

WORK PROGRAMME 2022



European Schoolnet is a network of 33 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.

Publisher: European Schoolnet (EUN Partnership AIBSL)
Rue de Trèves, 61
1040 Brussels, Belgium

Web version available [here](#).

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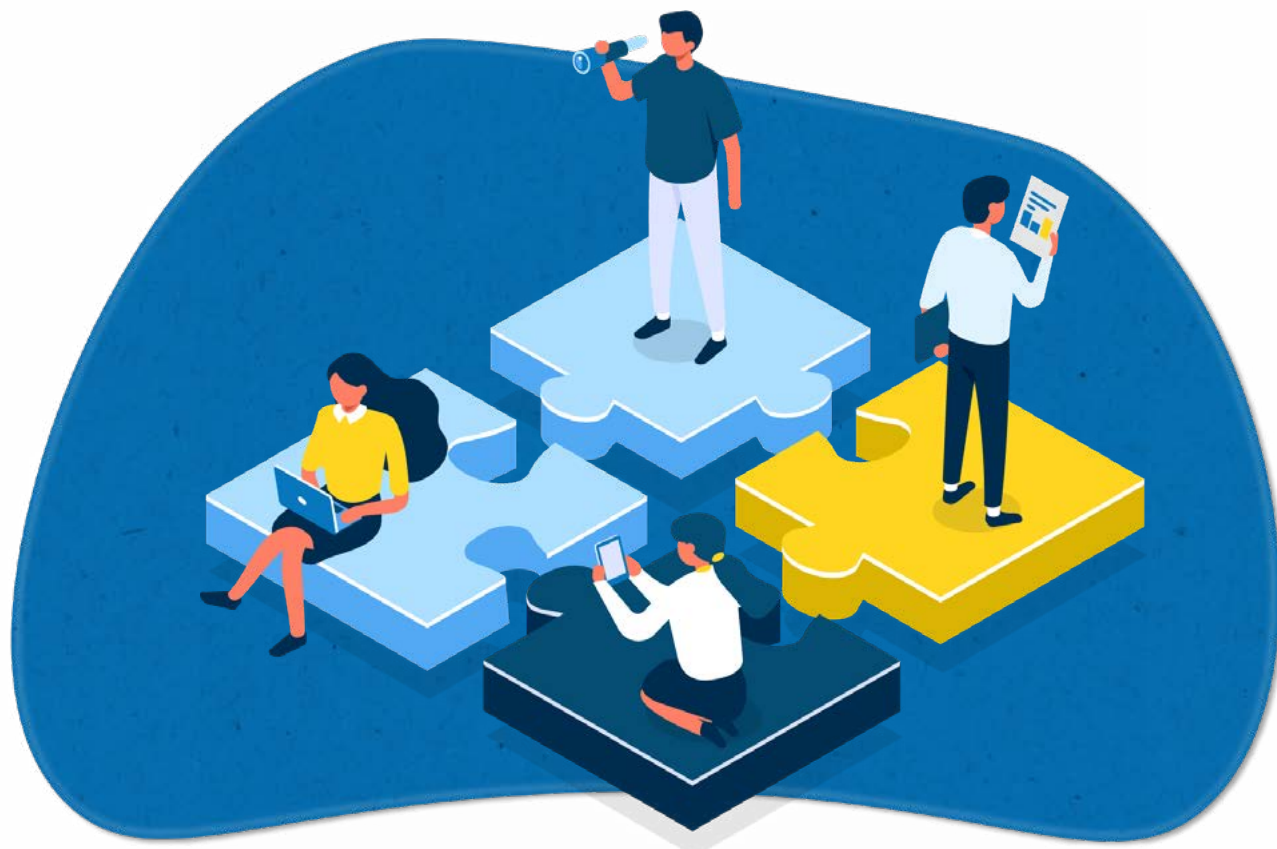
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INTRODUCTION, CONTEXT AND CURRENT ACHIEVEMENTS

The 2022 work programme of European Schoolnet continues to address the priorities defined by Ministries of Education in 2021. At the same time, European Schoolnet continues to monitor the development of the new [Digital Education Action Plan \(DEAP\)](#), that the European Commission started implementing in 2021, and whenever possible provides its support in some of the actions.

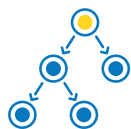
In addition, all member states are active for implementing their Recovery and Resilience Facility national programmes¹. In that context European Schoolnet will work closely with its network of ministries to support them in the education dimension of their plans.



¹ The Recovery and Resilience Facility (the Facility) makes €723.8 billion (in 2020 prices) in loans (€385.8 billion) and grants (€338 billion) available to support reforms and investments undertaken by Member States. The aim is to mitigate the economic and social impact of the Corona virus pandemic and make European economies and societies more sustainable, resilient and better prepared for the challenges and opportunities of the green and digital transitions.



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).

Moreover, in 2022, the new generation of community programmes (Erasmus +, Horizon Europe and the Digital Europe programmes) will be fully running and EUN will leverage the opportunities offered by these various programmes for supporting its 2022 work programme.



2022 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 Recovery strategies and re-visiting education as a result of the COVID-19 outbreak





1. Knowledge building and policy development

- In 2022, the “Agile” collection of information series launched in 2021 (on Artificial Intelligence and countries’ Resilient and Recovery strategies, respectively) will be continued in order to better serve current information needs of European Schoolnet members about policy developments concerning digital education and innovation in countries. The same processes to collect information (e.g. questionnaires, online interviews, automated translation of first hand official documents) will be implemented. The raw information on the topics addressed will be accessible on the forum for European Schoolnet members while not be publicly available; a short summary together with a PowerPoint presentation will be published on the EUN website. The identification of the topics to be addressed in 2022 will involve the Board of Directors and Steering Committee members, through quick tour de table at respective meetings or through an online consultation.

- Case studies about recent reforms at country level (NEW) – Producing up-to-date and reliable information about recent reforms aiming at transforming education was already proposed and agreed in 2021. The workload – in particular due to the COVID-19 sanitary crisis imposing to turn many activities into very different formats requiring more development time – made it difficult to launch that new activity though. In 2022, at least one case study will be proposed as a pilot, analysing a national digital plan (in reaction to the COVID-19 crisis or not), or a substantial revision of curriculum, or large new initiative bringing together innovative schools. It will offer first-hand information from policy-makers concerned and interviews. A part of the case study could be publicly accessible, while another part about issues encountered, “know how” aspects and discussion, could only be accessible on a forum for European Schoolnet members. Here as well, the identification of the topics to be addressed will involve the Board of Directors and Steering Committee members, through a tour de table during a meeting or through online consultation.



- **Perspectives series** (EXISTING) – As a way to broker research findings developed through EUN projects and activities to country policy makers, European Schoolnet will continue to produce the *Perspectives series* (two issues a year) on topics that will be identified as relevant alongside the year.

- **Study Visit Reports** – The European Schoolnet study visits program that supports the exchange of information and discussion between members might be re-scheduled in 2022 depending on sanitary conditions. If it is the case the study visit will be subject to a short report, possibly fed by evidence from research collected through projects. The report will be first shared with ministries, and soon after publicly available on the EUN website. The topic and country/ies hosting the visit will be discussed at the Steering Committee meeting.

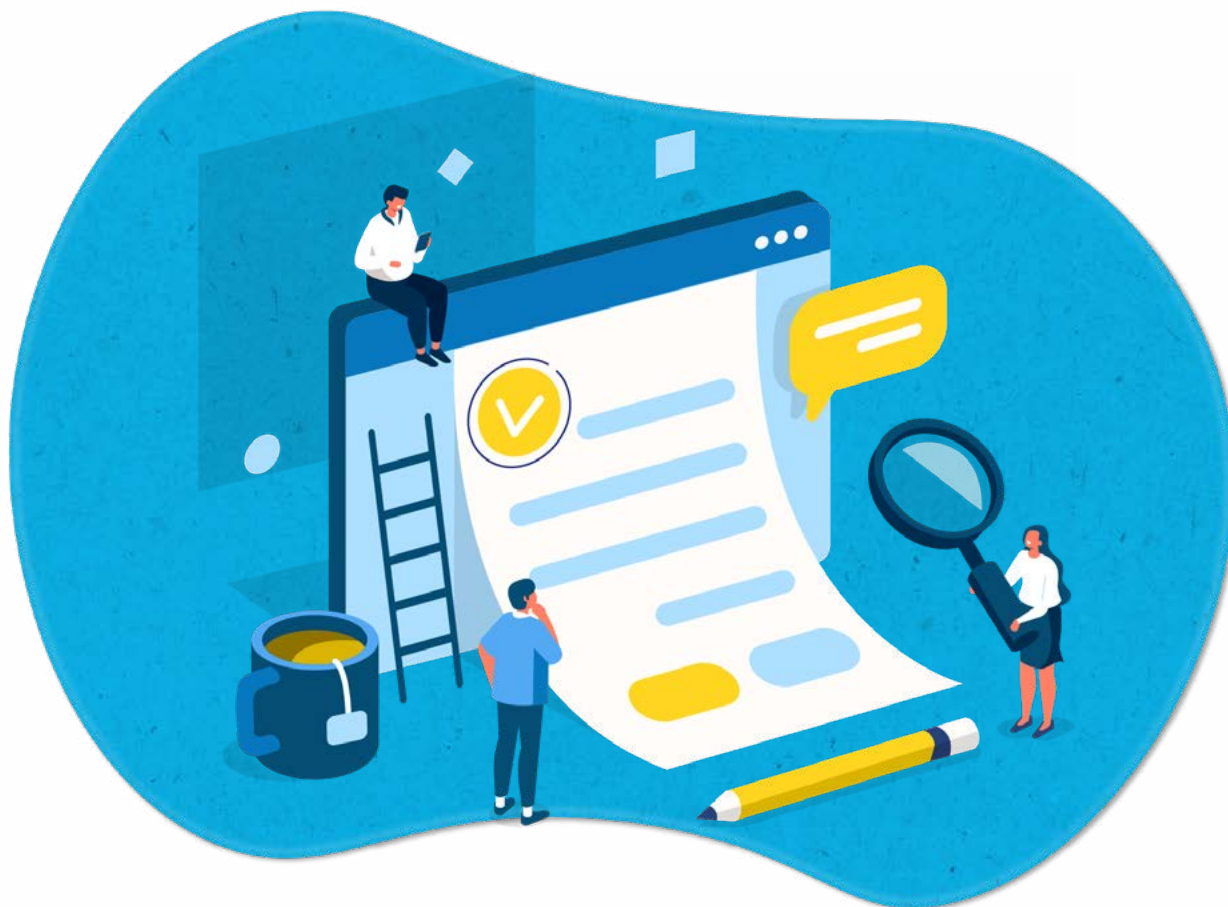
EUN activities related to **knowledge building and policy development** have also confirmed the importance to be given to strategic areas such as:

- Recent development in **the integration of computational thinking into K12 education curriculum** will be analysed through the CompuThink project finishing early 2022, as a way to provide an update of the 2017 report

entitled *Developing Computational Thinking in Compulsory Education – Implications for policy and practice* funded by the Joint Research Center.

- **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 (randomly) tested in field trials under the Assess@Learning policy experimentation (extended for one year, i.e. till the end of February 2023). 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.).

- **Teacher professional development** will be supported in particular through the piloting of an induction framework for beginning teachers promoting the vision of the teacher as an individual learner with differentiated needs during the entire career. The project investigates diverse types and modalities of support (mentoring, professional learning communities, co-teaching, etc.) for newly qualified teachers as a way to address their needs at individual, social and professional levels (SRSP Induction Flanders project).

- School leadership (in particular distributed and transformational leadership) activities will continue to be addressed through the SRSP Induction Flanders project for what concerns the specific role of school leaders in the induction of beginning teachers (creator of the supportive school environment as an open learning collaborative community).





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 the involved Ministries and its promotion to other Ministries. EUN will revise the previous action plan and update it for 2022 but the main axes will still be strengthening the exploitation 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 after the COVID-19 pandemic (e.g. ICT, hybrid and blended learning).
- Encouraging creation of learning labs as well as adaptation of learning environments, in particular through the 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 further promotion of relevant work of the ICWG (e.g. the guidelines to create makerspaces). The MoEs are invited to translate the guidelines to their own language.
- Continuing the FCL communication strategy with targeted and timely messages and information to the target audiences:

Ministries of Education, EdTech companies, ITE organisations, teachers and school leaders, etc.

- Continuing to offer 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 of running small and large-scale school pilots in EC-funded projects, and on research carried out in the Living Schools Lab project.

- Continuation of the FCL training programme, considering the specific needs arisen from the COVID-19 crisis as well as investing in online/blended/hybrid learning opportunities. A training programme has been designed for 2022, but its implementation depends on the favourable sanitary conditions.

- Continuing to integrate activities from the Novigado project (Erasmus+ KA 2 funding) to the FCL ecosystem including blog on active learning, webinars, the scenario building tool



and a MOOC on active learning (January-February 2022). The project will end in May 2022.

- Engagement in projects and initiatives related to established and emerging EdTech solutions, which are expected to impact teaching and learning over the next years. The aim is to bring the FCL at the forefront

of EdTech developments, allowing EUN and its members to enable industry to develop solutions better suited to meet the sector's needs. The IMPACT EdTech project has been providing insights in the EdTech sector (as EdTech start-ups are being supported in further developing and validating innovative education solutions), and EUN is working on the sustainability of this specific strand

of work beyond the project duration, as it believes this will benefit in the longer term the education sector.

- 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. In addition to the school dimension, the project will seek in 2022 to take stock of the changes in curriculum across Europe in relation to computational thinking, coding and computer science.

- Organizing the third edition of the School Innovation Forum, building on the lessons learned in the previous two successful editions, one face to face and one online, in spring 2022. This edition, which will be possibly organized in a blended format, will represent an important chance to strengthen a meaningful dialogue between the public and the private sector, with the common aim to innovate teaching and learning.



- Exploring new opportunities to cooperate with Initial Teacher Education (ITE) organisations, for example funded by the Erasmus+ 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. Given the interest expressed by Innovative Learning Labs and Lead Ambassadors, the FCL community will be possible involved more actively in these training and exchange opportunities in 2022.
- Supporting the development of the MenSI project (H2020; “Mentoring for School Improvement”) where 120 schools from 6 countries will participate to explore effective mentoring models to advance whole-school digital innovation. 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 rights in a digital world continue to figure prominently on the European Commission agenda. The 2021-2027 [Digital Education Action Plan](#) highlights two 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." Meanwhile, the Commission's recent Communication 2030 Digital Compass: the European way for the Digital Decade includes digital skills and digital citizenship among its core priorities, to ensure that the same rights that apply offline can be fully

exercised online. In 2022, the Commission will also update its European Strategy for a Better Internet for Children given changes in children's use of digital technology, the acceleration of the digital transformation caused by COVID-19.

Against this background, 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, through the 24-month core service platform contract which started in the first half of 2021. This will give EUN the opportunity to extend this strategic activity line in future, alongside a range of other new and ongoing projects and initiatives on digital literacy and online safety, such as:

- [Continued] KID_ACTIONS 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 is supporting 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.



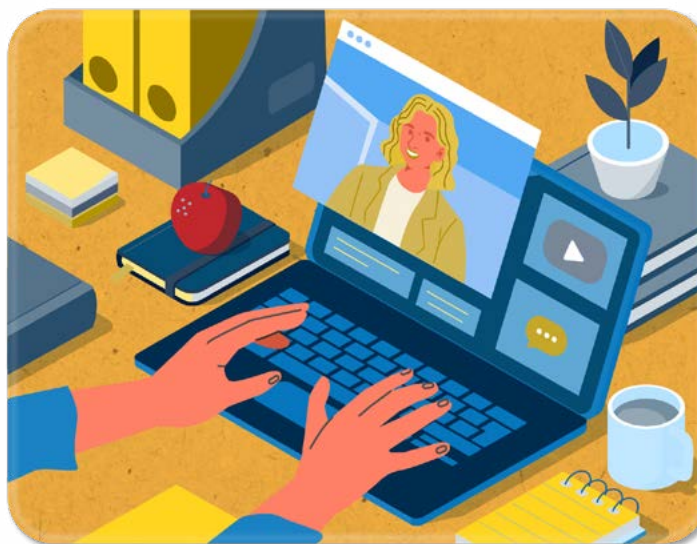
- [Continued] Facts4All – Schools as community hubs against disinformation is a one-year project co-funded by the European Commission's Media Literacy for All Programme, which aims to increase awareness and critical thinking in relation to online disinformation across generations. The main project objective is to improve critical thinking of online disinformation by developing, pilot testing and launching a Massive Open Online Course (MOOC) that enables primary and secondary schools to act as intergenerational learning hubs against disinformation through community engagement.

- [Continued] The School of Social Networks 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.

- [Continued] The eSafety Label initiative 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.

- [Continued] The CO:RE and ySkills H2020 projects are establishing a better evidence base in regards the impact of technological transformations on children and youth, while ensuring the emerging knowledge informs education policy making and actions.



Alongside this digital literacy and online safety pillar, EUN will equally continue to strengthen its activities on digital skills for jobs, in particular through the 24-month Digital Skills and Jobs Platform contract

which started in the second half of 2020 and is likely to be extended for another 24 months soon, while providing continuity for the Digital SkillUp courses also. The Digital Skills and Jobs Platform will continue to provide a single point of access on digital skills for anyone interested in digital skills training offers/traineeship, 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.

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 2022, 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 was awarded with a two-years contract (renewable until 2024), which started in January 2021. The key objective of the new contract is to organise all the current services (eTwinning, School Education Gateway and Teacher Academy) 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 after which all services will be available in this single platform.

The year 2022 will feature important adjustments both for eTwinning and the SEG. eTwinning will remain a prominent section of the new platform, keeping and strengthening its community and networking elements and linking to the content, professional development offer and other services provided by the new platform.

The participation of Teacher Training Institutions, now called “*eTwinning for Future Teachers*”, will be further encouraged via the launch of a new eTwinning Prize category aimed at the most engaged institutions.

The eTwinning yearly theme will focus on the learning environment needed for the “*new normal*” resulting from the experience of the COVID-19 pandemic. In addition to the yearly theme, priorities such as active citizenship, early school and IVET education will be nurtured even more, with a renewed attention to blended learning, also as a follow up of the recent [Council recommendation](#).

Due to the changes explained above, in 2022 the School Education Gateway platform will be discontinued when replaced by the single, integrated platform. Nevertheless, its core activities will continue as part of the new platform to provide all school education stakeholders with information on EU actions and initiatives for schools through articles, good practices, teaching materials, videos, surveys and more. The support for professional development (open access) will continue to be a strong element of the new platform which will continue offering online courses and webinars, as well as networking opportunities for school education professionals.





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 pedagogical approaches: on teaching STEM in general and in an integrated way. This would include projects where the focus is on either “any” STEM subjects (i.e., specific subject not the priority) or all of them working together;
- 2 Exploratory actions: following up on different topics, like citizen science, space education, sustainability actions, STEM and Arts, etc;
- 3 Emerging technologies, such as for example on educational technologies and augmented reality in education.

Scientix 4 has one year left 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 2022, 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 should be organised in 2022, if possible, face to face. Furthermore, Scientix 4 will continue to test the setting up of STEAM 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 STEAM European partners.

In 2022, we will continue with the STEM Alliance activities (with the support of major industry partners). The STEM Alliance currently counts 21 Partner Companies: The Airbus Foundation, Amgen, Cisco, Dassault Systèmes, DARTEF, Dell Technologies, Elias Robot, the Foundation for Transport in Malta, the GSM Association, IBM, Johnson & Johnson,



Key2enable, Kotokan, LEGO Education, Lenovo, Microsoft, Notebloc, Oracle, Shell, Sissa Medialab and Texas Instruments. The aim is to engage as many companies and as many sectors related to the STEM industry in this initiative as possible. See information about partners engaged in STEM Alliance here:

<http://www.stemalliance.eu/partners>.

Overview of STEM projects per strategic area:

- **STEM pedagogical approaches:** Scientix (including the STEM School Label and the STEM discovery Campaigns); STE(A)M (IT) – developing the First Integrated STEM Teaching Framework; STEM Alliance; Make it Open (on open schooling); Under this priority EUN has also submitted a proposal to create a STE(A)M Roadmap for STEM Education to the EC.

- **Exploratory:** EU4Oceans; Life TERRA (on trees), The Three Rs (on the use of Animals in research), Europeana (on the use of cultural heritage materials). Under this priority EUN has submitted proposals to the EC on



Nature-Based Solutions (NBS EduWORLD and COOLSCHOOLS), Biotechnology (GenB and BioTopia), Bringing particle accelerators to education (SuperMOOC-AT).

- **Emerging technologies:** IMPACT EdTech (with 2022 seeing the final incubation / acceleration programme for the start-ups from the 3rd and last open call); ARETE (testing the use of Augmented Reality in English, Geography and Geometry classes).



6. Recovery strategies and re-visiting education as a result of 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 2022, (following the decision taken by ministries at the Steering Committee of 9 June 2021), a second webinars' series will be run to provide ministries and national agencies with the opportunity to exchange online about respective issues, remedial and developmental actions, on specific topics agreed with the Board of Directors and Steering Committee.



SUBCOMMITTEES AND WORKING GROUPS



In 2022, European Schoolnet will continue to rely on the work developed by its LRE subcommittee and its 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 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 2022 (topic still to be validated).

EUN's four Working Groups will continue their activities:

- **The Interactive Classroom WG (ICWG)** will build on the research work carried in the past months on effective digital educational technologies for teaching and learning, to offer to schools and teachers across Europe, examples, and practices to foster an engaging and inclusive education in blended and face to face settings. The ICWG will take stock of what 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. Special educational needs, disabilities, and lower socioeconomic background will be in fact taken into serious consideration by the Working Group members, as the crisis made even more apparent how important



it is for digital education to cater for all students. During 2022, the ICWG will consider establishing a stable community of practice for teachers and headmasters, under the FCL umbrella.

- **The Ministries of Education STEM WG**

will support the STEM education strategies to be developed at the level of European Schoolnet, concentrating on 1) Improving STEM teaching in primary and secondary education focusing on the key challenge of each level: a. S, T, E and M in primary: Increase primary school teachers' content knowledge and confidence in each of the STEM disciplines, b. S+T+E+M in secondary: Support secondary school teachers and vocational education training (VET) with Integrated STEM teaching and learning with a special focus on transversal themes; addressing pre-service and initial teacher training; and whole school as a learning ecosystem. 2) Connecting STEM education with real life problems and the world around us. This includes a) tackling problems related to, for example, sustainability (such as ocean literacy, forestation, and climate change), as well as health, technology, and engineering

challenges; b) highlighting the importance of collaboration in STEM; c) making use of outdoor / experiential education. 3) Expanding the access to information on STEM careers, current scientific research results and innovative teaching practices and technological solutions. Through this working group, EUN will continue to support the exchanges between teachers, Ministries of Education, industry, and other STEM education stakeholders, including the validation and piloting of initiatives, practices, and solutions, and the sharing of best practices and results from projects.

- **The Indicators in Education WG** – In 2022, the WG will continue to share and discuss the recent surveys run in countries and their findings, as well as new monitoring systems implemented as a consequence of the COVID-19 sanitary crisis that has revealed new needs and gaps.

- **The Digital Citizenship WG** will continue to steer and advise the entire digital citizenship pillar of EUN's activities. In 2022, 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, it has been agreed to suspend the launching of the webinars programme planned as it coincided with the start of the schools lock down for many EU countries in March 2020. The launch of the webinars programme will be re-considered (i.e. confirmed or cancelled) once the sanitary crisis and recovery from it will put less pressure on schools and education systems.

- **The Small & Rural Interest Group** is

composed by 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

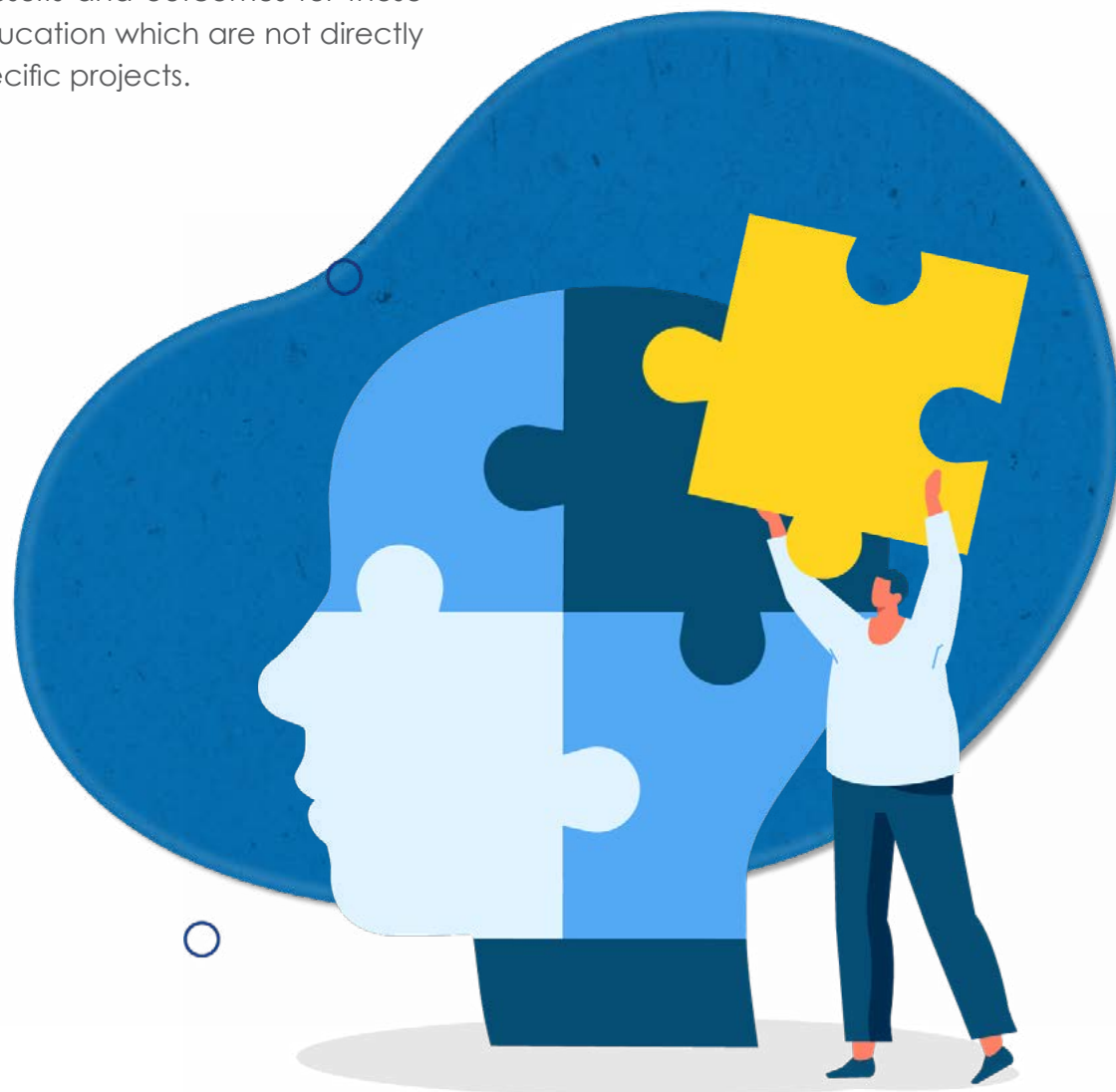


offer an open community of practice for all practitioners working in small and rural schools. In 2022, the activity will focus on the organisation of a webinar with all the schools having participated to the case study exercise. This webinar will contribute to develop the content of the future MOOC which will be offered later in 2022 to the whole small&rural schools community.

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 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, rather than only to meet the opportunities presented by EC calls that, in some cases, may only partially address Ministries' priorities or interests.

Finally, EUN will continue to develop an effective approach, as requested by the Steering Committee, regarding the best way to share the results and outcomes for those Ministries of Education which are not directly involved in specific projects.



PARTNERSHIP DEVELOPMENT

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, DJI, Ecophon, EinrichtWerk, Esri, EdTech Poland Foundation,

Facebook, Google for Education, Gratnells, GSMA, HP, Iris Connect, i3-Technologies, Konica Minolta, Lego Education, Lenovo, Liberty Global, Logitech, Makeblock, Matatalab, Microsoft, Oracle, Oyoty, PASCO, SMART Technologies, Staedler, Texas Instruments, Triseum, Ultimaker, Vernier, ZIOXI

and other potentially interested companies. The cooperation with the industrial sector will continue to represent a key area of development in 2022. Major IT companies will continue to support European Schoolnet through a variety of activities or their engagement in projects.

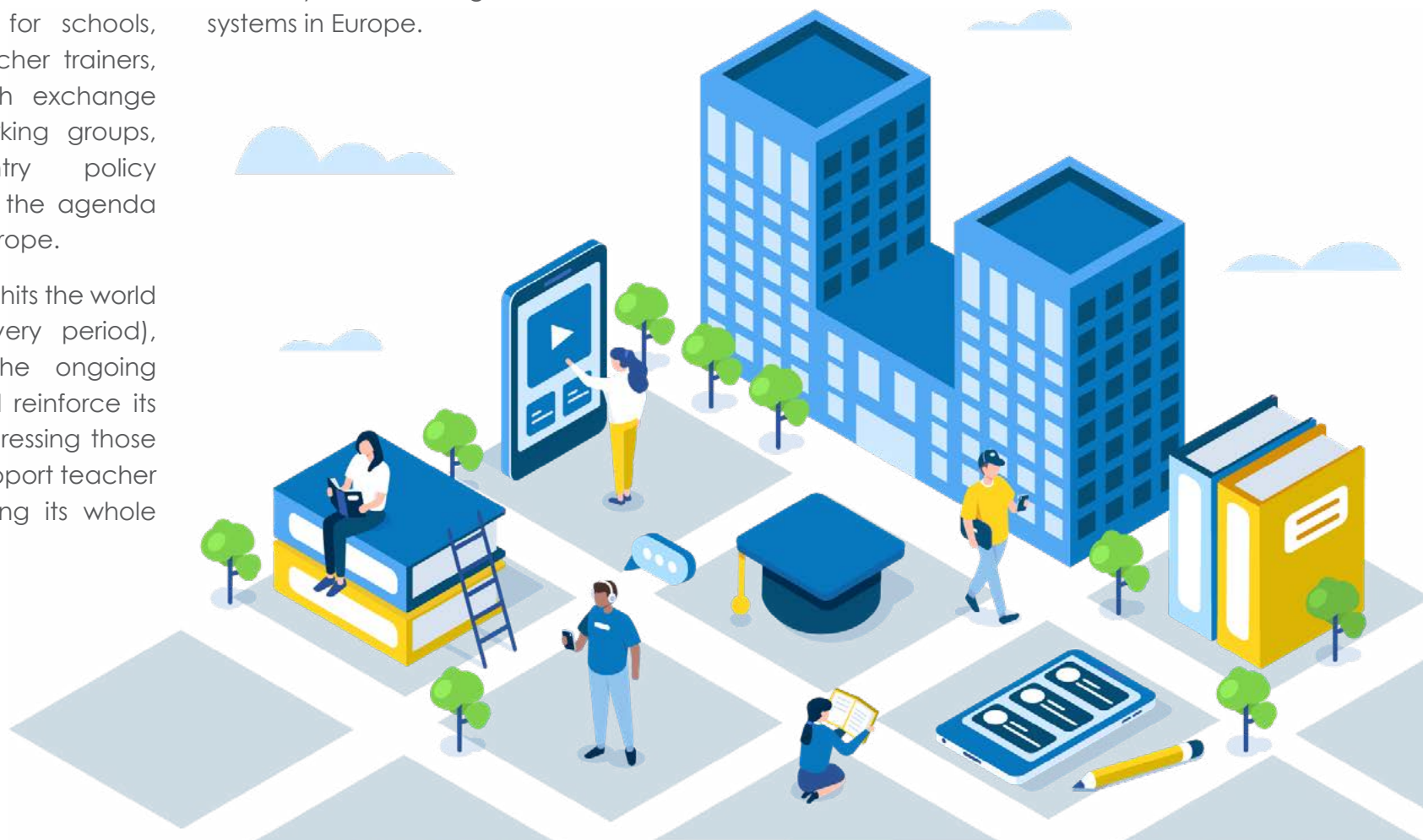


CONCLUSION

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 of the major crisis that hits the world (especially during that recovery period), 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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*Observers or non active members



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