



# European Schoolnet Annual report 2024

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# Foreword

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

Convinced that education will shape the future of Europe and transform the world we live in, our organisation is proud to support our education systems and the education community to advance and adapt to a new changing landscape.

In 2024, emerging technological advancements and new political and socio-economic trends impacted education. The use of AI-driven solutions and immersive technologies in the classroom was seen as an opportunity for personalised learning experiences, supporting teachers in identifying student needs and automating administrative tasks. However, the implementation of these technologies in education also raised concerns about data privacy, equity and the potential for bias. At the same time, as digitalisation of teaching and learning processes in schools produces massive amounts of data on students' activities, new questions and dilemmas continue to arise.

In this context, some European countries have adopted new political decisions, including new approaches that prioritise traditional tools and pedagogies over digital learning resources or implementing restrictions to the use of mobile devices in schools.

Reinforcing wellbeing in schools for the benefit of students and teachers' mental health was also a policy priority for most governments.

At the same time, European governments are more convinced than ever that the future will require creative and high-skilled citizens in a strong and competitive economy, empowered by science in education and digital literacy. In that sense, many European countries will have to work hard to improve students' competences in mathematics, science, technologies and computational thinking, to overcome the results of several international performance indicators published in 2024.

All these new trends and facts once again confirmed the relevance of our mission to accompany Ministries of education and the education community in their journey to transform Europe's education.

Reflecting on some of the most impactful initiatives developed by the organisation during 2024, we are proud to share our impact with you, and we warmly invite you to discover our 2024 Annual report.

# Our impact

## 2024 in numbers

### 2024 in numbers

#### Our network



#### Online community



#### Key outputs



## Key highlights

- More evidence and policy learning opportunities:** We offered our network of 30+ Ministries of Education more opportunities to exchange ideas with peers in other countries, through our working groups and meetings, but also with a wider community of over 345,000 users (including policymakers, schools, teachers, research organisations, universities, and tech companies active in the field of education). We brought flexible and up-to-date information and knowledge on educational trends and innovative ways to integrate new teaching and learning practices. Through our various projects, we provided insights through new publications, policy recommendations, conferences, webinars, podcasts and guidelines on important educational topics. These topics include among others: screen time in schools, how AI is shaping the learning experience, how to foster digital literacy strategies in schools, teachers' digital wellbeing, student data handling and much more.
- Celebrating a decade of empowering educators across Europe:** The 10<sup>th</sup> anniversary of the European Schoolnet Academy marked a milestone in supporting the professional

development of approximately 190,000 teachers all over Europe and beyond. It has offered 115 courses and 40,000 lesson plans to date, connecting teachers, teacher trainers and school leaders.

- **Inspiring new ideas through the Future Classroom Lab model:** We have tested and promoted new teaching and learning scenarios, pedagogies and tools in schools through courses, projects and initiatives. These have been developed with the support of 23 Future Classroom Lab ambassadors nominated by Ministries, and more than 200 innovative learning labs which are operating all over Europe, with the support of our Future Classroom Lab industry partners
- **Helping young people safely and responsibly navigate the complexities of the digital world:** In particular, we focused on fostering digital literacy and fighting disinformation. This was accomplished through the launch of the Better Internet for Kids Knowledge hub in 2024, which serves as a central access point for information, evidence and policy insights on the impact of digital transformation on the lives of children and young people in the EU, Iceland and Norway. Additionally, we raised awareness and engaged young people through the Safer Internet Forum, with more than 400 online registrations from over 50 countries.
- **Developing the largest Science in Education community in Europe:** Scientix reached a record number of 700,000 STEM participants from over 50 countries with its STEM Discovery campaign.
- **Collaborating with the European Commission to shape the future of Europe's education:** European Schoolnet participated in various European Commission (EC) consultations on the review of the EC's Digital Education Action Plan, sharing valuable feedback from our network of Ministries of Education. We joined two Working Groups created by the EC, one with ethical guidelines for AI and another for disinformation. Additionally, we contributed to developing EU EdTech solutions, as part of the European Digital Education Hub accelerator programme. We were pleased to renew our engagement with the European Commission to inspire change through two of its key service contracts: the Digital Skills and Jobs Platform, and the European School Education Platform.
- **Generating interest through our communications:**
  - *European Schoolnet podcasts: 8,600 views*
  - *European Schoolnet 2024 annual report: 7,584 views*
  - *2024 Work Programme: 3,478 views*
  - *Future Classroom Lab digest: 3,401 views*
  - *Eminent 2024: 2,164 views*
  - *Professional development for teachers in the age of AI report: 1,732 views*
  - *Interactive Classroom Working Group case studies: 1,400 views*
  - *FCL webinar 'Unlocking potential: AI's role in the classroom': 907 views*
  - *Agile Collection of Information report on screen time in schools: 878 views*
  - *European Schoolnet Academy 10th anniversary campaign: 763 views*

# Policy learning

## Key publications

Publications	
	<p><a href="#">School digital education strategies</a>: 15 case studies from schools in Czech Republic, Ireland, Italy, Luxembourg, Portugal, Serbia, Slovenia, and Switzerland.</p>
	<p><a href="#">Beyond the hype: How AI is shaping the learning experience</a></p>
	<p><a href="#">Playful learning in the age of datafication and digitalisation - Perspective Paper</a></p>
	<p><a href="#">Understanding and responding to gender-based violence online – meABLE empirical study to develop educational approaches</a></p>
	<p><a href="#">Screen time and digitalisation</a>, European Schoolnet's Agile Collection of Information</p>
	<p><a href="#">Teachers' digital well-being in 21st-century schools</a></p>
	<p><a href="#">Student data handling: a balancing act between innovation and privacy</a></p>
	<p><a href="#">Professional development for teachers in the age of AI</a></p>
	<p><a href="#">Portugal's digital transition strategy for education- System change case studies</a></p>

[Find all our Insights](#)

## Podcasts



The European Schoolnet podcast series was launched in 2024 and explores the intersection of innovation and technology in education. Featuring expert guests and international thought leaders, each episode looks at a specific topic, referencing policy changes and initiatives and key research and publications, driving the conversation forward. Designed to bring critical thinking, the series aims to inspire the education community and bring about positive societal change. The 2024 episodes can be rewatched and listened to on YouTube, Spotify, Apple and via on our website here:

- [Episode 1: Screen time and mobiles in schools](#)
- [Episode 2: Upscaling innovation across European schools](#)
- [Episode 3: The role of Artificial Intelligence in gender-based violence Episode 3: The role of artificial intelligence in gender-based violence](#)
- [Episode 4: Learning from Portugal's digital transition plan in education](#)
- [Episode 5: Big Tech's commitment to online safety: A conversation with Meta](#)
- [Episode 6: Building trust and innovation in EdTech](#)
- [Episode 7: Malta's new Digital Education Strategy](#)
- [Episode 8: Education in the age of AI](#)

## Annual events

### School Innovation Forum 2024 - EdTech in schools: from promises to reality



Over the past decade, ambitious national education plans and initiatives have been developed to integrate technology into schools. But how these technologies have transformed education for students, teachers, and society, so far?

To address this question, education leaders from over 30 European countries met in Luxembourg for the fifth edition of the School Innovation Forum on 4-5 June 2024. The Forum, organised by European Schoolnet in collaboration with two agencies of the Luxembourg Ministry of Education, Children, and Youth—IFEN and SCRIPT—as well as the EU-funded [EmpowerED](#) project, EmpowerED, sparked great discussions and positive engagement.

[Keynote speakers](#) shared research and highlighted the importance of having a critical eye before introducing technology in the classroom by, looking at its real impact and, questioning the real purpose.

*“Technology does not always lead to innovative practices. It can actually reinforce traditional practices and transmissive pedagogies. Technology will always be shaped by how it is used and for what purposes.”*

The various roundtable discussions organised during the Forum brought together different expert s' views, examples and engaging discussions on the challenges ahead, alongside ideas to effectively integrate technology in education.

[Watch the wrap-up video](#)

[Discover more about the Forum](#)

## EMINENT 2024: Inspiring a better future with STEM education



European Schoolnet put STEM education in the spotlight at its annual conference, organised in Brussels, 11-12 December 2024, in partnership with the [Ministry of Education of Flanders](#) and [Scientix@](#), the community for Science education in Europe.

EMINENT 2024 reinforced the message that innovation begins in the classroom, inspiring a better future with STEM education. The conference mobilised delegates from different European Ministries of education, the European Commission, experts from international organisations, such as the international association for the evaluation of educational achievement and UNESCO, STEM industry partners and education practitioners.

Together, they reflected on the importance of promoting STEM studies and careers to develop problem solving and critical thinking and prepare students for the job opportunities of tomorrow.

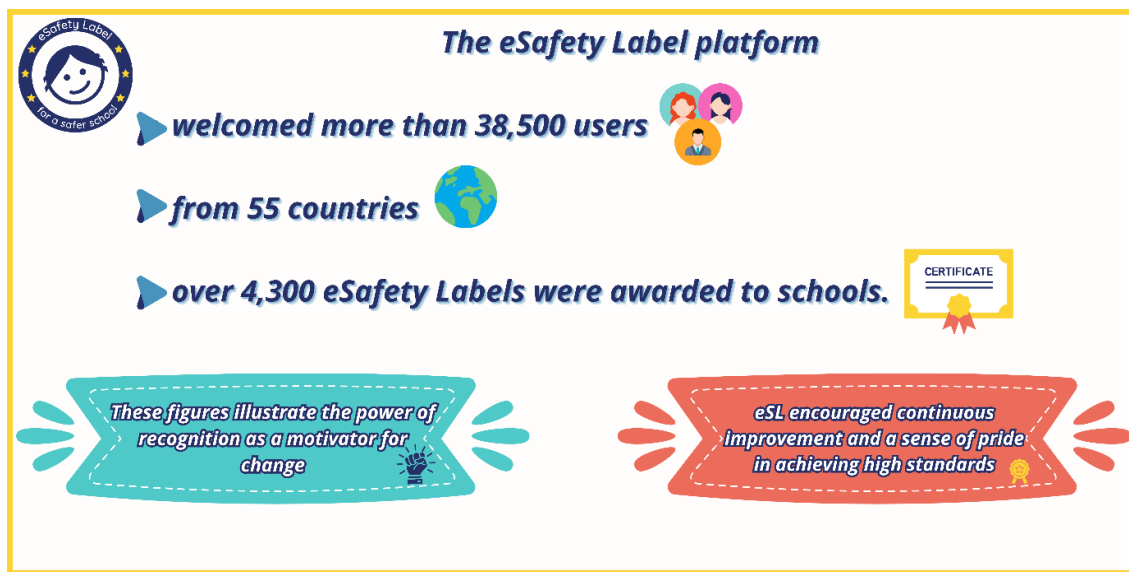
*"Europe's science education community has the power to connect STEM education to global challenges, widening access to new careers and facilitating exchange and peer learning among STEM educators."*

**Dr. Agueda Gras-Velazquez, Science Programme Manager and Head of the Science Education Department of European Schoolnet, behind Scientix**

[Discover EMINENT 2024 insights](#)

## Lessons from the eSafety Label initiative: A whole school approach to online safety

Since its launch in 2012, the eSafety Label (eSL) initiative has significantly contributed to the establishment of a secure and enriching environment for schools across Europe. This Europe-wide accreditation and support service was designed to create a secure, enriching environment for schools, ensuring safe access to online technology as part of the teaching and learning experience. However, this initiative was more than just an accreditation service; it became a platform for collaboration, innovation, and continuous improvement in online safety. While the project's conclusion at the end of 2024 marks the end of an era, it also offers a valuable opportunity to reflect on the lessons learned and the insights gained over the years.



The eSafety Label initiative has been a testament of collaboration, innovation and dedication. The collective efforts of multiple stakeholders from the public and private sector have left a lasting impact on digital safety in education. While the initiative has officially ended, its lessons will continue to inspire and guide future initiatives aimed at ensuring safe and responsible use of technology in schools.

As we move forward, the legacy of the eSafety Label reminds us of the importance of community, adaptability, targeted efforts, recognition and reflection. These lessons will remain invaluable as educators and policymakers continue to navigate the evolving challenges of the digital age.

Inspired by this legacy, European Schoolnet will continue supporting schools, through a new EU funded project called [DIGIWELL](#), developing self-assessment tools on digital well-being, training, resources, and action plans for schools and involving multiple stakeholders to improve online safety infrastructure, policies, and practices.

[Read more on the impact of the eSafety Label](#)

# Our focus areas

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Our core activities in 2024 focused on testing, sharing evidence and spreading innovation, with a focus on **five thematic areas**:

- 1) [Evidence for innovation](#)
- 2) [Digital citizenship](#)
- 3) [STEM education](#)
- 4) [New teaching & learning models](#)
- 5) [School networking](#)

Evidence for  
innovation



Digital  
citizenship

STEM  
education



New teaching &  
learning models

School  
networking



# Evidence for innovation

## Highlights



## Evidence for innovation

### Insights

SCREEN TIME IN SCHOOLS  
AGILE COLLECTION

**878**  
HOMEPAGE  
VIEWS

POLICY REFORM IN PORTUGAL  
CASE STUDY

**177**  
HOMEPAGE  
VIEWS

PLAYFUL LEARNING  
PERSPECTIVE PAPER

**259**  
HOMEPAGE  
VIEWS



**1.3k+**  
WEBSITE  
VISITORS

**2.2k+**  
HOMEPAGE  
VIEWS

**751**  
SUBSCRIBERS  
IN 2024

**9**  
CASE  
STUDIES

**18**  
LEARNING  
STORIES



**2.5k+**  
WEBSITE  
VISITORS

ITE MODULE SYLLABUS  
**55**  
VIEWS

**6.8k+**  
HOMEPAGE  
VIEWS

REPORT  
"Requirements and processes for the  
accreditation of teachers' CPD across Europe"  
English, Croatian, Spanish and Portuguese  
**258**  
VIEWS



**2.5k+**  
WEBSITE  
VISITORS

**6.4k+**  
HOMEPAGE  
VIEWS

E-BOOK  
5 case studies

**852**  
VIEWS

## Context

With the increasing use of technology in schools, new concepts have entered education. Platformisation (the widespread growth of digital platforms used by schools for teaching and learning) is one of them. Another recent concept is datafication (the accumulation of data about students' activities collected thanks to the platformisation of education and digital resources in general) is another recent concept. The sudden arrival of generative AI and its use is at the top of these challenges for education. All these new trends are advocated to improve the quality of educational resources and to support, for example, personalisation. In practice, they also raise ethical concerns, criticism of their lack of transparency, challenges to inclusion, and uncertainties about the role and autonomy of practitioners in decision-making. They are also generating significant challenges with regards to teachers' competences, such as how teachers can develop the skills needed to effectively use them, and in their professional development to be seen as a continuum with initial education. The need for sound evidence has become increasingly urgent, indispensable and complex, as policy makers and practitioners alike seek to inform themselves and understand the real potential and risks of these new developments.

## Our work

In 2024, European Schoolnet contributed to build upon and update the current evidence base in the following areas of digital education:

1. **Datafication of education**
2. **Teachers' professional development**
3. **Playful learning in the age of datafication and digitalisation**
4. **Education system change**
5. **Harnessing the potential of digital education technology**

### Datafication of education



The [Agile EDU project](#) identifies the key success factors for supporting the implementation, at scale, of digital education ecosystems involved in the definition, collection and use of data about student learning. Data use that enables an inclusive digital education will be a core concern. This project is funded by the Erasmus + programme and will end in January 2026.

**Achievement:** In its second year, the project has produced the first version of nine case studies analysing the use of digital data about student learning in different contexts and for different purposes. Other outputs include 18 learning stories collected from those directly involved in the implementation and use of these data. The nine case studies were discussed in EU-level expert validation workshops to gather evidence-based feedback from researchers and advanced practitioners on these case studies.

In its last year, the project will continue to offer expertise through analysing existing practices-and communicating with a professional community regarding data about student learning.

#### Discover the [expected outcomes](#)

Going forward, building on the experience of the Agile EDU project, European Schoolnet has designed a follow-up project launched in 2025 called **EVIDALI** with a specific focus on teachers' data literacy. This new project will identify the necessary conditions for data literacy strategies to enable the effective use of data for teaching and learning in primary and secondary schools, depending on the local context. The project will be structured around two main strands, namely policy and school practice.

## Teachers' professional development



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.

**Achievements:** In 2024, the three-year ContinueUP project, supported the joint work between initial teacher education organisations (ITE) and continuous professional development providers (CPD). The objective is to explore how more effective training can be provided to teachers throughout their careers and ensure continuity between ITE and CPD. The project seeks to establish a network of ITE and CPD providers who will collaboratively design and deliver a comprehensive training program that spans both initial and continuous teacher education. To this end:

- In 2024, **ITE and CPD partners co-constructed a module and a MOOC**. Three partner universities co-delivered the module at the end of 2024, paving the way for the MOOC in 2025.
- In parallel to this, partners **are piloting the accreditation of the MOOC**, which will lead to recommendations for better recognition of European and international teachers' CPD.
- The **ContinueUP community continued growing** (with 2500 visitors to the project web).

Discover more about the [expected outcomes](#).



The goal of the [21st Century European Teachers](#) project is to gain insight into how European teachers can approach and develop teaching in emerging subject areas (technological empowerment, sustainable learning, entrepreneurship, playful

learning) that arise as a result of large, complex upheavals affecting society, such as climate changes and the widespread development of digital development.

European Schoolnet is a partner of this project, co-funded by the EU, and coordinated by VIA University College, Denmark. The project is running from 2023 to 2026.

**Achievements:** During 2024, project partners participated in learning mobility activities in several countries, including mapping and observation events, leading to the development of the co-education model consisting of joint learning modules for more than 200 pre- and in-service teachers.

Discover more about the [expected outcomes](#)

### Playful learning in the age of datafication and digitalisation

As part of its Perspective series, European Schoolnet published a paper in 2024 on 'Playful learning in the age of datafication and digitalisation'. This paper looks at initiatives in Denmark and Finland, two major proponents of playful learning in Europe which recognise the importance of play in early childhood education and beyond. It describes the components of playful learning (active, meaningful, socially interactive, continuous and joyful). It also discusses the benefits associated with playful learning (such as the positive framing of failure; spirit of play and intrinsic motivation; digital play and digital literacy), and the challenges associated to it, including open-endedness, prior knowledge and co-creation.

### Case study education system change

To support further policy learning within European Schoolnet, beyond European cooperation through projects and thematic working groups, the preparation of the second case study on educational system change has begun and will focus on Italy. It will examine the transformative impact of the Avanguardie Educative initiative and the Small and Rural Schools scheme. The focus will be on how these actions have supported change at school level, fostered the enhancement of social capital, improved relationships in participating schools, alliances and partnerships and how they supported the development of schools as learning organisations.

### Harnessing the potential of digital education technology

European Schoolnet is a partner of the **EIBURS** (The European Investment Bank University Research Sponsorship) project. The project started in June 2022 and will run until June 2025.

**Achievements:** European Schoolnet has continued to contribute to the study funded by the EIB. This study focuses on analysing public investment trends in digital education technologies to gain a deeper and comparative understanding of how new technologies enter and change school practice. It also estimates the costs for public authorities to implement new technologies in schools and builds evidence on what work, by estimating the impact of selected new technologies on student outcomes. The final phase of the EIBURS project study is to develop case studies of schools that are benefiting from policy initiatives and investments to develop digital education and improve digital teaching and learning in Flanders (Belgium), Greece, Italy and Portugal.

# Digital citizenship

## Highlights



## Why is digital citizenship important?

As online technologies play a growing role in the lives of children and young people, digital citizenship is an increasingly important knowledge domain for pupils, teachers and educators and parents and caregivers.

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

The European Commission communication [2030 Digital Compass: the European way for the digital decade](#) includes digital citizenship among its core priorities, to ensure that the same rights that apply offline can be fully exercised online, and that Europe doesn't leave anyone behind without the rights set of digital skills. Within this context, the [European strategy for a better internet for kids \(BIK+\)](#) provides a vision for age-appropriate digital services for every

child to be protected, empowered and respected online. Meanwhile, the 2021-2027 [Digital Education Action Plan \(DEAP\)](#) seeks to enhance digital skills and competences for the digital age, highlighting the need for better support in formal and non-formal education to help children and young people understand the digital world.

## Our work

Against this background, European Schoolnet continues to foster digital wellbeing both 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 also continue to contribute to the development of digital skills and competences of children, young people, educators and professionals, aiming to close the digital skills gap and achieve the Digital Decade targets.

Digital citizenship is an increasingly important knowledge domain for pupils, teachers and educators, and parents and caregivers more widely, as online technologies play a growing role in the lives of children and young people.

### Better Internet for Kids

## Better Internet for Kids

The project Better Internet for Kids (BIK) aims to protect and empower children and young people in the online space. The project provides a coordination role to the European Network of Safer Internet Centres (SIC) and supports them in the delivery of online safety services within the core service platform to support their collaboration and knowledge sharing.

Better Internet for Kids phase 5 started in April 2023 and ends in April 2025.

#### Achievements:

- The newly redeveloped BIK platform was launched in October 2024 and can now be accessed at: <https://better-internet-for-kids.europa.eu/en>.
- The new platform features the new [BIK Knowledge hub](#) which is a central access point for information, evidence, and policy insights on the impact of digital transformation on the lives of children and young people in the EU, Iceland, and Norway.
- In November 2024, the [Safer Internet Forum](#) was attended by over 200 participants in person with more than 400 registering to participate online, jointly representing more than 50 countries across the world. A total of 48 young people from 28 countries, mostly from within and but also from beyond the EU, played an active role in planning, preparing and delivering the Forum.

- The [Safer Internet Day website](#) gathered 111,500 visits during the month of celebrations from around the world with a peak of 22,873 visits on Safer Internet Day itself. The hashtag #SaferInternetDay gained over 5,000 mentions and reached more than 14 million profiles across several social media channels and the web on Safer Internet Day alone.
- The first youth-led evaluation of the BIK+ strategy was carried out in 2024 with children and young people, expert stakeholders, teachers and educators, and parents and caregivers. The full version of the evaluation report will be published in May 2025 to coincide with the anniversary of the BIK+ strategy.

Discover more about the [expected outcomes](#)

### Digital Skills and Jobs Platform



• Since its launch in May 2021, the [Digital Skills and Jobs Platform \(DSJP\)](#) has positioned itself as the “one-stop-shop” for the latest and most relevant information in the area of digital skills. The platform provides those interested in digital skills and jobs with free access to European and national initiatives, training or funding opportunities and reliable data, reports, research results, good practices, events information and community tools. It is designed for centralising information and resources available at European and national levels, which were previously only obtainable through highly fragmented sources. Digital Skills and Jobs Platform (first phase) started in September 2022 and concluded in August 2024. The second phase started in September 2024 and will continue until September 2026.

#### Achievements:

- Today, the platform is home to a diverse and growing community of over 15.000 stakeholders from all around the EU Member States and beyond.
- A [Partners for DIGITAL Networking group](#) was created to facilitate consortium building for DEP (Digital Europe Programme) funded calls and it now has over 563 members.
- 22 National coalitions are technically connected to the platform.
- 267 initiatives applied in the 5 categories for the 2024 edition of the European Digital Skills Awards 2024, with 5 winning projects gaining the prestigious award.
- Over 2500 content items are available for users across the various platform sections which cover news, events, training opportunities, and good practices.

Discover more about the [expected outcomes](#)

## Resources from projects



[menABLE](#), which stands for "Empower manpower against gender-based violence online", was a two-year project co-funded by the European Commission. menABLE addressed the issue of gender-based violence through a job of prevention, targeting specifically boys and young men.

The menABLE project started in February 2023 and ended in January 2025.

The [main outcomes](#) of this project were:

- Development of educational tools and awareness activities were conducted in line with the overall project commitment to raise awareness, change social norms and behaviours, and to end the tolerance of all forms of gender-based violence. More specifically, the project engaged with young teenagers (13-15 years) and older teenagers (16-18 years) through formal and non-formal educational settings. It did this by working alongside educational professionals and adults including heads of schools, teachers/educators, caregivers and other professionals working with young people in youth clubs and Safer Internet Centres, amongst others.
- On 20 February 2024, MenABLE hosted the European Policy Roundtable, uniting public and private stakeholders to present and discuss the [menABLE study](#) on gender-based violence (GBV) online and the [Educational Toolbox](#) concept. The event gathered 80 participants.
- The [menABLE study on GBV online](#) was launched in February 2024, providing a theoretical and practical foundation for the project's educational and awareness efforts. Developed over a year, it drew on national and European research, focus groups and interviews.
- Since February 2024, menABLE launched quarterly online awareness campaigns via its social media channels ([Instagram](#) and [TikTok](#)), each addressing different aspects of GBV online, providing the audience with a comprehensive understanding of the issue. Overall, the four campaigns gained more than 26,000 views and 500 likes on the menABLE social media channels.
- In June 2024, the [menABLE Toolbox "Ctrl+Alt+GBV"](#) was launched. The toolbox is a visual educational resource on gender-based violence online, aimed at young people aged 13-18. It encourages discussion, reflection and offers actionable guidelines. Since June, the menABLE Toolbox gained more than 14,000 pageviews.

- On 25 September 2024, the [menABLE Hackathon](#) brought together young people, educators and experts to refine the menABLE Toolbox. Participants shared feedback and created GBV-related activities using the toolbox. The event gathered 53 participants from all over Europe.

## Media literacy case for educators



The [Media literacy case \(MLCE\)](#) project was co-funded by the European Union and is coordinated by [Tactical Tech](#), in collaboration with [European Schoolnet](#), the [International Federation of Library Associations \(IFLA\)](#), and [Save the Children Italy](#). The project aimed to increase societal resilience by giving teachers, trainers and librarians across Europe the skills, tools and resources they need to be effective, innovative, future-fit advocates and facilitators of media literacy. This was achieved by building upon Tactical tech's foundational work developing effective, and creative, awareness-raising interventions and working with established organisations for teachers, trainers and librarians across Europe.

Media literacy case for educators started in December 2022 and ended in November 2024.

The project delivered as [final outcomes](#):

- A series of media literacy champion training-of-trainers courses were organised for a variety of stakeholder groups, including:
  - a training session for 23 European teachers in the Future Classroom Lab (FCL)
  - a training session for 33 representatives from 15 Safer Internet Centres (SICs) of the Insafe Network as well as a smaller group of Ministries of Education (MoEs) as part of the Digital citizenship Working Group.
- A MOOC with 1,479 registered participants from 103 countries. Pan-European and national training and outreach activities in Belgium, Denmark and Greece.

## Games in schools



Led by European Schoolnet on behalf of [Video Games Europe](#), Games in Schools was a project designed to train teachers and educators across Europe on how to use video games as pedagogical support in the classroom. The main objective of the project was to promote and foster games-based learning in the education sector and in schools.

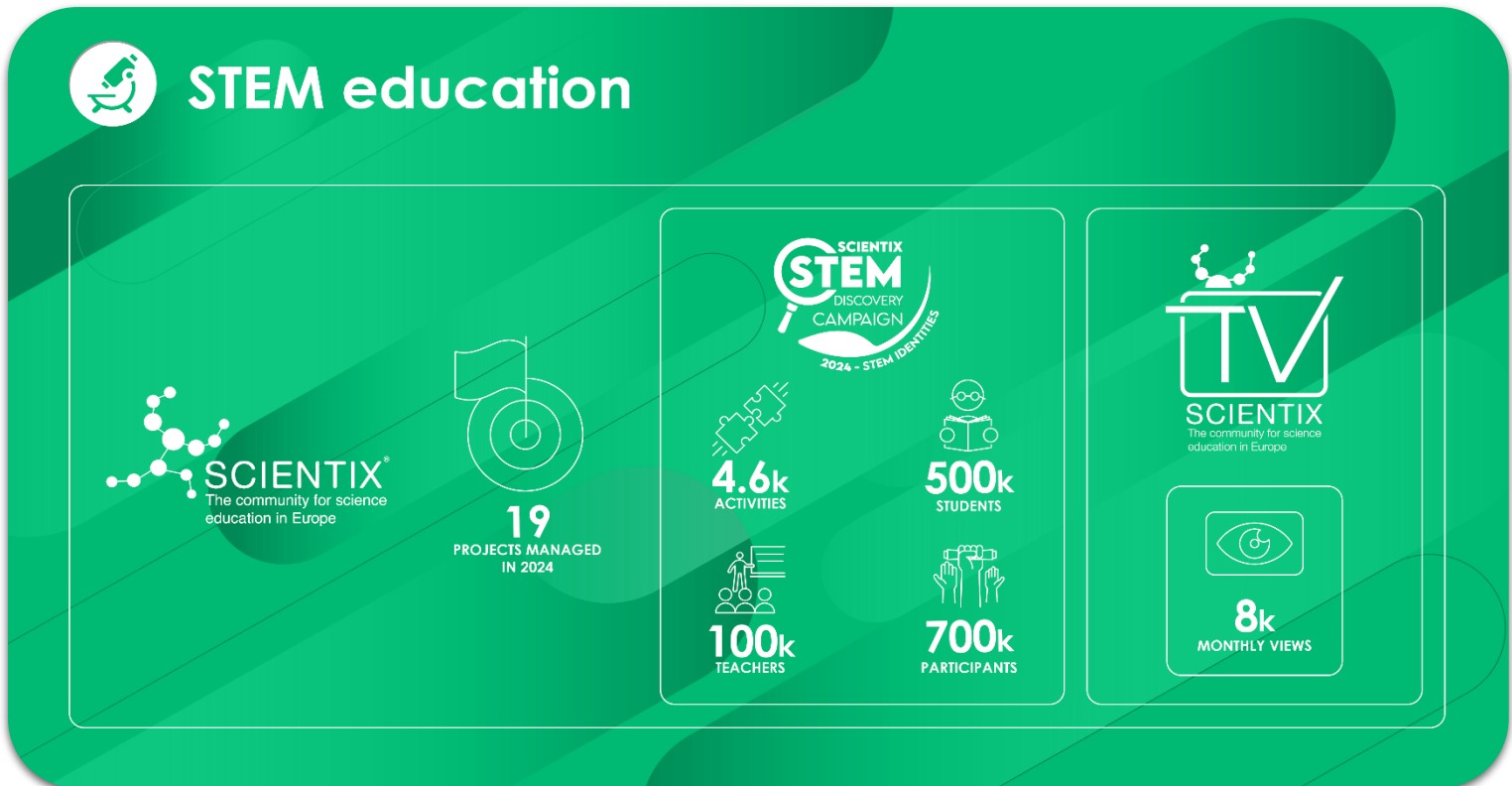
Games in Schools started in October 2022 and ended in December 2024.

[Final outcomes](#):

- In 2023, a Games in schools MOOC for teachers provided insights about games-based learning, playful learning, gamification and practical examples of gaming tools and activities that can be used in teaching practice.
- A revised version of the popular handbook [Using video games in school – guidelines for successful learning outcomes](#) was also published in 2023, to cater to new and emerging trends and needs in the area. It includes updated examples and useful resources for teachers, aligns and integrates part of the research results in an accessible and meaningful way for educators and incorporates content from the MOOC.
- In addition, the Games in schools 2023-2024 research investigated how video games are used for teaching and learning across Europe. It aimed at identifying enablers, obstacles and opportunities of video games in education and consisted of a survey of 1,474 European teachers. The research also included outcomes from nine country focus groups involving experts from education, civil society and the video games industry, and case study analyses illustrating good practices across Europe. As such, the report provides up-to-date insights and evidence on the topic of game-based learning for researchers, policy makers, education professionals and practitioners with an interest to bring video games to the classroom.
- The research report was finalised in 2024, and it will be published in spring 2025.

# STEM education

## Highlights



## Why is STEM education important?

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 an integrated teaching and learning approach. This way of teaching and learning implies that STEM disciplines stop being taught in an isolated way, only among the individual STEM disciplines, but in relation to all other subjects, connecting to real life challenges (such as sustainability or research), collaboration. Whole-school approaches in STEM education will provide essential skills for our future generations regardless of their career choices.

## Our work

Over the past 14 years, **Scientix®** the leading science education community in Europe, has worked to advance STEM education on a global scale by providing a range of resources and services with a particular focus on four core areas of activity. These priorities are defined in close consultation with the Ministries of Education STEM representatives Working Group and focus on improving STEM education at all levels, linking STEM education to global challenges, widening access to STEM careers and facilitating exchange and peer learning among STEM educators.

[Discover Scientix®](#)

### The Scientix STEM discovery campaign

[The Scientix STEM discovery campaign](#) is a joint annual international initiative that invites educators, projects, organisations, libraries, schools, universities, youth clubs and all interested stakeholders across Europe and beyond to celebrate careers and studies in the fields of science, technology, engineering and mathematics (STEM). The campaign runs every year from 1 February to 30 April. The 2024 Scientix STEM Discovery Campaign reached over 700,000 participants. Part of the success was thanks to the new STEM Discovery Campaign app that was launched with the support of Cisco.



## STEM related projects



STEM education is essential for tackling today's problems in Europe, but schools are facing some obstacles trying to implement it. Through desk

research and exchange activities, the [SEER - The STE\(A\)M Education European Roadmap](#) intends to identify such issues and propose a roadmap which leads to the streamlining of STE(A)M education. This project is running from 2022 until 2025.

### Achievements:

- Following the research conducted within the 1st year of the project, "Mapping European STEM Education practices and policies" in Europe, The SEER Policy Digest was launched in 2024 providing an accessible summary of the current European policy landscape around STE(A)M education and offering some actionable recommendations for policymakers. Find the project [2024 outputs in the Policy Digest](#)

Discover more about the [expected outcomes](#)



[BlueLightS](#) is committed to protecting marine and aquatic ecosystems and promoting sustainability. To do this, the project 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 enhance the focus on rivers and seas. The project started in 2024 and will run until 2027.

### Achievements:

The [MOOC 'Bring the ocean into your school'](#) was designed with a clear goal: to provide inspiration and guidance to educators as they set out on their mission to convey the importance of our oceans to their students and integrate ocean literacy into their teaching practices.

In December 2024, BlueLightS launched its experimental phase in nine European countries: France, Spain, Portugal, Croatia, Greece, Romania, Ireland, Finland and Sweden. Its core objectives include collecting information on the current level of implementation of blue education in these countries and exploring and testing ways in which blue education can be upscaled and mainstreamed in each of them. This phase will conclude in October 2026 and will feed into the project's practical recommendations.

Discover more about the [expected outcomes](#)



Trees are a highly accessible and cost-effective way of capturing carbon. With this in mind, [Life Terra](#) aims to encourage individuals to

take climate action through planting and monitoring trees, community involvement and sustainability education. The project started in 2020 and will end in 2025

**Discover more about the [expected outcomes](#)**



Since 2022, the [Europeana project](#) is committed to facilitating the open and trustworthy sharing of heritage data across Europe. One major focus of this initiative is the availability of high-quality data of cultural heritage for all interested stakeholders to reuse. Europeana DS4CH (data space for cultural heritage) is under the programme: [Digital Europe programme \(DIGITAL\)](#).

#### **Achievements:**

As a consortium member, European Schoolnet focuses on integrating digital cultural heritage into both formal and non-formal educational practices, aiming to foster the reuse of high-quality data. Through capacity building activities, like MOOCs, national training courses and dedicated workshops, both online and in person, educators have been trained throughout the years to search for and reuse of resources available through the [Europeana.eu](#) platform and the [Teaching with Europeana blog](#), facilitating integration of digital cultural heritage. Competitions, such as those held during the STEM discovery campaign, also engage educators in utilising Europeana resources and sharing their experiences globally.

On the Europeana.eu platform, there are over 59 million digital cultural heritage items, such as images, videos, text and 3D objects. Many of these resources are openly licensed and can be used freely.

**Discover more about the [expected outcomes](#)**



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](#) aims to overcome these barriers by identifying and supporting promising citizen science initiatives, enabling them to grow and address wider societal challenges such as Climate Change Adaptation; Cancer; Healthy Oceans and Seas; Climate-Neutral and Smart Cities; and Soil Health and Food. As CROPS continues to evolve and grow, it promises to bring citizen science and EU research to a new level. The project runs from 2024 to 2026.

**Discover [expected outcomes](#)**



[NBS EduWORLD](#) provides 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. The project runs from 2022 to 2025.

**Discover more about the [expected outcomes](#)**



Bioeconomy is a fast-growing field that aims to make our society more efficient and sustainable. The [GenB](#) project is achieving this by showing both our Generation Bioeconomy teachers and students how to reach circularity, tackle environmental issues and make our society more sustainable. The project began in 2022 and will end in 2025.

#### **Achievements:**

In 2024 a MOOC was developed as part of the GenB project. It is focused on educating and empowering the GenB to be aware of, sensitive to and interested in environmental issues, sustainability and circularity. It aimed to raise awareness on bioeconomy, building on communication and education that encourage and reward young voices in taking a role in steering the transition towards more sustainable lifestyles.

**Discover more about the [expected outcomes](#)**



The European EdTech community is leading the way in transforming how we learn, teach and interact with knowledge. [EmpowerED](#) plays a pivotal role in this change by bringing together EdTech providers, organisations, policy makers, educators and learners.

The project will map the EdTech landscape in Europe to reflect the current state of play in the sector. This will provide insight into trends linked to new schooling models and innovative education solutions. The project which started in 2023 will conclude in 2025.

#### **Achievements:**

[The MOOC 'Edtech entrepreneur key competencies'](#),

Project reports and guidelines released in 2024 can be found [here](#).

**Discover more about the [expected outcomes](#).**



The [STE\(A\)M learning ecologies \(SLEs\)](#) project is an EU-funded initiative to promote open science learning for all, bringing together a diverse group of stakeholders with the dual mission of fostering collaboration and stimulating action.

Discover more about the [expected outcomes](#).



In the face of climate change, education is one of our most important tools. [Carbon Act](#) will guide educators across Europe on how to tackle this critical issue and help their students develop proactive behaviours that support sustainability and resilience.

#### Achievements:

In 2024, [the Carbon Act MOOC: 'Innovative teaching for climate solutions'](#), was opened to practising teachers of all subjects and grade levels, as well as student teachers and school staff interested in advancing climate change education.

Discover more about the [expected outcomes](#)



To address a gap in education where teachers lack the skills and resources to embrace nature-based solutions (NBS) in their lessons, [NBS Academy](#) establishes a European community of practice for integrating nature-based solutions in teacher training. The project began in 2023 and will run until 2026.

Discover more about the [expected outcomes](#)



Nature-based climate shelters in education (or simply "green schoolyards") offer many advantages for the schools, students, educators and the general public. Building on this, [COOLSCHOOLS](#) drives urban transformation through research and advising various stakeholders how to support the process, while putting young people needs at the forefront. The project started in 2022 and will run until 2025.

#### Achievements:

['Nature-based climate shelters in schools' MOOC \(April 2024\)](#) The course presents the concepts of nature-based climate shelters in schools and urban nature-based solutions (NBS) through the prism of design thinking. Nature-based climate shelters in schools are green spaces in schoolyards accessible to both students and the broader community that help mitigate the impacts of climate change, while offering a space for outdoor learning.

Discover more about the [expected outcomes](#)



[TINKER](#) helps the European Union achieve its digital literacy goals and overcome gender biases in the field of informatics by creating and adopting an evidence-based learning framework for upper primary and lower secondary informatics teaching. The

project started in 2023 and will run until 2026.

Discover more about the [expected outcomes](#)



Although the state of the soil has a significant impact on humanity and the planet, it is not in a healthy enough condition.

[LOESS](#) aims to raise awareness on this issue through a comprehensive educational programme and group participation. The project runs from 2023 to 2026.

#### Achievements:

In 2024, LOESS published the [report on awareness, needs and vision for soil education](#).

Discover the [expected outcomes](#)



Children are mistakenly seen as too young to understand STE(A)M, which means teachers don't get the training and resources they need.

[OUTSTE\(A\)M](#) seeks to change this reality and give STE(A)M education the attention it deserves in Early Childhood Education and Care and in the initial years of Primary Education. This project is running from 2024 to 2026.

#### Achievements:

OUTSTE(A)M tools were tested directly in the classroom with teachers, students, and their families to ensure that they are age-appropriate, engaging, and suitable. With the feedback from this testing, a set of guidelines will be prepared to be available with the publication of a MOOC.

Discover more about the [expected outcomes](#)

## Smart Connected Classrooms pilot phase 3

[The Smart Connected Classrooms](#) project entered its third phase during the 2024/25 academic year, focusing on the impact of virtual reality (VR) on 5th-grade students' science learning. This

phase features a quasi-experimental study, comparing the outcomes of students learning with VR to those not using VR.

The study involves 13 teachers and 520 students across Spain, with four treatment schools using VR and three control schools not using VR.

## Resources from projects



Running from 2022 to 2024, the project [Accelerating Teaching](#) addressed the low interest in **STEM subjects** among 15-year-old students in many Western countries, as revealed by the [PISA-studies](#). Furthermore, the project aimed to bridge the gap between the STEM subjects taught in schools and the current STEM research by offering digital resources to **STEM teachers**, focusing on state-of-the-art research and the physics of particle accelerators.

Through collaboration with experts in particle accelerators, science education research, teacher practice and online professional development courses, the project delivered a joint [MOOC](#) for the professional development of science teachers in lower and upper secondary schools. The MOOC includes both the physics behind particle accelerators and learning scenarios to use in class, which may increase teachers' agency in teaching about physics and state-of-the-art research related to particle accelerators. Accelerating Teaching also explored teachers' experiences of using the learning scenarios in their classrooms. The course remains accessible in the European Schoolnet Academy for self-paced learning without certification for completion. The full MOOC is available as a document to be reused in other educational platforms or other training programmes.

## Smart Connected Classrooms pilot phase 2

The project aimed to explore the impact of virtual reality (VR) on teaching and learning during the 2023–2024 school year.

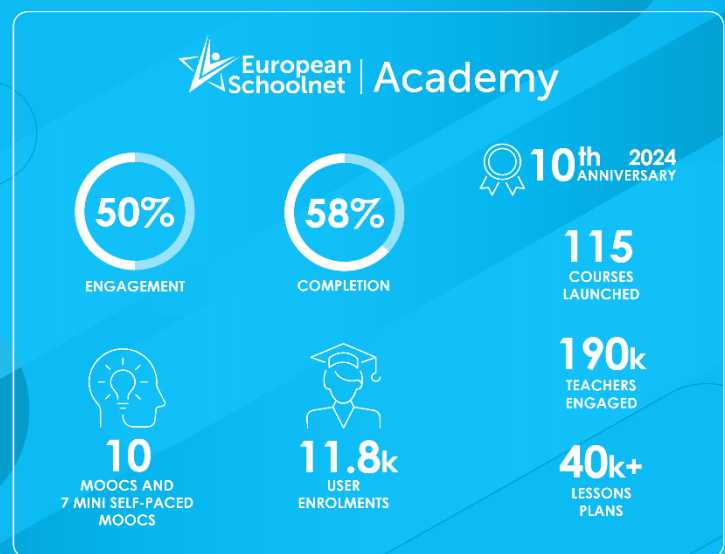
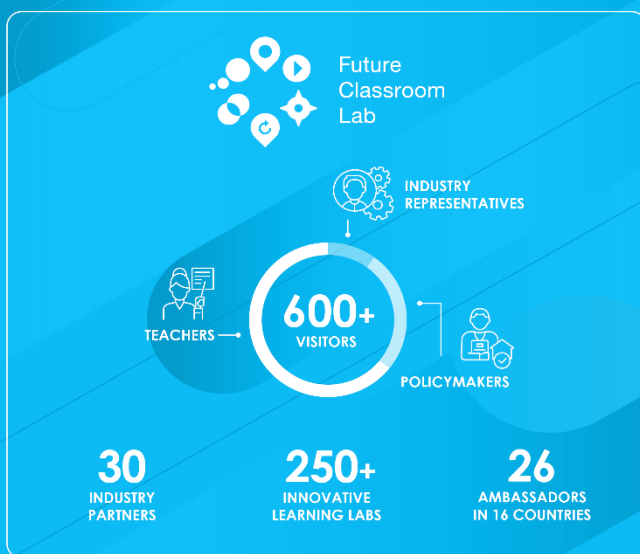
A pilot was conducted in two schools, one in Spain and one in Portugal, engaging 31 teachers and 607 students from both primary and secondary education. It unfolded in two distinct phases: a preparatory phase (October–December 2023), where teachers received technical and pedagogical support, and an implementation phase (January–May 2024), during which teachers integrated VR into their daily lessons. The project used a sandbox approach, providing a controlled environment that allowed teachers to experiment with VR content as they saw fit for their lessons. They explored the ClassVR content library, including the ClassVR portal and Avantis World Educational Theme Park, and tested ClassVR headsets and USB hand controllers (CVR – ASC – CRL2).

The Publication [Virtual reality in schools: A study in Spain and Portugal. Smart Connected Classrooms pilot project phase 2](#) was released in September 2024 by European Schoolnet.

# New teaching & learning models

## Highlights

### New teaching & learning models



## Context

In an ever-evolving educational context, European Schoolnet strives to support exploring and implementing new teaching and learning models for the benefit of practitioners, decision-makers, EdTech providers and, most importantly, students.

This area of work builds on offering professional development opportunities for teachers, through the Future Classroom Lab courses and the European Schoolnet Academy, and on developing and coordinating projects, ministerial working groups and communities of practice, focused on school innovation.

The integration of policy and practice exchanges with peer learning and training programmes allows for promising teaching and learning models to be debated, finetuned, validated, and

integrated in the daily practice of classrooms, contributing to driving change in schools across Europe.

## Our work

Teachers' professional development and capacity-building are integral parts of many European Schoolnet's projects. However, a large part of the Continuous Professional Development (CPD) activities is channelled through two major initiatives: the Future Classroom Lab and the European Schoolnet Academy.

### The Future Classroom Lab (FCL)



Future  
Classroom  
Lab

The [Future Classroom Lab \(FCL\)](#) initiative has been a flagship initiative in Europe since 2012, encouraging countless public authorities, schools, headmasters and teachers to embark in a journey of transformation and constant innovation.

- The FCL is currently supported by [over 30 industry partners](#) and a community of 26 FCL Lead [ambassadors](#) from 16 different countries. Lead ambassadors are often paired in their countries by their local counterparts and contribute to rooting the opportunities offered by the FCL in their respective communities. The FCL also boasts a network of more than [250 innovative learning labs](#) from across the world that have all been inspired by the FCL concept. The initiative supports the network of innovative learning labs & spaces by sharing a monthly information letter about upcoming events, courses and webinars. An online workshop is also organised twice a year to offer the member labs an opportunity to come together and share about their best practices and ideas for future projects and cooperation opportunities.
- In 2024, the FCL team organised five face-to-face courses for teachers covering the following topics: STEM, inclusion in education, creativity, data literacy and interactive technologies. These courses allowed educators to explore innovative teaching practices, with an emphasis on incorporating artificial intelligence (AI) into educational approaches. The courses attracted a diverse group of participants from a variety of countries and professional backgrounds, including teachers, teacher trainers, headteachers and other educational professionals. In 2025, the initiative will introduce a dedicated course on artificial intelligence to equip educators with the tools and strategies needed to prepare students for the challenges and opportunities of an increasingly AI-driven world.
- Also in connection with the Future Classroom Lab initiative, the 2024 edition of the [School Innovation Forum](#) was held on 4 and 5 June in Luxembourg under the theme "EdTech in schools: from promises to reality". The event was co-hosted by two agencies

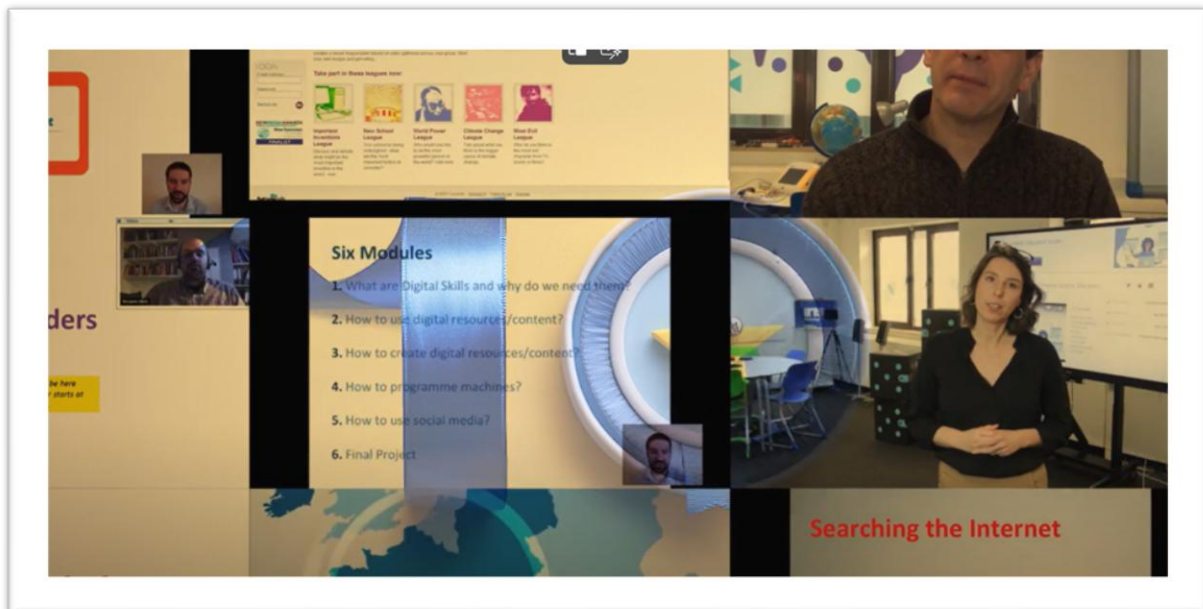
of the Luxembourg Ministry of Education, Children and Youth, [IFEN](#) and [SCRIPT](#), and gathered 150 participants from over 30 countries.

## The European Schoolnet Academy



Under the umbrella of the [European Schoolnet Academy](#), 10 MOOCs and 7 mini self-paced MOOCs were offered in 2024 with nearly 12,000 (11800) registrations, an engagement of 50 per cent and 58 per cent completion. The courses covered several topics, including environmental education, STEM integration, online safety, cultural heritage, media literacy, professional and entrepreneurial skills, language learning, climate solutions, sustainability and addressing social issues such as gender-based violence. In 2024, the European Schoolnet Academy celebrated its 10th anniversary with a series of activities, including anniversary videos, teacher testimonials videos, collaborative "[memory walls](#)" where teachers shared their experiences, and many other initiatives. Over the previous decade, the Academy had launched 115 courses, engaged 190,000 teachers, produced over 40,000 lesson plans, achieved a 52 per cent engagement rate, marking its significant contribution to education.

### [European Schoolnet Academy: Our journey so far...](#)



## Courses at the European Schoolnet Academy 2024

Course	Registered	Started	Finished	Engagement rate [1]	Completion rate [2]	Project
<a href="#">Bring The ocean into your school</a>	1183	741	333	63%	45%	EU4Ocean
<a href="#">Empowered ED (6 mini self-paced courses)</a>	587	293	221	48%	79%	EmpowerED
<a href="#">STEM out of the box: A STEM approach to non-STEM subjects (rerun)</a>	1545	946	488	61%	52%	Scientix
<a href="#">An evolving online safety landscape</a>	827	415	171	50%	41%	BIK
<a href="#">Nature-Based Climate Shelters in Schools</a>	900	441	204	49%	46%	COOLSCHOOLS & Scientix
<a href="#">Digitaal onderwijs met cultureel erfgoed</a>	95	20	6	21%	30%	Europeana
<a href="#">Digitālā izglītība ar kultūras mantojumu</a>	174	91	25	52%	27%	Europeana
<a href="#">Media literacy case for educators</a>	1479	732	351	49%	48%	MLCE
<a href="#">Innovative teaching for climate solutions</a>	2353	1394	756	59%	54%	Carbon Act & Scientix
<a href="#">Bioeconomy for educators: Cultivating a sustainable future</a>	1481	947	611	64%	65%	Gen B & Scientix
<a href="#">Tackling gender-based violence online</a>	649	311	162	48%	52%	menABLE
<a href="#">Setting up virtual exchanges for language learning<sup>[3]</sup></a>	527		156			Digi-Lingo
<b>Total</b>	<b>11800</b>	<b>6331</b>	<b>3459</b>	<b>50%</b>	<b>58%</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

## Support to EU funded projects

Teachers and decision makers were supported by European Schoolnet also in the context of other projects and initiatives, such as:



The [European Digital Education Hub](#), part of the European Commission digital education action plan, 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. As part of the consortium coordinating the hub, European Schoolnet has contributed to the expansion of the community among K12 education actors by sharing relevant information and opportunities across its channels. More specifically, European Schoolnet has been supporting the conceptualisation and organisation of the accelerator programme. The project runs from 2022 to 2025.

### Achievements:

Under [the European Digital Education Hub](#), European Schoolnet has been supporting the conceptualisation and organisation of the accelerator programme. After two years of successful iterations, a third call for applications to the European digital education hubs accelerator programme gained the interest of 52 startups from 22 countries. Eight of them were selected to undergo the programme that started in May 2024 and ended in December 2024. The programme offered accelerator's participants the possibility to choose between two different validation and testing modalities: 'Real-life testing' or 'Innovation lab testing'. As a result, all teams benefitted from at least two testing environments selected according to their needs and successfully carried out the foreseen testing activities.



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

opportunity to students to learn more about the EU, think critically about their European identity and explore active citizenship.

This EU project is funded by ERASMUS-JMO-2022-OFET-TT-Jean Monnet actions in other fields of education and training and runs from 2022 until 2025.

### Achievements:

[Teach Europe](#) has established a task force of teachers and experts composed of 12 representatives from 6 different countries. This task force has supported European Schoolnet in

the design, selection and curation of the learning scenarios through co-construction and peer learning processes. Until 2024, The learning scenarios have undergone a validation pilot, in which 26 teachers from 12 different countries participated. The validation pilot has served to collect feedback to further improve and finalise these materials.

**Discover more about the [expected outcomes](#)**

## Resources from projects



The [DIGI-LINGO](#) aimed to support the European Union's stated goal of enabling multilingualism and ensuring that every person speaks at least two foreign languages. The project explored the capabilities of digital environments for language learning. The projects started in 2022 and finished in 2024.

Within the [DIGILINGO](#) project, European Schoolnet delivered an organisational model to support digital language teaching and exchange. The organisational model revolves around a [self-study online module](#) that empowers educators to facilitate virtual exchanges for language learning, integrating theory, good practices, teaching guidelines and methods as well as practical tools, and intercultural teaching strategies. A matchmaking mechanism within the module connects teachers of English, Spanish, German, French, and Portuguese, fostering cross-border collaboration and enabling students to engage in meaningful intercultural communication (with new languages added upon request).

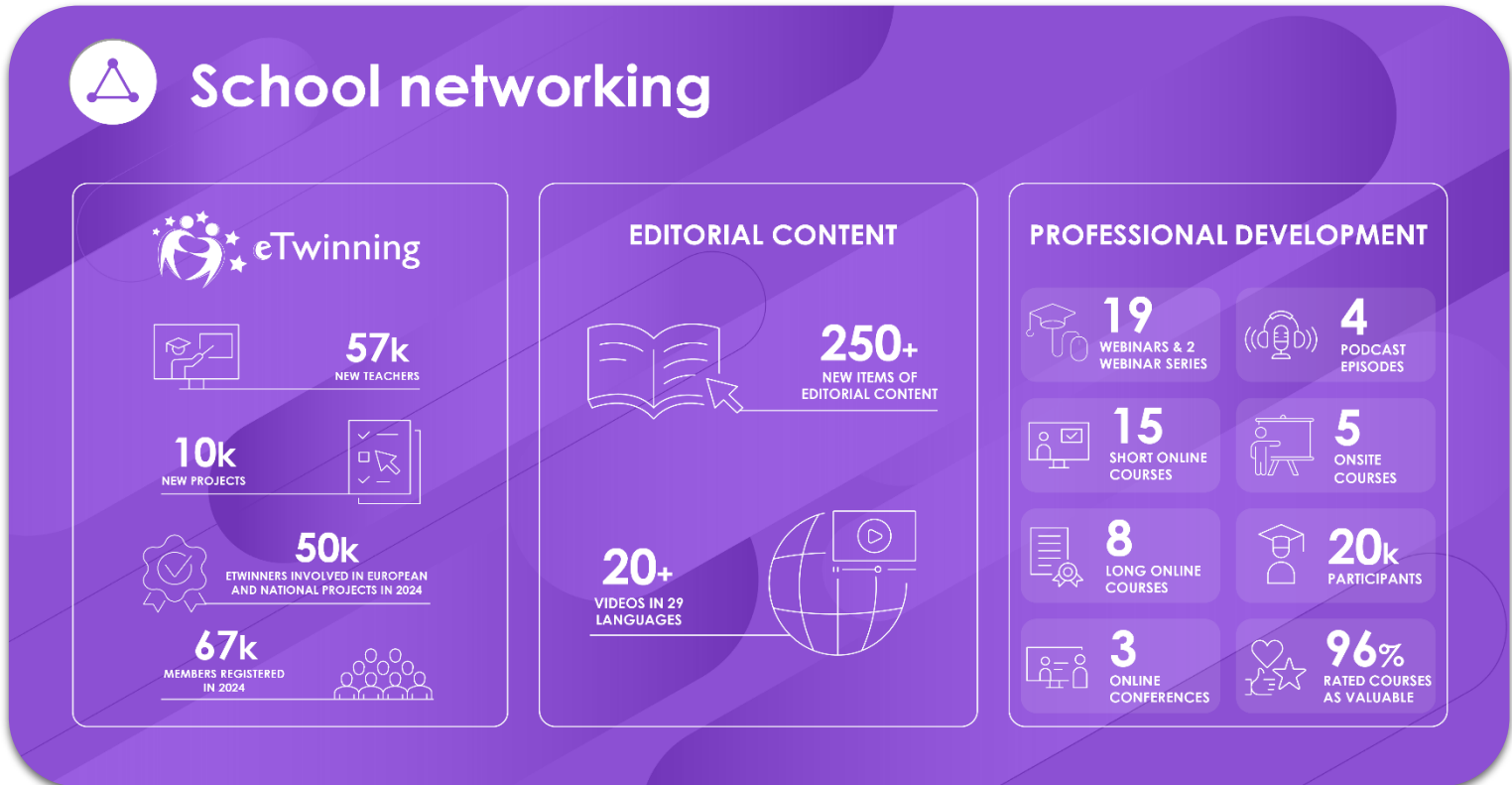
Digi-Lingo was a transnational cooperation project, involving partners from Denmark, Norway, Belgium and Spain. It aimed to and successfully managed to:

1. Identify good practices in virtual language learning and exchange.
2. Develop new [guidelines for digital foreign language learning, teaching and virtual pupil's exchange \(pdf\)](#)
3. Develop easily accessible methods for virtual language exchange.
4. Establish a sustainable organisational model to [support digital language teaching and exchange](#).

[Find all DIGI-LINGO resources](#)

# School networking

## Highlights



## Context

School networking plays a vital role empowering the entire education community, including pupils, teachers, school leaders, parents and the broader community. At its best, school networking fosters collaboration and innovation, improves access to resources, and supports professional development for school staff.

School collaboration through dedicated platforms and using online tools, develops pupils' digital competence, including digital literacy. Furthermore, through dedicated projects learners can connect with their peers from different countries, which boosts their language and intercultural skills and prepares them for an increasingly international world.

## Our work

Thanks to its involvement in the European Commission initiatives eTwinning and the European School Education Platform, European Schoolnet has been at the forefront of school networking

in Europe for the past two decades. During its 20-year journey, eTwinning, the community for schools in Europe, has reached more than 1.2 million teachers from over 300,000 schools who have been involved in almost 170,000 projects. The European School Education Platform, with its 120,000 registered users, is becoming the key meeting point for the European school education stakeholders, especially the Erasmus+ programme beneficiaries.

### European School Education Platform

The [European School Education Platform](#), launched in 2022, is an initiative of the European Commission, funded by the Erasmus+ programme.

The integrated platform offers editorial content, professional development activities and networking opportunities for school education stakeholders across Europe: school staff, researchers, policymakers, and other professionals, covering early childhood, primary, secondary and vocational education.

The platform 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.

Since 2014 eTwinning has been supported by the [Erasmus+ programme](#), ensuring that synergies with other European Union initiatives offering opportunities for schools and educators will continue.

# Our Working & Interest Groups

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European Schoolnet has 4 [working groups](#) and 2 [interest groups](#), which were set up by a group of Ministries of Education to tackle a specific challenge. The remit and duration are defined by the Ministries involved.

## The interactive classroom Working Group

This group was set up in 2013 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.
- Collecting experiences from schools, teachers and pupils through online surveys, interviews and classroom observations in different countries.
- Examples and case studies from other countries and educational systems across the world.

In 2024, eight countries participated in the activities of the working group: Czech Republic, Ireland, Italy, Luxembourg, Portugal, Serbia, Slovenia and Switzerland. They focused on the 'role of leadership teams in fostering students' digital competence by developing sustainable school vision and strategies.' They provided insights by showcasing real-world examples of fifteen schools from eight European countries that have embraced digital transformation in a structured and sustainable way. Building on the experience from these case studies, schools and international literature, the working group developed the publication '[School strategies for fostering students' digital competences: Guidelines for school leaders](#)' - a resource designed to inspire and empower schools to embrace the digital transformation.

## 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 the 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.

In 2024, the group exchanged and discussed findings from national surveys on digitalisation of schools. The focus this year was the results of the 2023 cycle of the international computer and information literacy survey. The working group organised a webinar on the results, presented by the international association for the evaluation of educational achievement (IEA), with a special focus on the 22 European countries that participated in the survey. The results suggested that the digital divide remains a challenge in Europe, as well as the rest of the world, pointing at the important role of socioeconomic background. While the European average for computer and information literacy is similar to the average of the entire ICILS, computational thinking varied more within Europe. The ICT@School indicators Working Group (WG) is currently counting members representing 20 education systems: Belgium (both Flemish and French-speaking communities), Croatia, Cyprus, Denmark, Estonia, Finland, France, Hungary, Ireland, Italy, Lithuania, the Netherlands, Portugal, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland and Turkey.

## The Ministries of Educations' science, technology, engineering and mathematics (STEM) representatives Working Group

In 2024, the working group met on several occasions. One occasion was the online workshop **"Policy briefs in STEM education"** which was co-organised by Scientix®, the GenB and Life Terra projects. The workshop was held in September 2024 to discuss and define the format of policy briefs and what they should contain to meet the needs and plans of Ministries of Education. The workshop was open to members of the Scientix Ministries of Education STEM representatives Working Group<sup>1</sup> and their guests. 20 participants from 15 different Ministries of Education attended the workshop.

[Read more about the Policy Brief](#)

The online workshop, **"Policy recommendations on bioeconomy, oceans and trees in education"**, was co-organised by the GenB, Life Terra and EU4Ocean projects. It was held in November 2024 to present the lessons learnt, share the results from these three projects and to discuss with the MoEs how to deliver actionable policy support. The workshop was open to members of the Scientix Ministries of Education STEM representatives Working Group<sup>1</sup> and their guests. The workshop was attended by 10 participants from 9 different Ministries of Education. This presence showcased the impact of the results and lessons learnt from the three

environmental education initiatives and discussed with the ministry representatives how these resources can be incorporated into their respective educational systems.

In a previous workshop, participants explored the length, depth and format of policy recommendations and other policy background documents. Building on that discussion, this event moved on to highlighting the common policy considerations and challenges impacting the introduction of environmental subjects into the practice of European teachers. From the need for trustworthy knowledge and accessible resources to quality professional development offerings, teachers across Europe face the same needs and challenges when introducing new pedagogies and topics into their teaching. In this dynamic discussion, participants explored how Scientix® and the projects can help policymakers support their teachers. The workshop shed light on curriculum design and reform processes, the needs and opportunities for official endorsement and recognition of resources and continuous professional development (CPD) offerings.

[Read more on the policy recommendations](#)

## Digital citizenship Working Group

The Digital citizenship Working Group, composed of members or nominees from Ministries of Education from Belgium, Finland, France, Hungary, Ireland, Latvia, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Serbia and Türkiye.

The group typically meets twice a year with the aim of developing a strategic digital citizenship framework, providing guidance for European Schoolnet digital citizenship roadmap, and offering a platform for exchange.

In 2024, the first meeting of the working group focused on media literacy and how to identify and counter disinformation in connection with the 2024 European elections. The second meeting focused on digital citizenship education and was dedicated to brainstorming for a webinar to be delivered as part of the Council of Europe's [European year of digital citizenship education 2025](#).

[Read more about the Working Groups](#)

## Data Interest Group

The Interest Group was created to better understand and discuss the benefits and challenges of digitally processed data on student learning.

In 2024 the Data interest group had one meeting focusing on data literacy, which was supported by a presentation of the Erasmus+ DALI Project, Data literacy for citizenship. The group also discussed 'Educational data flow – a case study of Switzerland'. The discussion was supported by an overview of the search for a data governance model for the Swiss education sector and a presentation from the Educa project Digital education data pathways. Participants exchanged news and recent developments from their countries regarding the governance, monitoring and use of data in education.

[Read more about this Interest Group](#)

## Small and rural schools Interest Group

The Small and Rural Schools Interest Group is composed by 13 countries (Croatia, Czech Republic, France, Greece, Hungary, Italy, Malta, Poland, Serbia, Sweden, Slovakia, Spain and Turkey).

In 2024, this interest group worked to prepare a MOOC for small rural schools, which is scheduled to be launched in the fall of 2025 as part of the European Schoolnet Academy. To prepare the ground, the group established an advisory board, consisting of: European Schoolnet, INDIRE (Italy), the National Agency for International Education and Research (the Czech Republic), INTEF(Spain) and the National Agency for Education (Sweden).

The core aim of the 'Smart schooling and networking' MOOC is to showcase models and strategies that foster school innovation, enabling small, isolated and rural schools to capitalise on their unique geographical and cultural strengths. European Schoolnet and INDIRE want to demonstrate how these schools can evolve into 'smart' learning environments, enhancing educational quality and ensuring equitable opportunities for students in disadvantaged areas through innovative schooling schemes and networking strategies. Throughout the four modules, participants will delve into both the theoretical and practical facets of innovative schooling, including multi-age classroom management and the application of ICT for distance and remote education. Expert and peer advice, alongside guidelines and suggestions, will be provided to help participants develop non-standard schooling methods that effectively support experiential learning.

[Read more about the Interest 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. Our not-for-profit network brings together education policy, research and practice through exchange and collaboration between its stakeholders on local, regional, national and EU levels.

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.

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](#).



**94**  
STAFF

**22**

NATIONALITIES



**35**

AVERAGE AGE

### Staff number per department:

Science in Education:	<b>24</b>
Digital Citizenship:	<b>22</b>
European School Education:	<b>22</b>
Communication & Events:	<b>11</b>
Business Development & Advocacy:	<b>7</b>
Knowledge Building:	<b>7</b>
Project Support Team :	<b>5</b>
Technical Team :	<b>6</b>
Administration & Finance :	<b>6</b>

## Our members

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

# Funding

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## EU funding



**Co-funded by  
the European Union**



**Funded by  
the European Union**

### Erasmus+ programme

- ESEP 2024 eTwinning, School Education Gateway and Teacher Academy
- OUTSTEAM
- AgileEDU
- ContinueUP
- 21 century European Teachers
- eSafety Label
- DIGI-LINGO
- CARBON ACT
- NBS ACADEMY
- TINKER
- SpicE: Special Education STEAM Academy
- Teach Europe

### Horizon programme

- Blue LightS
- EC CROPS
- NBS EduWorld
- SLEs
- SEER
- GENB
- LOESS

### Connecting Europe Facility

- EUROPEANA DSI4

### Creative Europe Media programme of the European Union

- MLCE

### Urban Europe programme

- Coolschools

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

- MenABLE

### LIFE programme

- Life Terra

### Digital Europe programme

- EmpowerED
- European Digital Skills & Jobs platform (phase 2)
- Better Internet for Kids (BIK) Phase 5

### Funded by the European Commission

- EU Code Week
- EU4Ocean phase 2
- European Digital Education Hub
- Code Week
- EU4Ocean phase 2

### Funded by the European Investment Bank (EIB)

- EIBURS

## Privately funded projects:

- STEM Alliance

### PREMIUM PARTNERS



### GENERAL PARTNERS



- Future Classroom Lab



# Closing words

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On behalf of European Schoolnet, I would like to extend my gratitude to all those who believe in the positive impact of our work and the power of our network.

We are looking forward to enhancing our activities and bringing new value to Europe's education community.

Going forward, a particular attention will be given to support members' states in the area of artificial intelligence, and we will intensify our activities around digital wellbeing and online safety in education, promoting children rights in a digital world. We will also contribute to the development of digital skills and competences of all citizens and respond to STEM challenges in education by addressing the worrying decline in pupils' performance and the lack of qualified teachers in areas linked to science, technology, engineering and mathematics.

Finally, we will focus on schools and teachers' continued development, testing and promoting innovative teaching approaches and methods and offering them new pedagogical resources, training and networking opportunities.

To this end, we will continue working closely with our member Ministries of Education to support them in their respective strategic developments and national educational priorities, offering them the opportunity to exchange and cooperate at European level and foster policy learning in innovation in education.

We look forward to our continued cooperation in 2025.

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

[Find our 2025 Work Programme](#)



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