



R4C

Reflecting for Change

Deliverable 6.2

**Report of the affiliation programme with existing
EU Projects & Initiatives**



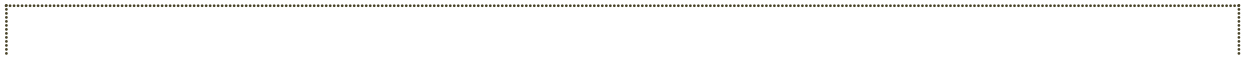
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Executive summary

The purpose of this document is to describe how within the scopes of the R4C project, the consortium has utilized already existing EU projects and initiatives, in order to reach as many possible educators and decision-makers. It will also include decisions from common meetings and plans for coordinated activities from different projects. These affiliations ensure that the project has a

The document is structured into four levels of collaboration.

On the first level stand the Open Schools for Open Societies project, and the SELFIE tool that form the basis of the R4C project.

On the second level are all those other European Union funded initiatives that are also working in the topics of the R4C project, such as open schooling or digitalization.

On the third level are other European Union supported projects, that are not directly connected to the topics of R4C, but are in some way affiliated with R4C.

On the fourth level are the national cooperation with local actors established by the partners in their own countries.



Table of contents

Executive summary	3
Table of contents	4
1 Initiatives that form the basis of R4C	5
1.1 Joint Research Center	5
1.2 Forward Looking Cooperation Projects	7
1.2.1 SELFIE – Digital Schools Awards	7
1.2.2 SELFIE HElpeR & Pedagogical innovation Assistant (SHERPA)	7
2 Projects in the topics of open schooling and digitalization	9
2.1 PHERECLOS	9
2.2 NEMESIS	9
2.3 SALL	9
2.4 The ReOPEN project	10
2.5 Pleiades project	10
2.6 DIGI-HE	10
3 Affiliations with other EU funded initiatives	12
All these policy recommendations when implemented will help strengthening a supportive political environment for schools in Europe wishing to innovate themselves towards openness and e-maturity.	13
3.1 Rayuela (?)	13
4 National level collaborations with local actors	14
5 Conclusion	15

1 Initiatives that form the basis of R4C

R4C focused on Priority 5 of the call for Forward-Looking Cooperation Projects that sees the use of self-reflection tools as a valid way to support innovation and systemic change in education. R4C explored how schools may **move from self-reflection to developing a comprehensive plan of action that utilises the results of a self-evaluation exercise**, but, crucially, in combination with fundamental principles and mechanisms of European educational policy for schools. The latter is rather significant in the sense that improvement in key areas within an evaluation scheme for schools is not an isolated process but has to be aligned with key priorities at both the national level but also at European level. The project relied on two established self-evaluation methodologies:

- **SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies** - https://ec.europa.eu/education/schools-go-digital/about-selfie_en) which is a tool designed to help schools **embed digital technologies** into teaching, learning and student assessment. It can highlight what's working well, where improvement is needed and what the priorities should be. The tool is currently available in the 24 official languages of the European Union.
- **The Open Schools for Open Societies Self-Reflection Tool** (<https://portal.opendiscoveryspace.eu/osos/srt>) which is a tool that monitors the **progress of the school towards openness** at three different levels, the Management Level, the Process Level and the Teachers' Professional Development Level. It is available in 10 official languages of the European Union.

The R4C project looked at how schools can be supported in using these tools to understand the current position of the organisation and build on the results to define and implement suitable action plans **by providing a step by step support mechanism for school heads and teachers**. R4C studied the actual processes and unique pathways (rather than looking simply into variations in scores) from self-reflection results to concrete actions in the school as a learning ecosystem, in key areas such as Teacher CPD, school management, school openness, technology integration, innovation uptake, community engagement, social responsibility and others. R4C capitalized on the work of the **OSOS Coordination Action** that has created a large network of open schools in Europe. OSOS has been designing and orchestrating a movement across the EU to transform schools into sites where science teaching is a shared responsibility between leaders, teachers and students. Open Schooling has spread: there are over 1 100 schools participating, in 12 member countries.

R4C was a Forward-Looking Cooperation Project that promotes the use of self-reflection tools to support innovation and systemic change in education and training institutions. These projects highlight good practice in using and, in particular, following-up results from the SELFIE for schools self-reflection tool developed by the European Commission. Forward-Looking Cooperation Projects (FLCPs) are large-scale projects with the aim to identify, test, develop or assess innovative policy approaches that have the potential of becoming mainstreamed and improving education and training systems. The Reflecting for Change (R4C) project aimed at proposing an advanced support framework, as well as a set of core policy recommendations, to schools seeking to introduce a type of holistic change that will ensure a meaningful uptake of sustainable innovation, with an emphasis on achieving improved learning outcomes as set by the Europe 2020 strategy.

Throughout the lifecycle of the project, the R4C consortium has built a very strong collaboration with the Joint Research Center, the European Commission's science and knowledge service that has developed and is running the SELFIE tool.

1.1 Joint Research Center

The Reflecting for Change (R4C) project aimed at proposing an advanced support framework, as well as a set of core policy recommendations, to schools seeking to introduce a type of holistic change that will ensure a meaningful uptake of sustainable innovation, with an emphasis on achieving improved learning outcomes as set by the Europe 2020 strategy. R4C was a Forward-Looking Cooperation Project that promotes the use of self-reflection tools to support innovation and systemic change in education and training institutions. These projects highlight good practice in using and, in particular, following-up results from the SELFIE for schools self-reflection tool developed by the European Commission. Forward-Looking Cooperation Projects (FLCPs) are large-scale projects with the aim to identify, test, develop or assess innovative policy approaches that have the potential of becoming mainstreamed and improving education and training systems.

Innovation and systemic change in education can be slow to take root. Developing the innovative and entrepreneurial potential of education institutions, or successfully integrating digital technologies, requires a holistic approach. This means planning for innovation and change in, for example, pedagogies, infrastructure, organisational capacity, human resource management and institutional strategies. There is a considerable need to support and involve a broad set of stakeholders (eg educational leaders, educators, administrative staff, students and external stakeholders) so that each institution can respond to the need for institutional change and development in a meaningful, comprehensive and strategic way.

Improving and modernising education and training systems is a key priority for the EU. The Europe 2020 strategy acknowledges that a fundamental transformation of education and training is needed to provide the knowledge, skills and competences required for Europe to remain competitive. Educational organisations such as schools and universities have to evolve and adapt in order to achieve their core mission: to educate students to be successful in a complex and interconnected world that faces rapid technological, cultural, economic and demographic change. The use of self-reflection tools can be a way to support organisational change towards identifying goals of sustainable innovation, defining actions and achieving improved learning outcomes.

Throughout the lifecycle of the project, the R4C consortium has built a very strong collaboration with the Join Research Center, the European Commission's science and knowledge service that has developed and is running the SELFIE tool. This collaboration took off during the Project Coordinators' Meeting of Forward-Looking Cooperation Projects, which took place on Wednesday 12 and Thursday 13 February 2020.

Members of the Join Research Center participated in various R4C activities and events that further elaborated this collaboration:

- The R4C Virtual Summer School (6/7/20 – 10/7/20). The summer school aimed to familiarise participants with the open schooling approach that provides a powerful framework for school heads and teachers to engage, discuss and explore: how schools need to evolve, transform and reinvent; how schools facilitate open, more effective and efficient co-design, co-creation, and use of educational content tools and services for personalized science learning and teaching; how schools can become innovation incubators and accelerators. It has been designed to promote the use of self-reflection tools as a vehicle to support innovation and systemic change in schools. It proposes an innovation support framework and a roadmap to schools seeking to introduce a change culture that ensures a meaningful uptake of sustainable innovation. It focused on the use of self-reflection tools as a valid way to support innovation and systemic change in education. Participants explored how schools may move

from self-reflection to developing a comprehensive plan of action that utilises the results of a self-evaluation exercise, but, crucially, in combination with fundamental principles and mechanisms of European educational policy for schools. Dr. Nikoleta Giannoutsou, Project leader at the Human Capital and Employments section of JRC, presented the latest developments of SELFIE and explored possibilities of cooperation with the R4C schools.

- The Open Classroom 2020 conference "Open and distance education: New challenges and perspectives" took place on November 6-8, 2020. It uniquely combined modern technological solutions (zoom, youtube and Second Life) and offered an unforgettable experience to all participants being a unique hybrid conference. The conference was co-organized by Ellinogermaniki Agogi, the Institute for Educational Policy and the European Distance and e-Learning Network - EDEN. Dr. Nikoleta Giannoutsou, Project leader at the Human Capital and Employments section of JRC, was one of the key note speakers of the conference.

R4C was heavily involved in the planning of the second SELFIE forum in collaboration with the SELFIE team in the Joint Research Center. The second SELFIE Forum brought the SELFIE community together. School leaders, teachers, students, trainers, national coordinators, policy makers, researchers, practitioners and future potential users participated. The Forum focused on providing ideas and inspiration for schools to create their own action plan and take a step forward in terms of their digital empowerment. It was organised by the Joint Research Centre in association with the Directorate General for Education and Culture, and with the collaboration of the Directorate General for Employment, Social Affairs and Inclusion. R4C participated in the workshop: "Best practices of SELFIE in Projects funded by European Commission", which aimed to provide inspiration but also practical ideas to schools on how they can use SELFIE to develop their digital capacity.

This collaboration enabled synergies and strengthened the link between projects and their policy context. These synergies are described below:

1.2 Forward Looking Cooperation Projects

1.2.1 SELFIE – Digital Schools Awards



The SELFIE – Digital Schools Awards (www.digitalschoolsawards.com) Forward-Looking project embeds the SELFIE tool within an existing digital education programme, one that is highly successful in **Ireland, Northern Ireland and Scotland**. The two projects have been examining ways to revamp the existing Digital Schools Award Programme (DSA) by embedding SELFIE within the programme and explore how it can be extended to additional European countries. They focused on providing supports to the schools involved so they can use their SELFIE data to enhance digital education in their schools. Using a range of digital tools schools have opportunities to engage in a range of professional learning experiences, all designed to assist them in embedding digital technology more into the lives of teachers and students.

1.2.2 SELFIE HELpeR & Pedagogical innovation Assistant (SHERPA)



SELFIE HELpeR & Pedagogical innovation Assistant (SHERPA <http://sherpa4selfie.eu/>) mission is to enhance innovation in schools by supporting self-assessment processes for making better use of digital technology in teaching and learning. SHERPA helps to onboard a greater number of schools across Europe in the SELFIE process and scaffolds them in operationalising their SELFIE results on how to enhance teaching practices and school digital

strategies. The SHERPA project aims at widening, deepening and accelerating digital innovation in European schools by improving SELFIE-driven data-inspired and participatory decision making in the school development process. SHERPA develops two tools: **SELFIE Helper**, a chatbot system that assists schools to use the SELFIE platform, providing them with real-time help in resolving their specific user issues and the **SELFIE Pedagogical Toolkit**, a comprehensive package to help schools transform their SELFIE results into concrete innovation strategies and actions for employing digital technologies more effectively in teaching and learning. The two projects have been working closely together to coordinate their activities and outcomes in order to provide a more integrated service to the schools.

2 Projects in the topics of open schooling and digitalization

2.1 PHERECLOS



The [Phereclos project](#) (Partnerships for Pathways to Higher Education and Science Engagement in Regional Clusters of Open Schooling) is a Horizon 2020 project (GA824630) where ESHA is a consortium member. The project builds upon the experience of Children's Universities (CUs) in Europe and beyond. Due to their engagement with children and young people, they help to breakdown institutional boundaries between universities and the wider society. CU often sit between key organisations in the educational and social landscape, collaborating with both. OSOS has been a role model in the PHERECLOS project, and the consortium has followed the progress of the R4C project with great interest, and have presented the project and participating at the R4C final conference.

2.2 NEMESIS



The [NEMESIS project](#) (Novel Educational Model Enabling Social Innovation Skills) is a Horizon 2020 project (GA770348) where ESHA was a consortium member. Its aim is to create and test an educational model to bring social innovation philosophy to primary and secondary students. For three years, thirteen members from seven EU countries will work together to develop a model that embeds the competences and philosophy of social innovation into schools. The NEMESIS consortium has participated and presented its paper at the Open Classroom Conference 2020.

2.3 SALL



The [Schools As Living Labs](#) project proposes a new framework based on open innovation methods for schools across Europe to approach their science education programmes in a new light. Our objective is to make STEM teaching more relevant, systemic, and inclusive and to do that for all of our students.

SALL adopts the concept of open schooling in science education where schools, become agents of community well-being by creating new partnerships with other local actors and addressing local issues relevant to them.

SALL proposes to transform schools into living labs. This open-innovation methodology puts people in charge of the innovation process. It involves different kinds of partners in a private-public-people partnership and integrates research and innovation processes in real-life communities and settings. This methodology has been widely tested and has proved to be capable of nurturing meaningful collaborations between actors with diverging interests but with common objectives. Together, they build new products, new services, new uses, etc. through a cycle that typically comprises: Co-creation, Exploration, Experimentation, Evaluation phases.

SALL brings together school communities, including teachers, students, and their families, research institutions, policy-makers, science engagement organisation and other non-formal learning and open innovation spaces. School communities will be engaged in intensive dialogue and mutual learning activities. They will address local issues linked to the food system in all its dimensions, a very topical challenge faced by humankind as well as a relevant topic for science education that is high in the European political agenda.

Schools As Living Labs, coordinated by Ellinogermaniki Agogi, roots its approach in existing open-schooling methodologies, such as OSOS, and other Living Lab initiatives. The project will create a living-lab-based methodology and develop training and support materials. The methodology and the materials will be tested and evaluated in 42 pilot school communities across 10 countries. The project will then carry out a larger-scale implementation of the living-lab-based methodology involving additional 370 schools, reaching 412 school communities in 10 countries.

Through SALL's research-practice approach, the methodology will be adapted and new tools will be created and tested to support school communities in designing and implementing living lab activities. SALL will also prepare the ground for sustainable living-lab-based open schooling activities in Europe's schools through strong community-building, networking, dissemination, as well as policy-oriented interventions.

From this, the gap between schools, the research community, and society will be bridged, assisting students to develop 21st-century skills and to raise their awareness of science and innovation.

2.4 The ReOPEN project



EDEN was partner in the [Recognition of Valid and Open Learning \(ReOPEN\) project](#).

It addressed the issues of recognition and validation of non-formal open learning. The project created innovative non-formal open learning examples and cases, as well as valid non-formal learning infrastructures to design and create open and innovative education for C-VET, lifelong learning and higher education organizations, as well as companies.

The lesson learnt and applied in the R4C project is the learning recognition instruments for validated non-formal open learning courses for continuous professional staff developing.

2.5 Pleiades project



EDEN is consortium member in the PLayerful Environment for Inclusive Learning Design in Europe (PLEIADES) project

Pleiades supports the efforts of European teachers to systematically integrate inclusive and open practices in their teaching. It does this by helping them to work together on the design, implementation and sharing of inclusion-aware learning activity plans. These plans are focused on

carefully orchestrating learner collaboration, a widely recognized approach not just for strengthening acquisition of curriculum contents but also for supporting inclusive classroom dynamics and attitudes.

PLEIADES's support for teachers' capacity building comes in the form of a blended (onsite + online) pathway (12 months) of teacher training and peer collaboration for teachers working in 4 different schools, who are facing different challenges in terms of learner diversity. The pathway features advanced game-like elements that draw on physical and digital tools designed to support teacher interaction, cooperation and, ultimately, collaboration.

2.6 DIGI-HE



EDEN is associate partner in the project entitled [Supporting European Universities in their Strategic Approaches to Digital Learning \(DIGI-HE\)](#).

DIGI-HE project aims at developing a self-assessment tool that will support European higher education institutions in their strategic approaches to

digitalisation. The DIGI-HE tool will be constructed on the basis of the SELFIE tool (addressing the school sector) and its lessons learnt, the European Framework for Digitally Competent Educational Organisations, and other existing tools geared to higher education institutions.

Based on the experiences coming from an important number of Greek, Italian and Portugal schools the R4C project could contribute to the development and implementation of a self-assessment tool in the Higher Education sector.



3 Affiliations with other EU funded initiatives



The European Education Policy Network on Teachers and School Leaders is a Europe-wide network of relevant organisations (policymakers, practitioners, researchers and stakeholders) to promote co-operation, policy development and implementation at different governance levels, and to support the European Commission’s policy work on teachers and school leaders. This network is building on existing activities developed at European level, especially initiatives and projects supported through European Union programmes in the field of education. The coordinator of the 4-year project that started in January 2019 is the European School Heads Association and the network currently includes 29 partners from 18 countries. The EEPN Network works on a topic assigned by the European Commission every year, and in their second implementation year, the network has worked on the topic “New roles and competences for teachers and school leaders in the digital age”. With the European School Heads Association being the coordinator, and Ellinogermaniki Agogi as one of the leadership members of EEPN, consortium members of R4C, the priorities set in Reflecting4Change also appear in the final policy recommendations written by EEPN, supported by the entire network, thus providing a great influence on future education policy making.

The policy recommendations of the second year of the EEPN projects are the following:

1. Raise awareness of the benefits and challenges of using digital technologies in all aspects of education, education management and school leadership in order to ensure adequate digital skills and competence and their inclusion across the whole curriculum, whilst respecting the essential social interaction of school life and learning and holistic education.
2. Ensure sustainable investment in digital infrastructure of schools and in the initial education and continuous professional development of teachers, school leaders and education support personnel, to ensure the mindful and inclusive use of digital tools in pedagogies while respecting the professional, scientific and pedagogical autonomy of the teachers and school leaders.
3. Seek sustainable public investment to foster the development of active citizenship, media literacy, digital literacy and the critical thinking of teachers, school leaders and students.
4. Raise awareness of issues related to data protection, disinformation, intellectual property rights and cyber-violence in order to promote the active and mindful participation of all school actors in community life and in wider society.
5. Ensure equal access to high quality and free of charge continuous professional development for school leaders, teachers, education staff, and teacher educators, to support digital confidence and competence and ensure the best use of digital technologies, in connection with curricular and pedagogical training which stimulates interactive learning by taking into account the social context of the students.
6. Foster the development and update the initial education of teachers, school leaders and teacher educators in order to meet the requirements of education in the digital age and to adapt to the challenges of the society as a whole. This requires special attention to training on digital technologies, blended learning, communication and time-management, and on scientific, pedagogical and curricular training while improving the quality of online teacher training without hindering the value of face-to-face interaction.
7. Prioritise the development of digitally mature schools as supportive learning and working environments for all school actors, by promoting democratic leadership and whole school approaches that include the active participation of school leaders, teachers, students and parents in the school community.

8. Counter the socio-digital divide by ensuring an inclusive use of digital technologies in accordance with students' curricular and educational needs, and guarantee equal and equitable access and opportunities for all everywhere in Europe to digital tools, instruments, programs and platforms for all students, particularly socio-economically disadvantaged schools and school actors by strengthening the social interaction between school leaders, teachers, students and parents when dealing with inclusion and diversity.
9. Promote the use of digital technology to support collaborative school leadership and school participation in wider community partnerships
10. Seek democratic governance and active participation at the European, national, regional and local levels from the early stages of process of decision making, on designing and implementing decisions on digitalisation strategies and the digitalisation of schools, teaching and school leadership, with the active involvement of the education social partners (education trade union and education employers) and education stakeholders (students' unions, parents' organisations, etc) in the design, implementation and governance of education policies.
11. Ensure a good balance between the use of digital technology and face-to-face educational provision to support the quality and inclusiveness of education and safeguard the social value of education as the presence of the students and professionals and the school's physical spaces.
12. Foster research on the risks and benefits of digitalisation in all areas of education, connect with the experiences of education authorities, school leaders, teachers, students, and parents in different countries, collaboratively develop concept for practice, and identify effective digital pedagogies with their active involvement.

All these policy recommendations when implemented will help strengthening a supportive political environment for schools in Europe wishing to innovate themselves towards openness and e-maturity.

3.1 Rayuela (?)

4 National level collaborations with local actors

5 Conclusion

As the four levels of the affiliations report shows, the R4C project was designed and implemented while taking into consideration the environment we were working at. The consortium has built on existing good practices, utilized the networks created in previous funding periods, had a close collaboration with both researchers, policy makers and practitioners on international and national level, to ensure the widest possible outreach, gain validation and ensure influence.