European Schoolnet
Transforming education in Europe

WORK PROGRAMME 2021

European Schoolnet is a network of 32 Ministries of Education from across Europe, leading educational innovation at European level. European Schoolnet operates key European services in the area of innovation in education on behalf of member Ministries of Education, the European Commission, and industry partners. European Schoolnet's activities include three areas of work:

- Providing concrete evidence and data about innovation in education on which to base policy recommendations;

- Supporting schools and teachers in their teaching practices;

- Developing and sustaining a network of schools engaged in innovative teaching and learning approaches.

INTRODUCTION, CONTEXT AND CURRENT ACHIEVEMENTS

The 2021 work programme of European Schoolnet (EUN) continues to address the priorities defined by Ministries in 2020. But it could not ignore the unprecedented situation in 2020 as well as the political priorities defined by the new European Commission namely innovation in education, science education, climate change (related to education) and the digital skills gap.

Therefore, EUN's work programme 2021 will address:

The new Digital Education Action Plan (DEAP) via all the activities. The DEAP (2021-2027) has defined two strategic priorities: (1) Fostering the development a high-performing digital education ecosystem and (2) Enhancing digital skills and competences for the digital transformation.

The 2021 work programme also includes a new strand of activities linked to the current recovery period and the first lessons learnt from the COVID-19 situation and its impact on schools.

European Schoolnet's mission is to support its Ministries of Education, schools, teachers and any stakeholders in Europe in the transformation of education processes. **The goals of EUN are to:**
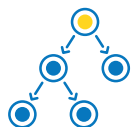
Provide services, content and tools based on **innovation in education** to members and partner networks.

Support **professional development** of teachers, teacher trainers, school leaders and support staff

Offer pedagogical and information services with **European added value** to schools in Europe

Contribute to the development of **technology-enhanced learning** in schools.

Foster and support **collaboration and cooperation** among schools in Europe

Disseminate **inspiring practice and investigate new models for schooling** and learning

EUN will articulate the following **three strategic priorities** to achieve its goals:

1

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).
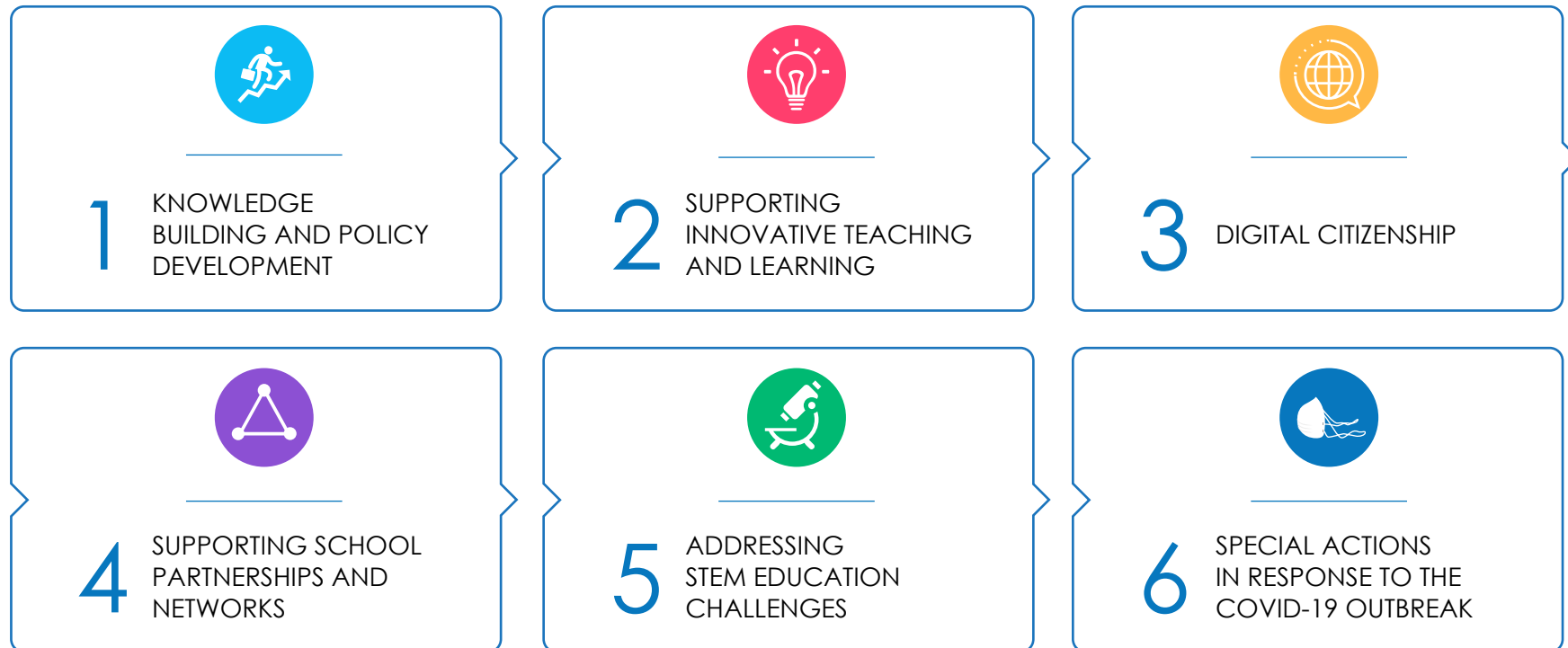
2

Supporting schools and teachers in their teaching practices (via the animation of three European networks - eTwinning, Scientix and BIK).

3

Developing, encouraging, and sustaining **innovative teaching and learning** approaches (via the activities organized around the Future Classroom Lab and the European Schoolnet Academy).

2021 ROADMAP

1 KNOWLEDGE BUILDING AND POLICY DEVELOPMENT

2 SUPPORTING INNOVATIVE TEACHING AND LEARNING

3 DIGITAL CITIZENSHIP

4 SUPPORTING SCHOOL PARTNERSHIPS AND NETWORKS

5 ADDRESSING STEM EDUCATION CHALLENGES

6 SPECIAL ACTIONS IN RESPONSE TO THE COVID-19 OUTBREAK

1. Knowledge building and policy development

In 2021, a new approach will be adopted in order to better serve current information needs about **policy developments concerning digital education and innovation** in countries.

The production of the country reports (launched 15 years ago) will be replaced by new actions, as they proposed an incomplete, outdated, and static overview of digital education policy developments in countries, missing the emergent innovation most users are looking for as well as the indispensable 'insight' comments to support fruitful peer-learning at policy-making level. The following activities will be implemented in 2021 - some are already in place, others are to be developed.

● **'Agile' collection of information** (NEW) - There is a need to swiftly collect information on national policies, initiatives and pilots concerning emergent topics like artificial intelligence, EdTech developments, robotics, etc. In that view, information collection processes (e.g. questionnaires, online interviews, automated translation of first-hand official documents) should be implemented to know as much as possible in real time what is going on in all countries regarding those topics. The raw information on those topics would not necessarily be publicly available (but a short summary could) but be accessible on the forum for European Schoolnet members. The identification of

the topics to be addressed will involve the Steering Committee members, for example through a quick tour de table at each Committee meeting or through an online consultation.

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● **Case studies about recent reforms at country level** (NEW) – As a network of ministries aiming at transforming education, EUN aims to improve its systematic production of up-to-date and reliable information about recent reforms aiming at such transformation. For example, national digital plans (in reaction to the COVID-19 crisis or not), substantial revision of curriculum (giving more autonomy to schools or revisiting key competences to be achieved), large new initiatives bringing together innovative schools, etc. will be the focus of such case studies, offering first-hand information from policy makers concerned and interviews. Automated translation tools, and distance technology for interviews do now immensely facilitate such type of content creation. A part of each case study will be publicly accessible, while another part about issues encountered, 'know-how' aspects and discussion, will be accessible on a forum only for European Schoolnet members. A first pilot proposing such Reforms

and Initiatives Case Studies will be started in 2021 and 2022, producing 1 to 2 case studies a year, to be evaluated at the end of 2022. Here as well, the identification of the topics to be addressed will involve the Steering Committee members through the quick tour de table mentioned above at each Committee meeting or through online consultation.

● **Perspectives series and *Opinion Papers*** (EXISTING and NEW) – As a way to broker the work done in some EUN projects to country policy makers, European Schoolnet already produces the Perspectives series. The production of Opinion Papers is another type of output to be launched in 2021. This first Position Paper will emanate from the Interest Group on Digital Assessment (IGDA), created in December 2019 on the suggestion of Kennisnet/NL, as soon the IGDA webinars series starts (suspended in 2020 due to the COVID-19 crisis and subsequent lack of availability at country level). The focus will be on digital assessment issues (trust and safety, interpretation and usability of data, exchange and ownership of data about learning, ethical issues and infrastructure in

the school). The Steering Committee will be closely associated to the development of such Opinion Papers.

● **Study Visit Reports** - The European Schoolnet study visits programme also supports the exchange of information and discussion between members. Each study visit is subject to a short report, sometimes fed by evidence from research collected through projects. Those reports are first shared with ministries, and soon after publicly available on the EUN website. As soon as the COVID-19 sanitary crisis permits it, the study visit programme will be rescheduled. Meanwhile, a feasibility study will be done regarding the possibility to organize 'Remote' Study Visits. Such an approach is currently tested in some projects and, depending on the results, it might be considered to have a remote study visit organized in 2021.

All the above-mentioned activities will replace the production of the previous country reports as it is important to better address the need for updated and meaningful information about country-level policy developments on digital education and innovation.

EUN activities related to **knowledge building and policy development** have also confirmed the importance to be given to strategic areas such as:

● Digital formative assessment (DFA) training material and guidance supporting a systemic approach (different material designed for teachers, school leaders, students, parents and policy makers respectively) will be finalised and (randomly) tested in field trials under the Assess@Learning policy experimentation. The conditions for successful adoption of DFA will be identified as results of the experimentation. More generally, issues related to the use of digital assessment will also be investigated in parallel (data privacy, data ownership, cooperation with private companies offering digital assessment solutions, etc.).

● Teachers' professional development will be supported in particular in two areas: the pedagogical use of ICT through the creation of content for online teacher training on the topic (via the SRSP Greece phase 2 project) and the development of an induction framework for beginning teachers promoting the vision of the teacher as a learner during

the entire career, and investigating diverse types and modalities of support (mentors, professional learning communities, co-teaching, etc.) for newly qualified teachers at individual, social and professional levels (SRSP Flanders).

● School leadership (in particular, distributed and transformational leadership) activities will continue to be developed to create and test new training content for school leaders. The L2C (Learning Leadership for Change) project's results will help design parts of the training to support school principals in the implementation of induction for beginning teachers (and monitoring approaches associated with it) through the SRSP Induction Flanders project. Such focus on school leadership will more generally support the comprehensive and successful implementation of innovative teaching and learning processes.

● Secondary analysis of specific TALIS 2018 data will be made available with a focus on the EU Member States only, for what concerns fostering teacher collaboration to improve professionalism and the use they make of feedback.

2. SUPPORTING INNOVATIVE TEACHING AND LEARNING

EUN will continue to position itself as the key organisation in Europe concerned with **innovative practices for teaching and learning, and reflecting on the school of the future**. The strategic development of the Future Classroom Lab (FCL) will be organised around the following dimensions:

● The continuation of the Future Classroom Ambassadors initiative with the support of those Ministries involved and its promotion to other Ministries. This will build on the findings reported in the recent publication that describes the achievement of the FCL Ambassador network after five years. Based on this experience and with the aim to enhance the activities of the network, EUN proposes an action plan for 2021. It consists of strengthening the dissemination of EUN projects and results through the network, supporting the development of new innovative learning labs and spaces, and focusing on the needs of the teachers due to the COVID-19 impact on school education.

● Encouraging creation of learning labs as well as adaptation of learning environments, in particular through the relaunched and renewed Network of Innovative Learning Labs and Spaces and the activities carried out within the Novigado project (e.g. creation of guidelines for schools in learning space innovation), as well as the further promotion of the guidelines to create makerspaces by the ICWG. MoE will be invited to translate the guidelines into their own language.

● Continuing the FCL communication strategy with timely messages and information to the target audiences: Ministries of Education, EdTech companies, ITE organisations, teachers and school leaders, etc.

● Continuing to develop the Future Classroom Validation Service to support ICT companies, start-ups, and research projects interested in evaluating ICT solutions by carrying out school pilots. This FCL fee-based service is based on EUN's extensive experience in running small and large-scale school pilots in EC-funded projects, and on research carried out in the Living Schools Lab project.

● Revising the FCL programme of training courses, considering the specific needs arisen from the COVID-19 crisis as well as investing in online learning opportunities. The FCL training programme will also consider the requirements and funding rules by the Erasmus+ successor programme to be able to host participants receiving Key Action 1 funding. The team will explore the

opportunities to strengthen the offer of online training until organising physical events will be possible again.

● The research agenda supposed to be started in 2020 but put on hold because of the COVID-19 pressure on FCL related initiatives in countries, will be adjusted and launched as soon as the sanitary situation makes it possible. A possible focus on the FCL in a remote or blended environment might be discussed and if there is an interest at country level, integrated into the revision of the research programme in 2021. The programme will be developed and articulated in cooperation with countries that have adopted/implemented the FCL model.

● Integrating activities from the Novigado project (Erasmust+ Key Action 2) to the FCL ecosystem including developing an active online community for schools, a scenario building tool, and a MOOC on active learning.

● The FCL aims to expand its engagement with emerging trends/technologies which may impact teaching and learning over the next 5 years. In that context, the IMPACT EdTech project is providing insights regarding the EdTech sector (as EdTech start-ups will be supported in further developing and validating innovative education solutions). The project published in 2020 a special call for EdTech solutions for supporting teachers in dealing with remote and blended teaching and learning. It is expected that by accelerating the most promising solutions in the field, teachers and students will have more tailored tools for securing the continuity and quality of their teaching and learning.

● Continue scaling up the EU Code Week and working to make it more relevant for schools in Europe with the support of the Commission and in collaboration with the Ministries of Education.

● Building on the very positive experience of the first School Innovation Forum in 2019, EUN will organise the second edition, in spring 2021, of this public-private sector networking event with a further improved approach and model.

● Exploring further opportunities to cooperate with Initial Teacher Education (ITE) organisations, for example funded by the Erasmus+ successor programme or the COST programme.

● 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.

● Supporting the development of the new H2020 project "Mentoring for School Improvement" (MenSI) where 120 schools from 6 countries will participate in exploring effective mentoring models to advance whole-school digital innovation. In each cluster of schools, more advanced institutes will be encouraged and supported in the process of mentoring other centres. The MenSI project will strengthen peer learning and mentoring among schools and teachers, nationally and across borders, hence animating the FCL extended community.

3. DIGITAL CITIZENSHIP

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 children and young people.

With new political priorities taking shape at European level, children's rights in a digital world continue to figure prominently on the European Commission agenda. To give one recent example, the Digital Education Action Plan highlights 2 strategic priorities and activity lines which fit directly into EUN's digital citizenship remit, in particular "the need to enhance digital skills and competences for the digital transformation, which requires:

- Basic digital skills and competences from an early age.

a) Digital literacy, including fighting disinformation.

b) Computing education.

c) Good knowledge and understanding of data-intensive technologies, such as artificial intelligence.

- Advanced digital skills which produce more digital specialists and also ensure that girls and young women are equally represented in digital studies and careers."

Complementary to this initiative, the Commission also announced its upcoming European Democracy Action Plan which will cover, among other things, advanced support to education for active citizenship in a digital environment.

Within this context, the EC-funded Better Internet for Kids (BIK) initiative will continue to constitute a major building block of the digital citizenship activities developed by EUN and its Ministries, with a new core service platform Call for Tender being published by early 2021 at the very latest. This will give EUN the opportunity to extend this strategic activity line in the future, alongside a range of other new and ongoing projects and initiatives on digital literacy and online safety, such as:

- **KID_ACTIONS** [New] aims to address cyberbullying among children and adolescents through interactive education and gamification within formal and non-formal learning settings at the EU level. It will support teachers, educators, and youth workers in fostering effectiveness and efficiency in education about risks and effects of cyberbullying, raise awareness among secondary school students and youth centres, and encourage reporting by victims and bystanders.

- **The School of Social Networks** [Continued] offers a wide set of materials to educate children in elementary school on how to use social media safely and responsibly, while

letting them interact and experiment with chatbots in a fun, safe, and pedagogical online environment.

● In 2020, **the SELMA Toolkit** [Continued] on online hate speech has been newly translated/localised into Polish, Portuguese, and Finnish, and outreach efforts will continue along these lines with the aim of making SELMA available across EU countries/languages.

● **The eSafety Label** initiative [Continued] continues to support schools in shaping a culture of safe and responsible use of digital technology amongst pupils, teachers, and other school staff, by providing assistance on aspects ranging from infrastructure to policy and practice.

● **The CORE** and **ySkills H2020** projects [Continued] are establishing a better evidence-base in regard to the impact of technological transformations on children and youth while ensuring the emerging knowledge informs education policy making and actions.

Alongside the digital literacy and online safety pillar, EUN will equally continue to strengthen its activities on digital skills for jobs, as this line of work got a major boost in 2020 with a number of prestigious project and platform currently in development:

● **The European Digital Skills and Jobs Platform** [Continued] should become the one-stop-shop for Digital Skills and Jobs in Europe. It will provide a single point of access on digital skills for anyone interested in digital skills training offers/traineeships, good practices, skills intelligence/data, training resources, funding opportunities, news and events while facilitating interactions between the National Coalitions and the wider community of students, employees, unemployed, enterprises, SMEs, universities and other education providers, policy makers, digital innovation hubs, cyber security centres and others interested in digital skills across the EU.

● **The European Digital Academy** / **Digital SkillUp** [Continued] will further support the development, reskilling, and upskilling of digital competences of European citizens and SMEs, especially with regard to emerging technologies, with a special focus on the digital skills of citizens and SMEs, through a range of highly engaging courses on specific emerging technologies as well as a catalogue of relevant online courses from different providers.

● Peer learning activities in **Entrepreneurship Education** and in **Women Entrepreneurship**.

EUN will continue developing activities in all these areas and will investigate additional opportunities offered by future calls at the level of the various programmes of the Commission. In 2021, EUN will also organise again its annual FCL course on digital skills, literacy, and citizenship, bringing this varied mix of digital citizenship activity lines together in an introductory course.
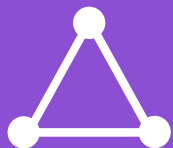
4. SUPPORTING SCHOOL PARTNERSHIPS AND NETWORKS

As a leading organisation in providing services to schools in Europe, EUN is active in **supporting school partnerships and networks**. EUN has operated eTwinning, the community for schools in Europe since its creation in 2005, and the connected platform, School Education Gateway, since 2014.

In 2020 a Call for Tenders was launched by the European Commission for the provision of a "platform and other services to support school education and of central support services for eTwinning 2021". EUN participated and has been awarded with a two-year contract (renewable until 2024), which will start in January 2021. The new contract has important novelties:

1. eTwinning, the School Education Gateway, the Teacher Academy, and all the other tools currently present will be organised under a 'unified platform' to guarantee a single entry-point for end-users and to avoid duplication of content and features. The new platform will be launched in 2022.

2. The technical infrastructure, so far managed by EUN, will be run by another organisation. EUN will continue overseeing its technical specifications, monitoring, and validation.

3. All the content, professional development activities, coordination with national support services, community elements, and networking features will remain under the EUN's responsibility.

The year 2021 will see a transition between the current format, which will remain mostly unaltered, and the new one, to be launched in 2022. All the activities where users are successfully participating will be kept and the theme of the year will be dedicated to 'Media Literacy and disinformation', with a range of activities, campaigns, news, interviews, and projects to be developed around this key topic. The participation of Teacher Training Institutions will be turned into a permanent strand called 'eTwinning for Future Teachers'. Professional Development and networking will continue engaging thousands of teachers across the continent, with a strong focus on online and blended education – a timely and essential contribution even more important in this period. In addition to the yearly theme, priorities such as active citizenship,
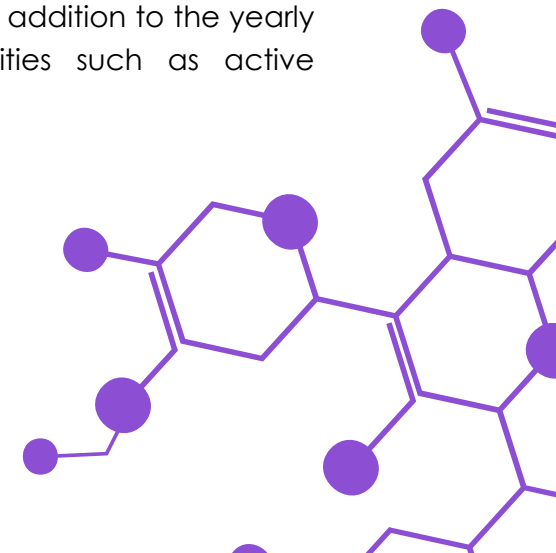
early school, and VET education will blossom even more, with a renewed attention to rural areas.

The School Education Gateway will continue also in 2021 to provide stakeholders with information on European-level actions and initiatives for schools through articles, good practices, teaching materials, video interviews, surveys, and more. The platform also includes Teacher Academy that offers online courses and three Erasmus+ tools to support schools with Erasmus+ applications and projects. eTwinning and School Education Gateway, with all their services, will continue to represent an important component of EUN activities in 2021.

5. ADDRESSING STEM EDUCATION CHALLENGES

Science, Technology, Engineering and Mathematics (STEM) education challenges are 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.

The STEM activities at EUN will progress addressing five strategic areas:

1. STEM approaches (working on the teaching of STEM in an integrated way);

2. Exploratory actions (following up on different topics like citizen science, space education, etc.);

3. Sustainability Education projects (e.g. on Ocean Literacy, Forestation and Climate change);

4. Emerging Technologies (e.g. on Educational Technologies and Augmented Reality in Education) and

5. Pilot projects (e.g. integrating aerospace or nature-based solutions in education).

Scientix 4 started in January 2020 and will continue to benefit from the advice and support of the Ministries of Education STEM representatives Working Group (MoEs STEM WG) that was created immediately after the 2015 Eminent conference in Barcelona. More particularly, in 2021, Scientix 4 will a) continue to provide information and support on all STEM actions in Europe through its portal, b) professional development activities for teachers, c) the involvement of Ministries of Education, National Contact Points and Scientix Ambassadors, and d) the organisation of Scientix Projects Online Workshops. The fourth Scientix conference, originally planned for 2021, will be moved to 2022. Furthermore, Scientix 4 will test the setting up of STEM European partnerships at national level. These partnerships will develop new approaches for creative and innovative science, technology, engineering, and maths teaching and learning opportunities, connected to existing national practices. These new approaches would be tested in all countries in Europe, with the support of various learning labs established in some countries. The conditions for large scale deployment of these approaches will also be investigated. Finally, the results will be shared between this European network of STEM European partners.

In 2021, we will continue with the STEM Alliance activities (with the support of major industry partners) aiming at more concrete actions such as Policy Hacks, like the one organised in 2020, competitions for teachers, and online webinars. Within the STEM Alliance initiative, Industry and Ministries of Education will

continue 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.

In 2021 the priority will be to expand the Sustainability Education projects area, working on Climate change and environmental education proposals, as well as continue with the current projects on Ocean Literacy (EU4Ocean) and Forestation (LifeTerra).

At a whole-school level, the STEM School Label will continue offering the self-assessment tool as well as action plans and ecosystem of resources and support for schools to improve their STEM strategies, now within the umbrella of Scientix. At teacher and student levels, the STE(A)M IT project will continue working on the first Integrated STEM framework (following the publication of the STE(A)M IT state of play and the Online MOOCs for teachers on integrated STEM teaching). Other STEM projects (like AmgenTeach, BRITEC, TIWI, etc.) will continue to support the STEM agenda.
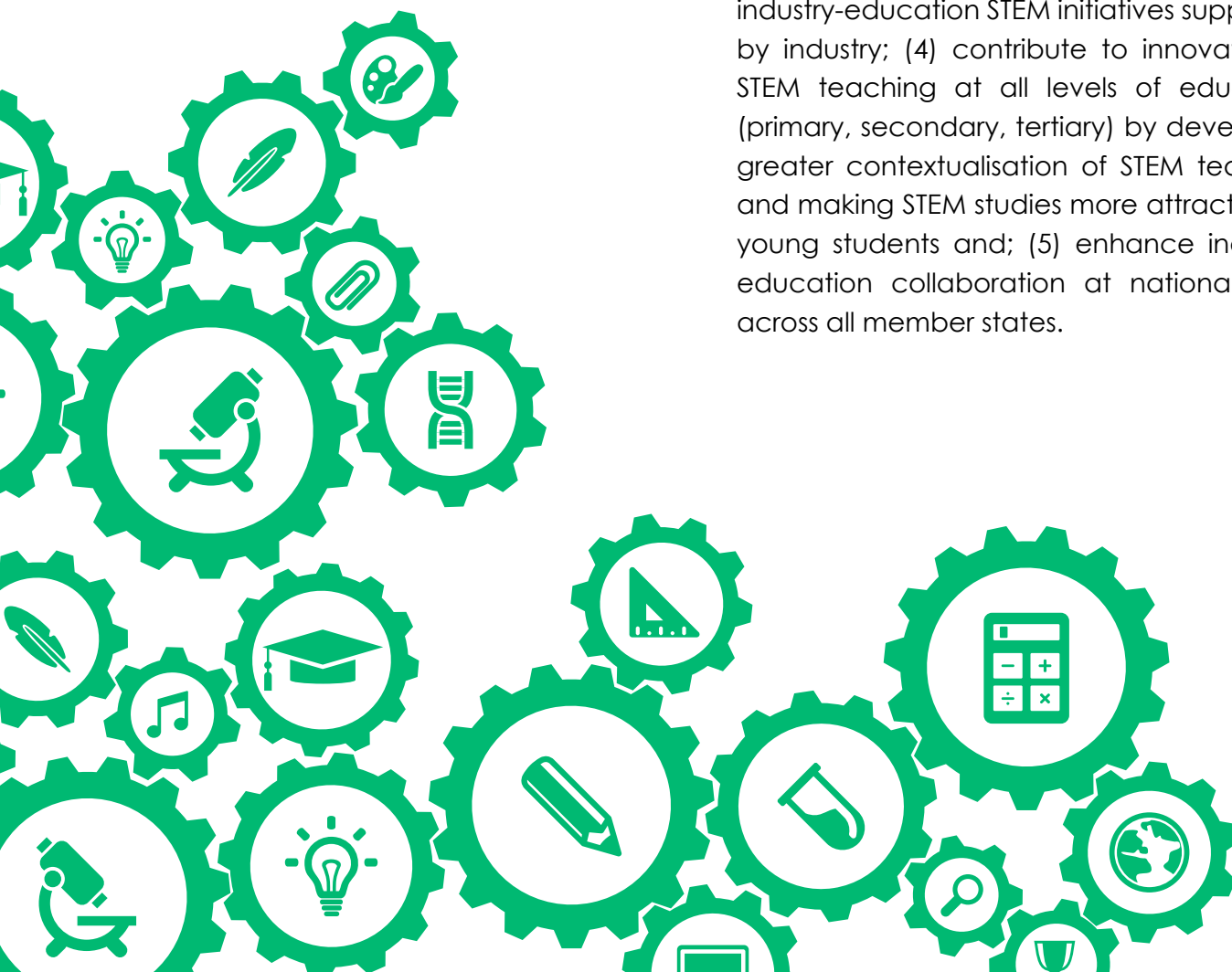
6. SPECIAL ACTIONS IN RESPONSE TO THE COVID-19 OUTBREAK

The crisis generated by the spread of COVID-19 has arguably, due to necessity rather than choice, led to more technology-supported changes in schools in the recent period. Throughout Europe, ministries of education have rapidly put in place measures linked to the closure of schools and launched a range of emergency remote teaching initiatives to support school leaders, teachers, parents and, of course, young people in this exceptional period. European Schoolnet has supported its ministries members, as well as the school community in that context.

In 2021, the following actions will be implemented following the decision taken by ministries at the Steering Committee of 10 June 2020:

● Collecting the lessons learnt at country level comprising mainly: (1) collecting the most important and relevant publications, studies, and research at country and European levels, linked to the COVID-19 crisis and post COVID-19 reflections related to schools/new schooling models; (2) organising a series of webinars on the lessons learnt from the crisis webinars to support exchange between ministries.

● Analysing the relevance of offering a capacity-building programme for teachers, heads of schools, and trainers. This will be done in the light of the analysis of the survey launched in October 2020 whose aim is to collect the feedback of practitioners to better identify what went well, which difficulties have been encountered, and which recommendations they may express.

● Reflecting on future scenarios harnessing the added value of technology in learning environments. However, defining future scenarios regarding future school models is an exercise which may be not necessarily fully meaningful and relevant. The way each education system is organised will heavily condition the type of scenarios to be considered and implemented at national level. It is why it will be proposed to work on the added value of technology in learning environments. This could be in a second stage better integrated in the schooling models that education systems will develop depending on their respective vision and contexts.

- Defining additional actions based on the results of the international survey on teachers' practices and use of educational technologies during the COVID-19 pandemic launched under Scientix. This investigation is part of the Scientix Observatory, which aims to help the development and dissemination of different science education projects and document good practices in various aspects of STEM education. The questionnaire, which is available in 24 languages, has been translated thanks to Scientix and the Amgen Foundation as part of the Amgen Teach project. The survey, which will remain open until the end of October, is also supported by the STEM Alliance, and can be found here.

- Providing to our network of ministries of education a platform of exchange and developing regular exchanges with ministries for documenting and populating such a platform.

SUBCOMMITTEES AND WORKING GROUPS

In 2021, European Schoolnet will continue to rely on the work developed by its LRE subcommittee and its 4 working groups. The ICWG, the Digital Citizenship WG and the Ministries of Education STEM WG and the rural and small school IG address directly priorities underlined in the Digital Education Action plan.

The LRE Subcommittee has reviewed its strategy and priorities and in 2020 LRE members aim to continue to develop closer synergies with EdReNe by co-organising face-to-face meetings and webinars. Moreover, the LRE subcommittee will continue developing one or two whitepapers in 2021 (topic still to be validated).

EUN's Working Groups will continue their activities:

● **The Interactive Classroom WG (ICWG)** will focus in 2021 on digital educational technologies for schools, with the aim to foster an engaging and inclusive education in the post-COVID-19 world. All European countries experienced, during the pandemic and the associated school closure, how digital learning, while it certainly helped to secure a level of continuity in the students' learning, did not stand up to expectations. This period confirmed on one hand the importance of equipping schools and families with adequate IT infrastructures and educational technologies, but on the other hand challenged the concept of digital learning and the associated risk to bring on with it a rather traditional form of education. More importantly, the crisis accentuated the disparities of technological and digital means accessible to each child, school, and household, making it even more urgent to act on this matter. Finally, the need to provide quality education to children with special education needs and disabilities, was also taken into serious consideration by the Working Group members. The ICWG will therefore take stock of what was experienced during the crisis, draw lessons learnt and guidelines for a more effective use of technology in remote, blended, and face-to-face learning modalities, and focus particularly on the accessibility and inclusivity of a high-quality education to all, in each of the three scenarios.

● **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 limited information on STEM careers; organising the 2021 STEM Discovery Campaign; actions to improve sustainability education; follow-up actions to address the results from the survey on challenges faced by the educational sector during the current COVID-19 crisis, in STEM in particular; organising the third workshop on Integrated STEM teaching and organising STEM actions at national level supported by Scientix. The MoE STEM WG will continue providing a platform for Ministries of Education to share their expertise and support each other in any weaker areas. In 2021, the Working Group will concentrate on strengthening the STEM education agenda in all EUN activities, and in particular, the development of the First Integrated STEM framework.

● **The Indicators in Education WG** - In 2021, the WG will continue to share and discuss the recent surveys run in countries and their findings (several are expected to deliver their results end of 2020/early 2021 and include questions about the COVID-19 impact on schools and teaching. The second level analysis of the TALIS 2018 data (OECD report and database published in 2019), with a focus on the EU Member States, will look at teacher collaboration to improve professionalism and the use they make of feedback.

● **The Digital Citizenship WG** will continue to steer and advise the entire digital citizenship pillar of EUN's activities. In 2021, 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 digital skills and media literacy, critical thinking, and civic participation.

● **The Digital Assessment Interest Group** - In close consultation with Kennisnet and Eric Welp, at the origin of the idea of such an interest group, we have agreed to suspend the launching of the webinars programme planned as it coincided with the start of the schools lockdown for many EU countries in March 2020. The launch of the webinars programme will be reconsidered once the sanitary crisis will put less pressure on schools and education systems.

● **The Small & Rural Interest Group** is composed of 12 countries (CZ, EL, ES, HU, HR, IT, MT, PL, RS, SE, SK, TR). The Small and Rural Schools interest group has defined its remit as follows: (1) focus on collecting experience from small and rural schools (via potential case studies), (2) support small and rural schools via the potential elaboration of toolkits, (3) organise a capacity building programme (via a potential MOOC) and offer an open community of practice for all practitioners working in small and rural schools. In 2021, the activity will focus on the development of two case studies per country.
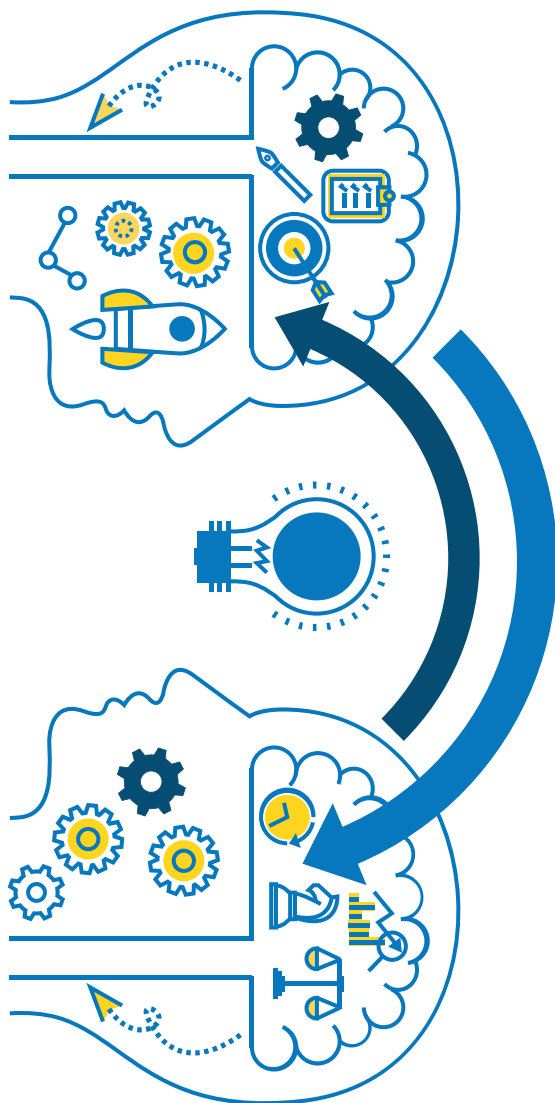
Depending on the situation linked to COVID-19, there might be a third visit part of the study visit programme (first study visit organised by Sweden and Norway on 31 May - 1 June 2018 on computational thinking and second visit organised by Denmark on 26-28 November 2018 on digital assessment) on a topic 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 dedicated 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.

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, supplementing in this way 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 2021, notably with the European Commission, regional authorities, foundations, and industry. Outside Europe, EUN will continue to exchange with networks such as CoSN, Keris, Education Services Australia, RELPE in South America, Global Learning Portal in Africa, GOLA, and the South East Asian Ministries of Education Organisation (SEAMEO).

Dialogue with the industry bodies (ERT, the EeSA, FEP, EFPIA) will help define a new business model as well as cooperation with individual companies such as: Acer, Airbus Foundation, Apple,

Aver, Cisco, CloudWise, Dassault Systèmes, DELL EMC, DragOnSlide, DJI, Ecophon, Esri, Facebook, Google for Education, Gratnells, GSMA, Hey!Education, HP, Iris Connect, Leba Innovation, Lego Education, Liberty Global, Makeblock, Matatalab, Matific, Microsoft, Nureva, Oracle, Oyoty, Konica Minolta, PASCO, Promethean, RM, SCM Secure, SMART Technologies, Steelcase,

Teléfonica Educatión Digital, TES, Texas Instruments, 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 development of a last 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 2021. 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.

In regard to the major crisis that hits the world at present, European Schoolnet, with the ongoing support of all its members, will reinforce its role as a major Ideas Lab addressing those challenges by continuing to support teacher capacity building, strengthening its whole-school approaches to implement innovative practices, and working with others to bring about systemic change in our educational systems in Europe.

MEMBERS

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