Europeana**



European Schoolnet and the Europeana Foundation continue their partnership to bring digital cultural heritage into the professional lives and practices of thousands of educators with the [deployment](#)

of a common European data space for cultural heritage initiative financed by the European Union's Digital Europe Programme. In 2024-2025, this collaboration reached new audiences,

fostered fresh connections and sparked the creative reuse of Europeana's digital cultural heritage resources.

In 2025, European Schoolnet trained 50 educators from the formal and non-formal education sectors to lead activities and peer training in their countries. These Master Trainers were trained on the project's content and outputs, with a strong emphasis on the reuse of cultural heritage data in education and their responsibilities as trainers. They went on to organise over 140 national activities, reaching more than 3,190 educators across Europe.

The Scientix Cultural Legacy Award was developed as part of the [2025 STEM Discovery Campaign](#) and supported by Europeana. It recognised formal and non-formal educators whose submissions exemplified best practice in reusing Europeana resources in educational settings. There were 294 entries, with 5 winners and 7 runners-up. The authors of the winning entries were invited to a Science Project Workshop in Brussels. Winning stories and runners-up are published on the [Teaching with Europeana blog](#) as great examples of the reuse of Europeana resources.

## NEW TOOLS, TECHNOLOGIES, AND METHODOLOGIES

### **TINKER: Revolutionising informatics education to promote authentic learning & gender inclusion in the field**



[TINKER](#), co-funded by the European Union (2024-2026) stands for 'an auThentic learNing and gender inclusive framewoRk for tEaching infoRmatics in schools across Europe'. Its mission is to revolutionise informatics education in upper primary and lower secondary schools

by using real-life tasks that help students *connect* classroom learning with practical experiences. In collaboration with Scientix, the project promotes gender-inclusive teaching practices creating positive student-centred environments that celebrate diversity.

- In 2025, we published the TINKER resources including: The [TINKER framework and toolkit](#), the [Transnational report on state of the art and needs](#), and the [Trainer's handbook](#) and [Training course modules](#).
- European Schoolnet also trained over 100 TINKER master trainers who have gone to amplify the project's message and trained over 300 of their peers in their national contexts and languages on the framework and methodology.

### **NBS Academy, integrating NBS into teacher education**



[NBS Academy](#) funded by the European Union (2023-2026) is setting up an **international Community of Practice** on NBS education for **both teachers and teacher training providers**. With its resources for educators and teacher trainers, NBS Academy makes it easier than ever before to introduce

environmental education into teachers' daily practice, helping students develop crucial skills and competencies for tomorrow.

- The [NBS Academy thinking tool](#) offers a structured way to plan and conduct NBS projects in education. It navigates planning through six steps; each linked to a guiding question and leading to various relevant NBS resources to use at each step.
- In 2025, NBS Academy offered the '[Nature-based solutions: Training approaches for educators and teacher trainers](#)' MOOC to support teacher trainers and teachers across Europe with the knowledge, skills and tools needed to integrate NBS into their teaching practices. The MOOC boasted a 99% satisfaction rate among 617 teacher-training participants across 23 countries.
- It produced its first [policy brief](#) to present an initial landscape analysis of opportunities and challenges for integrating NBS into teacher education across Europe. The brief was informed by policy roundtables with representatives from the Scientix Ministries of Education STEM Working Group.

### **NBS EduWORLD: nurturing an NBS-literate society**



[NBS EduWORLD](#) funded by the European Union (2022-2025)

provided a **much-needed space** for nature-based solutions (NBS) in European educational systems, raising their **visibility** through its wide community of formal and non-formal educators, Ministries of Education, public authorities, NBS professionals, organisations, youth (representatives), and other interested groups. Since its start in 2022, not only did NBS EduWORLD organise many interactive workshops, webinars, activities and community-gathering events in person and online. It also created a large number of [GreenComp](#)-inspired free resources for educators, policymakers and anyone interested in NBS.

- The project launched two MOOCs on bringing nature-based solutions in the classroom (for [formal education](#), and [formal/non-formal education](#)); it collected and published [learning scenarios](#), a booklet of [good practices and stories of implementation for formal education](#), a booklet with [activities for non-formal education](#), and launched the [NBS EduWORLD Discussion Space](#).
- Working closely with Scientix, the project co-organised the [2025 STEM Discovery Campaign](#) and created the [NBS School Expertise](#), a joint initiative with the Scientix® STEM School Label. It supported not one, but two Scientix awards to spotlight NBS education and infrastructures.
- For formal and non-formal educators with [little to no](#) and [advanced](#) NBS knowledge, we created Guidelines as well as [Scenarios for plausible futures](#), the project coordinated the [Task Force on NBS Education](#) (part of NetworkNature), where it facilitated discussions among NBS projects and professionals, and supported their needs by creating tailor-made [NBS education resources](#).

- Ensuring that NBS becomes an integral part of the formal curriculum, the project also released [Policy recommendations](#) for Ministries of Education, and a [Youth inclusion toolkit](#) and [NBS education virtual flipbook](#) for local authorities and NBS demonstrator.

Explore the [NBS EduWORLD resources](#).

### **CROPS: Enabling citizen science initiatives to reach their full potential**



Despite notable progress, citizen science still faces obstacles in moving from local to transnational initiatives. Many initiatives lack the tools, expertise and support to make this leap. [CROPS](#), funded by the European Union (2024-2026) aims to overcome these barriers by identifying and supporting promising citizen science initiatives, enabling them to grow and address wider societal challenges.

- In 2025, CROPS produced a teacher-focused [podcast episode](#) where Scientix ambassadors explore citizen science in class.
- The project ran a MOOC to train teachers on citizen science practice, which attracted 508 educators, indirectly reaching more than 6,100 students and received a 96% satisfaction rating. Overall, the CROPS MOOC achieved its objectives and strengthened educators' capacity to involve students in citizen science activities, thereby contributing to the wider CROPS ambition of supporting the uptake and impact of citizen science across Europe.
- We also published [five new learning scenarios](#) that give learning real world relevance with citizen science. Designed by Scientix Ambassadors and adaptable to young people aged 10-18, these learning scenarios are now available on the [Scientix resource repository](#).

### **EmpowerED: Thriving EdTech ecosystems for better learning**



**EMPOWERED**  
EDTECH ECOSYSTEM  
FOR BETTER LEARNING

[EmpowerED](#), funded by the European Union (2023-2025) leveraged existing but loosely coordinated EdTech ecosystem groups to establish a sustainable EdTech Community of Practice at European level. The project focused on understanding the needs of each stakeholder group (policy and decision-makers, EdTech developers, EdTech facilitating organisations, researchers and educators) to provide them with sustainable resources that would facilitate their collaboration and create lasting impact.

Visit the [‘Goodies’ page](#) to explore bite-sized versions of all reports, guidelines and collections of good examples.

## Bridging the digital divide in education



From January to December 2025, the initiative Bridging the digital divide in education, funded by Xiaomi sought to support educational institutions in

formal or non-formal education with limited resources by providing them with the tech tools they need to meet the challenges of our increasingly digital society.

The first phase (January to June) identified needs and priorities for educators. The analysis highlighted insufficient device availability, the need for teacher training on new tools, budget constraints, students' limited access to technology and connectivity limitations.

In phase 2 (July to December), 10 educational centres participated in Croatia, Greece, Portugal, Romania, Serbia and Türkiye. Classes were equipped with 10 Xiaomi Pad Pro tablets, Xiaomi Focus pens and Xiaomi Pad Pro case keyboards.

On average, educators tested the programme for over 24 hours over 5.3 weeks, in a wide range of subjects including Mathematics, Chemistry, ICT, History, Philosophy, Languages and extracurricular activities. Testing involved more than 700 students aged 6-18 years old.

After piloting the technology, teachers and schools reported that it increased their ability to integrate technology into teaching while offering new pedagogical possibilities. They also found that technology improved student motivation and engagement and made learning more fun. Students showed better collaborative skills and were more confident in engaging with technology. Providing devices in school offered more equal access to technology for all students.

*Explore the full pilot, in the report '[Bridging the digital divide in education](#)'.*

## Smart Connected Classrooms



The [Smart Connected Classrooms pilot project](#) (2022-2025) was funded by a grant from

Qualcomm Incorporated®, through its Qualcomm Wireless Reach™ Initiative. It researched the impact of digital technologies on learning patterns and classroom dynamics, and advanced recommendations for the effective integration of digital tools in the classroom.

- The third phase (2024/25 academic year) focused on the impact of virtual reality (VR) on 5th-grade students' science learning. This phase featured a quasi-experimental study, comparing the outcomes of students learning with VR to those not using VR. The study involved 13 teachers and 520 students across Spain, with four treatment schools using VR and three control schools not using VR.

- At the release of the report in the third phase, the project in collaboration with the Spanish Ministry of Education, hosted an event in Madrid titled 'Advancing digital learning through collaboration and research', which brought together educators, policymakers and industry leaders to exchange best practices, discuss challenges and reflect on the use of digital tools - with a particular focus on virtual reality.

Explore the [results of the quasi-experimental study \(2025\)](#).

### Microscope Stories from the Field



The [Microscope Stories from the Field initiative](#) (June 2025 to January 2026), funded by Matata Studio, explored how teachers can integrate the Matata Studio's Digital Microscope MX2-AS into their classrooms. During the pilot,

the project equipped teachers and students with 21st-century skills by training teachers to use a Digital Microscope, testing its pedagogical value in real classrooms, and sharing their experiences through 'stories of implementation'.

20 teachers from 10 schools across Romania, Sweden, Greece, Hungary, Portugal, and France used the Digital Microscope in lessons, both indoors and outdoors. They performed more than 100 sessions with 730 students aged 3-14, and they used the microscopes in preparatory activities, biological and human biology observations, everyday materials investigations, physics related explorations, and geology focused lessons.

Using the digital microscope inspired students' curiosity, kept them engaged and gave them a genuine sense of doing research, making science tangible and exciting. Teachers reported higher engagement, deeper thinking, inclusive participation, and a shift from direct instruction toward inquiry-based, discovery-oriented learning that they plan to continue beyond the pilot.

[See the full results of the pilot.](#)

## GROWING A GREENER TOMORROW WITH STEM

### BUSTIC EDU, building sustainability competences in education



[BUSTIC EDU](#) funded by the European Union (2025-2028) is developing a nature-positive programme for integrated teaching, with sustainability as the underlying topic.

BUSTIC EDU's Sustainability in Education Programme will address the European Sustainability Competence Framework (GreenComp) in all subjects of its three streams: early childhood, primary, and secondary education (students aged ~3-18), the programme will be tested

across 60 schools in six countries. The streams will be complemented with continuous professional development opportunities for teachers.

- Soon after its launch in spring 2025, [BUSTIC EDU](#) began to lay the groundwork of its upcoming **Sustainability in Education Programme** with its [Report on Teaching and Learning materials and activities in the European education sector, including available resources, gaps and needs](#) and its [Initial report on existing assessment methods for sustainability competences curriculum implementation](#).
- The project published teaching material for [early childhood](#), [primary and secondary schools](#); supported the creation of the Green Corner in the Scientix Digest to put a focus on environmental initiatives and news; and set up the groundwork for a new Scientix Collection on Education for Environmental Sustainability.

### **LOESS, growing the roots of soil education in schools**



The [LOESS project](#) (2023-2026) funded under the European Union's Mission '**A Soil Deal for Europe**', was created to address deficiencies in soil-related education. LOESS has worked to map and connect multiple actors and provide an overview of the current level of soil education related offers; identify educational needs on soil health literacy; and co-create and pilot a variety of courses, modules and learning tools.

Seeking to raise awareness and soil literacy at the formal, informal and non-formal levels of education, LOESS has developed a range of resources for schools, universities and the public. A MOOC for formal educators put the spotlight on a range of [learning scenarios for educators](#), while a course for [tertiary students](#) and [teacher trainers](#) addressed the needs of universities. The project also published a [policy brief](#) for various level of decision making. A [glossary](#), [Crowd mapping tool](#) and [AR app](#) made it easier for the public to become soil literate in various settings, while [case studies](#) exemplified knowledge and best practice.

### **Buzzing schools, engaging youth on pollinator conservation**



[Buzzing Schools](#) is a project of the European Union, carried out by European Schoolnet and Poppins & Wayne (2025-2026). It will engage young people in pollinator conservation, fostering care and action for the environment from an early age. The project is developing an educational toolkit with teachers and non-formal educators to introduce the topic of pollinators decline and biodiversity to children and young people aged 9-16. Fostering a holistic approach to education, the toolkit integrates STEM and non-STEM knowledge with green skills and competences, immersive technologies, and relatable role models to create a thriving

learning ecosystem for students. The project is part of the European Commission's **Youth for Pollinators Pilot Project** under the [EU Pollinators Initiative](#).

The project is developing:

- 12 ready-made learning scenarios for teachers, co-created with teachers and the project's *Pollinators Scientific Council* to integrate pollinator-related topics in lessons.
- eight career profiles and related activities to inspire students of all ages, a catalogue of eight outdoor activities for non-formal settings and student and curriculum friendly VR experiences.

### ***ProBleu, promoting ocean and water literacy in school communities***



[ProBleu](#) funded by the European Union (2023-2026) has several objectives. Firstly, the project aims to engage school communities and improve the understanding of - and enhance the sense of responsibility towards - the value and challenges of oceans and waters among children, youth and teachers. It also seeks to grow the Network of European Blue Schools, an initiative of EU4Ocean which aims to inspire teachers and students to develop a 'Find the blue' project that links them to the ocean and inland waters.

Scientix is supporting the dissemination of ProBleu's [calls for funding](#) and [resources](#).

### ***BlueLightS, delivering "blue" resilience and sustainability***



[BlueLightS](#) funded by the European Union (2024-2027) is directly aligned with and contributing to the EU Mission 'Restore our oceans and water by 2030'. BlueLightS is supporting exciting co-built blue challenge projects in schools, facilitating a conversation at different scales between the "blue" and education communities, and experimenting with adaptations in education systems that raise attention given to rivers and seas.

Scientix is supporting the dissemination efforts of the project by relaying its [calls](#) for blue challenges, allowing European schools to secure funding that boost water and ocean literacy. This is a fantastic opportunity for educators and Scientix ambassadors to secure financial support to inspire students, promote environmental stewardship, and contribute to protecting our planet's waters.

[Discover BlueLightS and its knowledge hub](#).

## COOLSCHOOLS: climate shelters in school for urban transformation



[Coolschools](#) funded by the European Union (2022-2025) is an applied-research project aiming to analyse the multiple co-benefits of implementing nature-based solutions (NbS) for climate adaptation in school environments. We have explored how these nature-based climate school shelters can act as drivers of transformation at larger urban scales through an inter- and transdisciplinary approach that puts the focus on the needs and views of children and youth. The project build and researched the experience of four European cities (Barcelona, Brussels, Paris, and Rotterdam) that undertook large scale transformations of their school playgrounds into green spaces.

- A research-based initiative, the project published a range of academic publications that evaluated the accessibility, social, environmental, cognitive and educational benefits of green spaces in schools, both for students and the community. This research is summarised in a [Springer book chapter](#).
- [Guidelines for Schools](#) on how to transform schoolyards into green spaces and running a [MOOC for educators](#).

Learn about COOLSCHOOLS on [Scientix TV](#)

## GenB, young bio voices for a sustainable future



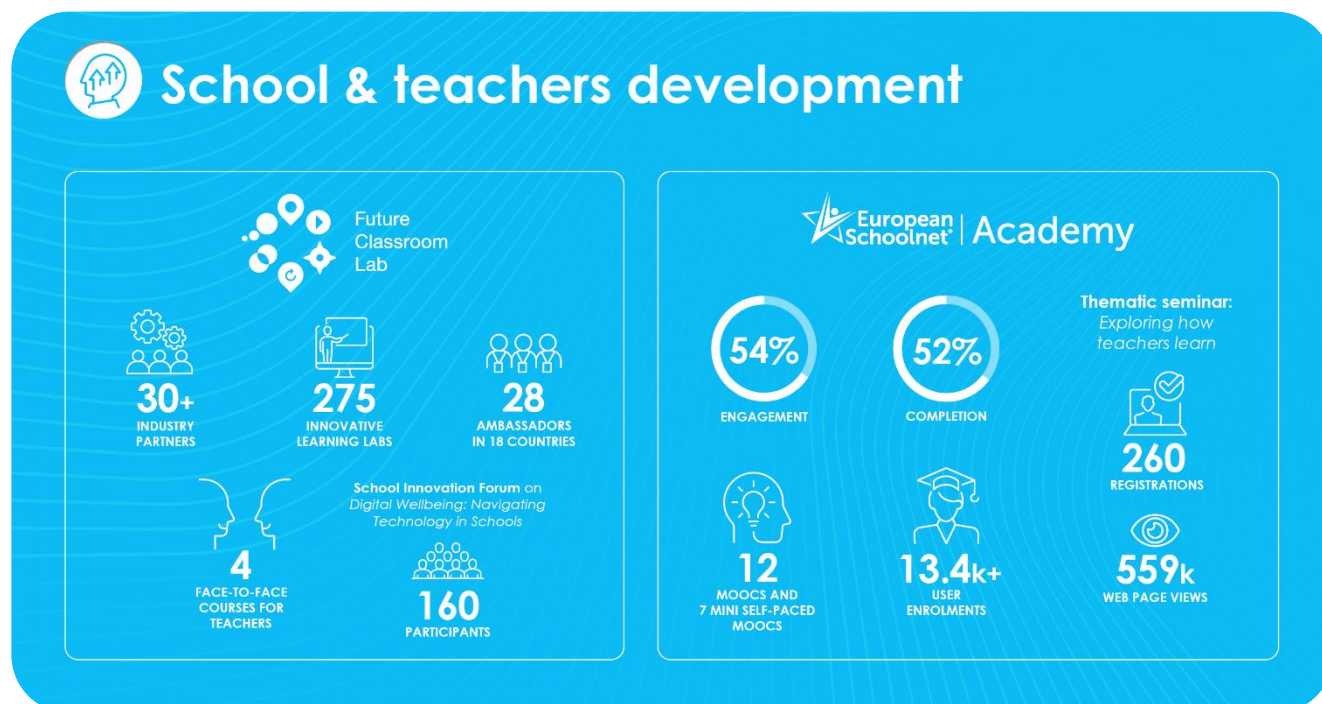
The [GenB project](#) funded by the European Union (2022-2025) aimed to inspire and educate young people to accelerate the transition towards a more sustainable and circular behaviours and lifestyles. Focused on raising the Generation Bioeconomy (GenB), aware and sensitive about sustainability and circularity, through co-creation and cooperation with young people, parents, teachers we provide toolkits, training and policy recommendations on bioeconomy and bio-based sectors.

- Through the course of the project, GenB produced the [virtual library](#), a user-friendly repository which collects more than 500 materials, tools, and resources.
- New formats, approaches and tools were created in collaboration with teachers, students, parents, facilitators, and other school actors, including [toolkits](#), [games](#), a [MOOC](#) for educators, and [policy recommendations](#) for local, national, and EU level.
- In 2025, GenB partnered with the [STEM Discovery Campaign](#) and supported the Scientix Circular Choice Award on bioeconomy in partnership with Clarios. [3 winners](#) were invited to take part in the Science Project Workshop in Brussels.

[Explore the resources of GenB.](#)

# School & teachers development

## Highlights



## Context

Continuous school and teacher development is essential to support European children and youth to reach their full potential and become autonomous and active citizens.

For more than 25 years, European Schoolnet has been at the forefront of this work, developing and managing key initiatives that have shaped the European school education landscape.

eTwinning and the European School Education Platform, both the European Commission's flagship initiatives and run by European Schoolnet, have already engaged hundreds of thousands of schools and educators. European Schoolnet's own initiatives of European Schoolnet Academy and Future Classroom Lab have inspired educators across the continent to explore innovative teaching practices.

By combining peer learning, training and collaboration, these initiatives help refine and embed effective approaches in everyday classroom practice, driving sustainable change in European schools. By connecting schools through dedicated platforms and projects, European Schoolnet

enhances access to resources, supports professional development and helps learners build digital, language and intercultural skills for an increasingly international world.

## Our work

In 2025, with schools facing increased expectations related to AI and digital transformation, and with a growing need to support educators, European Schoolnet established a department specifically to bring greater strategic focus in this domain. The new School & Teacher Development department aims to conceive, organise and improve corporate and EU-funded initiatives focused on supporting schools and practitioners in their transformation and professional development journeys. The department seeks to obtain these objectives through:

1. Researching and experimenting with innovative professional development approaches.
2. Expanding, structuring and animating a community of practitioners, school leaders, decision makers, industry partners and schools.
3. Developing and implementing projects around school innovation, digital competence of teachers, flexible learning spaces, edtech and implementing digital technologies.

### The European Schoolnet Academy



In 2025, the [European Schoolnet Academy](#) featured 12 MOOCs and 7 self-paced MOOCs, with over 13,000 registrations, with 54% engagement and 52% completion rates. The courses covered a wide range of topics, including nature-based solutions and

sustainability, environmental and STEM education, online safety and digital well-being, pedagogical mentorship and EdTech integration, data-informed and inclusive teaching, empowering small and rural schools, civic engagement and European identity, and addressing societal challenges through citizen science.

At the same time, the European Schoolnet Academy launched the **Teachers' Voice initiative**, giving educators across Europe a platform to share their experiences, insights and the impact of their learning in the classroom and beyond.

## Courses at the European Schoolnet Academy 2025

Course	Registered	Started	Finished	Engagement rate [1]	Completion rate [2]	Start and end date	Project
<a href="#">Exploring nature-based solutions in your classroom and beyond</a>	1069	639	335	60%	52%	13/01 - 19/02	NBS EDUWORLD
<a href="#">Child online safety: what educators need to know</a>	1402	839	385	60%	46%	03/02 - 12/03	BIK
<a href="#">EmpowerED educators: becoming pedagogical mentors for edtech co-design</a>	1178	675	375	57%	56%	10/02 - 19/03	EmpowerED
<a href="#">Navigate ed-tech – choosing wisely for tomorrow’s learners</a> <sup>[3]</sup>	1063		434			10/02 - n/a	EmpowerED
<a href="#">Soil education: a STEM integrated approach</a>	1358	809	400	60%	49%	03/0 - 09-04	LOESS
<a href="#">Teach Europe: a classroom’s roadmap to Europe</a>	951	589	358	62%	61%	10/03 - 16/04	Teach Europe
<a href="#">Data-informed teaching and learning: a pathway to action and inclusivity</a>	858	380	184	44%	48%	21/04 - 28/05	Agile EDU
<a href="#">Empowering teachers as digital lifelong learners in school</a>	1348	675	339	50%	50%	05/05 - 11/06	Continue UP
<a href="#">Nature-based solutions: Training approaches for educators and teacher trainers</a>	1148	661	336	58%	51%	08/09 - 15/10	NBS Academy
<a href="#">Smart schooling and networking: empowering small and rural schools</a>	1093	537	265	49%	49%	29/09 - 05/11	European Schoolnet
<a href="#">Helping kids build and manage healthy online relationships</a>	930	415	230	45%	55%	06/10 - 12/11	BIK
<a href="#">From classroom to impact: addressing societal challenges with citizen science</a>	1061	508	275	48%	54%	13/10 - 19/11	CROPS
<b>Total</b>	<b>13459</b>	<b>6727</b>	<b>3916</b>	<b>54%</b>	<b>52%</b>		

[1] Engagement rate = participants that started the course divided by the number of registrations

[2] Completion rate = participants that finished the course divided by the number of participants that started

[3] Ongoing, self-paced course

## The Future classroom Lab



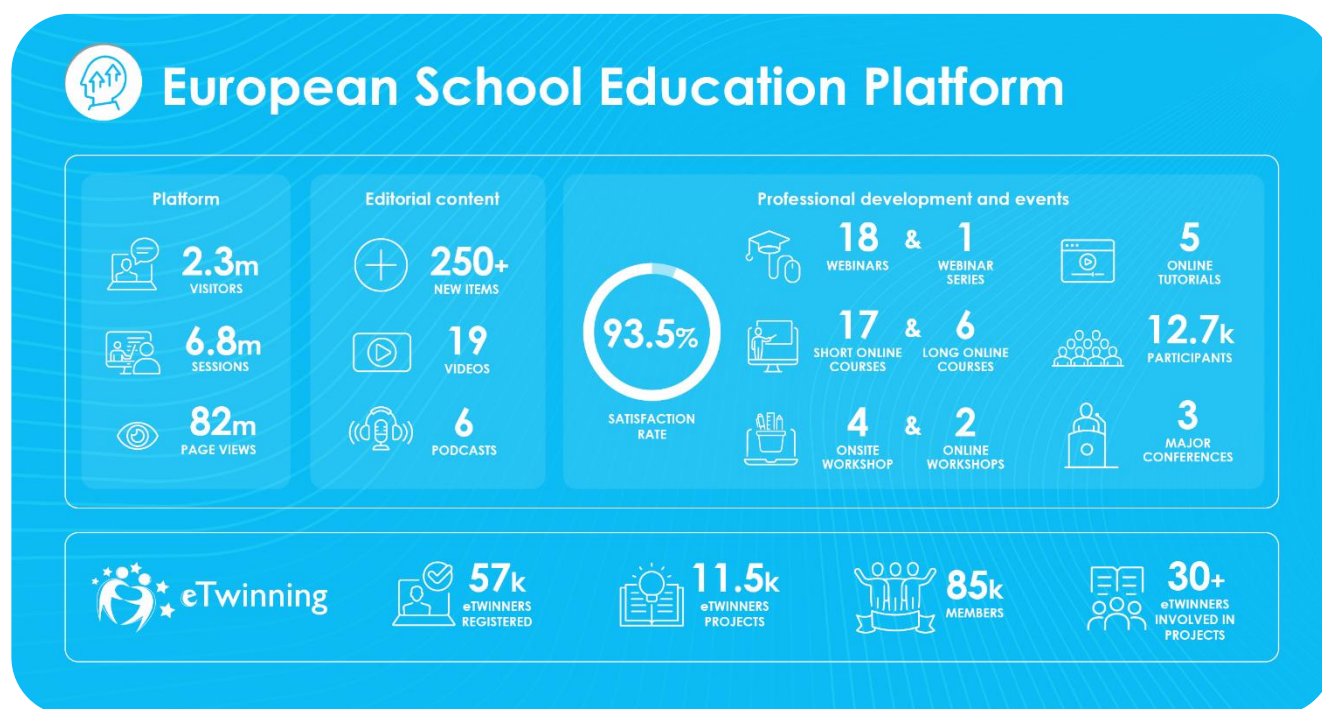
The [Future Classroom Lab](#) has been a flagship initiative in Europe since 2012, encouraging countless public authorities, schools, headmasters and teachers to embark on a journey of transformation and innovation. The Future Classroom Lab is supported by [over 30 industry partners](#) and a community of 28 [Ambassadors](#) from 18 countries. Ambassadors are often paired in their countries by their local counterparts and contribute to rooting the opportunities offered by the initiative in their communities. The Future Classroom Lab also boasts a network of more than [275 innovative learning labs](#) worldwide, inspired by its concept and model.

### Achievements:

- In 2025, the Future Classroom Lab team organised four face-to-face courses for teachers covering the following topics: active learning, STEM, AI and data literacy, and interactive technologies. The courses brought together teachers, teacher trainers, school leaders and other education professionals from various countries and supported educators in exploring innovative teaching approaches, with particular attention to the meaningful integration of artificial intelligence in classroom practice.
- Under the Future Classroom Lab, the 2025 edition of the [School Innovation Forum](#) was organised in Lisbon, Portugal, in collaboration with the Ministry of Education, Science and Innovation. The theme, 'Digital well-being: navigating technology in schools', reflected the growing consensus that well-being must be a central focus of digital education policy and practice. The Forum brought together over 160 participants, including representatives from education authorities, European institutions, academia, school leaders and industry partners.

## Projects

### European School Education Platform



Launched in 2022, the [European School Education Platform](#) offers editorial content, professional development activities and networking opportunities for school education stakeholders across Europe. These stakeholders include school staff; researchers; policymakers; and other professionals, and cover early childhood, primary, secondary and vocational education. The platform, an initiative of the European Commission and funded by the Erasmus+ programme, is also the home of the eTwinning community.

[eTwinning](#), available in 43 European countries and funded under the Erasmus+ programme of the European Commission, promotes school collaboration and teachers' professional development. It provides support, tools and services for schools through a variety of means, including a digital environment. eTwinning is part of the European School Education Platform where school staff can develop projects together and participate in online learning opportunities.

### Achievements 2025



In 2025, the eTwinning community celebrated its 20<sup>th</sup> anniversary with various activities, events and networking both at European and national level. Discover more in dedicated [articles](#), [video](#) and [podcast](#).

For 20 years, eTwinning has reached more than 1.3 million teachers from over 300.000 schools, involving them in over 170.000 projects. The

new annual theme is 'Skills for life' for the school year 2025/26. The eTwinning book 2025 focused on citizenship education.

The European School Education Platform continued offering content, professional development and networking opportunities for all readers.

### **Contribution to the management of the SELFIE tools and initiative**

European Schoolnet was recently entrusted by the European Commission with new responsibilities in relation to the [SELFIE](#) initiative (Self-reflection on Effective Learning by Fostering the Use of Innovative Educational Technologies).



More specifically, under the umbrella of the broader European School Education Platform framework contract, European Schoolnet will take over and lead the strategic promotion of the SELFIE toolkit through designing and managing relevant user guidance and support, communication, community building, and stakeholder engagement actions.

Developed by the European Commission's Joint Research Centre in collaboration with DG EAC and DG EMPL; SELFIE supports schools, VET institutions, companies offering work-based learning, teachers and early childhood educators in reflecting on and improving their digital readiness.

### **Contribution to the European Digital Education Hub**



The [European Digital Education Hub](#) aims to improve cooperation on digital education at the EU, national and regional levels. It brings together different education and training stakeholders from the private and public sectors, as well as those involved in research, policy and practice. European Schoolnet has contributed to several key activities of the initiative, including the analysis of inspiring practices, and the mapping of inspiring practices across three thematic areas: digital well-being, digital competences, and the future classroom.

#### **Achievements:**

- Inspiring practices and ad-hoc articles. In 2025 European Schoolnet analysed inspiring digital education practices and drafted six articles to be published in the European Education Area. Additionally, European Schoolnet wrote two ad hoc articles, including a topical one on 'Neurodiversity and Inclusion: The Role of Digital Education'.
- Mapping Inspiring Practices report. European Schoolnet developed the 'Mapping of Inspiring Practices' report, which includes two inspiring practices per Member State across three thematic areas (digital competences, future classroom, and digital well-being).

## ContinueUP - Co-constructing the continuum between ITE and CPD



Teachers are key drivers of change in Europe's education and society, playing a pivotal role in the successful implementation of the European Commission's Digital Education Action Plan.

[ContinueUP](#) supports the effective continued development of European teachers across their entire professional career, from initial teacher education to continuous teacher training. The project, which started in 2023, is funded by the Erasmus + programme and will end in 2026.

In 2025, the [ContinueUP](#) project completed its joint programme across initial teacher education (ITE) and continuous professional development (CPD) in the form of an ITE short course and a CPD MOOC. Based on this work, several follow-up activities were organised that will result in the project's final deliverables. This work entailed the following achievements:

- Three universities across Croatia, Portugal and Spain jointly delivered an ITE short course on the topic of digital professional engagement of teachers. The course was designed to develop student teachers' competence to an A2 proficiency level - as defined by DigCompEdu - and required close collaboration between student teachers and the course leads. The short course was co-constructed between the three universities with additional input from CPD providers, including European Schoolnet.
- Five CPD providers from Croatia, Hungary, Portugal and Spain, as well as European Schoolnet, each delivered a CPD MOOC on the topic of digital professional engagement of teachers. The course was designed to follow-up from the ITE short course and developed teacher's competence to a B1 proficiency level as defined by DigCompEdu. The MOOCs attracted more than 3500 teachers.
- The project undertook a range of evaluation activities to understand the effectiveness of the joint teacher education and training programme. The ITE short course and CPD MOOC were updated and republished on the base of these evaluation activities as separate resource packs to be easily reused by other training bodies.
- A series of reflection sessions, surveys and interviews were held to gain insights into effective co-construction between ITE and CPD providers.

## XXI-TEACH-EU - 21st century European teachers



The [21st Century European Teacher](#) project aims to gain insight into how European teachers can approach and develop teaching in emerging subject areas (such as technological empowerment, sustainable learning, entrepreneurship and playful learning) that

arise as a result of large, complex upheavals affecting society. European Schoolnet is a partner of

this project, funded by the Erasmus + programme (Teacher Academy project XXI-TEACH-EU), and coordinated by VIA University College, Denmark. The project is running from 2023 to 2026.

During 2025, project partners developed and published four MOOC modules dedicated to key themes: Sustainability in education, technological empowerment in education, playful learning in education and entrepreneurship in education.

### **ACT-AI Academy - Teachers' skills and competencies development for an effective AI integration in education**



**ACT-AI Academy** aims to establish a pan-European academy for student-teachers, in-service teachers, and school leaders. It focuses on equipping and/or upskilling them with the competences required to utilise AI effectively and ethically within the educational context, as well as part of their professional engagement. Additionally, the project aims to raise awareness about the potential benefits of AI for enhancing educational outcomes and supporting the holistic development of students while addressing societal and ethical challenges. It seeks to increase awareness within the educational community and advocate for policy recommendations to ensure the responsible and equitable integration of AI in education.

In 2025, ACT-AI completed a Literature Review of current trends in AI training and issues related to AI ethics, personalised learning, data privacy, and so on. The review included a state-of-the-art aggregation of AI-powered tools used in teaching and learning processes.

The project conducted national consultations with stakeholders (including teachers, teacher trainers, policymakers, pre-service teachers and researchers) in seven different countries. The consultations aimed to provide feedback on the review, and to aggregate relevant information to the AI Literacy Framework.

### **WINDEE – Well-being in digital education ecosystem**



**WINDEE**

**WINDEE** (Well-being in digital education ecosystem) is a European Commission funded project which focuses on enhancing digital well-being in European education by

developing a comprehensive framework. This policy experimentation project addresses the lack of understanding, strategies and coordinated policy efforts in digital well-being. The project builds evidence, creates solutions and conducts experiments to refine and implement systemic policy changes.

A strong partnership of universities, schools, policymakers, networks and EdTech experts enhances the project's capacity to address the complex challenges of digital well-being in education.

Within the first year of the project, WINDEE consortium finalised the 'Literature review report', the 'Assessment report of digital tools', and the 'Digital well-being in education: policy mapping report'. European Schoolnet contributed to all three deliverables by reviewing the outputs and incorporating relevant policy updates at EU level. In addition, the consortium progressed with the development of the Digital Well-being Framework, one of the project's main deliverables. As part of this activity, European Schoolnet organised an online focus group with experts from EUN's international network to review and provide input on the first draft of the Digital Well-being Framework.

### **EVIDALI: Evidence-informed data literacy for policy & practice**

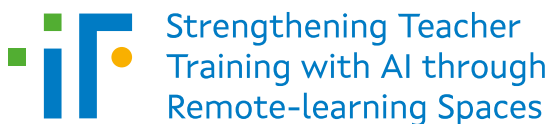


[EVIDALI](#) is a three-year Erasmus+ project (March 2025-March 2028) that aims to strengthen data literacy strategies in primary and secondary education across Europe.

The project focuses on both the policy and practice dimensions of data use in schools. It investigates how data is currently used by teachers and school leaders, identifies training needs, and supports policymakers in designing evidence-informed strategies. Planned activities include a mapping analysis of existing national strategies, the Data Literacy Survey in Schools, a series of Policy Learning Labs involving policymakers and researchers, validated good practices through practitioner engagement, and a MOOC for teachers and trainers.

In 2025, the project partners produced a [literature review](#) to identify the latest research trends in data literacy, as well as a [mapping of existing data literacy strategies in EU Member States](#). This mapping will be updated in 2026 to reflect the rapid developments taking place in the field. The team also designed the [sampling strategy and protocol](#) for a large-scale survey of school leaders and teachers, and the recruitment of participating schools began at the end of the year. Finally, two meetings of the Policy Learning Lab were held, allowing partners to better understand the data literacy situation in Malta, the region of Madeira in Portugal, the region of Castilla y León in Spain, and the province of Trento in Italy.

### **STAIRS, Strengthening-teacher-training-with-AI (P1-2, TBC)**



**Strengthening Teacher Training with AI through Remote-learning Spaces**

The [STAIRS project](#), funded by the European Union's Erasmus+ programme, aims to design training programmes that integrate artificial intelligence

tools for teachers' professional development. It is committed to build a more equitable educational ecosystem, one that is prepared for the challenges of the future. The fundamental pillars of which are inclusion, the well-being of the entire educational community and the ethical use of technology.

The project developed a questionnaire and focus group protocol to conduct a needs analysis to understand the professional development needs of educators in AI literacy. A community of practice will also be launched in March 2026, to offer a platform to educators and others working in the field of AI use in education to exchange ideas.

### **AIDEA, AI-driven educators academy**



[AIDEA](#) aims to redefine how artificial intelligence (AI) is integrated into European teacher education. The project unifies, scales and operationalises cutting-edge research from leading Erasmus+ and Horizon Europe projects, ensuring immediate classroom applicability. AI is used to support educators in rethinking teaching, assessment and student engagement. AIDEA introduces a

modular, research-backed training framework, structured across three essential dimensions: **teaching about AI**, ensuring educators develop deep AI literacy and ethical awareness; **teaching with AI**, equipping teachers with AI-powered skills for formative assessment, adaptive learning and classroom innovation; and **teaching for AI**, preparing students for an AI-driven future through critical thinking and digital competencies.



[Teach Europe](#) was designed to upskill teachers by providing them with innovative learning scenarios to implement an EU perspective across the curriculum. The project was also conceived to empower teachers through training and give the opportunity to students to

learn more about the European Union, think critically about their European identity and explore active citizenship.

This EU project (2022-2025) was funded by ERASMUS-JMO-2022-OFET-TT-Jean Monnet actions in other fields of education and training.

Find the resources to implement an EU perspective across the curriculum, based on the project key outputs: [The Teach Europe Toolkit](#)

# Our working groups

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In 2025, four [working groups](#) and one interest group, appointed by European Schoolnet's network of ministries of education tackled some of the most important challenges faced by today's education ecosystems.

## The Interactive Classroom Working Group

This group was set up in 2013 and is one of European Schoolnet's standing working groups. Its aim is to enable education authorities to explore common areas of concern, share experience, address policy challenges related to the integration of a wide range of technologies in classrooms and investigate their impact on teaching and learning. Every year, it explores different topics connected to the priorities and interests of its members. The working group regularly develops and publishes recommendations, guidelines, best practices and resources based on desk research and analysis conducted in collaboration with researchers, collected experiences from schools, teachers and pupils and case studies from other countries and educational systems across the world.

In 2025 the group worked on the topic of inclusion in an increasingly diverse and technology driven society. The members are investigating how teachers harness digital technologies to support inclusive learning environments and aim to identify strategies to create inclusive learning environments with the support of technology. The group identified nine schools and teachers in different European countries and conducted interviews with them. These will be the basis for developing individual case studies and videos and developing an online and printable playbook of innovative strategies for creating inclusive learning environments with the support of technology.

[Read about this working group](#)

## ICT@SCHOOL Indicators Working Group

The ICT@school Indicators Working Group was created to share national surveys on ICT in schools, discuss their results and suggest follow-up actions to improve the monitoring of ICT developments in education at cross-country, European and global levels in a comparative way. The working group also discusses the need for new indicators to better cover and monitor the qualitative processes related to the use of ICT in school, especially in relation to teaching and learning practice, space organisation of the learning environment and innovative teacher training schemes.

The group brings together 18 education systems. The current members are Belgium (both Flanders and Wallonia), Croatia, Cyprus, Estonia, France, Ireland, Italy, Lithuania, the Netherlands, Poland, Portugal, the Republic of Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland and Türkiye.

On the 27 October 2025, the working group met to discuss two innovative national initiatives from the Netherlands and Slovenia. A representative from the National Examination Centre of the Republic of Slovenia presented OrKa, a tool that allows schools to inspect and interpret national standardised exam data to help them reflect on their school strategy. A representative from Kennisnet, in the Netherlands, presented the preliminary results from the new cycle of the monitor on the digitalisation of education. This cycle also provides insights on how schools perceive and adopt the use of artificial intelligence tools.

## Digital Citizenship Working Group

The Digital Citizenship Working Group was established in 2017 and meets once or twice a year. The working group aims to develop a strategic digital citizenship framework and give direction to European Schoolnet's digital citizenship roadmap. It also aims to provide a platform for exchange between European Schoolnet network members, identifying best practices to share and challenges to overcome, as well as to identify gaps and explore new areas of work. In 2025, 18 education authorities participated in the working group: Belgium (both the Flemish and French communities), Finland, France, Greece, Hungary, Ireland, Latvia, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Serbia, Slovenia, Spain and Türkiye.

On 25 June 2025, the meeting focused on the digital well-being of students and teachers in school within the broader context of their digital lives – a topic that gained significant political attention at both EU and national levels in recent years. The meeting aimed to present European Schoolnet's 'Well-being in digital environment in school' report as well as the digi.well project and its proposed whole-school approach, while exchanging with working group members on national experiences, best practices and challenges in implementing digital well-being policies and practices across Europe. As such, the meeting also complemented discussions which took place at the 2025 School Innovation Forum.

- Building on the results of the June meeting, as well as a dedicated brainstorm session which took place in November 2024, European Schoolnet co-hosted a webinar with the Council of Europe (CoE) on '[digital citizenship education in practice: well-being online and the voice of young people](#)'. The webinar took place on Thursday, 6 November 2025 and was organised as part of the CoE's [European Year of Digital Citizenship Education 2025](#).

- In the meantime, the working group has connected with the ongoing work on the European Digital Education Hub's squad on digital citizenship education, where European Schoolnet presented its approach, framework and activities in one of the EDEH online squad meetings in November 2025.

## The Ministries of Educations' Science, Technology, Engineering and Mathematics (STEM) Representatives Working Group

This working group of representatives from the ministries of education, Science, Technology, Engineering, and Mathematics (STEM) is a forum for discussion and exchange among ministries of education on STEM education policies. The overall objective of this initiative is to lay the foundations for medium- and long-term strategies and activities among ministries of education in STEM education, particularly within the Scientix® initiative, aligned with the ministries' priorities and key interests. In 2025, 24 education systems were represented in the working group: Belgium (Flanders and Wallonia), Croatia, Cyprus, the Czech Republic, Denmark, Finland, France, Greece, Hungary, Ireland, Israel, Italy, Lithuania, Luxembourg, Malta, Poland, Portugal, Romania, Serbia, Slovakia, Spain, Switzerland and Türkiye. In addition to regular updates from the different projects and sharing European Schoolnet's reaction to the European Commission Union of Skills STEM Education Strategic Plan, three closed events took place:

- At the working group meeting held in July 2025, the discussions addressed two topics:
  - Climate change in education, looking at the educational resources of the Carbon Act project and exploring how to support climate change education in formal teaching and learning.
  - The shortage of STEM teachers in Europe.
- The working group meeting held in October 2025 focused on 'Expanding the classroom experience with virtual reality and STE(A)M Learning Ecologies'. Members examined the results of two initiatives that sought to expand the classroom experience to make learning more engaging and relevant for students: Smart Connected Classroom Pilot (Phase 3), funded by Qualcomm®, and the EU funded project STE(A)M Learning Ecologies (SLE).
- At the working group meeting held in November 2025, members examined how STEM education systems across Europe can strengthen sustainability learning through two emerging areas: soil literacy education and integrating Nature-based Solutions (NBS) in teacher education. The session presented outputs and opportunities from two EU-funded initiatives supported by Scientix – LOESS and NBS Academy – and discussed how these can be integrated into national curricula, teacher training and wider educational ecosystems. Participants explored how the pedagogical and policy-oriented outputs of the two projects can support national systems to move beyond abstract environmental awareness towards experiential, inquiry-based and contextually grounded sustainability education.

## Artificial Intelligence in Education Working Group

The group was established in 2025, and is composed of representatives from ministries of education, public education authorities and related public organisations across European countries. It addresses the use of artificial intelligence (AI) in K12 education in particular concerning teaching, learning, and assessment. The group also looks at policy initiatives, practices and evidence from research to support policy learning in a cross-country context. The working group consists of 25 education systems: Belgium (Flanders), Belgium (Wallonia-Brussels), Croatia, Cyprus, Czech Republic, Estonia, France, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland and Türkiye.

The inaugural meeting of the group took place in November 2025 and confirmed strong demand for structured cooperation on AI in school education, with particular attention to policy alignment, teacher capacity building, data privacy and practical implementation challenges.

## Small and Rural Schools Interest Group

The interest group's defined remit is to focus on collecting experience from small and rural schools, support small and rural schools via toolkits, a capacity building programme and an open community of practice for all practitioners working in small and rural schools. The group consists of 12 countries: Czech Republic, Croatia, Greece, Hungary, Italy, Malta, Poland, Serbia, Slovakia, Spain, Sweden and Türkiye.

In 2025, the interest group's advisory board developed a MOOC titled '[Smart schooling and networking MOOC](#)' available on the [European Schoolnet Academy](#). Attended by 850 participants, this course was designed to support small and rural schools by showcasing innovative approaches to schooling in remote areas. Its content focused on strategies for multi-aged classroom teaching, the use of ICT for remote and hybrid learning, community involvement and experiential learning.

This initiative represented an important step in providing accessible professional development opportunities tailored to the specific needs of educators working in small and rural contexts.

[Read about all our working groups](#)

# Who we are

## Our staff

We are an **international, diverse and dynamic team**, driven by the same mission: support the transformation of Europe's education for a better future.

We do this by identifying and testing promising innovative practices, sharing evidence about their impact, encouraging school networking and supporting the mainstreaming of teaching and learning practices for inclusive education. Digital technology is a significant focus of European Schoolnet's work because of its critical role in designing and implementing 'future classroom scenarios' and in supporting new forms of learning, both in and out of school. European Schoolnet continues to position itself as a key organisation in Europe concerned with the development and demonstration of scenarios for the school of the future, in close collaboration with its network of ministries of education.

Our not-for-profit organisation brings together experts on education policy, project management, capacity building, public affairs and communication, stakeholders' engagement, advocacy, and legal, financial and human resources.

As a responsible organisation, we pay special attention to how we behave and carry out our work. That is why every employee is committed to working according to high ethical standards by assisting the work of our network of ministries of education, acting responsibly, impartially and objectively and to being loyal, open-minded and supportive - an overall code of conduct which embodies [our core values](#).



## Our members in 2025

<b>Belgium</b>	<a href="#">Ministère de la Fédération Wallonie-Bruxelles, Administration générale de l'Enseignement (AGE)</a> <a href="#">Vlaams Ministerie van Onderwijs en Vorming</a>
<b>Bulgaria</b>	Observer country
<b>Croatia</b>	<a href="#">Ministarstvo Znanosti i obrazovanja</a>
<b>Cyprus</b>	<a href="#">Παιδαγωγικό Ινστιτούτο Κύπρου</a>
<b>Czech Republic</b>	<a href="#">Dům zahraniční spolupráce (DZS)</a>
<b>Estonia</b>	<a href="#">Haridus- ja Noorteamet</a>
<b>Finland</b>	<a href="#">Opetushallitus/Utbildningsstyrelsen</a>
<b>France</b>	<a href="#">Ministère de l'éducation nationale, et de la jeunesse et des sports</a>
<b>Georgia</b>	Observer country
<b>Germany</b>	Observer country
<b>Greece</b>	<a href="#">Υπουργείο Παιδείας, Έρευνας και Θρησκευμάτων</a>
<b>Hungary</b>	<a href="#">Oktatási Hivatal</a>
<b>Iceland</b>	Observer country
<b>Ireland</b>	<a href="#">An Roinn Oideachais</a>
<b>Israel</b>	<a href="#">MAKASH and Ministry of Education</a>
<b>Italy</b>	<a href="#">INDIRE, Istituto Nazionale di Documentazione, Innovazione e Ricerca Innovativa</a>
<b>Kosovo</b>	Observer country
<b>Latvia</b>	<a href="#">Izglītības un zinātnes ministrija</a>
<b>Lithuania</b>	<a href="#">Nacionalinė švietimo agentūra</a>

<b>Luxembourg</b>	<a href="#">Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse - Grand-Duché de Luxembourg</a>
<b>Malta</b>	<a href="#">Ministry of Education and Sport</a>
<b>Netherlands</b>	<a href="#">Stichting Kennisnet</a>
<b>Norway</b>	<a href="#">Utdanningsdirektoratet</a>
<b>Poland</b>	<a href="#">Ministerstwo Edukacji i Nauki</a>
<b>Portugal</b>	<a href="#">Direção Geral da Educação</a>
<b>Romania</b>	Observer Country
<b>Serbia</b>	<a href="#">Ministarstvo prosvete, nauke i tehnološkog razvoja, uz operativnu podršku Fondacije Tempus</a>
<b>Slovakia</b>	<a href="#">Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky</a>
<b>Slovenia</b>	<a href="#">Ministrstvo za izobraževanje, znanost in šport</a>
<b>Spain</b>	<a href="#">Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado</a>
<b>Sweden</b>	<a href="#">Skolverket</a>
<b>Turkey</b>	<a href="#">Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü</a>

\*To find out who our members are, [visit our website](#).

# Funding

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## EU funding

### Erasmus+ programme

- ACT AI Academy
- Agile EDU
- BUSTIC EDU (Building Sustainability Competences in Education)
- CARBON ACT
- ContinueUP
- EVIDALI
- ESEP 2025 and eTwinning
- NBS ACADEMY
- OUTSTEAM
- PERMA DIGITAL
- SpicE: Special Education STEAM Academy
- SELFIE
- STAIRS
- Teach Europe
- TINKER
- 21st century European Teachers
- WINDEE

### Horizon programme

- Blue LightS
- EC CROPS
- GENB
- LOESS
- NBS EduWorld
- STEAMbrace

- STE(A)M Education European Roadmap (SEER)
- STE(A)M Learning Ecologies (SLEs)

### Connecting Europe Facility

- EUROPEANA DSI4

### Digital Europe programme

- EmpowerED
- European Digital Skills & Jobs Platform (2024-2026)
- Better Internet for Kids (BIK) Platform – EU Coordination (2023-2025; 2025-2027)

### Life Terra programme

- Life Terra

### Urban Europe programme

- Coolschools

### Rights, Equality and Citizenship programme of the European Union

- MenABLE

### Funded by the European Commission

- Buzzing Schools
- EU4Ocean phase 2
- Youth Consultation on Protection of Minors
- Teacher's Consultation Group – Informatics
- European Digital Education Hub

### Funded by the European Investment Bank

- EIBURS

### Technical Support Instrument

- SMARTS TSI GR

## Privately funded projects:

### FCL partners



**STEM alliance partners**



**COORDINATOR**



**PREMIUM PARTNERS**



**GENERAL PARTNERS**



# Closing words

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As we prepare for a future irrevocably impacted by socio-political changes and new technological developments, we look forward to continuing to work together with our engaged community of passionate policymakers, educators, schools and partners, constantly striving to innovate and improve education.

We would like to extend our gratitude to them for their unique contributions to bring a positive change to Europe's education and for their feedback and commitment throughout the year.

Going forward, we will continue working closely with our European network of ministries of education, strengthening cross-country collaboration and policy learning to help them make informed decisions that support their national educational priorities.

At the same time, and as part of our mission to effect system change in education, we will intensify our efforts to connect evidence-based policy with innovative teaching and learning practices. To do so, we will actively set and animate new communities of practice, and we will offer schools and teachers' continued development, offering training and new pedagogical resources and testing opportunities.

Looking at the challenges education systems face today, we will pay special attention to how technologies such as Artificial Intelligence are used in schools, how to protect students and educators navigate in the digital era, reinforcing digital well-being and online safety in education, empowering teachers and learners with digital skills and competences for the new generations, as well as advancing STEM in education.

We look forward to our continued cooperation in 2026.

**Marc Durando**, European Schoolnet's Executive Director

[Read our 2026 Work Programme](#)



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