European Schoolnet is a network of 35 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.
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We are pleased to present European Schoolnet’s Annual Report for 2019. This was yet another year which illustrated how our priorities are moving forward rapidly and responsively to match diverse and complex needs across our member countries. EUN is unique in being a crossing point for education policies and practices, with its 35 participating Ministries of Education and a full range of stakeholders investing jointly in an astonishing range of collaborative ventures geared towards enhancing quality and innovation in our schools.

One of the challenges we would like to single out at EUN is how we find the right mechanisms for mainstreaming successful innovations. Given the complexity of education systems even in single countries, the task of finding effective approaches for large scale deployment of these innovations across borders is a complex activity.

In fact, we are confronted with two rather separate realities:

- First, the reality of everyday teaching life in schools, where day-to-day practice consists generally of using textbooks, interactive documents, learning scenarios, and creating learning resources, while some of the teachers engage in cooperative activities with other teachers, notably through initiatives such as eTwinning;

- Then alongside that, we have the world of innovation, with tantalising promises springing from the potential of emerging technologies such as artificial intelligence, learning analytics, big data, cloud computing, and other developments.

Bridging these two realities poses issues of both speed and method. Somehow we have to reduce the gap that subsists between current teaching practices and the adoption of innovative new approaches in the everyday life of our schools. Teachers, schools and system leaders have a decisive and joint role in making this happen. Only teachers can judge the most appropriate innovative practices that have a positive impact on student learning. Schools and system leaders have a joint responsibility to design efficient and rapid mechanisms for achieving large-scale adoption of innovative practices and to provide the right conditions for those practices to become sustainable. European Schoolnet offers them numerous opportunities to get involved to help us progress in this.

We are also very conscious of the way artificial intelligence will impact on all areas of life and work, not just in our education systems. The era of big data will be transformational, and our education systems will have to adapt and thrive in radical new environments where we have to find answers to issues such as data privacy, digital citizenship, and social ethics. In the last decades, European Schoolnet’s agenda has widened to take such issues on board.

Systemic change will only work if the full range of actors and stakeholders are engaged in a collective effort, one which allows teachers at classroom level a full role in designing and testing innovative new approaches. Large-scale adoption of new but proven practices at grass-roots level will be the ultimate test for the ambitions we embrace in European Schoolnet. We do believe though that our stories – set out in all our Annual Reports – are good ones and also instructive for us all, whatever our interest in Europe’s schools.

Giovanni Biondi,  
Chair of European Schoolnet

Marc Durando,  
Executive Director of European Schoolnet
WHO WE ARE

EUN Partnership - European Schoolnet is a network of 35 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. We act as an interface between education policy and practice, bringing together Ministries of Education, schools, research, and industry for fruitful exchange and collaboration.

OUR MISSION AND REMIT:
Our mission is to support education stakeholders in Europe in the digital transformation of education processes. We do this by identifying and testing promising innovative teaching and learning practices, sharing evidence about their impact, and supporting their mainstreaming so as to align with 21st century standards for the education of all students.

Digital technologies are a significant focus of European Schoolnet’s work because of the critical role they play 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.

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

OUR FIVE FOCUS AREAS:
Our core activities in 2019 focused on testing, sharing evidence, and spreading innovation in five areas: **Digital Citizenship; STEM Education; Evidence for Innovation; Professional Development; and School Networking.**

This work has been supported by a number of publicly and privately funded projects, as well as by European Schoolnet’s Policy and Innovation Committee, the Learning Resource Exchange Subcommittee, and four working groups supported by Ministries of Education on indicators, digital citizenship, STEM education, and the interactive classroom. Moreover, in November 2019, European Schoolnet with its Ministries of Education decided to launch two reflection groups in the coming year: the first on small and rural schools and the second on digital assessment.

Activities have been undertaken collaboratively with our members, partners and stakeholders, and this report provides them and the wider education community with an overview of the past year’s achievements, as well as looking forward to future challenges and goals.
WHY IS DIGITAL CITIZENSHIP IMPORTANT?
The digital society confers new expectations and responsibilities on education and its major actors, school leaders, teachers and pupils, not only regarding the place and use of new technology, but also the knowledge, skills and values which come into play when the new technology is used inside and outside the classroom. This presents both challenges and opportunities. Technology can compound existing inequalities, for example, through filter bubbles, fake news, and online hate, and often there is a digital gap between school, home, and other environments. European Schoolnet is committed to equipping students, teachers and other professionals working with children and young people with the knowledge, skills and tools needed to think critically and participate actively and creatively in the digital society.

OUR WORK TO DATE:
Since 2006, European Schoolnet has been a key player in addressing the responsible use of the internet and mobile technologies, with a particular focus on eSafety in schools, while also coordinating the Insafe network of Safer Internet Centres (SICs) under a series of Safer Internet Programmes.

Faced with the challenge of ensuring that young European pupils are effectively prepared for living and thriving safely in a digitalised society, European Schoolnet, together with Ministries of Education and industry partners, created in 2012 the eSafety Label which continues to be successfully used today – a European-wide accreditation and support service through which schools can review their own eSafety infrastructure, policy, and practices. As part of the eSafety Label+ project which started in 2017, a range of new eSafety Champion materials have been created with full teacher participation, with an eSafety Label+ MOOC (Massive Open Online Course) taking place in October 2019 and a final project conference in November 2019.

Since 2014, under the Connecting Europe Facility (CEF), European Schoolnet has developed and continues to maintain – on behalf of the European Commission – a Better Internet for Kids (BIK) platform that aims to give children and young people the digital skills and tools they need to fully and safely benefit from being online. Among many other activities and campaigns, the 16th annual edition of Safer Internet Day (SID) took place in February 2019 with a campaign slogan of “Together for a better internet” and was celebrated in over 150 countries. Meanwhile, the 2019 Safer Internet Forum (SIF) brought more than 270 stakeholders from 40 countries to Brussels in November 2019 to discuss how to move away from online violence to digital respect.

In addition to these multi-stakeholder initiatives, European Schoolnet continued running a range of other projects, such as the SELMA project on online hate speech and Social Media Literacy 4 Change, which empower teachers and young people to become agents of change, giving them tools and strategies to act and make a difference.
For many years now, European Schoolnet has focused on the development of digital skills. In previous years, the network has contributed to the eSkills Weeks and campaigns to raise awareness of the need for citizens to improve their digital skills for work, and to the Grand Coalition for Digital Jobs and the subsequent Digital Skills and Jobs Coalition which takes action to tackle the lack of digital skills in Europe. In 2019, European Schoolnet continued to develop its work on digital and entrepreneurial skills, for instance through involvement in the ST Bank project, developing educational resources to boost students’ entrepreneurial skills and motivation, and EE-WE (Entrepreneurship Education and Women Entrepreneurship), for which it animated a set of online peer-learning activities among policymakers and experts in entrepreneurship education.

GOING FORWARD:
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.

Various Digital Citizenship courses have been run by the European Schoolnet Academy as well as the annual face-to-face Digital Citizenship for the Future Classroom Lab course, on topics such as media and digital literacy, cyberbullying, online relationships and sexting, hate speech and radicalisation. Most notably, the Social Media Literacy 4 Change MOOC explored new and innovative ground in the way in which it was co-created with teachers. The Games in School MOOC proved particularly popular, with over 4,000 teachers registering to participate.

In 2019, the Digital Citizenship Working Group had its second year of activity, with a focus on possible synergies with the ongoing work of the Council of Europe on Digital Citizenship Education. The Council of Europe presented its conceptual model and domains for Digital Citizenship, while also exploring ongoing policy work. The SELMA Toolkit which includes a whole variety of concrete strategies and resources for addressing online hate speech in a school environment. The Working Group also received from its Council of Europe representative an overview of means of ensuring a comprehensive approach to combat online hate speech, including legislative and administrative measures; self-regulation; support to victims; and education and awareness-raising measures, including the use of counter speech.
## OUR DIGITAL CITIZENSHIP PROJECTS IN 2019

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Better Internet for Kids</strong></td>
<td>The BIK portal provides a central point of access for information, guidance and resources on better internet issues, acting as a signposting service to Safer Internet Centres across Europe and other stakeholder content for the general public.</td>
<td><a href="http://www.betterinternetforkids.eu">www.betterinternetforkids.eu</a></td>
</tr>
<tr>
<td><strong>eSafety Label+</strong></td>
<td>The eSafety Label+ project furthers the work of the eSafety Label by mobilising and fostering the exchange of knowledge and best practices among a wide community of European teachers, heads of schools, IT advisors, IT counsellors, and other school actors, to better equip schools for a safe and responsible digital future.</td>
<td><a href="http://www.esafetylabel.eu">www.esafetylabel.eu</a></td>
</tr>
<tr>
<td><strong>European Entrepreneurship Education NETwork</strong> (EE-HUB)</td>
<td>The European Entrepreneurship Education NETwork (EE-HUB) is a focal point for entrepreneurship education in Europe bringing together organisations and individuals from both the public and private sectors with strong records of accomplishment in entrepreneurship education at regional, national and European level.</td>
<td><a href="http://www.ee-hub.eu/peer-learning.html">www.ee-hub.eu/peer-learning.html</a></td>
</tr>
<tr>
<td><strong>Games in Schools</strong></td>
<td>The Games in Schools project explores the opportunities and challenges offered by integrating games into teaching and learning. The project resulted in an updated MOOC that examines games in schools and provides practical examples of gaming tools and activities.</td>
<td><a href="http://bit.ly/GIS-MOOC">http://bit.ly/GIS-MOOC</a></td>
</tr>
<tr>
<td><strong>SELMA</strong></td>
<td>The objective of the SELMA project is to promote mutual awareness, tolerance and respect, through a holistic empowerment approach which tackles online hate, most notably in schools but also in out-of-school communities.</td>
<td><a href="http://www.hackinghate.eu">www.hackinghate.eu</a></td>
</tr>
<tr>
<td><strong>Social Media Literacy for Change</strong></td>
<td>The Social Media Literacy for Change project aims to help teachers and school leaders develop their own tailor-made, whole-school social media literacy (SML) strategy with a view to fostering social media literacy skills in both their school and local community.</td>
<td>fcl.eun.org/sml4change</td>
</tr>
<tr>
<td><strong>Student Talent Bank</strong></td>
<td>The Student Talent Bank project aims to promote entrepreneurial education in secondary schools among teachers in order to prevent early school leaving, facilitate the transition from school to work and increase students’ engagement.</td>
<td><a href="http://www.talentbankproject.eu">www.talentbankproject.eu</a></td>
</tr>
</tbody>
</table>
WHY IS STEM EDUCATION IMPORTANT?
The lack of young people choosing STEM studies and careers continues to be a major challenge facing Europe. Education can play a major role in partnership with business and other stakeholders to help increase interest in STEM studies and occupations. The need to foster STEM talent in young people so they can become the much-needed STEM professionals of tomorrow continues to be a top priority for European Schoolnet. Furthermore, STEM disciplines continue to be taught in an isolated way. Initiatives that promote interdisciplinary teaching, collaboration and whole-school approaches in STEM education are a priority for the coming years.

OUR WORK TO DATE:
In 2019, European Schoolnet continued to lead the two strategic STEM education initiatives: the STEM Alliance and Scientix.

The STEM Alliance, supported by 14 major industry and private partners, aims to strengthen links between STEM education and careers. During 2019, the STEM Alliance organised the 2nd STEM High Level event in collaboration with Scientix and the SYSTEMIC project. The event took place on 21-22 March 2019 in Malta and featured numerous parallel sessions and thought-provoking panel discussions to provide insights and networking opportunities for all STEM stakeholders and to share innovative practices in STEM education and career development.

Supported by the Commission under the Science with and for Society programme, the Scientix 3 contract ended in 2019 (with Scientix 4 starting in 2020). Scientix 3 brought about many significant changes and improvements such as the portal being translated into 24 languages or the spectacular annual STEM Discovery Week campaign. The constant growth of the platform resulted in increased numbers of events, social media followers, and awareness levels achieved by Scientix over the last three years.

Furthermore, in 2019 European Schoolnet launched the STEM School Label portal. The objective here is to guide schools in increasing young Europeans’ interest and skills in STEM subjects and to provide schools with the necessary tools to engage their students, teachers and other actors in STEM-related activities by developing an appropriate overarching STEM strategy.

GOING FORWARD:
In the middle and latter parts of 2019, four projects got underway which will open up new areas of work in STEM education for years to come:

- The STE(A)M IT project aims to (1) create and test a conceptual framework of reference for integrated STE(A)M education (Science, Technology, Engineering, Arts and Mathematics);
(2) develop a capacity-building programme for primary schools teachers and secondary STEM teachers, based on this framework, with a particular focus on the contextualisation of STEM teaching, especially through industry-education cooperation, and (3) further ensure the contextualisation of integrated STEM teaching by establishing a network of guidance counsellors/career advisors in schools promoting the attractiveness of STEM jobs to their classes.

- The 3Rs project is building learning activities for secondary schools to introduce the principles of the 3Rs: the Replacement, Reduction and Refinement of animal experiments. Students will develop their critical thinking and science literacy skills by exploring topics such as ethics in science, how the European Union is protecting the welfare of laboratory animals, and what high-tech non-animal tools are available as alternatives. The learning activities will be available for teachers in a Massive Open Online Course to run in the European Schoolnet Academy. This is the first of a series of “small” pilot projects that will be a core area of work in 2020.

- Impact EdTech and ARETE (Augmented Reality Interactive Educational System) are offering new opportunities for European Schoolnet to work on emerging technologies. In particular, Impact EdTech will support 42 promising EdTech prototypes from digital learning disruptors by validating and testing their educational solutions using business and education mentorship and expertise so as to prepare promising solutions to reach the market; while ARETE will build a Europe-wide competitive ecosystem that supports fast dissemination of augmented learning content. ARETE will focus on three pilot studies in STEM, English literacy skills, and positive behaviour intervention.
COMMITTEES AND WORKING GROUPS
The Ministries of Education Science, Technology, Engineering and Mathematics (STEM) representatives Working Group is a platform for discussion and exchange amongst Ministries about their STEM education policies. The overall objective is to help lay the foundations for medium and long-term strategies and activities between Ministries of Education and European Schoolnet in STEM education, especially within the Scientix project, pursuing an agenda that tackles the Ministries’ main interests and priorities.

Our STEM Education Projects in 2019

The 3Rs project aims to build learning activities to teach secondary school students on whether we can conduct research without animals and respecting the 3Rs legislation (Replacement, Reduction and Refinement) for laboratory animal experimentation.

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

ARETE aims to develop, integrate and disseminate interactive technology via Augmented Reality methods and tools for the creation and inter-connection of existing digital systems and to build a pan-European competitive ecosystem that supports fast dissemination of augmented learning content to a wide audience.

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

BRITEC (Bringing Research Into The Classroom) will build a community of schools and researchers which will co-design and pilot a set of citizen science activities in schools, develop of a toolkit for teachers for successfully bringing research into the classroom and a Massive Open Online Course on contextualising STEM teaching by engaging pupils in CS activities.

Coordinated by European Schoolnet, the working group comprises representatives from 23 Ministries of Education in 22 countries. During 2019, the Working Group contributed to the 2019 STEM High Level Event (Malta 21-22 March 2019) and the Sharing Inspiration 2019: The Power of Realization conference (Brussels, 28 March 2019). Furthermore, in their role as Scientix National Contact Points, they organised almost 100 STEM activities for teachers and students, reaching over 7,000 teachers and around 80,000 students.
**OUR STEM EDUCATION PROJECTS IN 2019**

**IMPACT EdTech** is to establish a start-up incubator-accelerator to help European digital education innovators to bring their digital learning solutions into the market, focusing on those solutions that can contribute to extend personalised and inclusive educational models that support the development of the skills that are relevant in today's world. [www.impactedtech.eu](http://www.impactedtech.eu)

**Next-Lab** focuses on introducing inquiry-based science education (IBSE) and promoting innovative and interactive teaching methods in primary and secondary schools. [nextlab.golabz.eu](http://nextlab.golabz.eu)

**Scientix 3** promotes and supports a Europe-wide collaboration among STEM (science, technology, engineering and mathematics) teachers, education researchers, policymakers and other STEM education professionals. [www.scientix.eu](http://www.scientix.eu)

Under the **SOS-ACT** project, European Schoolnet developed two training programmes: a STEM Training programme and a Coding Training programme. These training programmes can be used for teacher trainings either in their totality or using only certain parts.

The **spaceEU** project implements an exciting Space Outreach and Education programme to capture the interest of young people in STEAM fields and encourage them to choose space-related careers. It inspires and broadens young people's minds, develops a sense of European and global citizenship and builds long-term partnerships between people from different cultural backgrounds and countries.

The **STEM Alliance** brings together industries, Ministries of Education and education stakeholders to anticipate future skill gaps and promote STEM education and careers among young Europeans. [www.stemalliance.eu](http://www.stemalliance.eu)

**STE(A)M IT** - An interdisciplinary STEM approach connected to all around us, will produce the first European integrated STE(A)M framework, and aims to get students to see the interest of STEM degrees and careers, and show the key role that STEM plays in improving our lives.

The **STEM School Label** aims at developing an online self-assessment tool for schools which will identify required areas of development and provide training and resources for applicant schools to improve their STEM activities. [www.stemschoollabel.eu](http://www.stemschoollabel.eu)

**STIM** (Schools Tune Into Mars) project aims to improve effective and quality teaching of mathematics, science, engineering and technology (STEM) disciplines at secondary level and to increase young Europeans' knowledge, skills and interest in STEM education.

**SYSTEMIC** aims to increase young Europeans' interest in Science, Technology, Engineering and Mathematics education and careers and to provide teachers with the appropriate pedagogical tools to teach STEM topics in a different and more engaging way. [systemic.eun.org](http://systemic.eun.org)

**TIWI** (Teaching ICT with Inquiry) will provide teachers with tools and skills in order to enable them, with the help of inquiry-based approaches to teach coding - the digital language spoken by ICT tools in STEM classes.
WHY IS EVIDENCE FOR INNOVATION IMPORTANT?
European Schoolnet has a primary concern for providing evidence from research in the area of innovation in education. In particular, it gathers data through pilot and experimental studies and projects. By doing so, European Schoolnet aims to offer EU, national, and local policymakers recommendations for solidly based policies that can enforce the shared commitment to supporting innovative education which improves student learning. European Schoolnet encourages all its stakeholders to cooperate in order to mainstream effective teaching and learning practice aligned with 21st century standards and expectations.

OUR WORK TO DATE:
In line with the aim of prioritising solid and reliable approaches, European Schoolnet has developed a particular interest in European policy experimentations under the Erasmus+ Programme, thanks to implementing a rigorous methodology of field trials comparing randomised test and control groups.

MENTEP was a policy experimentation funded by the European Commission (Key Action 3 of the Erasmus+ programme) and coordinated by European Schoolnet. While the project is now formally over, outcomes of the experimentation are still being used by educational practitioners. The TET-SAT tool (an online self-assessment tool - available in 18 languages - that helps teachers assess and develop their digital pedagogical competence) continues to be hosted and maintained by European Schoolnet. In total, more than 25,000 teachers used TET-SAT and almost 21,000 also completed it. Via the new Policy Maker Dashboard, policymakers can access aggregated anonymised data illustrating teachers’ TET-SAT results in their country. European Schoolnet is managing access to this dashboard.

GOING FORWARD:
TeachUP (Teacher Upskilling) is a policy experimentation which tests two different instructional design approaches in Initial Teacher Education (ITE) and Continuous Professional Development (CPD) by delivering online courses on new teacher competences in four areas: formative assessment, personalised learning, collaborative learning, and creative thinking.

The central aim is to measure the impact of personalised support on participation and retention rates in online courses. It also looks at other aspects such as the challenge of training a massive number of teachers on new competences, and how peer and expert assessment are differently valued by online course participants.

2019 was a key year in implementing Teach-UP. The field trials were concluded and the analysis of results started. Preliminary initial results were discussed in late 2019 at the Country Dialogue Labs, which consolidated these dialogue platforms. The full results are due to be presented at the final TeachUP conference in May 2020.

Assess@Learning is a policy experimentation to support teachers, educators, students and their families, as well as school leaders and policy makers, in adopting digital formative assessment (DFA) practices by means of an online systemic toolkit. The toolkit will be developed by the project partners and tested in randomised controlled trials in lower secondary classrooms in five countries (Spain, Portugal, Estonia, Greece, Finland). The objective is to identify the impact of the toolkit on schools’ and teachers’ adoption and implementation of DFA. The project will also investigate, based on a qualitative approach, the impact of DFA on students’ experience of learning.

In 2019, the Assess@Learning project finalised a literature review on the state of the art of DFA, prepared the launch of the online platform, and developed the content for the online toolkit, namely a collection of DFA teaching scenarios, case studies and awareness raising packages for teachers, students, parents, headteachers and policymakers. The main evidence about DFA that could inform policy making was summarised in the European Schoolnet Perspective Paper on “Deepening formative assessment practices with digital tools”. The project also developed guidelines for the students and country dialogue labs.

In addition to the policy experimentation activities, further activities were also developed in 2019:
The MOOC “Yes, I can” – Empowering Student Learning, part of the NESTT (New European Settings for Teachers and Teaching) project, was run on the European Schoolnet Academy from 21st January to 27th February 2019. More than 4,500 people registered for the course, and over 1,000 completed it.

The second European Schoolnet study visit on the topic of digital formative assessment took place on 26-28 November 2019 in Copenhagen, Denmark, with 21 participants, including policymakers, researchers and experts from European Schoolnet’s network of Ministries of Education. The visit included a visit to the Buddinge Skole, as well as presentations from Danish Ministry representatives and researchers. The topic of national digital tests more generally (both summative and formative) was also discussed. The study visit report will be soon published on the European Schoolnet website. The report of the previous 2018 study visit on computational thinking is available here.

Developing a solid Future Classroom Lab (FCL) research programme is one of the key objectives for the FCL in 2019 and 2020. To this end, European Schoolnet has been gathering available evidence from research that helps to define the conceptual framework for the programme. Whatever the specific research questions to be addressed, the alignment between the curriculum, teacher practice, and physical space will be the backbone of the research approach. Evidence from research indeed suggests that efforts to understand the impact of physical space on teaching and learning should systematically take into account teachers’ competence in using the space to best support specific practices. It also reveals the importance of school leadership attitudes, of capacity to provide the necessary diversity of learning spaces, and of flexibility in school time organisation.

Some of the evidence already available suggests many possible questions which this research programme about learning spaces could address, particularly related to participatory design issues. Just to mention a few of these questions: How does teacher training offered in FCL types of space transfer to real classroom contexts after the training? How does it impact on other teachers in the school? What arrangements should be made by the school leadership for the FCL types of space to become sustainably used whatever changes the school undergoes? How can we align space with different technologies and an evolving curriculum? How can we organise space to implement ‘augmented’ learning? How can we sustain a culture of change across the school, aligning curriculum, pedagogy, (including assessment) and the space organisation?

Work on supporting the development of digital skills in Greek compulsory education funded by the European Commission Structural Reform Support Service (SRSS) (now DG REFORM) was finally completed successfully in 2019 with a final report and a set of recommendations for future actions. Following its positive reception by both SRSS and the Greek authorities, European Schoolnet drew up a two-year phase 2 extension of the project to assist the Greek Ministry of Education, Research and Religious Affairs, which was accepted. As well as primary and lower secondary education, this phase includes pre-primary schools and upper secondary general and vocational schools. Work began in September 2019 with a kick-off meeting, desk research, an online survey, study visits and the formation of a task force of volunteer teachers and advisers to create two MOOCs.

**COMMITTEES AND WORKING GROUPS**

**The ICT@school Indicators Working Group**

The ICT@school Indicators Working Group includes 16 participating countries: Austria, Belgium (both Flemish and French speaking communities), Denmark, Estonia, Finland, France, Ireland, Italy, Malta, The Netherlands, Norway, Portugal, Slovakia, Spain, Sweden, Turkey. The European Commission is an observer, regularly invited to present the most recent developments and future plans concerning indicators for technology-enhanced education.

In 2019, the Working Group continued regular exchanges of information about current country level surveys about digital education, and discussed in particular the findings of the 2018 MICTIVO survey (Monitor for ICT Integration in Flemish Education) run in Flanders. Opportunities offered...
by the Connecting Europe Facility II programme have been discussed with representatives of DG CONNECT, as well as the kind of data on connectivity at regional level which might better inform the assessment of needs for more support. The Working Group members also had the opportunity to discuss the European Commission’s policy agenda priorities, post-2020 indicators, and ICT/PISA 2021 with a representative from the Directorate General for Education and Culture (DGEEC).

**Interactive Classroom Working Group**

The Interactive Classroom Working Group brings together nine Ministries of Education (Austria, Czech Republic, Ireland, Italy, Luxemburg, Belgium (Flanders), Portugal, Switzerland, Turkey) to explore common areas of concern, share experiences, and address policy challenges related to the integration of a wide range of technologies in classrooms and their impact on teaching and learning.

In 2019, the Working Group continued to work on Makerspaces (collaborative spaces) and prepared guidelines for makerspaces in schools including 15 case studies and videos. Results will be published on the [FCL website](#). The Group carried out one study visit to Ireland, Dublin, hosted by the Professional Development Service (PDST) in October 2019 and on the topic of interactive flexible learning spaces and innovative ways of teaching and learning. The group visited a primary school, participating in a Digital Clusters project, facilitated by PDST and a secondary school, demonstrating digital learning planning in the school to enhance teaching, learning and assessment in their ‘learning spaces’. PDST Technology in Education provided an overview of the [Digital Strategy for Schools](#) and their services for schools. The group also contributed to the European Schoolnet FCL publication [Guidelines on Building Learning Labs](#).

**Interest Group on Digital Assessment**

The potential and challenges of digital assessment is the core focus of the Interest Group on Digital Assessment (IGDA). Current development trends, country level approaches or policies, and bottlenecks faced once digital assessment is implemented in school practice will be the priorities for its discussions and possible joint actions to be taken. These bottlenecks concern issues such as trust and safety, interpretation and usability of data, exchange and ownership of data about learning, ethical issues, and infrastructure in the school. The purpose of the IGDA is to organise regular exchanges between country representatives, supported by external experts invited by group members depending on the topics and opportunities. The other strand of IGDA action is to investigate possible joint actions across countries as a way of addressing obstacles to the implementation of digital assessment in schools and education more generally. The IGDA held its first meeting in November 2019, alongside the EMINENT Conference in Warsaw.

**OUR EVIDENCE FOR INNOVATION PROJECTS IN 2019:**

- **Assess@Learning** is a European policy experimentation which aims to support the systemic uptake of Digital Formative Assessment (DFA) practices in schools. [assess@learning](#)

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

- **MENTEP** is a policy experimentation that investigates the potential of an online self-assessment tool (TET-SAT) to empower teachers to progress in their Technology-Enhanced Teaching Competence at their own pace. [mentep.eun.org](#)

- The **NESTT** (New European Settings for Teachers and Teaching) project aims to understand how students prefer to learn in formal, non-formal and informal settings, and how teachers can be trained to support their students’ learning in these various settings. [https://teacherstraining.wixsite.com/nestterasmusplus](#)

- **Teach-UP** is a policy experimentation which tests two different instructional design approaches in Initial Teacher Education and Continuous Professional Development by delivering courses on new teacher competences in four areas: teacher collaboration, personalised learning, formative assessment, and creative thinking. [teachup.eun.org](#)

- The phase II of **SRSS** aims to strengthen the evidence and recommendations further, in particular the issue of capacity building, by completing the mapping of ICT in compulsory education in Greece, and developing further the recommendations into a roadmap and a detailed action plan.
PROFESSIONAL DEVELOPMENT

WHY IS PROFESSIONAL DEVELOPMENT IMPORTANT?
Change is ever more the new constant in education, affected as it is by wider socio-economic and technological developments. Europe’s eight million teachers and school professionals need support for ongoing development of their knowledge and skills in a changing world. Schools are challenged by the shift towards transversal competences, multidisciplinary and interdisciplinary learning, new pedagogical approaches as well as increasingly technology-rich and flexible learning environments. European Schoolnet facilitates teachers’ Continuous Professional Development (CPD) across Europe in three ways: by introducing new pedagogical approaches supported by relevant digital technologies; by supporting teacher collaboration, peer-learning and exchange of practice; and by providing on-site and online training opportunities.

In its work to mainstream innovative practices in education, European Schoolnet aims to engage teachers at all levels, starting from initial teacher education, through early support for novice teachers as well as flexible ongoing professional development opportunities for teachers and school leaders throughout their careers.

OUR WORK TO DATE:
Teachers’ professional development and capacity-building are integral parts of the majority of European Schoolnet projects. A large part of the CPD activities are channelled through European Schoolnet’s two flagship initiatives, Future Classroom Lab and European Schoolnet Academy.

The Future Classroom Lab (FCL) is an inspirational learning environment in Brussels, that allows stakeholders - including policy and decision-makers, teacher trainers, industry and school staff - to explore innovative approaches and technologies, and engage in discussion on ICT, pedagogy and learning space design. FCL involves over 30 industry partners and is supported by the network of Future Classroom Lead Ambassadors representing 16 countries. This network supports the implementation of the FCL concept at national level, through training and advice to schools, dissemination, and national or local learning labs.

One of the 2019 highlights was the renovation of the FCL: this included increasing the open space area, improving the facilities to organise events and workshops, and integration of new equipment and furniture. The first edition of the School Innovation Forum took place in Brussels on 20-21 June 2019, bringing together over 90 stakeholders: national and European education policymakers, Future Classroom Lab Partners and Lead Ambassadors, teachers, student teachers, and experts. The event, co-organised with the ITELab project, addressed more specifically topics linked to the education of student teachers. Work to define the FCL research agenda kicked off with stakeholder interviews to map current research and interest for future research at national level. This led to a concrete proposal on FCL research activities for 2020 and beyond, presented in the section on evidence for innovation. Finally, European Schoolnet published practical guidelines providing step-by-step advice on how schools and other organisations can create their own learning labs or to adapt their learning spaces in other ways. These guidelines include a main report and six case studies from different countries.

2019 was marked by the migration of the European Schoolnet Academy to a more user-friendly platform with a fresh design and improved functionality. Users can now get the most out of the content,
In total, fifteen MOOCs were offered in 2019, and six of them were hosted on the brand-new platform. The courses covered several topics, ranging from ICT and coding to gamification, cultural heritage, bioeconomy, online hate speech, gaming, e-safety, and beginning teaching. In 2019, EUNA also offered its first multilingual MOOCs, covering Spanish and Portuguese languages in addition to English.

The three-year EC-funded ITELab project, a Knowledge Alliance between higher education institutions and industry, was successfully concluded in December 2019. It explored how student teachers are being prepared for teaching today and tomorrow, in particular how the digital pedagogical competences required in teaching and learning are being developed in initial teacher education (ITE). The highlights of the project included results and recommendations from monitoring ITE policy; 12 “innovation in ITE” case studies with different focuses; the Networked Teacher MOOCs with a total of 5,988 registered participants with a 4.5 overall average rating (max. 5); three flexible, ITE course module frameworks uniquely co-designed by universities, industry and student teachers, reviewed by 53 universities, piloted and refined over three cycles.

In 2019, European Schoolnet intensified its efforts towards scaling up the EU Code Week initiative, extending its reach to schools to start practicing coding in the classroom. In particular, teachers were invited to take part in two MOOCs introducing Code Week and the basic concepts of coding through practical, easy-to-use teaching material. To support this, a collection of short tutorials and lesson plans, translated into 29 languages, was produced, exploring digital creativity, collaboration, and problem-solving in coding. The community of policymakers and leading teachers was also extended and presented with various opportunities to exchange, discuss and engage in professional development activities, such as the first EU Code Week Summer School at the Future Classroom Lab.

European Schoolnet has been collaborating with the Europeana Foundation (a foundation whose aim is to empower the European cultural heritage sector in its digital transformation) for five consecutive years as part of the Europeana DSI-4 project, European Schoolnet ran the “Europeana in your classroom: building 21st-century competences with digital cultural heritage” MOOC twice in English and translated it into Spanish, Portuguese,
2. STEM EDUCATION

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5. SCHOOL NETWORKING

4. PROFESSIONAL DEVELOPMENT

Italian and French. European Schoolnet also created the Teaching with Europeana blog that currently features more than 200 resources created for teachers by teachers and aims to encourage educators to share their experience in incorporating Europeana resources in their classrooms.

In 2019, European Schoolnet continued to rely on the work developed by its Learning Resource Exchange (LRE) Subcommittee. As part of its white paper series, the LRE Subcommittee commissioned and published two white papers:

• A review of the state-of-art of the use of machine-learning and artificial intelligence by educational portals and OER repositories and

• A review of the state-of-art of recommender systems for K-12 teacher professional development platforms.

The LRE Subcommittee also continued to support the Educational Repository Network (EdReNe) by organising two EdReNe meetings (one hosted by European Schoolnet in Brussels in May 2019, the other by Klasement in Ghent in December 2019) and a webinar “State-of-the-art of recommender systems for K-12 teacher professional development platforms” run in June 2019.

In parallel, the LRE continued the development of its collections and 12 new collections of open educational resources in multiple European languages were added to the LRE. These collections are described in the OER directory.

GOING FORWARD:

Two new projects, both funded by the Erasmus+ Key Action 2, commenced at the end of 2019 as part of the Future Classroom Lab ecosystem:

• The EDURegio project is the follow-up project to Future Classroom Lab Regio, a strategic association among regional educational policymakers and European Schoolnet. EDURegio implements and develops Digital Education Action Plan (DEAP) actions at regional level in order to tackle common challenges and assist in establishing a solid European education policy.

• The Novigado project aims to support schools and related stakeholders in the transition from a conventional and teacher-centred classroom into teaching practices that promote active learning with the support of innovative learning environments and use of relevant ICT.

PROFESSIONAL DEVELOPMENT PROJECTS IN 2019:

The focus of the EDURegio project is to empower schools, students and teachers in using digital technologies, encouraging them to be proactive and innovative, and to implement the development of main EU Commission priorities related to digital citizenship and skills building, as well as deploying bottom-up actions addressed to K-12 school education. fcl.eun.org/edu-regio

CodeWeek

EU Code Week is a grassroots initiative which aims to bring coding and digital literacy to everybody in a fun and engaging way. codeweek.eu

European Schoolnet Academy - A platform for massive open online courses, developed for European teachers to meet the challenges of the classroom of the future. www.europeanschoolnetacademy.eu

Europeana’s mission is to build on Europe’s rich heritage and make it easier for people to use it for work, learning or fun through the Europeana Digital Service Infrastructure providing online access to Europe’s cultural and scientific heritage. teachwitheuropeana.eun.org

Future Classroom Lab - An innovative learning environment and ecosystem, bringing together a variety of stakeholders in workshops, seminars, online events, resources, and many more. fcl.eun.org

ITELab - An Erasmus+ Knowledge Alliance project aiming to integrate ICT within initial teacher education curricula and boost innovation within higher education institutions, drawing on the digital competences required for the use of ICT in teaching and learning. itelab.eun.org

The Novigado project aims to support schools and related stakeholders in the transition from a conventional and teacher-centred classroom into teaching practices that promote active learning with the support of innovative learning environments and use of relevant ICT. fcl.eun.org/novigado

Theodora Gkeniou

Europeana Ambassador for Greece

Now we are trying to build common bridges, and unite people based on this wealth and this treasure that all the people all over Europe have.
SCHOOL NETWORKING

WHY IS SCHOOL NETWORKING IMPORTANT?
Networking is about growing together. European Schoolnet empowers individual educators by providing opportunities to meet and collaborate so that thousands of schools can grow and improve. Networking activities provided through European Schoolnet enable educators from different countries and from varied backgrounds to learn from each other, be inspired to tackle new challenges, and emulate their most innovative and creative colleagues.

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OUR WORK TO DATE:
One of the founding principles of European Schoolnet when it was established in 1998 was to enable schools and teachers across Europe to become part of an interconnected system, benefiting from the experience of the most innovative schools and nurturing the less advanced ones, for the sake and growth of the whole network. For this reason, since its beginning, European Schoolnet has been involved in pan-European school networking activities which prepared the ground for the development of eTwinning, a European Union initiative, named “The Community for Schools in Europe” and later on of eTwinning Plus, an expansion of the network to eight neighbouring countries. In 2019, European Schoolnet continued to provide the Central Support Service for eTwinning, funded under the Erasmus+ programme, on behalf of the European Commission. eTwinning is a vibrant community that during in its 15 years of existence has impacted on 764,000 teachers working in 204,000 schools. In 2019, 96,000 teachers were involved in at least one project, involving more than two million students across the continent.

It has been five years since the launch of School Education Gateway, the European Commission’s platform on school education, which European Schoolnet manages on its behalf. The Gateway helps schools to plan their Erasmus+ applications and projects through a catalogue of on-site courses as well as a partner-finding tool. It also provides education professionals with useful information and resources, such as teaching materials, good practices, news articles, surveys, and video interviews.

eTWINNING ANNUAL CONFERENCE
‘eTwinning: Where Education Meets Democracy’

24-26 OCT
Mandelieu-la-Napoule, France
Sophia Eriksson Waterschoot, Director for Youth, Education and Erasmus+ at the European Commission, stressed that schools must be places where pupils are educated to have an active role in society and be prepared for democratic participation: “Democracy is not a given. It only works when everyone participates actively”.

500+ teachers, school heads and educators
44 countries

STATS
125,600+ new teachers and
17,000+ new projects in 2019
1,000+ eTwinning Schools Labels

RECOGNITION IN eTWINNING
13,000+ National Quality Label (67% of applications)
7,000+ European Quality Label
In addition, users can find myriad professional development opportunities on the platform’s Teacher Academy. Foremost among them are the free online courses, reflecting the European Commission’s priorities for school education, and the webinars, offering introductions to monthly topics by experts in the field.

**GOING FORWARD:**
Collaboration between schools remains one of the most efficient, cost-effective and sustainable ways of improving teaching and learning at classroom and teacher level. Communities of practice, peer and online learning – all elements offered by European Schoolnet initiatives - are highly effective means of sharing and spreading inspiring innovative practices. For this reason, European Schoolnet will continue to invest in fostering school networks and teacher communities.

**PROJECTS RUN ON BEHALF THE EUROPEAN COMMISSION:**

**eTwinning**, currently available in 36 European countries, promotes school collaboration and teachers’ professional development by providing support, tools and services for schools through a variety of means, including a sophisticated digital platform where school staff can develop projects together and participate in online learning opportunities. [www.etwinning.net](http://www.etwinning.net)

**eTwinning Plus** is an expansion of the eTwinning network to 8 other neighbouring countries: Armenia, Azerbaijan, Georgia, Moldova, Tunisia, Ukraine, Jordan and Lebanon. [plus.etwinning.net](http://plus.etwinning.net)

The School Education Gateway is European Commission initiative as part of the Erasmus+ Programme offering a place for all practitioners to engage with European policy and practice in early childhood and school education. [www.schooleducationgateway.eu](http://www.schooleducationgateway.eu)

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

*eTwinning and School Education Gateway are initiatives of the European Union funded by the Erasmus+ programme.*
This year’s EMINENT conference took place on 6-7 November 2019 in Poland, at the University of Warsaw Library. The conference was dedicated to the whole-school innovation culture. European Schoolnet brought together its network of Ministries of Education, the European Commission, educational stakeholders and industry partners, to explore the European state-of-play regarding innovation at whole-school level, to offer an open platform to various actors to share their good practices and ideas, and to recommend fundamentals to implement innovation culture at school level.

There are two different views regarding how innovation is adopted in schools: the first one is the daily life of teachers. On the other side, we have the world of innovation. One of our responsibilities is to bridge the gap between these two worlds and find the right processes to make the adoption of technologies a reality within school practices.

Marc Durando
Executive Director of European Schoolnet
15 KEY PUBLICATIONS FROM 2019

- eSafety Label+ Manifesto
- STEM Alliance: The attractiveness of Science, Technology, Engineering and Mathematics subjects - executive summary
- Europeana Education - An initiative to integrate cultural heritage into classrooms
- FCL Guidelines for learning labs
- A Whole-School Journey Towards a Meaningful Social Media Literacy Strategy
- 2019 Scientix Update
- How SELMA is driving online change
- Britec: Bringing research in the classroom
- European Schoolnet Perspective #6: Deepening formative assessment practices with digital tools
- European Schoolnet Perspective #5: Desining educational buildings and classrooms for learning
- Innovation in Initial Teacher Education: evidence from the ITELab project
- eTwinning in an era of change: Impact on teachers’ practice, skills, and professional development opportunities, as reported by eTwinners
- Better Internet for Kids and #SaferInternet4EU: Review of the year 2018
- Assess@Learning: Digital Formative Assessment: A review of the literature

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

European Schoolnet’s mission is to support its Ministries of Education, schools, teachers and other stakeholders in Europe in the transformation of education processes. With the ongoing support of all of its members, European Schoolnet intends to strengthen its role as a major “Ideas Lab” addressing those challenges. It will do this by continuing to support teachers capacity-building, by reinforcing its whole school approaches to implement innovative practices, and by working with others to bring about systemic change in educational systems in Europe.

Drawing on the latest thinking on mainstreaming innovation in education, a key focus for European Schoolnet and Ministries of Education in the coming years will be to intensify work on defining the most appropriate innovative ecosystems and approaches that support large scale deployment and adoption of the wide variety of successful innovations developed in its various projects.

European Schoolnet is convinced that, by testing new promising teaching and learning practices, sharing evidence about their impact, and spreading them to benefit all students, it can continue to play an important role in driving innovation.

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

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

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

European Schoolnet looks forward to growing its shared network and to continuing to improve the future of education, with the help of the European education community which it serves and works alongside.

I would like to offer thanks to our staff, members, partners and funders for their enormous contributions to our successes in 2019. Those organisations, especially our Ministry of Education members, our Future Classroom Lab and other industry partners, and institutional stakeholders, including the European Commission, which have continued to financially support and believe in our work deserve our particular praise. Similarly, our school communities across Europe, including teachers, school heads, students and school staff involved in our various activities, deserve explicit recognition and thanks for their committed work in achieving our mission to transform education in Europe.

Marc Durando
Executive Director,
European Schoolnet

Our schools perform a central function in shaping the citizens and society of tomorrow, and it is right that so many key stakeholders come together in European Schoolnet to examine the important issues which impact on the quality of education in our schools. European Schoolnet offers schools, teachers, students, policymakers, researchers and industry ever more opportunities to interact with their counterparts across Europe.

This exchange has grown in range and intensity since European Schoolnet’s early days and will continue to be at the heart of our work. At a time of new pressures to divide communities in Europe, we hope to provide a focus for bringing together forces for innovation in education that will benefit all our communities.

Giovanni Biondi
Chairman,
European Schoolnet
FUNDING

EUROPEAN COMMISSION FUNDED PROJECTS

Funded by the Erasmus+ programme of the European Union
- EDURegio
- NOVIGADO

SOS-ACT

Funded by the Horizon 2020 programme of the European Union
- IMPACT EdTech
- ARETE

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

Funded by the European Union
- Connecting Europe Facility

Co-funded by the Erasmus+ programme of the European Union
- Assess@Learning
- BRITEC
- eSafetyLabel+
- ITELab
- L2C
- MENTEP
- NESTT

ST Bank
- STE(A)M IT
- STEM School Label
- STIM
- SYSTEMIC
- TeachUP
- TIWI

Co-funded by the Horizon 2020 programme of the European Union
- BLOOM
- Next-Lab
- Scientix
- SpaceEU

Europeana DSI 4
- Better Internet for Kids (BIK Phase II and BIK Phase III)

3Rs
- European Entrepreneurship Education NETwork
- EU Code Week
- SML4CHANGE
- SRSS
## MEMBERS

### COUNTRY | NAME | WEBSITE
--- | --- | ---
AUSTRIA* | Federal Ministry of Education, Science and Research | www.bmbwf.gv.at
BELGIUM (FR) | Ministry of the Federation Wallonia-Brussels, General Administration of Education (AGE) | www.enseignement.be
BELGIUM (NL) | Flemish Ministry of Education and Training | onderwijs.vlaanderen.be
CROATIA | Ministry of Science and Education of the Republic of Croatia | mzo.hr
CYPRUS | Cyprus Pedagogical Institute | www.pi.ac.cy
CZECH REPUBLIC | Centre for International Cooperation in Education | www.dzs.cz
DENMARK | National Agency for IT and Learning | www.stil.dk
ESTONIA | Information Technology Foundation for Education | www.hitso.ee
FINLAND | Finnish National Agency for Education | www.oph.fi
FRANCE | Ministry of National Education | eduscol.education.fr
GREECE | Ministry of Education and Religious Affairs | www.minedu.gov.gr
HUNGARY | Educational Authority | www.oktatas.hu
IRELAND | Department of Education & Skills | www.education.ie
ISRAEL | MAKASH and Ministry of Education | www.makash.org.il
ITALY | National Institution of Documentation, Innovation and Innovative Research | www.indire.it
LITHUANIA | Centre of Information Technologies of Education | www.itc.smm.lt
LUXEMBOURG | Ministry of Education, Children and Youth - Grand Duchy of Luxembourg | www.men.lu
MALTA | Ministry for Education and Employment | www.education.gov.mt
NETHERLANDS | Kennisnet Foundation | www.kennisnet.nl
NORWAY | The Norwegian Directorate for Education and Training | www.udir.no
POLAND | Ministry of National Education | www.men.gov.pl
PORTUGAL | Ministry of Education and Science | www.dge.mec.pt
SLOVAKIA | Ministry of Education, Science, Research and Sport | www.minedu.sk
SPAIN | National Institute for Educational Technologies and Teacher Training | intef.es
SWEDEN | Swedish National Agency for Education | www.skolverket.se
SWITZERLAND | Specialist Agency for ICT and Education | www.educa.ch
TURKEY | Ministry of National Education | www.meb.gov.tr

### OBSERVER COUNTRIES

BULGARIA
ICELAND
GEORGIA
KOSOVO
LATVIA
ROMANIA
SLOVENIA*
SERBIA

* withdraws from the network in 2020