

ICT infrastructures in Europe

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Objective of the workshop

- Explore the approaches to ICT support in schools in Europe
 - *What do the equivalents of NAACE in other European countries look like, when they exist?*
 - *What benefits could we expect from a European professional network of ICT support and advisors?*
 - *How could we make it happen? What drivers and incentives?*



.Network of 31 Ministries of Education founded in 1997 (Becta in UK)

.Supports schools in bringing about the best use of technology in learning

.Promotes the European dimension in schools and education

.Improves and raises the quality of education in Europe

ICT Advisers in Europe

A European view on the current provision in
ICT support in schools

Origin

EUN projects such as ASPECT need to tap into a European network of ICT advisers and support staff

Meeting with Naace Secretariat 2009 and presentation to Naace Sponsor's meeting May 2009

How can we map and improve current networks in Europe?

EUN desk research

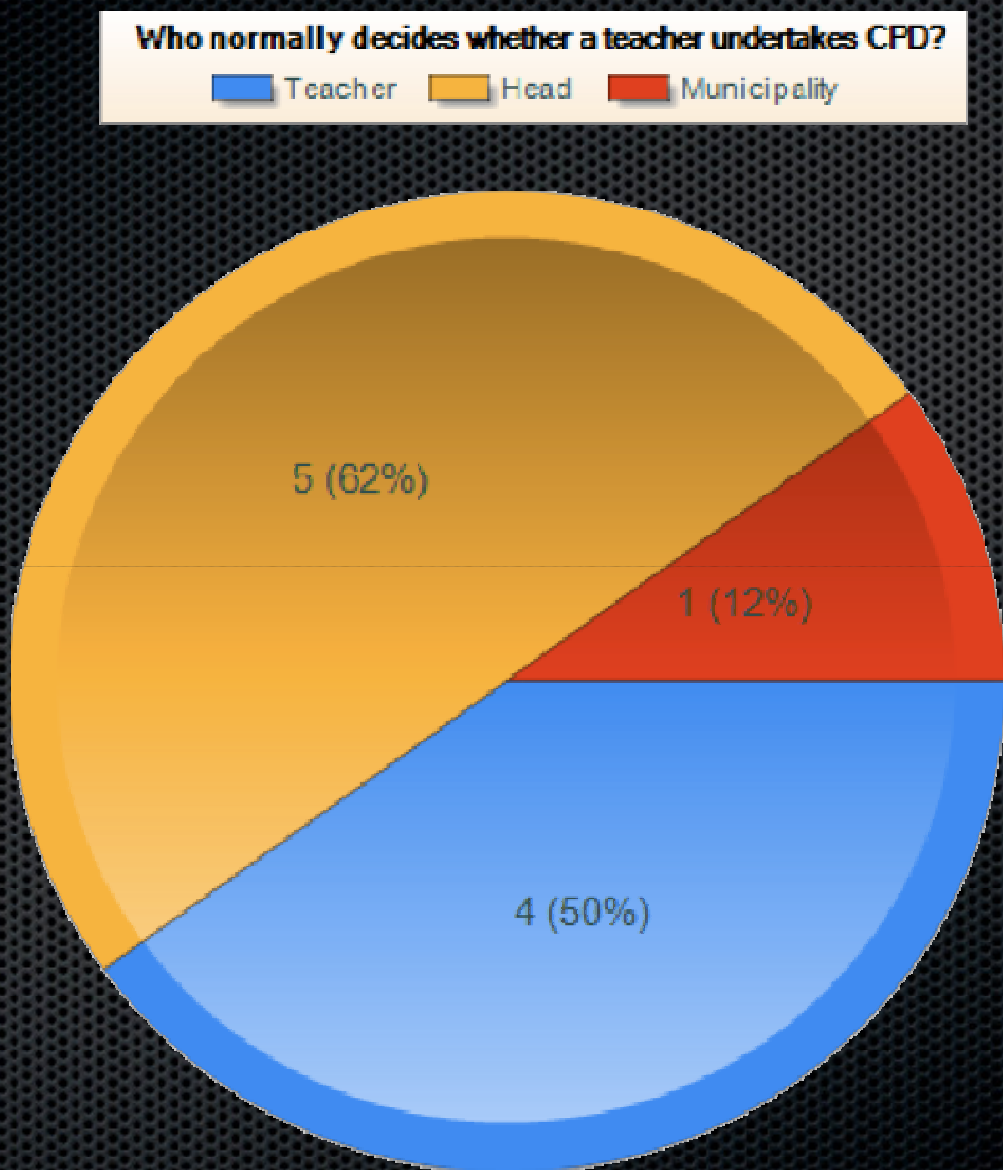
- Desk research (September 2009) provides some data on Austria, Belgium, Czech Republic, Estonia, France, Greece, Hungary, Ireland, Italy, Norway, Portugal, Sweden drawn from:
EUN Insight country reports http://insight.eun.org/ww/en/pub/insight/misc/country_report.cfm
- STEPS study on ICT impact in primary schools <http://insight.eun.org/ww/en/pub/insight/minisites/steps.htm>
- Other information gathered by EUN on digital skills development and internet safety

EUN initial investigation results

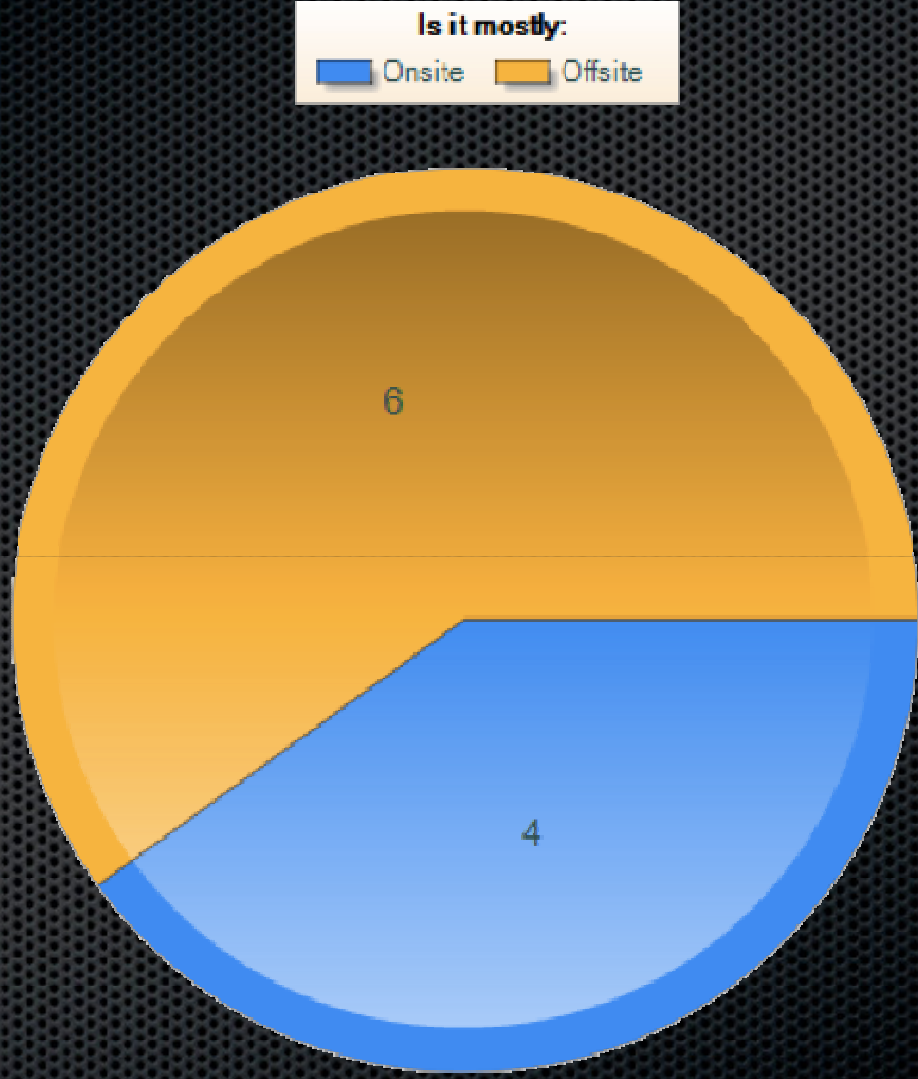
- No equivalents to Naace in rest of Europe
No common pattern of ICT support
- Little information on who actually provides technical and pedagogical support for teachers
- Need for a larger scale study

EUN survey 2010

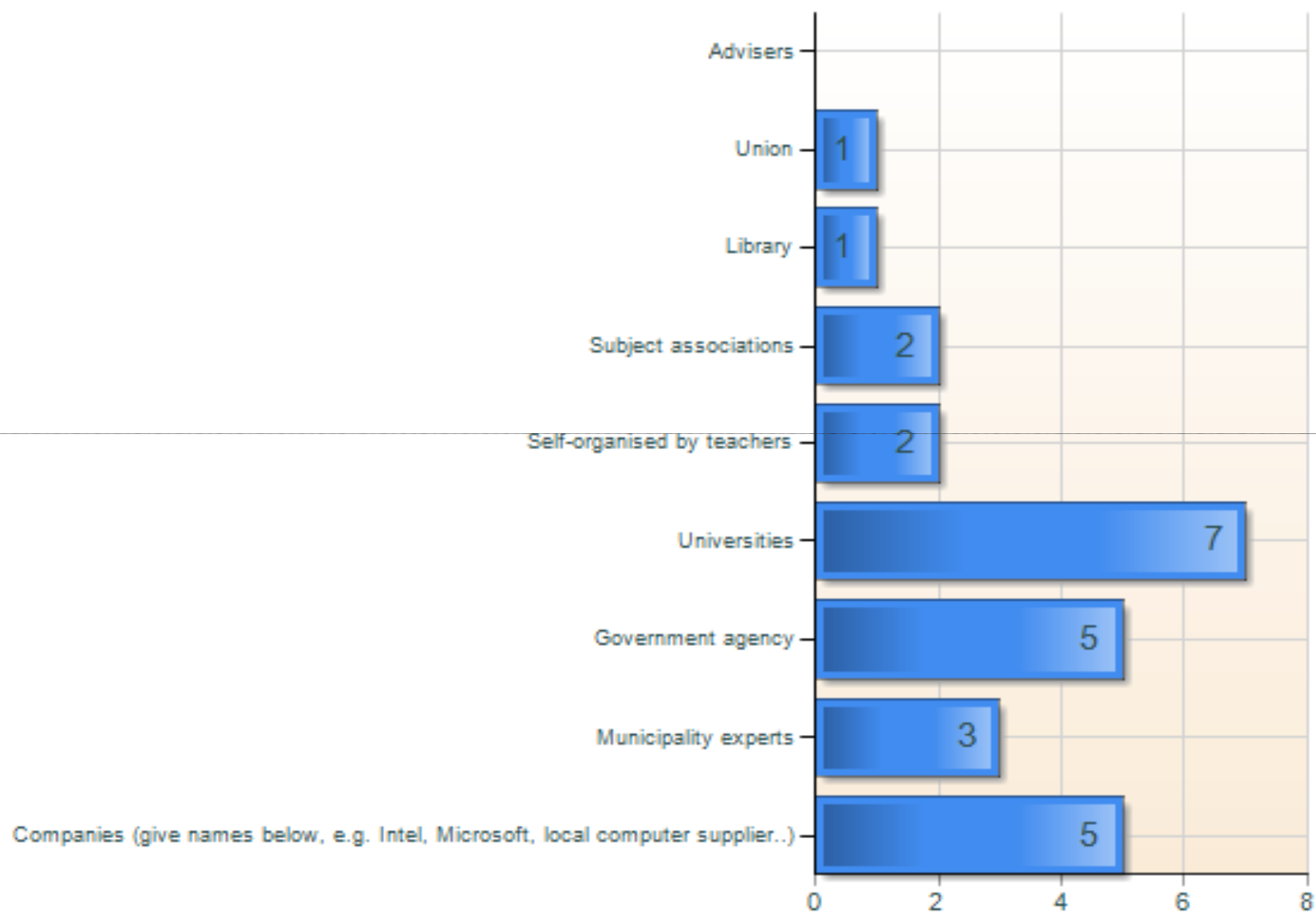
- Ministries in LRE working group interested in initial findings and Naace activities
- Short survey in 2010 to:
 - Gather more information on CPD and technical/pedagogical support
 - Assess level of interest in Naace activities
- Responses from 8 Ministries of Education, AT, CH, CZ, FI, NO, PT, SK, SE



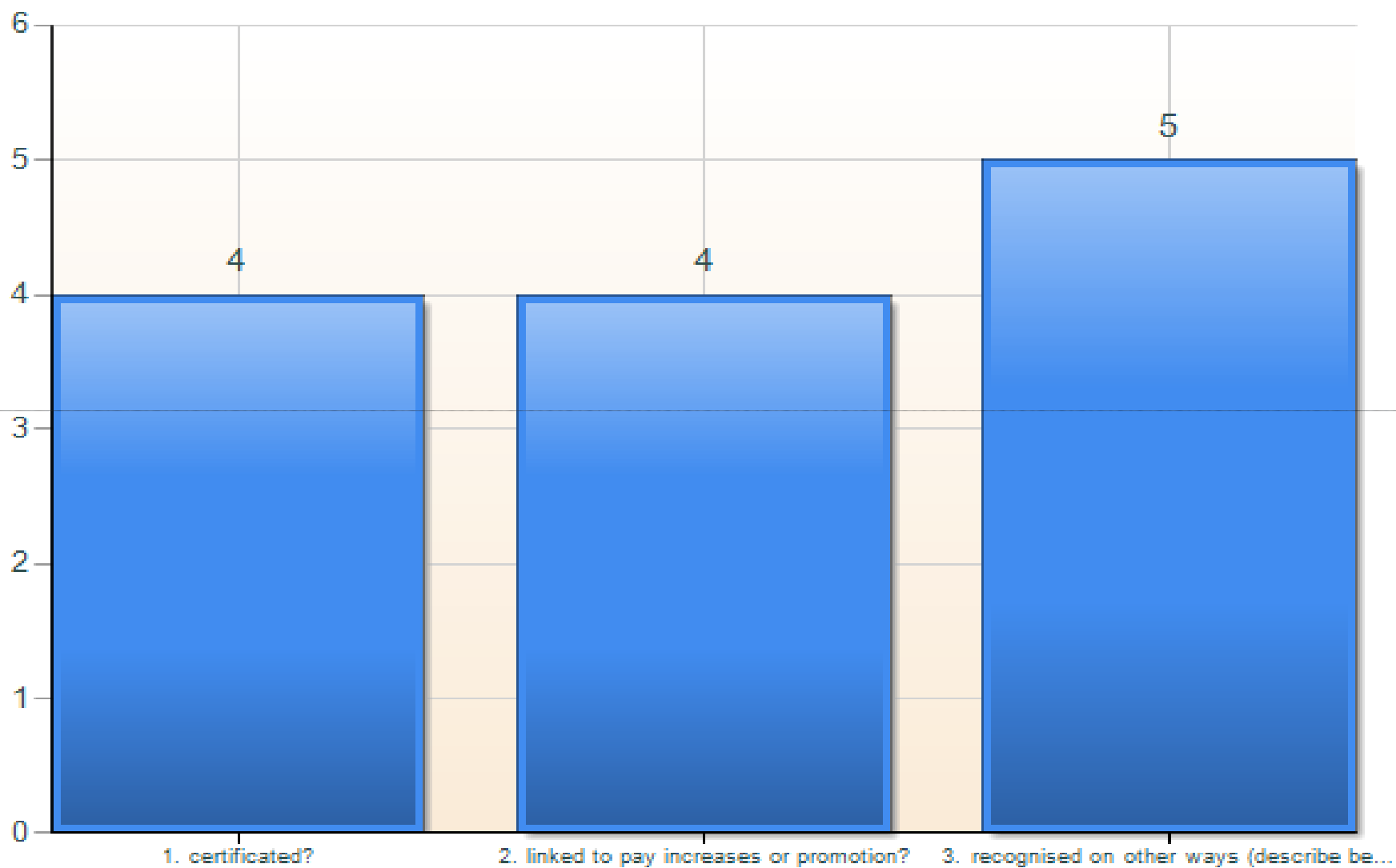
ICT support infrastructures in Europe



Who provides CPD for schools? (choose as many that apply)



Is CPD



CPD provision

Austria - Self-organised by teachers. Certification from Microsoft, Cisco Academy, Universities, edugov etc.

Finland - Municipality experts, Government agency and Universities. Mostly companies like Educodes, Palmenia etc. and more seldom large companies like Microsoft

Norway – over the last two years, a sharp increase in courses related to pedagogical use of ICT by public university colleges that are also main providers of teacher training... Also VLE providers like Fronter, It's Learning and Microsoft

Sweden – no central data. “We don't know at the national level which companies the municipalities eventually buy the CPD from”

Strengths and weaknesses of current CPD provision

Austria: No concentrated CDP by all regional pedagogical universities. No way to reward teachers who take advantage of CPD.

Switzerland: Teachers/schools free (in decentralised system) to chose CPD but no central overview of supply and demand, no unified certification and recognitions, no standardisation of CPD content.

Czech Republic: CPD accredited by a part of the Ministry of Education and there are courses for teachers that allow them to become an ICT Coordinator but no national development plan for ICT-related CPD.

Norway: One major weakness is that no central funding over the past two years is specifically related to ICT-specific courses.

ICT technical support

Finland: school level advisers plus support from municipal ICT centres (but very few of these).

Switzerland: In cantons there are ICT-pools with ICT specialists paid by cantons and municipality. In smaller schools a teacher responsible for ICT may also be responsible for technical support.

Norway: The last national survey on pedagogical use of ICT (ITU Monitor 2009) provided this overview per school: ICT technician, full time: 9.7 %
ICT technician, part time: 12.3% Teacher with dedicated hours: 39.4%
School owner provides support: 30.8%.

Sweden: Totally a local decision. In many cases technical support is provided by the school or by the central IT-department in the municipality. In primary schools, this could be provided by a teacher.

Key obstacles to technical training/support

- Lack of time and funding (motivation in Switzerland)
- ICT skills are still not classified as key competences
- Sweden: Many teachers state that the lack of support is one of the major obstacles to increasing the use of ICT. We have, however, no data on obstacles related to the training of support staff.

Naace equivalents?

- No professional associations as well developed as Naace
- Some equivalent support from:
 - CZ - JSI (www.jsi.cz) a non-profit professional association of IT teachers and IT professionals
 - SE- (Datorn i utbildningen) which also issue a magazine, organise seminars/workshops but they do not provide the same kind / level of services
 - CH - educa.ch Cantonal ICT agencies. CPD providers.
- National and Regional ICT agencies
- Teacher training centres

Interest in Naace services?

Yes!

Finland – Naace ICT Mark, Newsletter, Computer Education and especially Naace mark for Service Providers. However, as there is no organisation taking responsibility on the issue as a whole, there is no organisation in my knowledge that could use them.

Norway – ICT mark or ITEM is a clear candidate for the Norwegian educational system.

Interest in local Naace?

Austria - an organisation such as Naace could help manage the support of education.

Switzerland - Would be useful.

Czech Republic - It would be extremely useful to have an association of ICT coordinators, advisers support staff and trainers.

Finland – Would be extremely important

SE - There are a number of services that could be useful. However, due to our decentralised system, it is rather up to the professionals and/or the municipalities to comment on this.

Conclusions

- Latest feedback confirms desk research findings that:
 - There are very different approaches to ICT support across Europe
 - Support infrastructures either loosely coupled or quite fragmented
 - A lack of information on support infrastructures
 - Virtually no knowledge sharing at international level
 - There is a need for a proper study of ICT report infrastructures
 - A number of MoE are interested in Naace services and would like to see a 'local' version of Naace

Next Steps?

- Is there a business development opportunity for Naace beyond the UK?
 - *To promote ITEM?*
- What can European Schoolnet / ASPECT project do to facilitate and help build a European network?
- A more rigorous study of ICT support infrastructures
 - *Who will fund? European Commission? Naace and EUN sponsors? Subscription for study?*

What could be the benefits of NAACE european/national chapters?

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What could be the incentives, the drivers?

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How can we make it happen?

Aspect Contact and Information

ASPECT: <http://aspect-project.org/>

<http://lre.eun.org/>

<http://lreforschools.eun.org>

• European Schoolnet: <http://www.eun.org/>

• eContentplus: <http://ec.europa.eu/econtentplus>



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