



2018 Work Programme

Contents

A. INTRODUCTION, CONTEXT AND CURRENT ACHIEVEMENTS	2
B. MAIN ACTIVITIES FOR 2018	2
C. SUBCOMMITTEES AND WORKING GROUPS	6
D. PARTNERSHIP DEVELOPMENT	7
E. CONCLUSION.....	8

A. INTRODUCTION, CONTEXT AND CURRENT ACHIEVEMENTS

European Schoolnet's mission is to support its Ministries of Education, schools, teachers and any stakeholders in Europe in the transformation of education processes. European Schoolnet (EUN) is positioned as an Ideas Lab that is able to help its Ministries of Education (MoE) develop policies to support the educational reform process at European level based on evidence and facts. The objectives of EUN are as follows:

- To provide services, content and tools based on ICT to members and partner networks
- To foster and supports collaboration and cooperation among schools in Europe
- To support professional development of teachers, school leaders and support staff
- To disseminate inspiring practice and investigate new models for schooling and learning
- To offer pedagogical and information services with European added value to schools in Europe
- To contribute to the development of technology-enhanced learning in schools.

EUN activities encompass three strategic areas:

- Providing usable evidence and data in the area of innovation in education to inform policy recommendations (via peer exchanges, surveys and reports and various working groups)
- Supporting schools and teachers in their teaching practices (via the animation of three European networks - eTwinning, Scientix and BIK)
- Developing and sustaining a network of schools engaged in innovative teaching and learning approaches (via the activities organized around the Future Classroom Lab and also via the FCL Ambassador scheme).

The 2018 work programme of European Schoolnet is aligned with EUN's vision document, adopted by the Ministries of Education members of European Schoolnet, which was presented at the [Eminent conference](#) on 15 – 17 November 2017 in Brussels (the network's annual international conference on education networking).

B. MAIN ACTIVITIES FOR 2018

Ministries of Education have confirmed in European Schoolnet's vision document the following five priorities for the next period.

- Towards a whole school approach and new learning environments, where issues such as leadership strategies, digital citizenship education, STEM education, the development of flexible learning spaces and innovative pedagogies represent areas to be discussed and organised at the whole school level.
- Supporting new learning ecosystems, where there will be an increasing need to link formal, non-formal and informal learning opportunities that take place in and out of school.
- Supporting teacher's professional development and innovative pedagogies, where Ministries of Education will continue to support the professional development of teachers and carry out further work to help improve initial teacher

education. This will include exploring new ways in which the Future Classroom Lab concept can be further developed and integrated within schools, initial teacher education institutions, and organisations concerned with teacher continuing professional development. In this context, the European Schoolnet Academy is a key instrument for supporting large-scale, professional development of teachers (both continuing professional development and initial teacher education).

- Targeting initial teacher education, where working with these organisations is an obvious route for mainstreaming successful innovation and preparing future teachers to be fully prepared when they will enter into the profession.
- Large-scale deployment of successful innovation, where a key focus for European Schoolnet and its Ministries of Education in the coming years will be to intensify its work on defining the most appropriate innovative ecosystems and approaches that support large-scale adoption of the wide variety of successful innovations developed in its various projects.

The main activities of the work programme for 2018 will be organised as follows:

1. EUN will continue to position itself as the key organisation in Europe concerned with the development and demonstration of scenarios for the classroom of the future. This will include:
 - The continuation of the Future Classroom Ambassador initiative with the support of those Ministries involved and its promotion to other Ministries.
 - Creating a sustainable financial model that makes it possible to further develop the Future Classroom Lab concept and network (via validation service activities as well as other services – where we will also investigate if/how we can use structural funds to support the development of an FCL network).
 - Continuing to work with hardware and software vendors to provide seminars and workshops for MoE and teachers on new technologies, services and trends (potentially connected to the Policy and Innovation Strategic Committee agenda).
 - In 2018, the EUN Academy will propose MOOCs on developing and adapting learning spaces (linked to the work of the Interactive Classroom Working Group), and digital strategies for head teachers and school leaders.
 - Analysing the opportunities offered by the mobility strand of Erasmus + (Key Action 1) for strengthening the current FCL programme of training courses.
 - Further develop the cooperation with initial teacher education organisations via the ITE Lab project, the Teacher Training Initiative of eTwinning, the Next Lab project, and TEACH UP.
2. EUN activities related to knowledge building and policy development have confirmed the importance to be given to strategic areas such as:
 - School leadership, as a key element for a comprehensive and successful implementation of ICT in teaching and learning processes. The EUN Academy will in future offer courses (on learning space, and digital strategy) also specifically targeting this group that to date has been difficult to reach through regular projects. Some specific cooperation will also be developed to create and test new training content for school leaders. The new L2C project (Learning Leadership for

Change) funded within the KA3 strand of the Erasmus+ programme will contribute to further develop this particular component.

- The evolving role and competences of the teacher; initial teacher education and continuing professional development, mostly in the pedagogical use of ICT (via the MENTEP project), collaborative learning (via the CO-LAB project), supported by a new vision for teaching and learning in school education.
 - In this context, the EUN Academy will in 2018 progressively develop stronger connections with initial teacher training institutions in order to also prepare the next generation of teachers to make the best use of educational technologies (via the TEACH UP project).
 - The EUN Academy will investigate further localisation potential, for example through the MOOC on space organisation being developed in parallel for Italian and Portuguese audiences. Through the TEACH UP project, further development will be done concerning certification, as well as on improving the retention rate (which is already comparatively good) and the competence of participants to self-regulate their learning.
 - The development of the European Schoolnet Perspective series – From research to policy action - will continue with the publication of two new issues in 2018.
3. Digital citizenship is an increasingly important knowledge domain for pupils, teachers, and parents/carers more widely, as online technologies play a growing role in the lives of young people. The EC-funded Better Internet for Kids (BIK) initiative will constitute one major building block of the activities developed by EUN and its Ministries.

Schools have a growing need for assistance in managing their use of technology in a safe and responsible manner. In that regard, focusing on aspects ranging from infrastructure to policy and practice, EUN will continue to develop the eSafety label initiative supported by the newly selected strategic partnership project eSafety Label+ (Become the next eSafety Champion) supported under the KA2 strand of the Erasmus + programme. This initiative will continue to provide a rigorous, evidence-based framework that will support schools in shaping a holistic approach that links successful existing initiatives and develops a culture of safe and responsible use of digital technology amongst pupils, teachers and other school staff. This activity will be connected with other related activities linked to a safer and better internet for children and young people.

In addition, the position of EUN as a leading organisation in terms of 21st century skills for teachers and pupils will be further strengthened by a number of activities, such as:

- the digital skills agenda via the eSkills for job campaign and other related projects;
- the support of the secretariat of the Grand Coalition for Digital Jobs (now Digital Skills and Jobs Coalition);
- the development of the European coding initiative;
- the digital inclusion project I-LINC.

Finally, the newly created Digital Citizenship Working Group will steer and advise the entire digital citizenship pillar of EUN's activities. More particularly, in 2018, the Working Group will concentrate on digital competence development of teachers, students, and schools. Particular attention will be given to the new SELFIE initiative launched by DGEAC, and EUN will analyse how to support this action with its MoEs.

4. As a leading organisation in providing services to schools in Europe, EUN is active in supporting school partnerships and networks. 2015 was the first year of the full launch of the next phase of eTwinning and the School Education Gateway, for which EUN provides the Central Support Service activities. In addition, in 2015 EUN received some additional funding for the development and animation of specific Erasmus + tools on the School Education Gateway, which were launched in 2015. In September 2015, EUN responded to an additional negotiated procedure aimed at providing additional services such as: (1) the establishment of a Teacher Academy; (2) provision of support and moderation services for Collaborative Spaces created for different groups upon the EC's request, (3) provision of short opinion polls within the wider teacher community and other stakeholders and (4) provision of video stakeholder interviews that help to raise the visibility of relevant school education topics. eTwinning, the School Education Gateway and its related additional activities will continue to represent an important component of EUN activities in 2018. In addition, EUN will continue working on a selected project in 2017 (Inducas project) regarding the development of online tools for beginning teachers and their mentors.
5. The final set of projects and activities will focus on STEM challenges. Science, Technology, Engineering and Mathematics education is high on the political and industry agenda owing to the declining interest and participation, especially among girls, in scientific and technical studies and careers. The potential of ICT in this domain is obvious. Scientix 3 will continue its activities and will benefit from the advice and support of the new MoE STEM Working Group that was created following the 2015 Eminent conference in Barcelona. More particularly, in 2018, Scientix 3 will have its major European conference gathering more than 300 people involved in STEM education from all over Europe.

In 2018, we will consolidate the STEM Alliance activities (with the support of major industry partners). Within the STEM Alliance initiative, Industry and Ministries of Education will join forces to:

- I. support the competitiveness of companies by ensuring a STEM-skilled workforce;
- II. promote the attractiveness and importance of STEM jobs in all industrial sectors;
- III. improve and promote all existing industry-education STEM initiatives;
- IV. contribute to innovation in STEM teaching at all levels of education (primary, secondary, tertiary) by developing greater contextualisation of STEM teaching and making STEM studies more attractive for young students and;
- V. enhance industry-education collaboration at national level across all member states.

Other STEM projects (Next Lab, EU Space Awareness, AmgenTeach, Systemic, etc.) will continue to support the STEM agenda, together with the newly selected project, STEM School label.

Finally, the MoE STEM Working Group will steer and advise the STEM education pillar of EUN's activities. More particularly, in 2018, the Working Group will concentrate on strengthening the STEM education agenda in all EUN activities (e.g. positioning of EUN vis-a-vis the potential EU STEAM coalition announced by the European Commission).

C. SUBCOMMITTEES AND WORKING GROUPS

In 2018, European Schoolnet will continue to rely on the work developed by its two subcommittees: the Policy and Innovation Subcommittee (PIC) and the Learning Resource Exchange Subcommittee (LRE).

As a result of the discussion at the last Steering Committee, the PIC will be replaced by a strategic meeting, aiming at issuing topical outcomes (or preparatory documents) to support broad discussions and enlarge EUN's influence on various political agendas (at EU and sometimes national level). Two strategic meetings will be planned in 2018, combined with the organisation of study visits hosted by members of the network.

During 2017, the LRE Subcommittee reviewed its strategy and priorities. In 2018, more synergies will be developed with the EdReNe network, and new LRE collections will continue to be developed and the LRE directory enriched. In addition, the LRE subcommittee programme will propose some webinars and white papers on particular topics such as the impact of social media and Artificial Intelligence on the way teachers access learning resources. Issues such as: (1) how can MoEs leverage social media to promote relevant OERs to teachers, (2) how can AI techniques be applied by MoEs to promote their OERs, (3) how do data privacy and copyright laws impact these activities, (4) how can learning analytics impact on the development of educational content repositories and on the way teachers and learners get access to learning resources, will be discussed with the members of the LRE subcommittee and some recommendations may be produced. If relevant action lines are identified, a project proposal will be prepared and submitted to permit EUN, LRE members, and their partners, to further explore the issues mentioned above in the framework of an EC-funded project.

Four Working Groups (WGs) will continue their activities:

- the Interactive Classroom WG (ICWG) will continue to focus on issues related to personalizing learning and developing flexible learning spaces in schools, building on 2017 outputs (BYOD for Schools: Technical Advice for School Leaders and IT Advisers, Guidelines for Adapting Learning Spaces in Schools, and teacher professional development resources on personalizing learning). Following webinars on FabLabs and Makerspaces at the end of 2017, it is also possible that the ICWG may choose to develop case studies, guidelines or recommendations on how

schools can set up these sorts of learning spaces and/or leverage community-based initiatives.

- the STEM WG will support the STEM education strategies to be developed at the level of European Schoolnet, with potential developments in the following areas: the importance of supporting primary schools with the teaching of STEM; the limited information available on STEM careers; how to get leading schools from different countries to work together and share their expertise; how to mainstream practices, validation and piloting from different initiatives; how to make science research results more accessible to teachers and students; providing a platform for Ministries of Education to share their expertise and support each other in any weaker areas.
- the Indicators in Education WG - In 2018, the WG will work on the definition of new indicators about qualitative processes related to teaching and learning practices, learning environments, teacher training and school leadership. A specific look at conceptual framework(s) guiding the definition of indicators about the three areas concerned will be on the agenda of the meetings. The WG will also continue to discuss the findings of the national surveys implemented during the year, and exchange about the most recent initiatives concerning indicators. The WG will also be kept informed, as in 2017, about the developments concerning the ESSIE2 survey through regular updates by a Commission representative.
- the Digital Competences and Digital Citizenship WG will specifically concentrate in 2018 on digital competence development of teachers, students, and schools.

EUN will also continue to address the topic of Special Needs Education. Even if the Working Group cannot continue to develop its activities at the end of the funding of the SENNET project, EUN will continue to review this particular topic and analyse some potential opportunities to submit a proposal for a specific project in this area.

The various Working Groups will enable Ministries to share experiences and problems and to learn from each other. The EUN research agenda will particularly be defined by these Working Groups, and projects will also be launched to address clearly defined, strategic priorities, rather than only to meet the opportunities presented by EC calls that, in some cases, may only partially address Ministries' priorities or interests.

Finally, EUN will continue to explore, as requested by the Steering Committee, the best way to share the results and outcomes for those MoEs which are not directly involved in specific projects.

D. PARTNERSHIP DEVELOPMENT

EUN will continue to develop its partnerships in 2018, notably with the European Commission, regional authorities, foundations and industry. Outside Europe, EUN will continue to exchange with identical networks such as CoSN, Education Services Australia, RELPE in South America, Global Learning Portal in Africa, and the South East Asian Ministries of Education Organisation (SEAMEO).

More specifically, a more structured and regular cooperation will continue with OECD, as many MoE see complementarities regarding the activities developed by both organisations (it has already started with the publication of the first issue of the

European Schoolnet Perspective series – *From research to policy action - the "second digital divide" in Europe: what do we know about gender, migrant and socio-economic gaps?*). In addition, some cooperation may be considered with the World Bank.

Dialogue with the industry bodies, (ERT, CSR Europe, the EeSA, FEP) will help define a new business model as well as cooperation with individual companies such as: Acer, Apple, Cisco, Cronos, Dassault Systèmes, DELL EMC, DJI, Ecophon, Esri, Facebook, Fourier, Google for Education, GSMA, HP, Iris Connect, Kaspersky Lab, Learning by Question, Leba Innovation, Lego Education, Liberty Global, Microsoft, NEC, Nureva, Oracle, Oyoty, Konica Minolta, PASCO, Ricoh, RM, SCM Secure, SMART Technologies, Steelcase, Telefónica Educación Digital, Texas Instruments, Time to Know, Triseum Ultimaker, Vernier, ZIOXI, and other potentially interested companies. EUN will continue to develop links with Foundations for special activities, such as studies regarding school innovation, teacher training, STEM teaching (Amgen Foundation with the potential development of a third phase of the programme in Life Science initiated in 2015). The cooperation with the industrial sector will continue to represent a key area of development in 2018. Major IT companies will continue to support European Schoolnet through a variety of activities or their engagement in projects.

E. CONCLUSION

Over the last 20 years, European Schoolnet has consolidated its position as a network that provides Ministries of Education with a multi-stakeholder platform for schools, head teachers, teachers, teacher trainers, researchers, and industry partners with exchange mechanisms, study visits, working groups, projects and cross-country policy experimentations that support the agenda of transforming education in Europe.

As the network moves into an exciting new era in its development, many unforeseen challenges are sure to emerge. However, with the ongoing support of all of its members, European Schoolnet will reinforce its role as a major think tank addressing those challenges by continuing to support teacher capacity building, reinforcing its whole school approaches to implement innovative practices, and working with others to bring about systemic change in our educational systems in Europe.

In order to bring about this transformation over the next decade, **the central focus of European Schoolnet will be on all dimensions of school education innovation processes aimed at enhancing the effectiveness of teaching and learning.**

Members

Austria • Belgium • Bulgaria • Croatia • Czech Republic • Denmark • Estonia • Finland • France • Georgia • Greece • Hungary • Iceland • Ireland • Israel • Italy • Kosovo • Latvia • Lithuania • Luxembourg • Malta • The Netherlands • Norway • Poland • Portugal • Romania • Slovakia • Slovenia • Spain • Sweden • Switzerland • Turkey



European Schoolnet (EUN),
Rue de Trèves 61, B-1040 Brussels
t +32 (0)2 790 75 75 | f +32 (0)2 790 75 85

www.europeanschoolnet.org

