



WORK PROGRAMME 2019

1

INTRODUCTION,
CONTEXT AND CURRENT
ACHIEVEMENTS

2

MAIN ACTIVITIES
FOR 2019

3

SUBCOMMITTEES AND
WORKING GROUPS

4

PARTNERSHIP
DEVELOPMENT

5

CONCLUSION

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 develop policies to support the educational reform process at European level based on evidence and facts. The objectives of EUN are to:

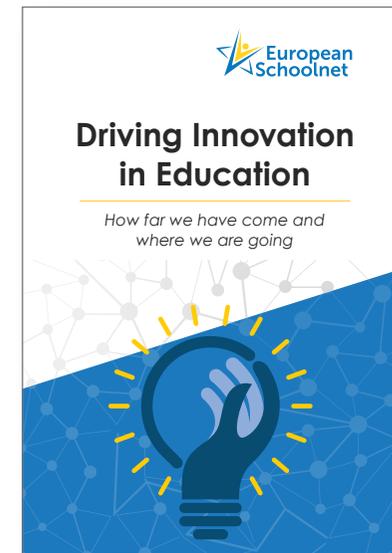
- Provide **SERVICES, CONTENT** and **TOOLS** based on ICT to members and partner networks
- Foster and support **COLLABORATION** and **COOPERATION** among schools in Europe
- Support **PROFESSIONAL DEVELOPMENT** of teachers, teacher trainers, school leaders and support staff
- Disseminate **INSPIRING PRACTICES** and investigate **NEW MODELS** for schooling and learning
- Offer **PEDAGOGICAL** and **INFORMATION** services with European added value to schools in Europe
- 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, policy experimentations, surveys and reports and via its various working groups)

Supporting schools and teachers in their teaching practices (via the animation of three European networks - eTwinning, Scientix and Better Internet for Kids [BIK])

Developing and sustaining a network of schools engaged in innovative teaching and learning approaches (via the activities organised around the Future Classroom Lab (FCL) and also via the FCL Ambassadors scheme).



The 2019 work programme of European Schoolnet follows the recommendations of the EUN publication – [Driving Innovation in Education – how far we have come and where we are going](#) -, adopted by the Ministries of Education members of European Schoolnet and presented at the network's 20th anniversary Eminent conference (15 – 17 November 2017).

MAIN ACTIVITIES FOR 2019

Ministries of Education have confirmed in the "[Driving Innovation in Education](#)" publication the following five priorities for the next period:

SUPPORTING TEACHER'S PROFESSIONAL DEVELOPMENT AND INNOVATIVE PEDAGOGIES.

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 that 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.

TOWARDS A WHOLE SCHOOL APPROACH AND NEW LEARNING ENVIRONMENTS,

where issues such as leadership strategies, digital citizenship education, STEM education, development of flexible learning spaces and innovative pedagogies represent areas to be discussed and organised at the whole school level.

LARGE-SCALE DEPLOYMENT OF SUCCESSFUL INNOVATION.

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 deployment and adoption of the wide variety of successful innovations developed in its various projects. The policy experimentations (MENTEP, TeachUP, and Asses@ Learning on digital formative assessment) are key opportunities for large-scale mainstreaming of successful innovation.

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.

The main activities of the work programme for 2019 will be organised as follows:



EUN will continue to position itself as the key organisation in Europe concerned with **the development and demonstration of scenarios for the school of the future**. This will include:

- The strategic development of the **Future Classroom Lab (FCL)** taking into account the review process initiated in the second half of 2017. It will include the necessity to create a sustainable financial model that makes it possible to further develop the Future Classroom Lab concept and network. In 2019, the FCL will be expanded to include more learning zones and a revised strategy will be developed taking into account the achievements of the past 5 years. In that context, the FCL will need to reflect emerging trends/technologies which may affect the classroom over the next 5 years. Also, in 2019, it will be important to articulate a research agenda in cooperation with countries that have adapted/implemented the FCL model. The potential move from a Future Classroom Lab (classroom focus) towards a Future School Lab (whole school) approach will also be investigated.
- The continuation of the **Future Classroom Ambassadors** initiative with the support of those Ministries involved and its promotion to other Ministries.
- Continuing to work with hardware and software vendors to provide seminars and workshops for Ministries of Education and teachers on new technologies, services and trends (potentially connected to the Policy and Innovation Strategic Committee agenda).
- In 2019, the **EUN Academy** will propose MOOCs on developing and adapting learning spaces (linked to the work of the **Interactive Classroom Working Group**); shared leadership for teachers and school leaders (connected to the **L2C** project).
- Strengthening the FCL programme of training courses, by leveraging the opportunities offered by the mobility strand of Erasmus + (Key Action 1).
- Further develop the cooperation with Initial Teacher Education organisations via the **ITE Lab** project, the **Teacher Training Initiative** of eTwinning, the **Next Lab** and **Space EU** projects, and the **TeachUP** policy experimentation.
- Continue animating the **EU Code Week** with the support of the European Commission.



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 spaces, and digital strategies) 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 sustainability activities of the **MENTEP** project), collaborative learning (via the sustainability activities of the **CO-LAB** project), supported by a new vision for teaching and learning in school education.
- The **EUN Academy** will in 2019 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 (TeachUP). Through the **TeachUP** 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.
- In 2019 European Schoolnet will investigate the area of digital formative assessment, should the proposal submitted under the policy experimentation call of the Erasmus + programme (KA3 – project title – **Assess@ Learning**) be selected.



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 continue to constitute one major building block of the activities developed by EUN and its Ministries (should the proposal introduced by European Schoolnet for the third phase of BIK be selected).

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 running strategic partnership project **eSafety Label+** 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:

- A range of media literacy projects such as **sml4change** (in which a social media literacy Massive Open Online Course [MOOC] for change is being co-created with school leaders and teachers) and the **SELMA** project on online hate speech;
- The digital skills agenda via continued participation to the Governing Board of the **Digital Skills and Jobs Coalition**, while providing support to the Coalition's secretariat (if the previous contract were to be renewed);
- The animation of the **EU Code Week** supported by the European Commission, which aims to attract 50% of schools by 2020;
- Projects on entrepreneurial learning such as **ST Bank**.



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 European Commission's platforms, **eTwinning** and the **School Education Gateway**, for which EUN provides the Central Support Service activities.

In 2019, **eTwinning** will strengthen its role as the biggest teachers' network in Europe by widening its scope: the novel eTwinning School concept will be fully deployed; the participation of Teacher Training Institutions will be extended to all the 44 countries involved in the action; new tools and features will enrich the platform, providing a one-stop-shop for all innovative teachers in Europe.

Professional development and networking will keep a strong focus on priorities such as digital literacy and active citizenship, with a specific attention to democratic and participatory processes to best equip teachers and students for our complex society. More countries are foreseen to join eTwinning and eTwinning Plus, reaching a total of 700.000 users and 90.000 projects registered by the end of next year.

As for the **School Education Gateway**, since 2015 services were reinforced by developing and implementing three 'Erasmus+ Tools' to support schools'

funding application process. Furthermore, in 2016 a set of additional services were integrated under the platform, including a provision of open online courses (known now as the **Teacher Academy**), provision of support and moderation services for groups of education stakeholders (Collaborative Spaces), and provision of polls and interviews for the School Education Gateway. eTwinning and the School Education Gateway with all its additional services will continue to represent an important component of EUN activities in 2019.



The final set of projects and activities will focus on **Science, Technology, Engineering and Mathematics (STEM)** challenges.

STEM 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 Ministries of Education STEM representatives Working Group (**Ministries of Education STEM WG**) that was created immediately after the 2015 Eminent conference in Barcelona. More particularly, in 2019, **Scientix 3** will be completed in the first semester of 2019 and work has already been initiated to plead for a fourth phase of Scientix (Scientix 4). Should **Scientix 4** be funded by the European Commission for a new period, European Schoolnet will continue and further develop the STEM education agenda. In case **Scientix 4** is not funded, an alternative approach will be considered to keep and develop all the results obtained through **Scientix** for the whole European STEM education community.

In 2019, 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:

1. support the competitiveness of companies by ensuring a STEM-skilled workforce;
2. promote the attractiveness and importance of STEM jobs in all industrial sectors;
3. improve and promote all existing industry-education STEM initiatives supported by industry;
4. 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;
5. enhance industry-education collaboration at national level across all member states. More particularly, a major political conference on this topic will be organised in Malta in March 2019.

Other STEM projects (**Next Lab, Space EU, Amgen Teach, Systemic, STEM School Label**, etc.) will continue to support the STEM agenda, together with the newly selected projects **BRITEC** – on connecting research with STEM classes, **TIWI** – providing training on including coding and **IBSL** simultaneously in STEM, and the **STIM** project – tuning schools to Mars).

SUBCOMMITTEES AND WORKING GROUPS

In 2019, European Schoolnet will continue to rely on the work developed by its LRE subcommittee and its 4 working groups.

The LRE Subcommittee has reviewed its strategy and priorities and in 2019 LRE members aim to continue to develop closer synergies with EdReNe by co-organising face-to-face meetings and webinars. Moreover, depending on the evaluation of the first white paper which will be produced at the end of 2018 (on best practices in the use of artificial intelligence and machine learning by educational portals and OER repositories in the context of K-12 education), the LRE subcommittee will continue developing such an approach by the publication of a new white paper in 2019 (topic still to be validated).

EUN's four Working Groups will continue their activities:

THE INTERACTIVE CLASSROOM WG (ICWG)

will continue addressing issues related to personalizing learning and developing flexible learning spaces in schools, building on 2017 deliverables (BYOD for Schools: Technical Advice for School Leaders and IT Advisers, Guidelines for Adapting Learning Spaces in Schools, teacher professional development resources on personalizing learning). In 2019, a particular priority will also be given to the development of FabLabs and Makerspaces concepts within schools (developing a toolkit, case studies, videos and guidelines or recommendations on how schools can set-up these sorts of learning spaces and/or leverage community-based initiatives). The group also suggested to link the work on new learning spaces to the topics of inclusion, how technology can support special needs and computational thinking.

THE MINISTRIES OF EDUCATION 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 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. In 2019, 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 Commission).

THE INDICATORS IN EDUCATION WG

In 2018, the WG focused on recent surveys run in several countries and their findings, on the PISA/ICT 2021 survey through the participation of EUN in the expert group designing it, and on the findings of the ESSIE2 survey to be publicised end of November 2018. This activity will continue in 2019, discussing the findings of the national surveys implemented during the year, and exchange about the most recent initiatives concerning indicators at EU (European Commission) and international (OECD, IEA/ICILS) levels.

Finally, the **study visit programme** (started by a first visit organised by Sweden and Norway on 31 May - 1 June 2018 on computational thinking) will be continued by organising at least a second study visit (topic still to be discussed and agreed with the Steering Committee).

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 potential opportunities to submit a project in the area.

THE DIGITAL CITIZENSHIP WG

will continue to steer and advise the entire digital citizenship pillar of EUN's activities. In 2019, the Working Group will engage in further discussions on how EUN should approach and prioritise the different themes identified under the concept of digital citizenship, while exploring best practice examples on how education can foster media literacy, critical thinking and civic participation.

EUN's Working Groups will enable Ministries to share experiences and problems and to learn from each other. The EUN research agenda will 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 develop an effective approach, as requested by the Steering Committee, regarding the best way to share the results and outcomes for those Ministries of Education which are not directly involved in specific projects.

PARTNERSHIP DEVELOPMENT

EUN will continue to develop its partnerships in 2019, notably with the European Commission, regional authorities, foundations and industry. Outside Europe, EUN will continue to exchange with 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 the **OECD**, as many Ministries of Education see complementarities regarding the activities developed by both organisations (as illustrated by EUN participation to the OECD PISA/ICT 2021 experts working group, and a request from the OECD to discuss about possible cooperation concerning classroom teaching practice videos under the framework of the TALIS Global Video Library of Teaching Practices).

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**, **Aver**, **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**, **Teléfonoica 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 2019. Major IT companies will continue to support European Schoolnet through a variety of activities or their engagement in projects.

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 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 *Ideas Lab* 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 • Cyprus • Czech Republic • Denmark • Estonia • Finland • France • Georgia* • Germany • Greece • Hungary • Iceland • Ireland • Israel • Italy • Kosovo* • Latvia* • Lithuania • Luxembourg • Malta • The Netherlands • Norway • Poland • Portugal • Romania* • Slovakia • Slovenia • Spain • Sweden • Switzerland • Turkey

*membership process underway

European Schoolnet - EUN Partnership AISBL,

Rue de Trèves 61, B-1040 Brussels

t +32 (0)2 790 75 75 | f +32 (0)2 790 75 85

www.europeanschoolnet.org

