Work Programme 2017

Proposed Version

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INTRODUCTION, CONTEXT AND CURRENT ACHIEVEMENTS

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

- Provides services, content and tools based on ICT to members and partner networks
- Fosters and supports collaboration and cooperation among schools in Europe
- Supports professional development of teachers, school leaders and support staff
- Disseminates inspiring practice and investigates new models for schooling and learning
- Offers pedagogical and information services with European added value to schools in Europe
- Contributes to development of technology-enhanced learning in schools

EUN activities encompass three strategic areas:

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

In 2017, European Schoolnet will benefit from the consolidation of the following activities:

- the publication of two papers: (1) the first issue of the newly launched *European Schoolnet Perspective* on the "second digital divide" in Europe: what do we know about gender, migrant and socio-economic gaps?; (2) the European Schoolnet's position paper about the new skills' agenda for Europe: European Schoolnet's
- the animation of three major European initiatives: eTwinning including the school education gateway and the teacher academy, Scientix, and Better Internet for Kids (BIK).
- the Future Classroom Lab (FCL) including: the further development of a network of FCLs in Europe; the extension the Future Classroom Lab Ambassador scheme as part of the iTEC sustainability activities and exploitation plan; the progressive implementation of FCL validation services activities as part of the Living Schools Lab sustainability activities and exploitation plan.

- the EUN Academy, including cooperation with a number of Ministries on the localisation of some courses and their adaptation to the national context.
- the development of the STEM Alliance as part of the inGenious sustainability plan;
- the development of EC funded projects such as MENTEP, CO-LAB, SYSTEMIC, NEXT LAB, ….. supporting the strategic objectives of European Schoolnet.

EUN STRATEGY IN 2017 AND MAIN ACTIVITIES

European Schoolnet's remit is to identify and test promising innovative practices, share evidence about their impact and support mainstreaming teaching and learning practice aligned with 21st century standards and expectations for the education of all students. ICT and digital media receive particular attention because of the critical role they play in terms of designing and implementing future classroom scenarios and supporting new forms of learning both in and out of school.

To reach its ambitious objective, European Schoolnet provides a unique platform of 29 Ministries of education in Europe which facilitates: exchange of experience gained at national level; access to evidence from research on what works and discussions related to policy development issues; joint implementation of innovative pilot projects; support for teacher education and professional development through the EUN Academy.

EUN is already an important player and advocate on several key issues (e.g. STEM, responsible and safe use of the Internet, collaborative learning, eSkills, etc.), but has not yet fully developed a comprehensive vision which embraces and unifies its work on these issues. In 2017, EUN will strategically continue to realign its business model to address these topics including by responding to the opportunities offered by both Horizon 2020 and Erasmus+, while of course preserving its aims and core values [1].

EUN will continue to progressively develop the EUN Academy initiative and other complementary training activities that are being developed under the umbrella of the Future Classroom Lab. The EUN Academy will continue to offer and test a limited set of courses in a few areas, while at the same time continuing to examine some key issues related to possible assessment and certification models and the potential use of data analytics. In 2017 EUN will also explore how to leverage the opportunities offered by the mobility strand of Erasmus+ (Key Activity 1) in order to support and complement current FCL training courses.

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[1] It has to be noted that the current results of the submissions made since the launch of both Horizon 2020 and Erasmus+ are quite disappointing and the new priorities of both programmes for 2017 are not encouraging as regards the development of projects linked to school cooperation.

Regions, universities, relevant non-profit bodies and other stakeholders will now also be invited to become EUN associate members. Such an approach will be based on the existing involvement of a number of regional authorities in some of EUN's projects. A particular objective in 2017 will be to attract a critical mass of regional education authorities and build a long lasting cooperation framework with them without altering the governance structure of EUN that is based on cooperation between national ministries[2].

The issue of how ICT is embedded within Initial Teacher Education (ITE) is also crucial and in iTEC this was identified as a major roadblock to mainstreaming innovative use of ICT in schools. In 2017, EUN will progressively work with ITE organisations to develop some actions in this area and will aim to take forward many of the elements in the ITELab project proposal which achieved a high score by reviewers but remained unfunded in a call which had around 200 submissions. EUN will also profit from the pilot on ITE conducted within eTwinning.

In order to further develop a coherent EUN strategy, the emphasis will remain on providing European added value and trans-national peer learning as well as experimentation, good practice and comparative work. EUN will particularly:

Examine the lessons from the past related to the use of ICT in school education.

Reach a common understanding of new opportunities and challenges for teaching and learning.

Provide, via the EUN Academy, training opportunities for teachers, head of schools and other school actors such as IT administrators both for pre-service and in-service teacher training and progress on the issue of localisation and accreditation.

Build a vision, priorities and roadmap for schooling in Europe, that will fuel the European Schoolnet Perspective series of publications – from research to policy action

Lay the foundations for medium and long-term strategies and activities of EUN.

More particularly:

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

   ■ The continuation of the Future Classroom ambassador initiative with the support of those Ministries involved and its promotion to other ministries.
   ■ Creating a sustainable financial model that makes it possible to further develop the Future Classroom Lab concept and network (via the validation service activities as well as other services – where we will also

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[2] One possibility could be to develop a project around smart regions and cities with the aim of observing how such authorities, able to use technology for sustainable transportation, energy consumption, citizen security, etc., also integrate technology in education.

investigate if/how we can use structural funds to support the development of a FCL network).

- Continuing to work with hardware and software vendors to provide seminars and workshops for MoE and teachers on new technologies, services and trends (potentially connected to the Policy and Innovation Committee agenda).
- In 2017, the EUN Academy will propose MOOCs on: developing and adapting learning spaces (linked to work of the Interactive Classroom Working Group); change management in schools for head teachers and school leaders.
- Analysing the opportunities offered by the mobility strand of Erasmus + (Key activity 1) for strengthening the current FCL programme of training courses.
- Exploring how to start an experimental activity with ITE organisations including examining potential synergies with the pilot developed within eTwinning for teacher training institutions.

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

- School leadership, as a key element for a comprehensive and successful implementation of ICT in teaching and learning processes; the EUN Academy will in future offer courses also specifically targeting this group that to date has been difficult to reach through regular projects. Some specific cooperation will also be developed to create and test new training content for school leaders.
- The evolving role of the teacher; initial teacher education and continuing professional development, mostly in the pedagogical use of ICT, collaborative learning (via the CO-LAB project), supported by a new vision for teaching and learning in school education.
- In this context in 2017, the EUN Academy will progressively develop stronger connections with initial teacher training institutions in order to also prepare the next generation of teachers to make the best use of educational technologies.
- The (self) - assessment of Technology Enhanced Teaching (TET) competences of teachers where the MENTEP project will provide the cooperation framework to conduct policy experimentation in that area.
- The development of the European Schoolnet Perspective series – From research to policy action. In October 2016, European Schoolnet published the issue n°1 – the "second digital divide" in Europe: what do we know about gender, migrant and socio-economic gaps? The objective will be to have two new issues in 2017.
- Eminent 2017 will celebrate the 20st anniversary of European Schoolnet, i.e. the progress made but more importantly the way ahead. The focus will be on space, time and collaboration (or leadership), paving the way for a strategy from the classroom to the school level.
- The EUN Academy will develop further its localisation policy for example through the MOOC on space organisation being developed in parallel

for Italian and Portuguese audiences. Should the TEACH UP proposal be selected, further development will be invested concerning certification, as well as on improving the retention rate (while already comparatively good) and the competence of participants to self-regulate their learning.

3. Digital citizenship is an increasingly important knowledge domain for pupils, teachers, and parents/carers more widely, as online technologies play a growing role in the lives of young people. The EC funded Better Internet for Kids (BIK) initiative will constitute one major building block of the activities developed by EUN and its Ministries. Recognising the growing needs of schools for assistance to manage their use of technology in a safe and responsible manner, focusing on aspects ranging from infrastructure to policy and practice, EUN will continue to develop the eSafety label initiative in connection with the Digital Citizenship WG (which will merge the previous eSafety label and digital competence working groups). This initiative will continue to provide a rigorous, evidence-based framework that will support schools in shaping a holistic approach that links successful existing initiatives and develops a culture of safe and responsible use of digital technology amongst pupils, teachers and other school staff. This activity will be connected with other related activities linked to a safer and better internet for children and young people. In addition, the digital skills agenda via the eSkills for job campaign and other related projects, such as supporting the secretariat of the Grand Coalition for Digital Jobs (now Digital Skills and Jobs Coalition), the development of the European coding initiative, and the digital inclusion project I-LINC, will further help to position EUN as a thought leader in terms of 21st century skills for teachers and pupils.

4. As a leading organisation in providing services to schools in Europe, EUN is active in supporting school partnerships and networks. In 2015, it was the first year of the full launch of the next phase of eTwinning and the Gateway for which EUN provides the Central Support Service activities. In addition, in 2015 EUN received some additional funding for the development and animation of specific tools via the School Education Gateway which have been launched last year. In September 2015 EUN responded to an additional negotiated procedure aimed at providing additional services such as: (1) the establishment of a Teacher Academy; (2) the provision of administrative support, monitoring and animation/moderation services for Collaborative Spaces created to facilitate the work of Strategic Partnerships established under Erasmus+ KA2, (3); the creation of a centrally-operated Survey Tool that will facilitate opinion polls within the wider teacher community on policy and other matters of common interest at European level and; (4) the creation of a repository of stakeholder interviews that will help promote work at EU level through interviews with prominent figures and other parties involved in school education. eTwinning, the School Education Gateway and its related additional activities will continue to represent an important component of EUN activities in 2017. In addition, EUN is waiting for the selection results of a call regarding the development of online tools for beginning teachers and their mentors.

5. The final set of projects and activities will be around STEM challenges. Science Technology, Engineering and Maths education is high on the political and industry agenda owing to the declining interest and participation, especially among girls, in scientific and technical studies and careers. The potential of ICT in this domain is obvious. As Scientix 3 started in April 2016, the work programme in 2017 will be organized around the priorities defined by Scientix 3. In addition, Scientix 3 will benefit from the advise and the support of new STEM MoE WG that was created immediately after the 2015 Eminent conference in Barcelona. In 2017, we will consolidate the STEM Alliance (with the support of major industry partners) activities. Within the STEM Alliance initiative, Industry and Ministries of Education will join forces to: (1) support the competitiveness of companies by ensuring a STEM-skilled workforce; (2) promote the attractiveness and importance of STEM jobs in all industrial sectors; (3) improve and promote all existing industry-education STEM initiatives supported by industry; (4) contribute to innovation in STEM teaching at all levels of education (primary, secondary, tertiary) by developing greater contextualisation of STEM teaching and making STEM studies more attractive for young students and; (5) enhance industry-education collaboration at national level across all member states. Smaller STEM projects (Next Lab, EU Space Awareness, AmgenTeach, etc.) will continue to support the STEM agenda.

SUB COMMITTEES AND WORKING GROUPS

In 2017, European Schoolnet will continue to rely on the work developed by its two subcommittees: the Policy and Innovation Subcommittee (PIC) and the Learning Resource Exchange Subcommittee (LRE).

As a result of the discussion at the last Steering Committee, the PIC will be replaced by a strategic meeting, aiming at issuing topical outcomes (or preparatory documents) to support broad discussions and enlarge EUN's influence on various political agendas (EU, sometimes national, etc.). Two strategic meetings will be planned in 2017 and the operational modalities are still to be finalised (i.e. the work organisation, experts identification, funding, etc.).

The LRE Subcommittee has reviewed its strategy and priorities in 2016. In 2017 LRE members aim to develop closer synergies with EdReNe by co-organising face-to-face meetings and webinars; a proposal on this issue will be discussed with EdReNe members at the end of September 2016. Some further work will also be carried out to expand an initial Directory of OER repositories that was developed in 2016 and to include some resource collections proposed by LRE members that are more in line with national priorities than current LRE travel-well criteria.

Also four Working Groups will continue their activities:

- the Interactive Classroom WG (ICWG) which took over from the Interactive Whiteboard WG in 2014; following the production of guidelines on BYOD in

2015, the ICWG is focussing in 2016-2017 on exploring different approaches to personalising learning and producing guidelines on adapting learning spaces in schools.

- the STEM WG which will support the STEM education strategies to be developed at the level of European Schoolnet, with potential developments in the following areas: the importance of supporting primary schools with the teaching of STEM; the limited information on careers for STEM graduates; how to get leading schools from different countries to work together and share their expertise; how to mainstream practices, validation and piloting from different initiatives; how to make science research results more accessible to teachers and students; providing a platform for Ministries of Education to share their expertise and support each other in any weaker areas.

- the new Indicators in education WG - the remit of this WG is to map existing national surveys, better understand their scope and methodology, and, based on this work, investigate the feasibility of how a core set of comparable indicators (15-20) can possibly be collected through existing national surveys. Such a set of indicators may consistently fuel broader future European-wide surveys, as a way to increase geographical coverage (in case of too low participation in some countries to these surveys) thereby increasing representativeness and robustness of the data at pan European level. Such s core set of indicators may also be used by countries where surveys are in place but have to be updated, or where no survey is in place but there is an interest to develop one.

- the Digital Competences and Digital Citizenship WG the remit of which will be finalised in the light of the outcomes of the 2016 Eminent conference.

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

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

PARTNERSHIP DEVELOPMENT

EUN will continue to develop its partnerships in 2017 notably with the European Commission, regional authorities, foundations and industry. Outside Europe, EUN will continue to exchange with identical networks such as CoSN, Education Services Australia, RELPE in South America, Global Learning Portal in Africa, and the South East Asian Ministries of Education Organisation (SEAMEO).

More specifically, a more structured and regular cooperation will be developed with OECD as many MoE see complementarities regarding the activities developed by both organisations (it has already started with the publication of the first issue of the European Schoolnet Perspective series – *From research to policy action - the "second digital divide" in Europe: what do we know about gender, migrant and socio-economic gaps?)*. In addition, some cooperation may be considered with the World Bank.

Dialogue with the industry bodies, (ERT, CSR Europe, the EeSA, FEP) will help define a new business model as well as cooperation with individual companies such as: Acer, Adobe, Apple, Cisco, Corinth, Cronos, Dassault Systemes, Ecophon, Esri, Fourier, Gaia Technologies, Google for Education, GSMA, Intel, Iris Connect,, Kaspersky Lab, Leba Innovation, Lego Education, Liberty Global, Microsoft, NEC, O2, Oracle, Konica Minolta, Panasonic, PASCO, Planet PC, Polycom, Promethean, Ricoh, RM, SCM Secure, SMART Technologies, Samsung, Sensavis, Steelcase, Teléfonica Educatión Digital, Texas Instruments, Time to Know, ZIOXI and other potentially interested companies. EUN will continue to develop links with Foundations for special activities, such as studies regarding school innovation, teacher training, STEM teaching (Amgen Foundation with the potential development of a third phase of the programme in Life Science initiated in 2015). The cooperation with the industrial sector will continue to represent a key area of development in 2017. Major IT companies will continue to support European Schoolnet through a variety of activities or their engagement in projects.

CONCLUSION

In 2017 EUN will have to consolidate its position as a multi-stakeholder network that provides MoE, schools, head teachers, teachers, IT support staff, teacher trainers, researchers and industry with services and activities supporting the agenda of transforming education in Europe.

While continuing to strengthen its successful activities (professional development activities for schools – including FCL activities and the EUN Academy - project based activities and initiatives, working groups, ...) new areas of activities will have to be considered (e.g. related to school leaders, initial teacher education, ...).

The current situation of the new community programmes (Horizon 2020 and Erasmus+ notably) will require EUN and its members to strengthen their advocacy role and to adapt the EUN economic model accordingly so that EUN avoids being seen only as a projects' agency. It is important, therefore, that EUN develops/reinforces its role as a think tank and develops a coherent vision and related set of activities in this context.

All of these developments can only be implemented by the EUN Office with the full support of all European Schoolnet's MoE members.

Members

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