European Schoolnet (www.europeanschoolnet.org) is a network of 34 Ministries of Education from across Europe, leading educational innovation at European level. As a major international think tank, European Schoolnet operates key European services in education on behalf of member Ministries of Education, the European Commission, and industry partners.

European Schoolnet’s activities are divided among three areas of work:

- Providing concrete evidence and data in the area of innovation in education on which to base policy recommendations;
- Supporting schools and teachers in their teaching practices;
- Developing and sustaining a network of schools engaged in innovative teaching and learning approaches.
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WHO WE ARE

EUN Partnership - European Schoolnet (www.europeanschoolnet.org) is the network of 34 Ministries of Education from across Europe, leading educational innovation at European level. As a major international think tank, European Schoolnet operates key European services in education on behalf of member Ministries of Education, the European Commission, and industry partners. We act as the interface between education policy and practice, and as the facilitator of ‘the network of networks’ – bringing Ministries of Education, schools, research and industry into contact for fruitful exchange and collaboration.

OUR MISSION AND REMIT:
We are driven by our mission to support education stakeholders in Europe in the transformation of education processes for 21st century digitalized societies. We do this by focusing on: identifying and testing promising innovative practices; sharing evidence about their impact, and; supporting the mainstreaming of teaching and learning practices aligned with 21st century standards for the education of all students.

ICT and digitization are a particular focus of European Schoolnet’s work, because of the critical role they play in terms of designing and implementing future classroom scenarios and supporting new forms of learning both in and out of school.

WHAT WE OFFER:
• A European forum where Ministries of Education can exchange knowledge and experience concerning what works and what doesn’t in educational innovation and the integration of ICT in education;
• Pilot projects and policy experimentations to experiment with new models of teaching and learning, involving Ministries of Education, research and industry as well as other national and European partners;
• Evidence-based reports and recommendations concerning educational innovation and the pedagogical use of ICT to fuel national policies;
• Large-scale surveys to gather quantitative and qualitative data on policy and practice, and developing an analytical framework to benchmark, analyse and compare national findings with other countries;
• Innovative educational tools validated by various countries and adaptable for use at national and regional levels;
• Accreditation services for schools to enhance their eSafety and STEM profiles;
• Free online professional development for teachers and other education professionals through the European Schoolnet Academy (www.europeanschoolnetacademy.eu);
• A Future Classroom Lab (fcl.eun.org) where representatives from ministries, industry as well as teachers and students can explore new technologies and accompanying innovative pedagogies;
• A Learning Resource Exchange (http://lreforschools.eun.org/) offering over 330,000 Open Educational Resources in 30 languages, from 80 content providers.

OUR FIVE FOCUS AREAS:
The main sections of this report take you through our core activities in 2017, focused on testing, sharing evidence, and spreading innovation in relation to the following five areas: DIGITAL CITIZENSHIP; STEM EDUCATION; EVIDENCE FOR INNOVATION; PROFESSIONAL DEVELOPMENT; and SCHOOL NETWORKING.

This work has been supported by a number of public and private funded projects, as well as European Schoolnet’s Policy and Innovation Committee, the Learning Resource Exchange Subcommittee, and four working groups on indicators, digital citizenship, STEM education and the interactive classroom. These activities have been undertaken in collaboration with our members, partners and stakeholders, and this report serves them, as well as the wider education community, by providing an overview of everything we have achieved in the past year, as well as looking forward to future challenges and objectives.
DIGITAL CITIZENSHIP

WHY IS DIGITAL CITIZENSHIP IMPORTANT?

The digital society places new expectations and responsibilities on education and its major actors, school leaders, teachers and pupils, not only regarding the place and use of new technology, but also on the values which come into play when it is used inside and outside of the classroom. This brings both challenges and opportunities. Technology can compound existing inequalities (e.g. through filter bubbles, fake news and online hate), and often there is a digital gap between school, home and other environments.

European Schoolnet is committed to equipping teachers and students with the culture and tools needed to function effectively in the digital society.

OUR WORK SO FAR:
Since 2006, European Schoolnet has been a key player in the responsible use of the internet and mobile technologies, particularly concerning eSafety in schools. In 2017, under the Connecting Europe Facility (CEF), European Schoolnet continued to maintain – on behalf of the European Commission – a Better Internet for Kids (BIK) core service platform that aims to create a better internet for children and young people.

Ministries of Education continue to be faced with the challenge of ensuring that young European students are effectively prepared to live and thrive safely in a digitalised society. In response to this, European Schoolnet together with industry partners created the eSafety Label which continues to be successfully used today - a European-wide accreditation and support service through which schools can review their own eSafety infrastructure, policy and practices. European Schoolnet has also focused since 2010 on the development of digital skills for youth beyond formal education. The network has contributed to the eSkills Weeks and campaigns (to raise awareness of the need for citizens to improve their digital skills for work), and to the Grand Coalition for Digital Jobs and the subsequent Digital Skills and Jobs Coalition (which takes action to tackle the lack of digital skills in Europe).

While media coverage can be useful in raising public awareness of online safety risks, it can also raise public concerns unnecessarily. BIK can help by drawing on the networks expertise, comparing European experiences, working directly with youth, preparing evidence-based responses, and developing resources.

ENSURING A BETTER INTERNET FOR KIDS

Safer Internet Day 2017 | Tuesday 7 February
Be the change: Unite for a better internet
www.saferinternetday.org

#SID2017
#SaferInternetDay

130 countries

European Schoolnet’s 2017 Annual Report - 2
OUR CONTINUING WORK:
In an increasingly digital world, schools have a key role in preparing students for their rights and responsibilities in an active and participative digital citizenship. In addition to the above multi-stakeholder initiatives European Schoolnet has embarked on a new project, SELMA, which will develop a toolkit of resources, training and outreach activities to raise public awareness and understanding of online hate speech and intolerance. European Schoolnet is committed to furthering the digital citizenship of teachers and students, and devotes specific online courses on the European Schoolnet Academy as well as face-to-face training workshops in its Future Classroom Lab on topics such as the teaching of coding and computer science. Dimensions focused on through our dedicated projects and Digital Citizenship Working Group include media and digital literacy, the digital competence of students, teachers and other school staff, and the digitalization of education.

OUR DIGITAL CITIZENSHIP PROJECTS IN 2017

The BIK portal provides a central point of access for information, guidance and resources on better internet issues, acting as a signposting service to Safer Internet Centres across Europe and other stakeholder content for the general public. www.betterinternetforkids.eu

The eSafety Label+ project furthers the work of the eSafety Label, by mobilising and fostering the exchange of knowledge and best practices among a wide community of European teachers, heads of schools, IT advisors, IT counsellors, and other school actors, to better equip schools for a safe and responsible digital future. www.esafetylabel.eu

The objective of the SELMA project is to promote mutual awareness, tolerance and respect, through a holistic empowerment approach, which tackles online hate, most notably in schools but also in out-of-school communities, that impact well-being. www.hackinghate.eu

The Digital Skills and Jobs Coalition mobilises companies, non-for profit organisations, educational providers, social partners and Member States in Europe to ensure that everyone acquires the digital skills they need to remain productive, employable and included. https://ec.europa.eu/digital-single-market/en/digital-skills-jobs-coalition

The eConfidence project tests whether and how the use of serious games in a formal educational context can have an impact on positive behavioural changes. www.econfidence.eu

The DIS-CODE project trains teachers to use innovative teaching and learning methodologies to empower 12 to 18-year-old students with digital skills, mathematical competences, coding, abstract and analytical thinking, logic and problem solving skills. www.allyouneediscode.eu/dis-code

The Student Talent Bank project aims to promote entrepreneurial education in secondary schools among teachers in order to prevent early school leaving, facilitate the transition from school to work and increase students’ engagement. http://bit.ly/ST_Bank

The I-LINC platform is an online environment for networking, participation and learning that focuses on equipping young people with digital and entrepreneurial skills to boost their employment opportunities. www.i-linc.eu

Claire Bury
Deputy Director-General of DG CONNECT, European Commission

Protecting and empowering minors online requires continuous, multidisciplinary and transnational approaches. The Better Internet for Kids initiative lays the foundations for building a global cyber-culture, in which children become responsible digital citizens.

European Schoolnet’s 2017 Annual Report - 3
STEM EDUCATION

WHY IS STEM EDUCATION IMPORTANT?
The lack of young people choosing STEM studies and careers continues to be a major challenge facing Europe. Education has a major role to play in partnership with business and other stakeholders to help increase the attractiveness of STEM studies and occupations. The need to foster STEM talent amongst young people so they can become the much-needed STEM professionals of tomorrow, continues to be a top priority for European Schoolnet.

OUR WORK SO FAR:
In 2007, European Schoolnet was mandated by its Ministries of Education to develop action research initiatives focused on analysing the persisting lack of interest of young students in STEM (Science, Technology, Engineering, Mathematics) studies and related careers. These STEM education challenges are now accepted as a mainstream issue on the European Union’s agenda, and European Schoolnet will continue its active contribution based on the experience and evidence it has gathered over the last decade. In 2017 European Schoolnet continued to lead two strategic initiatives in STEM education in Europe. The STEM Alliance aims to strengthen links between STEM education and careers, and is co-managed with CSR Europe (the European business network for Corporate Social Responsibility), and supported by 15 major industry and private partners.

The success of the STEM Alliance Professionals Go Back to School campaign and the Teacher Placement Scheme in 2017 have established a strong channel for tighter, long-term connections between education stakeholders and industry, which we will continue to build on in the coming years.

The Scientix project (supported by the Science with and for Society programme of the European Commission), since 2009 promotes the sharing of teaching materials from STEM projects and supports Europe-wide collaboration among Science and Mathematics teachers, researchers, policy-makers and other STEM education professionals.

We would like to apply the Professionals Go Back To School scheme to all other players in education, such as headmasters, councilors and teachers. We recommend this initiative to continue for years to come.

Jeanette Axisa
Chief Officer, Transport Malta

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Jeanette Axisa
Chief Officer, Transport Malta
OUR CONTINUING WORK:
The shortage of students choosing STEM studies and careers needs to be tackled from an early age, when disparities in experiences, competences and performance already arise. For this reason European Schoolnet’s Scientix Ministries of Education STEM working group has set the teaching and learning of STEM subjects at primary level as one of its priorities, with a best practices publication planned, as well as a Future Classroom Lab professional development workshop for primary school teachers with no STEM background.

One of the barriers we have identified is a clear lack of awareness of young people as well as teachers on the existence of potential STEM careers. To address this we have designed a dedicated MOOC for teachers on STEM careers.

Currently, European Schoolnet is also coordinating a consortium of partners involved in the development of a STEM School Label – a self-assessment tool which will identify required areas of development and provide training and resources for applicant schools to improve their STEM activities and increase young people’s interest and competences in STEM areas.

OUR STEM EDUCATION PROJECTS IN 2017

Scientix 3 promotes and supports a Europe-wide collaboration among STEM (science, technology, engineering and maths) teachers, education researchers, policymakers and other STEM education professionals. www.scientix.eu

The STEM Alliance brings together industries, Ministries of Education and education stakeholders to anticipate future skills gaps, and promote STEM education and careers among young Europeans. www.stemalliance.eu

The STEM School Label aims at developing an online self-assessment tool for schools which will identify required areas of development and provide training and resources for applicant schools to improve their STEM activities. stemschoollabel.eun.org


The SYSTEMIC project aims to increase young Europeans’ interest in Science, Technology, Engineering and Mathematics education and careers and to provide teachers with the appropriate pedagogical tools to teach STEM topics in a different and more engaging way. systemic.eun.org

The Space Awareness project strives to inform children and young adults about current research and issues related to space sciences, the numerous career opportunities offered by space, and to show them that space science can be fun and inspiring. www.space-awareness.org

The Triseum Pilot tests how two educational games about mathematics and history of art developed by Triseum LLC affect students’ engagement and motivation to learn.

Amgen Teach provides secondary life science teachers in Europe with meaningful professional development opportunities through a pilot science education programme. www.amgenteach.eu

BLOOM (Boosting European citizens knowLedge and awareness of biOeconOMy research and innovation) aims to establish open and informed dialogues, co-created by European citizens, the civil society, bioeconomy innovation networks, local research centers, business and industry stakeholders and various levels of government including the European Commission. bloom-bioeconomy.eu

The aim of the Learning Leadership for Change project (L2C) is to foster shared school leadership and effective networking through capacity building (self-assessment, training and sharing of best practices) within three key areas: STEM education, Innovative use of ICT in teaching and Digital citizenship. www.l2c.eun.org
EVIDENCE FOR INNOVATION

WHY IS EVIDENCE FOR INNOVATION IMPORTANT?
We run a number of projects and studies aimed at providing concrete evidence and data in the area of innovation in education, because we know that this provides a solid basis on which to formulate effective policy recommendations. We summarize research evidence from key studies on innovation in education, translate this evidence into concrete ideas for policy action, and highlight the implications of the evidence for using technology in teaching and learning.

European Schoolnet is committed to supporting innovation in education through mainstreaming effective teaching and learning practice aligned with 21st century standards and expectations for the education of all students. We know that cooperation with all stakeholders is essential for contributing to large-scale adoption of successful innovation developed in pilot and experimental projects.

OUR WORK SO FAR:
Since 2010, European Schoolnet has focused on testing new pedagogical approaches within projects and exploring how innovative practices can be mainstreamed and scaled up. European Schoolnet has also provided Ministries of Education with evidence, recommendations and practical guidelines that have directly informed policy development at national level and provided a sustainable model for fundamentally redesigning teaching and learning. European Schoolnet runs large-scale policy experimentations which use rigorous research methods, including randomized sampling approaches, to develop innovative educational tools and resources which are tested to arrive at results that can be mainstreamed.

One such policy experimentation we worked on in 2017 is MENTEP (Mentoring Technology-Enhanced Pedagogy) which has developed a sustainable prototype tool (TET-SAT) for teachers to self-assess their progress in Technology-Enhanced Teaching competence. TET-SAT provides policy-makers with a national and EU picture of teachers’ TET competence as well as their training needs. Another policy experimentation we are currently working on is TeachUP (Teacher UPskilling Policy experimentation) which aims to develop online courses for teachers in Initial Teacher Education or Continuing Professional Development on topics related to their new role, including: formative assessment, personalised learning, collaborative learning and creativity.

CO-LAB is an example of a recently completed project which built evidence to better understand how policy can support more widespread collaborative teaching and learning in schools.

In addition to providing the education community with a useful online self-assessment tool for teachers’ technology-enhanced teaching, MENTEP has taught us important lessons about the success factors involved in policy experimentations, with insights into the sampling process, recruitment of schools and running the experimentation with teachers.

FIRST LARGE-SCALE POLICY EXPERIMENTATION IN EDUCATION

Randomized Controlled Trials

MENTEP

11 countries 7,000 teachers 17 partners

Using a self-assessment tool for teachers’ Technology-Enhanced Teaching

2017 HIGHLIGHT

During the CO-LAB project, as teachers became more confident in collaborative learning methodologies, their approach to assessment changed. They came to realize that for assessment to be valid it must include measurement of collaboration as well as knowledge.

Ben Murray
National Council for Curriculum and Assessment, Ireland
### Our Continuing Work:
Pilot and demonstration projects are a necessary part of how change can be implemented in schools, but, unfortunately, they rarely lead to widespread or sustainable use of innovative pedagogical practice. Part of the reason is that most demonstration projects are focused only on making a limited number of specific interventions without discussing the systemic changes (e.g., policy, funding, regulatory) or establishing implementation capacity to allow innovations and demonstrations to be deployed effectively and more widely. Drawing on the latest thinking on mainstreaming innovation in education, a key focus for European Schoolnet and Ministries of Education in the coming years will be to intensify work on defining the most appropriate innovative ecosystems and approaches that support large scale deployment and adoption of the wide variety of successful innovations developed in its various projects. Working with regions and cities more closely is planned to facilitate this.

### Our Evidence for Innovation Projects in 2017:

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>Website</th>
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<tr>
<td><strong>MENTEP</strong></td>
<td>A policy experimentation that investigates the potential of an online self-assessment tool (TET-SAT) to empower teachers to progress in their Technology-Enhanced Teaching Competence at their own pace.</td>
<td>mentep.eun.org</td>
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<tr>
<td><strong>Teach-UP</strong></td>
<td>A policy experimentation which tests two different instructional design approaches in Initial Teacher Education and Continuous Professional Development by delivering courses on new teacher competences in four areas: teacher collaboration, personalised learning, formative assessment, and creative thinking.</td>
<td>teachup.eun.org</td>
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<td><strong>Inducas</strong></td>
<td>A pilot project which aims is to investigate how beginning teachers and mentors can be better supported through a community of peers facing similar issues.</td>
<td><a href="http://www.inducas.eu">www.inducas.eu</a></td>
</tr>
<tr>
<td><strong>Europeana</strong></td>
<td>Europeana’s mission is to build on Europe’s rich heritage and make it easier for people to use it for work, learning or fun through the Europeana Digital Service Infrastructure providing online access to Europe’s cultural and scientific heritage.</td>
<td>pro.europeana.eu/use-our-data/education</td>
</tr>
<tr>
<td><strong>NESTT</strong></td>
<td>The (New European Settings for Teachers and Teaching) project aims to understand how students prefer to learn in formal, non-formal and informal settings, and how teachers can be trained to support their students’ learning in these various settings.</td>
<td><a href="https://teacherstraining.wixsite.com/nestterasmusplus">https://teacherstraining.wixsite.com/nestterasmusplus</a></td>
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<tr>
<td><strong>CO-LAB</strong></td>
<td>The CO-LAB project focuses on understanding what makes collaborative teaching and learning a reality in the classroom and how it can be better supported by policy and regulatory frameworks.</td>
<td>colab.eun.org</td>
</tr>
<tr>
<td><strong>TASK</strong></td>
<td>The TASK project uses an authentic, self-reflective and proactive methodology to develop a tool for students to self-assess their digital competence, mother tongue communication, and competence in foreign languages.</td>
<td><a href="http://www.taskeuproject.com">www.taskeuproject.com</a></td>
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WHY IS PROFESSIONAL DEVELOPMENT IMPORTANT?

The quality of teaching and learning depends on high-quality initial and continuing professional development of teachers alongside committed school leadership. Capacity-building of teachers and encouraging innovative pedagogy therefore remain key priorities for European Schoolnet. One of our key challenges is to continue to support the emergence of reflective teachers working in collaboration with their colleagues. There have been many positive developments in schools such as the development of new pedagogical approaches supported by appropriate educational technologies; new ways of working between teachers and among schools; new ways of accessing training opportunities; and new ways of sharing and exchanging experiences. These developments need to be analysed and lessons from them reflected in initial teacher education curricula, in order to effectively prepare future generations of teachers. Unless we further develop how student teachers are trained and then supported in the early stages of their careers, we stand to lose a key opportunity to mainstream innovative practice in schools. Working closely with initial teacher education institutions is an obvious route for mainstreaming successful innovation and preparing future teachers to be fully prepared for when they enter the profession.

OUR WORK SO FAR:

The creation of the Future Classroom Lab (in 2012) and the European Schoolnet Academy (in 2014) have enabled European Schoolnet and its Ministries to develop a sustainability strategy and implement capacity-building initiatives for schools and teachers across Europe, based on the results of the European projects we run. Through these initiatives European Schoolnet supports its member ministries by providing both face-to-face and online professional development for teachers across Europe.

As of 2017, the FCL model has inspired the development of 26 labs in 17 countries, and 30+ labs in Portugal.

The Future Classroom Lab (FCL) is an innovative, fully equipped, reconfigurable and inspirational learning environment in Brussels, helping rethink the role of pedagogy and technology. It is an experimental hub where representatives from ministries, industry as well as teachers and students come to explore new technologies and accompanying innovative pedagogies through workshops and hands-on events. Today it is self-sustaining through the support it receives from over 30 industry partners. During 2017, the Future Classroom Lab continued its close collaboration with its industry partners, and was very pleased to welcome six new industry partners to the network. At the end of 2017, 14 countries now have a Future Classroom Lab Ambassador who supports the implementation of the concept at national level, providing training and advice to schools and teachers. The Future Classroom Lab Ambassadors are important multipliers supporting the concept of the Future Classroom Lab. In many countries, the Ambassadors are closely connected to a learning lab inspired by the Future Classroom Lab and use this venue as a hub for their work. They may also support the development of new learning labs and development of a national network of learning labs.

FCL COURSES

9 courses 285 participants 92% of respondents would recommend the course

Topics: Collaborative teaching & learning, Entrepreneurial learning, Interactive Technologies, Special Educational Needs and more!

2017 HIGHLIGHT

The course was a great experience and made me more open-minded and an up-to-date teacher.

Participant of the ‘Interactive technologies for the future classroom’ course, 3-7 April 2017

The course was a great experience and made me more open-minded and an up-to-date teacher.
The European Schoolnet Academy offers free online professional development to educators via MOOCs (Massive Open Online Courses) on a variety of topics concerned with innovation in education, and is the first of its kind. By involving teachers in the production process as well as closely associating them in the overall learning design, the Academy has facilitated teacher collaboration and achieved outstandingly high course retention rates. The European Schoolnet Academy has amassed more than 43,000 enrolments since its inception, with a very high average completion rate (48%), far beyond what many similar MOOCs achieve. The Academy infrastructure for online professional development is also available to Ministries of Education to host their own courses, or for adaptation and translation of existing courses for use on members’ national platforms.

**OUR CONTINUED WORK:**
The appearance of replica FCLs in a growing number of countries demonstrates how the concept is inspiring different stakeholders. European Schoolnet plans to leverage current funding programmes and instruments to significantly accelerate the take-up of the FCL model in Europe. The European Schoolnet Academy is also a key instrument for supporting large-scale professional development of teachers (both continuing professional development and initial teacher education). In the next phase of development, the European Schoolnet Academy will also examine opportunities to develop a European accreditation system for online courses connected to national policies, allowing full recognition of teachers’ investment in the Academy courses they choose to follow.

European Schoolnet is also involved in a range of projects with an important professional development component (some of which have already been mentioned under other core areas described in this report), including: ITELab, which aims to improve how the pedagogical use of ICT is taught in initial teacher education; TeachUP, which focuses on the new role and skills of teachers; and Inducas, which supports newly appointed teachers and mentors through a community of peers.

**TECHNICAL DEVELOPMENTS ACHIEVED**

- Better DATA ANALYSIS functions.
- Improved PEER REVIEW mechanism.

**OUR PROFESSIONAL DEVELOPMENT PROJECTS IN 2017:**

- **FCL Regio** aims to allow for a more active participation by decision makers in regions to support the integration of ICT in teaching and learning, through the development of recommendations, Future Classroom Scenarios and videos designed to guide policy makers, educators and school leaders in the proficient use of technology and innovative pedagogical techniques. [fcl.eun.org/fcl-regio](http://fcl.eun.org/fcl-regio)
- **ITELab** seeks to better integrate ICT within initial teacher education curricula and boost innovation within higher education institutions, drawing on the digital competences required for the use of ICT in teaching and learning. [itelab.eun.org](http://itelab.eun.org)
WHY IS SCHOOL NETWORKING IMPORTANT?
By providing opportunities to meet and work together, we enable educators from different countries and from varied backgrounds to learn from each other, be inspired to tackle new challenges and realize that innovative teaching and learning activities are not limited to others, and can also take place within their own environment. A common feature of European Commission and industry-funded projects we manage is that schools and teachers from across Europe are brought together to test new practices and ideas in rich and contrasting contexts. The results of this collaboration are then disseminated widely to maximise impact.

SCHOOL NETWORKING

MOST SUCCESSFUL YEAR YET FOR THE GROWTH OF eTWINNING!

- 500,000th teacher registered in eTwinning
- 100,000+ new teachers and 13,600 new projects in 2017
- eTwinning Plus 5th anniversary

OUR WORK SO FAR:
European Schoolnet realized early on that there was a need for schools and teachers across Europe to become part of an integrated system which linked the most advanced schools with less advanced schools, for the benefit and growth of the whole network. For this reason, since its beginning, European Schoolnet has been involved in pan-European school networking activities, which prepared the ground for the development of eTwinning, a European Union initiative, which today is the largest community for schools in Europe. eTwinning Plus is an expansion of the network to 7 other neighbouring countries. In 2017, European Schoolnet continued to provide the Central Support Service for eTwinning, funded under the Erasmus+ programme, on behalf of the European Commission. eTwinning is a vibrant community that has involved, in its 12 years of existence, almost 500,000 teachers working in 182,000* schools. More than 61,000* projects have been run, involving more than 2,000,000 pupils across the continent over the years.

Since 2015, European Schoolnet also operates the School Education Gateway on behalf of the European Commission, which hosts all Erasmus+ tools which are freely available for

*Data as of September 2017

eTWINNING GOES MOBILE!
The new eTwinning App provides a seamless user experience of the mobile version of eTwinning Live.

Launched on 16 OCT
Downloaded 15,000+ times between Oct-Dec. 2017

Over 90% of teachers who participated in the 2017 eTwinning monitoring survey report that eTwinning positively impacts their ability to teach cross-curricular and project-based teaching skills. eTwinning is also appreciated for increasing student motivation and fostering collaborative work among learners.
schools. In 2017, the School Education Gateway continued to provide the school community with an ever-growing number of education articles, good practices, teaching materials and the ‘Education Talks’ video interview series. In 2017, the Teacher Academy, by the School Education Gateway, also continued to offer users a course catalogue covering in-service onsite and free online courses for teachers, teacher trainers and non-teaching staff involved in school education.

OUR CONTINUING WORK:
Collaboration between schools remains one of the most efficient and cost-effective ways of improving teaching and learning at classroom level. Communities of practice and peer learning, especially when self-regulated, is a highly effective means of spreading inspiring innovative practices. For this reason, European Schoolnet will continue to invest in fostering school networks and teacher communities.

SCHOOL NETWORKING PROJECTS IN 2017:

**eTwinning**: currently available in 36 European countries, promotes school collaboration through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools, through a sophisticated digital platform where school staff can develop projects together. [www.etwinning.net](http://www.etwinning.net)

**eTwinning Plus** is an expansion of the eTwinning network to 7 other neighbouring countries: Armenia, Azerbaijan, Georgia, Moldova, Tunisia, Ukraine, and Jordan. [plus.etwinning.net](http://plus.etwinning.net)

The School Education Gateway under the European Commission’s Erasmus+ programme, is a platform for all practitioners to engage with European policy and practice in early childhood and school education. [www.schooleducationgateway.eu](http://www.schooleducationgateway.eu)

The Teacher Academy, by the School Education Gateway, supports teachers to access relevant training opportunities by providing them with a platform to search for, participate and evaluate training courses available onsite and online across Europe. [www.schooleducationgateway.eu/teacheracademy](http://www.schooleducationgateway.eu/teacheracademy)

These type of courses make us feel part of a community that has the same goals and concerns as ourselves. At the same time, it provides us with contact with other realities and experiences that can help us to improve our professional performance.

Parental engagement course participant
Teacher Academy evaluation survey
EUROPEAN SCHOOLNET’S 20TH ANNIVERSARY

In 2017, we celebrated 20 years of transforming education in Europe, together with all our members, partners and stakeholders. Ylva Johansson, the Swedish Minister of Education at the time, was the pioneer who initiated the network in 1997. The creation of European Schoolnet was supported at European level because of the recognized added value it could bring.

When European Schoolnet was first created, the debate about how to make the best use of technology in schools was just starting. The discourse during this period was about the various new opportunities ICT could offer to schools, but not yet how ICT could completely transform the way we teach and learn. Today, our understanding of effective pedagogy has moved on. Frontal instruction and subject-based learning have given way to new learning environments, competence-based education, and student-centred learning. It is thanks to ICT that much of this educational transformation has been able to take place, and it is for this reason that European Schoolnet has expanded its work in recent years to focus on how ICT can further support these new modes of teaching and learning.

Creating European Schoolnet was for the European Commission a very interesting idea, because in the past we had a lot of small projects, but there was no large-scale ambitious initiative with Member States and Ministries of Education playing a leading role. So over the years European Schoolnet has really filled this gap, as this partnership has proved to be scalable and sustainable.

André Richier, European Commission

I knew there was a hunger among teachers in schools for developing and using the pedagogical potential of technology. When starting the work to establish the network I imagined creating a place for exchange of knowledge and inspiration. I believe European Schoolnet still has an important role to play today and in the future, by continuing to transform and innovate education in Europe for better and more inclusive schools.

Ylva Johansson, Minister for Employment and Integration, Sweden

HOW FAR HAVE WE COME?

Having begun as a network of 18 Ministries of Education in 1997, today we count 34 members, all united in our mission to transform education in Europe. Improving teaching and learning, especially through harnessing the benefits of the pedagogical use of technology, has always been at the heart of what we do, whether through pan-European school networking activities, policy experimentation through pilot projects, working on interoperability and the exchange of learning resources, or focusing on digital skills and citizenship issues, as well as STEM education.

In more recent years we have created two flagship European Schoolnet initiatives: the Future Classroom Lab and the European Schoolnet Academy. These initiatives ensure the results of our innovative projects can be further developed and reach a much larger proportion of Europe’s education community.
**WHERE ARE WE GOING?**

**ICT and digitisation** continue to be a particular focus of European Schoolnet’s work, because of the critical role they play in terms of designing and implementing future classroom scenarios and supporting new forms of learning both in and out of school. However, the evolution of ICT in education over the last 20 years has naturally led us to focus increasingly on **innovation in a broader sense**. What our Ministry of Education members now need is **evidence** acquired through projects, on how new technologies impact various dimensions of the education system, as ICT has become such an intrinsic part of everyday school life.

During the past twenty years, the educational landscape and society in general has changed rapidly thanks to the development of new technologies. These changes will require European Schoolnet in the future not only to focus on the digital skills of teachers and students, but also on **supporting digital citizens** more holistically, as well as **developing flexible learning environments** to facilitate innovative formal, non-formal and informal learning opportunities. Two areas will certainly remain at the centre of European Schoolnet’s work, because they continue to represent challenges for our Ministry of Education members and other education stakeholders: **teacher education** and **spreading innovation**. It is vital to train future generations of teachers effectively to work in an increasingly multi-digital working environment, where new pedagogies, new ways of working between teachers and among schools, and new ways of accessing professional development opportunities are made possible by technological development. A key priority for the future will be to consolidate our work on identifying and refining **effective mechanisms to foster large-scale adoption** of the wide range of successful innovations emanating from our projects.

European Schoolnet’s key strength to date is its ability to act as an **effective broker between educational policy and practice**. Through working closely with schools on European cooperation projects, European Schoolnet will continue to be uniquely placed to **provide relevant evidence to its Ministry of Education members to support informed policy-making**.

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**The mission of European Schoolnet’s Steering Committee of Ministries of Education for the next 20 years is to continue transforming education and fostering innovation in all aspects of school life, by networking and learning from one another.**

Jan de Craemer
ICT Policy Advisor, Flemish Ministry of Education and Training, Belgium
Vice-chair of European Schoolnet

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**Being a teacher or a school leader in schools nowadays implies understanding what is going on in the world and what changes are occurring and, for me, European Schoolnet is the bridge that links schools and this world.**

Louis Fernandes
Secondary school headteacher, Portugal

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**CLICK ON THE IMAGES FOR MORE ANNIVERSARY OUTPUTS**

- **ANNIVERSARY INFOGRAPHIC**
- **MOST POPULAR OUTPUTS**
- **VIDEO SERIES**
- **TESTIMONIALS**
REFLECTING ON OUR JOURNEY SO FAR

Where we began...

European Schoolnet's evolution - from the pedagogical use of technology to innovation in education


Where we are going...

1. DIGITAL CITIZENSHIP
2. STEM EDUCATION
3. EVIDENCE FOR INNOVATION
4. PROFESSIONAL DEVELOPMENT
5. SCHOOL NETWORKING

European Schoolnet’s 2017 Annual Report - 14

The evolution of technology

- First portable computer
- First tablet
- Social Media
- WEB 2.0
- First smartphone
- Learning analytics
- First public cloud platform
- Consumer 3D printers on sale

UNESCO define ‘Open Educational Resources’; Moodle

First Massive Open Online Course (MOOC)

internet accessible to the public; first interactive whiteboard; multimedia CD-ROMs in schools

Wikipedia and Creative Commons

STEM Alliance

Future Classroom Lab

Launch of European Schoolnet's vision for the future

Policy Networking
School Networking
Interoperability
Digital Citizenship
Mainstreaming Innovation
Launch of the European Schoolnet Academy

First smartphone
First Massive Open Online Course (MOOC)

Consumer 3D printers on sale
## Communication

### Some of Our Events and Workshops in 2017

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Participants</th>
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<tr>
<td>24 January</td>
<td>Assessing Key Competences - TASK Workshop</td>
<td>20</td>
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<td>7 February</td>
<td>Safer Internet Day - BIK</td>
<td>2.7 million</td>
<td></td>
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<td>5-6 March</td>
<td>Entrepreneurial Learning with ICT tools - FCL Workshop</td>
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<td>24-30 April</td>
<td>STEM Discovery Week supported by Scientix, STEM Alliance, Systemic</td>
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<td>=3 million</td>
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<td>05 May</td>
<td>Open Day for Flemish schools at the FCL</td>
<td>20</td>
<td></td>
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<td>23-25 June</td>
<td>Science Projects Workshop supported by Scientix, STEM Alliance, Systemic</td>
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<td>9-14 July</td>
<td>Next-Lab Summer School</td>
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<td>26-28 October</td>
<td>eTwinning conference</td>
<td>600</td>
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<td>15-17 November</td>
<td>EMINENT - European Schoolnet's Annual Conference</td>
<td>300</td>
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<td>22 November</td>
<td>European Youth Panel - BIK</td>
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<td>23 November</td>
<td>I-Linc final conference</td>
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<tr>
<td>23 November</td>
<td>Safer Internet Forum - BIK</td>
<td>250</td>
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<tr>
<td>7 December</td>
<td>STEM Alliance High level event</td>
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*Potentially reached through the Thunderclap campaign*
European Schoolnet’s interactive timeline not only gave participants the chance to reflect on our past achievements, but also actively contribute to writing the future of innovation in education.

On reflecting on the network’s future, European Schoolnet’s Chair, Giovanni Biondi, said:

Participants got hands-on experience of European Schoolnet’s Future Classroom Lab in which innovative technology-based learning solutions were showcased by European Schoolnet’s industry partners, representing 22 major technology companies. European Schoolnet’s Future Classroom Lab has inspired a network of labs to grow across 17 countries in Europe and beyond. During the conference we connected live with learning labs in Austria, Estonia, Norway and Spain, where students guided us through the exciting types of digital and collaborative learning they get up to in these inspiring spaces.

Today learners need different personal, social and professional competences compared to those delivered by education in the past. Experiential learning environments with skilled teachers, an inspiring learning space, effective time organization, and links with the wider community, are crucial to developing these 21st century competences. William Rankin (international education consultant and former Director of Learning at Apple), our keynote speaker noted that:

We need to give our learners more and more dimensional experiences, knitting together content, community and context. Humans function more by context than by trait – change students’ context and you can change what they do.

By using design as a tool, we can turn our physical environments into meaningful and significant experiences that will prepare us for future challenges. She continued, ‘School design should reflect the diversity in people – we all learn in different ways.’

Teacher-led instruction and subject-based learning have given way to new learning environments, competence-based education, and student-centred learning. European Schoolnet has a clear role in the coming years to support the education community in using ICT to promote these new modes of teaching and learning.

EMINENT 2017 focused on a new global learning eco-system which is increasingly dynamic, diversified and collaborative.

What should the future classroom look like? How can space, time and technology be effective learning agents? And which competences do teachers need to provide a relevant learning experience for their students, fit for the 21st century?

These are some of the key questions which participants world-wide, together with expert speakers from 15 countries, tackled during European Schoolnet’s flagship annual conference which was streamed live. Rosan Bosch, the internationally renowned designer who uses creativity as a tool for innovation and change, commented:

"Learning SPACE, TIME and ECO-SYSTEMS"

15-17 November 2017 > Brussels

BRINGING THE EUROPEAN EDUCATION COMMUNITY TOGETHER AT OUR 20TH ANNIVERSARY EDITION OF EMINENT 2017

With more than 300 participants from 35 countries representing Ministries of Education, schools, teacher training organizations, universities, major technology companies and the wider education community, EMINENT 2017 brought key actors from across Europe to discuss what matters when it comes to learning space, time and eco-systems.

Today learners need different personal, social and professional competences compared to those delivered by education in the past. Experiential learning environments with skilled teachers, an inspiring learning space, effective time organization, and links with the wider community, are crucial to developing these 21st century competences. William Rankin (international education consultant and former Director of Learning at Apple), our keynote speaker noted that:

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Launched at EMINENT 2017, the ‘Open Book of Educational Innovation’ examines how innovation, especially technology-inspired innovation is defined, showcasing over a hundred ground-breaking initiatives in schools across Europe.

The ‘Open Book of Educational Innovation’ is European Schoolnet’s first attempt to start making educational innovation more visible, pin down what it is, how it comes about, and how it can be fostered, evaluated and then disseminated. It is intended to support all those involved in education innovation: policymakers who can help to create the right conditions; practitioners eager to learn and innovate; those who conduct research on innovation; and foundations and enterprises which can fund and promote innovative practices.

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<th>PUBLICATION TITLE</th>
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<td>Safer Internet Day 2017: Public report on campaign activities and successes</td>
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<td>June 2017</td>
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<td>July 2017</td>
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<td>Driving Innovation in Education - How far have we come and where we are going</td>
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In this 20th anniversary publication, European Schoolnet reflects on its past and launches its vision for the future. The publication maps European Schoolnet’s key achievements to date, and identifies future priorities moving forward.

European Schoolnet intends to support the development of digital citizens, contribute to the professional development of teachers through our Future Classroom Lab and European Schoolnet Academy, and help scale innovation through pilot projects and defining eco-systems to support systemic change. It is through this work that European Schoolnet hopes to continue to transform education for years to come.
2017 IN NUMBERS

- **10 MAJOR EVENTS**
- **16K+ PAGE LIKES**
- **30 PROJECTS**
- **30 WEBINARS**
- **17K+ FOLLOWERS**
- **10 MOOCs**
- **544 VIDEOS**
- **17 PUBLICATIONS**
- **63K+ SOCIAL MEDIA INTERACTIONS**
- **31 WORKSHOPS**

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CLOSING WORDS

2017 has been an important year for European Schoolnet. Our 20th anniversary has provided us with the opportunity to recognise our achievements, but most importantly to reflect on the future education challenges which lie ahead, and what our network’s specific role should be. We are convinced that by testing new promising teaching and learning practices, sharing evidence about their impact, and spreading them to benefit all students, European Schoolnet will continue to play an important role in driving innovation.

As this report has shown, during 2017 we have made great progress in testing, sharing evidence and spreading innovation in our five key areas, allowing us to continue our efforts to:

- Nurture digital citizens,
- Improve STEM education,
- Develop effective learning environments, and,
- Enhance teachers’ face-to-face and online professional development.

We would like to thank all our staff, members, partners and funding organizations. In particular, our Ministry of Education members, our Future Classroom Lab and other industry partners, as well as institutional stakeholders, including the European Commission, who continue to contribute to and put their trust in European Schoolnet’s work.

We are also enormously grateful to the school communities across Europe, including the teachers, school heads, students and school staff involved in our various activities, for their continued commitment and passion over the years in our joint mission to transform education in Europe.

Our strength has always been our networking capacity. Education is a multi-stakeholder activity and so it is essential to offer schools, teachers, students, policy-makers, researchers and industry opportunities to interact with counterparts from other countries in Europe. This exchange between people has been at the core of European Schoolnet’s activities since its early days and will continue to be at the heart of the vision for the innovation we cultivate.

We look forward to growing our network and to continuing to improve the future of education, with the help of the European education community we work with and serve.
FUNDING

EUROPEAN COMMISSION FUNDED PROJECTS

- Funded by the Erasmus+ programme of the European Union:
  - CO-LAB
  - DISCODE
  - FCL-Regio
  - ITELab
  - Mentep
  - Nestt

- ST Bank
  - Stem School Label
  - SYSTEMIC
  - TASK
  - TeachUP

- Funded by the Rights, Equality and Citizenship Programme (2014-2020) of the European Union:
  - SELMA

- Co-financed by the European Union Connecting Europe Facility:
  - Europeana

- Co-funded by the Erasmus+ programme of the European Union:
  - eSafety+
  - eTwinning
  - eTwinning Plus
  - L2C

  - School Education Gateway
  - Teacher Academy

- Co-funded by the Horizon 2020 programme of the European Union:
  - BLOOM
  - e-Confidence
  - I-LINC

  - Next-Lab
  - Scientix
  - Space Awareness

- Financed by the European Union Connecting Europe Facility:
  - Better Internet for Kids

- Digital Skills and Jobs Coalition Inducas
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**OBSERVER COUNTRIES**

- BULGARIA
- CROATIA
- GEORGIA
- GERMANY
- ICELAND
- KOSOVO
- LATVIA
- ROMANIA
- SLOVENIA