

# CPD*Lab*

Continuing Professional  
Development *Lab*

## Continuing Professional Development Lab (CPD*Lab*)

Progress Report

Public Part

Project Title: Continuous Professional Development Lab (CPD*Lab*)  
Project Number: 518130-LLP-1-2011-1-BE-COMENIUS-CMP  
Grant Agreement: 2011 – 3641 / 001 - 001  
Sub-programme or KA: Comenius multilateral project



The CPD*Lab* project is partly financed by the European Commission's Lifelong Learning Programme



## Project information

Project acronym: CPD*Lab*  
Project title: Continuing Professional Development Lab  
Project number: 518130 – LLP – 1 – 2011 – BE – COMENIUS - CMP  
Sub-programme or KA: *Comenius multilateral project*  
Project website: <http://cpdlab.eun.org/>

Reporting period: From 01/10/11  
To 30/09/12  
Report version: 1  
Date of preparation: 26 October 2012

Beneficiary organisation: EUN Partnership a.i.s.b.l.

Project coordinator: Marc Durando  
Project coordinator organisation: EUN Partnership a.i.s.b.l  
Project coordinator telephone number: 02/ 790 75 75  
Project coordinator email address: [marc.durando@eun.org](mailto:marc.durando@eun.org)

This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# Executive Summary

The CPD*Lab* project is developing three training courses for teachers, teacher trainers and other educational professionals working in secondary schools across Europe. Each of the three courses focuses on changing teaching and learning pedagogy facilitated by technology. The three courses are in the areas where research has identified gaps in current provision:

- Interactive Whiteboards (IWB) – the pedagogical use;
- eSafety (eS) – policies in schools and in everyday teaching and learning; and
- Future Classroom Scenarios (FCS) – adapting teaching and learning in the future classroom.

The courses are being designed in a flexible, modular style by four Ministry of Education project partners and expert teachers working together from Finland (FNBE), Norway (NCIE), Portugal (DGE), and Italy (INDIRE), together with the University of OULU (Finland) and European Schoolnet (EUN, Belgium).

To help participants from across Europe attend and share experiences on these courses, each of the courses will be delivered as a 5-day training course offered through the Comenius in-service training database. Training will take place in European Schoolnet's, Future Classroom Lab in Brussels (<http://fcl.eun.org>). This flexible learning space has been funded with the support of EUN's 30 Ministries of Education, working in partnership with leading technology companies.

The Comenius in-service 5-day training courses form a key part of the long term sustainability of the project. Following phase one validation approval, applications were successfully submitted to offer the courses through the Comenius in-service teacher training database from June 2013. Teachers and teacher trainers attending the training, can then take back and adapt some or all of the modules to cascade the courses locally to address national/regional training needs.

From Autumn 2012, selected modules will be piloted as 1 to 2 day courses through European Schoolnet's Future Classroom Lab in Brussels. These shorter courses will be tailored to meet the needs of different audiences, from policy makers and school management, to teachers and teacher trainers.

The methodology behind the course development process has involved a research stage to understand existing provision in terms of content that can be shared and also to identify the gaps in current provision. The research emphasised the need to focus on a pedagogical driven approach to the training and the benefits of sharing practice between countries.

The course development process itself is iterative in nature. The need for a shared understanding, particularly given different pedagogical approaches in different countries and the issue of language and terminology, led to the development of a course specification document. This version controlled document sets out the key assumptions and includes the course development templates agreed by the project team.

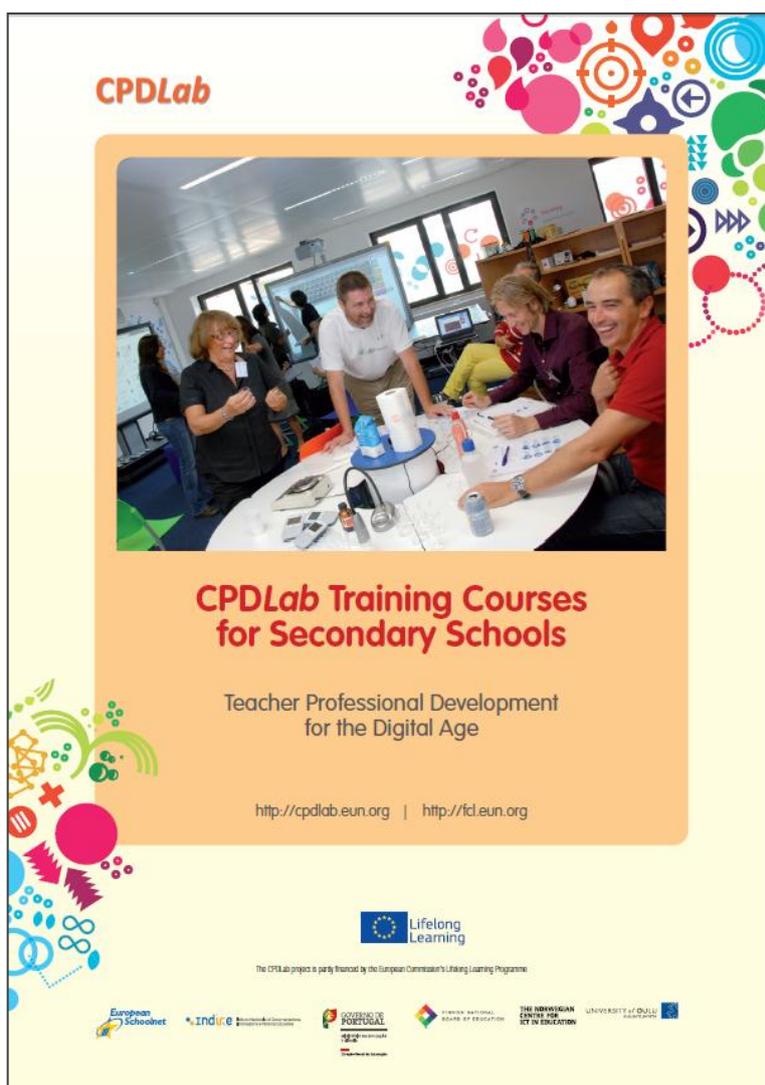
EUN (IWB), FNBE (eSafety) and UOULU (FCS), each act as a course development lead, working with partners across the project and involving expert teachers in both the course development and validation. INDIRE leads the course validation process and DGE leads the quality assurance process. A Pedagogical Advisory Board (PAB) provides independent steering, coupled with the appointment of an expert Independent Evaluator who, as well as providing formal evaluation, offers 'critical friend' feedback.

The course development process involves wider stakeholder groups. Specifically, members of EUN's Interactive Whiteboard working group (IWB WG), which includes 15 MoE and six

industry partners, contribute to the review and development of the IWB course; it is also hoped that funding from the IWB WG will make it possible to extend the courses by providing video material. There are also synergies with the Commission funded, iTILT project which looks at the use of interactive technologies in language teaching. Expert review and content has also been fed into the development of the eSafety course through working with the Commission's InSafe network, a network of 26 centres across Europe which EUN coordinates. A strong working relationship is in place with the iTEC project, a large-scale FP7 integrating project, involving 14 MoE, developing scenarios for the future classroom and validating these in a large-scale pilot with >1000 classrooms across Europe.

The CPD*Lab* training course brochure and course flyer have been produced for dissemination in November, at European Schoolnet's EMINENT 2012 conference which is attended by all of EUN's supporting Ministries of Education, industry and regional partners (~200). A workshop is being run within the conference on teacher professional development. Following approval of the three courses for the Comenius in-service training database, EUN will actively promote the courses and encourage attendance through its network of 30 Ministries of Education. The brochure and flyer are being translated for project partners to use and disseminate locally.

The project website <http://cpdlab.eun.org> provides further details and the products delivered within the first year.



# Table of Contents

- 1. PROJECT OBJECTIVES..... 6
- 2. PROJECT APPROACH ..... 8
- 3. PROJECT OUTCOMES & RESULTS..... 11
- 4. PARTNERSHIPS ..... 14
- 5. PLANS FOR THE FUTURE ..... 17
- 6. CONTRIBUTION TO EU POLICIES ..... 19

# 1. Project Objectives

The aims of the project are:

1. “To develop ICT-related courses for Continuing Professional Development that reflect the pace of technological change in schools and prepare teachers, head teachers and policy makers to deliver scenarios for the future classroom;
2. To deliver these courses in a way that equips participating stakeholders with the skills and resources to pass on this training at national/local level.”

Specifically, the objectives for the CPD*Lab* project are to design, test and disseminate three CPD courses for teachers in the areas of:

1. Interactive Whiteboards: innovative pedagogical use of IWB technology in secondary schools. To fully exploit new teaching and learning opportunities offered by Interactive Whiteboard technologies;
2. e-Safety: improved safety policies in secondary schools, addressing cyber bullying, the use of social networks, responsible use of mobile technologies and the Internet, among others. To be fully prepared to develop and implement effective eSafety policies both within the school and within the wider whole school environment (including parents); and
3. Future Classroom Scenarios: implementation and dissemination of teaching and learning activities for the future classroom. To understand a range of predictive scenarios for the future classroom and explore how their own school can successfully implement some of these scenarios involving new teaching and learning processes and more advanced pedagogies.

The development of these three CPD*Lab* courses has been prioritised, to address recognised gaps in the current provision:

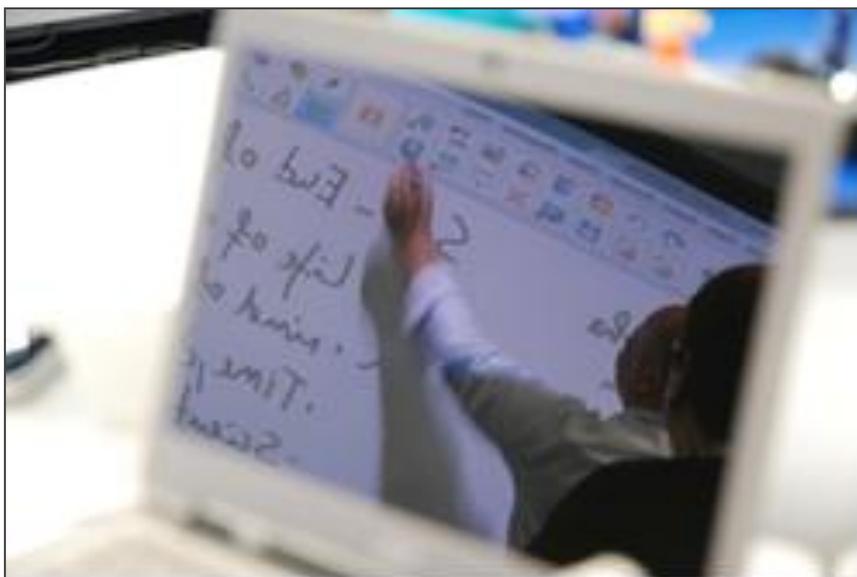
- A wide range of Interactive Whiteboard courses exist today. Many of these are linked to vendors and are delivered as part of the initial purchase. IWB teacher communities have built up around this training, which encourage the sharing of ideas and these are particularly active within subject disciplines. However, research supported by Ministries of Education in European Schoolnet’s Interactive Whiteboard Working Group shows that there is a lack of a generic pedagogically-based IWB course.
- In e-Safety, there is a wealth of information on the different issues and within each member state there are websites to download relevant information. There are training courses addressing specific issues e.g.: cyber-bullying. Recent research though has confirmed there is still limited training for schools on this issue which has contributed to the launching a pilot for a schools’ eSafety Label.
- The third course is linked to the iTEC project. This four-year, pan-European project is focused on the design of the future classroom. Divided into phases, the project will deliver a range of innovative learning activities and validate these via pilots in over 1,000 classrooms across Europe. The CPD*Lab* project will develop training around these validated learning activities in order to spread and disseminate best practice.

The CPD*Lab* courses are aimed at secondary schools. The main audience for the training are teachers and trainers involved in continuous professional development within their school, region or country. Some modules will be of more interest to senior management and policy makers and the courses will be designed in a modular style to enable different learning pathways according to the needs of different groups.

The courses are being developed with the help and input from the project partners involved in developing training courses and approaches in their own countries, and with groups of expert teachers assisting with the course development and validation. Opportunities are also being taken to pilot early course materials with teachers attending short courses offered through EUN's Future Classroom Lab, a fully equipped 200 sq. metre learning space in Brussels that was officially opened in January 2012 with support from major ICT vendors. Wider stakeholder groups linked to each of the courses, have also reviewed and commented on the courses being developed to ensure the courses meet the needs of secondary schools.

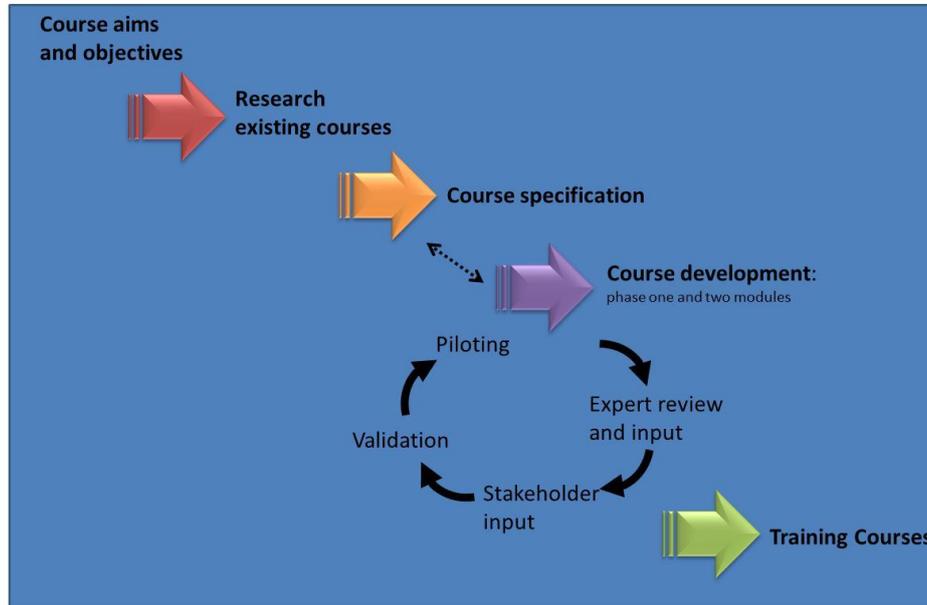
The courses will be promoted to teachers across Europe, with the help and support of EUN's 30 Ministries of Education and regional partners. Publication of the training courses on the Comenius in-service training database offers teachers a key source of funding to apply for a grant to cover the cost of attending the 5-day training course. Links with other sources of potential funding to help teachers from across Europe benefit from training are also being developed with the eTwinning National Support Services. The use of webinars to extend training opportunities online will be investigated in year two, along with the development of a supporting community of practice.

CPD*Lab* partners, along with Associate Partners and other stakeholders, will also be able to localise and translate the courses so that they can be integrated into local CPD training programmes that they themselves run.



## 2. Project Approach

CPDLab – project approach



The above diagram illustrates the various stages of the project approach.

Starting with the course aims and objectives, the discussion amongst the project partners centred around the best model for teacher continuous professional development. A blended learning approach is implemented in most countries, to allow for the practical application of new skills and knowledge. So, while the output from the CPDLab project remains three, 5-day training courses to be delivered from Brussels and offered through the Comenius in-service training database, the courses are being developed in a flexible, modular style and targeted at teachers/teaching professionals responsible for training at the national/regional/local level depending on varying needs and the different training delivery models in place across the different countries.

The research phase then looked to help position the CPDLab courses within current training course provision and identify existing courses and materials that could be leveraged in the development of the CPDLab courses.

At the start, the course specification phase was not identified as a separate phase. Instead it was seen as part of the course development. However, one of the important lessons drawn from the early stages of development was the need to separate out the course specification as a distinct phase. This helped ensure that there was a shared understanding of assumptions and common course development templates to apply across each of the three courses. The course specification, therefore, forms a vital part of the project approach. It is a version controlled document.

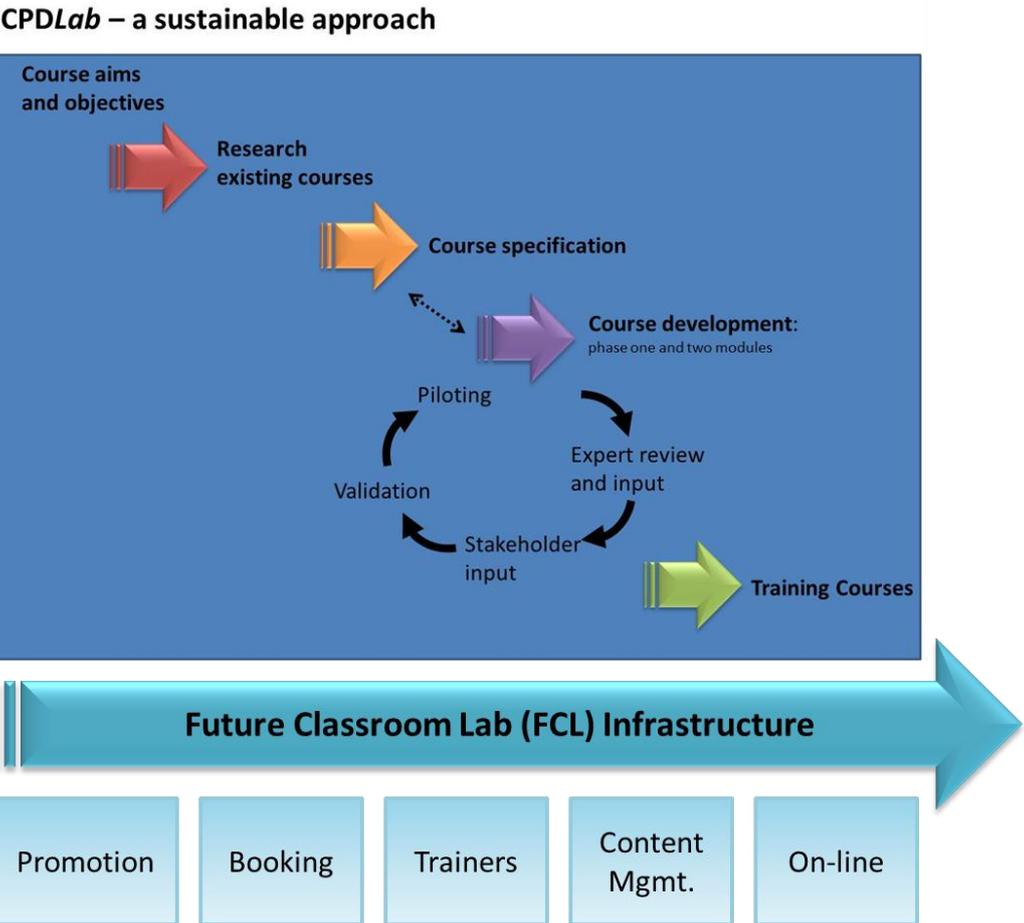
Linked to the course specification, is a continuous course development cycle, which involves a series of review stages to take on board feedback from expert teacher and partner reviews, to incorporate wider stakeholder input, through to the formal validation and piloting of the courses.

Working through this continuous course development cycle takes longer than originally planned and blurs the boundaries somewhat between the development of phase one and

phase two modules. There is no longer a neat cut-off point. Instead, during the first year of the project, the course development has become much more of an iterative process that builds on itself over time, taking on board the feedback at each stage.

The formal validation process is led by project partner, INDIRE, building on their knowledge of designing courses which have been successfully deployed at a national level in Italy, as part of the national Web 2.0 initiative. The validation process employs a variety of different online instruments to capture quantitative feedback. An online webinar discussion then captures valuable qualitative information to help explain and inform ways to strengthen the courses during the next phase of development. There are two groups of teachers drawn from each of the project partners involved in this formal validation process. The original plan was to use one group for development and the other for validation. However, the complexity of the courses soon made it obvious that greater value would be achieved through using the first group of teachers in both course development and course validation. The second group of teachers will be involved later in the process, for a final validation of near complete courses.

The sustainability of the approach is illustrated in the diagram below, which shows the infrastructure that is being built in parallel to support the CPD*Lab* courses.



The development of the training infrastructure required to deliver the courses through the Future Classroom Lab forms a key part of the dissemination and exploitation strategy behind the long-term success of rolling out the CPD*Lab* courses.

The CPD*Lab* project delivers three training courses. The supporting Future Classroom Lab (FCL) infrastructure is the means to promote, set up and deliver the training to a pan-European audience of teaching professionals on an on-going basis.

The CPD*Lab* project sits within the over-arching umbrella of the EUN, with its website, marketing and communications expertise and the newly formed Future Classroom Lab, a flexible learning space designed to support projects and create a unique training venue bringing together teachers from all across Europe. The investment in developing the Future Classroom Lab facility is made possible by the support of EUN's 30 Ministries of Education and leading industry partners (Acer, Cisco, eInstruction, Fourier, Isis, Lego Education, Microsoft, Mimio, Panasonic, Planet PC, Promethean, Samsung, SMART, Texas Instruments) who have sponsored the set-up of the training facility.

The different elements of the infrastructure represented in the diagram cover the two different types of infrastructure required to deliver the courses – front end and back office. Both are essential to the success of rolling out the CPD*Lab* courses. The back-office infrastructure includes a sustainable website and training support function which live beyond the end of the projects. CPD*Lab* training courses will be offered through the Future Classroom Lab (<http://fcl.eun.org/training>), supporting the promotional aspects, the functional aspects of booking places on the courses, accessing content, developing a trainer database (the trainer being a crucial part of the success in any course delivery) and the on-line support given to the training participants before, during and following the training.

Each of the project partners is also looking to develop their own dissemination and exploitation strategy, linked to their national objectives, to encourage teachers and trainers responsible for dissemination at a national/regional/local level to attend the courses and then cascade the results within local training models.

### 3. Project Outcomes & Results

At the end of year one, the phase one development of the three CPD*Lab* courses has successfully completed validation. Applications to have the courses included in the Comenius-Grundtvig training database from Summer 2013 have also been successful.

Those interested to join one of the courses can therefore apply for a Comenius in-service training grant for teachers through their National Agency.

#### Courses

---

##### Course 1: The pedagogical use of Interactive Whiteboard technologies in the classroom

- Dates: 1-5 July 2013
- Reference number: BE-2013-250-001
- URL: <http://tiny.cc/cpdlab-iwb>



##### Course 2: Bringing eSafety into school policies and everyday teaching and learning

- Dates: 24-28 June 2013
- Reference number: BE-2013-249-001
- URL: <http://tiny.cc/cpdlab-esafety>



##### Course 3: Future Classroom Scenarios - adapting teaching and learning in the future classroom

- Dates: 8-12 July 2013
- Reference number: BE-2013-247-001
- URL: <http://tiny.cc/cpdlab-fcs>



#### Important dates

---

- 16 January 2013 – Deadline to apply for the Comenius in-service funding through the National Agencies, see <http://ec.europa.eu/education/trainingdatabase/>

The supporting achievements and results delivered in the first year of this two-year project are set out in the table below. The project is divided into 6 work packages. All the products and results are published on the CPD*Lab* website <http://cpdlab.eun.org>.

The project outcomes and results are summarised by work package. It shows the project is on track, with the project partners working well together, taking opportunities to pilot course

modules early to validate and deliver a set of strong cohesive courses for educational professionals across the three course areas of: interactive whiteboards, eSafety and Future Classroom Scenarios.

<b>CPDLab project outcomes and results – year one</b> (Oct 2011 to Sept 2012)			
<b>Work package</b>	<b>Achievement</b>	<b>Results</b>	<b>Impact</b>
1. Project Management	Good cross-project communication	Project on track at end year one.	Significant coordination across project partners to successfully address the complexities of developing courses at a pan-European level, including the development of a course specification document which sets out the agreed assumptions and templates against which each of the courses is being developed.
2. Course Development	Buy-in to courses from across project team, expert teachers and wider stakeholders.	Phase one course modules for each course delivered on time.	Iterative course development cycles have enabled early reviews, providing feedback to strengthen each of the courses.  Modular design structure has provided opportunities for piloting of course materials.  Creating working groups of project partners and expert teachers for each of the courses, has enabled much more in-depth course feedback
3. Course Validation	Leveraging INDIRE experience in Italy, adapting proven validation model.	Quantitative and qualitative feedback for course development.	The working groups of project partners and expert teachers for each of the courses, has enabled better quality of validation feedback.  Results from the on-line surveys provided a solid discussion framework for the webinars to conclude the final phase one validation.
4. Quality Assurance	Project Advisory Board and Independent Evaluator	Excellent steering points to strengthen course development.	Increased confidence in courses being developed.
5. Dissemination	Brochure and presentations to IWB Working Group, InSafe network, iTEC, iTILT, EMINENT, BETT, website.	Early visibility and prominence of CPDLab training courses, through leveraging partner networks.	CPDLab website: - various, up 2,813 views “Developing Courses for CPD” news item.  CPDLab presentation at slideshare: 129 views.  CPDLab review by EUN IWB Working Group: - 15 MoE, 6 industry partners.  CPDLab presentation linked to

			<p>Scientix Programme - project library: Scientix website ~2,000 hits per month.</p> <p>iTEC “Designing the Future Classroom” project: <a href="http://fcl.eun.org/training;jsessionid=29A9E154EFF8E479BA2D88946533D7A6">http://fcl.eun.org/training;jsessionid=29A9E154EFF8E479BA2D88946533D7A6</a></p> <p>iTILT “Interactive Technologies in Language Teaching” project – May newsletter <a href="http://itilt.eu/sites/default/files/u3/itilt_newsletter_May2012.pdf">http://itilt.eu/sites/default/files/u3/itilt_newsletter_May2012.pdf</a></p> <p>CPD<i>Lab</i> brochure disseminated through FCL, visitors: - 76 scheduled visits October to July 2012, 926 people.</p> <p>EUN newsletter: - 4000 subscribers</p> <p>April 2012: "Expert teachers supporting CPD<i>Lab</i> course design" <a href="http://files.eun.org/corporate/newsletters/isue68.html">http://files.eun.org/corporate/newsletters/isue68.html</a></p> <p>Plus, project partner website links and dissemination activity: - ref section 4, Partnership.</p>
6. Exploitation	Early testing of course materials through eTwinning teacher courses in the Future Classroom Lab.	<p>IWB course: 19/20 April 2012</p> <p>FCS course: 21/22 May 2012</p> <p>FCS course: 24/25 Sept 2012</p> <p>IWB course: 25/25 October 2012</p> <p>FCS/eSafety course: 10/11 December 2012</p>	<p>eTwinning – FCL workshops: <a href="http://fcl.eun.org/training;jsessionid=29A9E154EFF8E479BA2D88946533D7A6">http://fcl.eun.org/training;jsessionid=29A9E154EFF8E479BA2D88946533D7A6</a></p> <p>- total including pipeline, ~140 eTwinning teachers, from 21 countries in Europe.</p> <p>The three CPD<i>Lab</i> courses accepted on the Comenius-Grundtvig training database from June 2013:</p> <p>IWB: URL: <a href="http://tiny.cc/cpdlab-iwb">http://tiny.cc/cpdlab-iwb</a></p> <p>eSafety: URL: <a href="http://tiny.cc/cpdlab-esafety">http://tiny.cc/cpdlab-esafety</a></p> <p>Future Classroom Scenarios URL: <a href="http://tiny.cc/cpdlab-fcs">http://tiny.cc/cpdlab-fcs</a></p>

## 4. Partnerships

**CPDLab – partnership model**



The project has benefitted greatly from the mix of partners and through them the expert teachers they have introduced to assist with the course development and validation. This has led to excellent sharing of experience across the different countries involved, including an understanding of the different training models and approaches being adopted in each country: from national-driven initiatives in Italy and Portugal, to a more decentralised and regional approach in Finland and Norway.

The development of each of the three courses has also benefitted greatly from the relationships with wider stakeholders, through working with groups such as the Ministries of Education in the Interactive Working Group, InSafe experts and with the partners in the iTEC, future classroom project.

### **Project Partners:**

The spread of the CPDLab project partners bring a range of different teacher professional development experience, spread across different geographical regions within Europe (Finland, Norway, Italy, Portugal, Belgium). Both Italy and Portugal have developed central, national initiatives linked to the roll-out of Interactive Whiteboards and the move to Web 2.0. Finland and Norway follow a more decentralised regional approach. The University of OULU has brought direct and valuable experience from the training of new teachers. The project has benefitted from the sharing of these different approaches, in the development of an agreed overall approach for the CPDLab that will work within these different national/regional models.

It has helped that a number of the project partners are also involved in related projects able to bring their experience from those projects to the CPDLab project. These include national initiatives such as in Italy Web 2.0, which helps in the development not only of the validation approach, but also with the course development of the Future Classroom Scenarios course. Portugal is similar. In Finland, both FNBE and UOULU are involved in the FP7 iTEC future classrooms project, as well as in national research studies into future classroom teaching and with links to their national InSafe network. In Norway, the project benefits from access to the knowledge developed within their national research centre, which covers all three course

areas and has produced a research paper: Greta Björk Gudmundsdottir (2012) Increasing digital competence by European teachers. Presentation at the Comparative and International Education Society. Annual meeting in San Juan, Puerto Rico in 22nd to 27th of April.

To facilitate good communications in the course development process, the project team opted to meet more frequently, for shorter periods to share understanding and build up good working relationships.

### **Expert Teachers and Pedagogical Board**

The expert teachers introduced through each of the project partners, have again brought with them a diverse set of experience into the course development and validation process. This experience covers not only different subjects and technologies, but also different roles from teaching, to managing and training. To make best use of this spread, the expert teachers and project partners were sub-divided into three working groups, each linked to the development and validation of one of the three course areas. This allows a more detailed and in-depth focus.

The expert teachers have also been used to bring different perspectives and ideas for the course exploitation, encouraging the development of a short, course marketing flier (that is easier to disseminate to a wider audience) to sit alongside the course training brochure. The expert teachers will continue their work in year two and be looked to as course trainers for future training.

The expertise contained within the Pedagogical Advisory Board (PAB) has been used to review and steer the course design and in the development of the courses themselves. The PAB experience covers research across Europe in interactive whiteboard technologies and in training, practical hands-on experience in the development on training materials, eSafety expertise, future classroom expertise. The PAB together with the Independent Evaluator, provide excellent feedback into the course development process as critical friends.

### **Stakeholders and Associate Partners**

The project has also benefitted from a network of linked projects and partners, involving them in the course development and review process. This extended network covers each of the three course areas. Specifically, strong links have been developed with: the IWB working group (IWB course); the InSafe network (eSafety course); the iTEC project (FCS course).

In addition, a good working relationship has been established with the iTILT project (include weblink), with both projects providing access to and sharing project documentation linked to the IWB course and the FCS course.

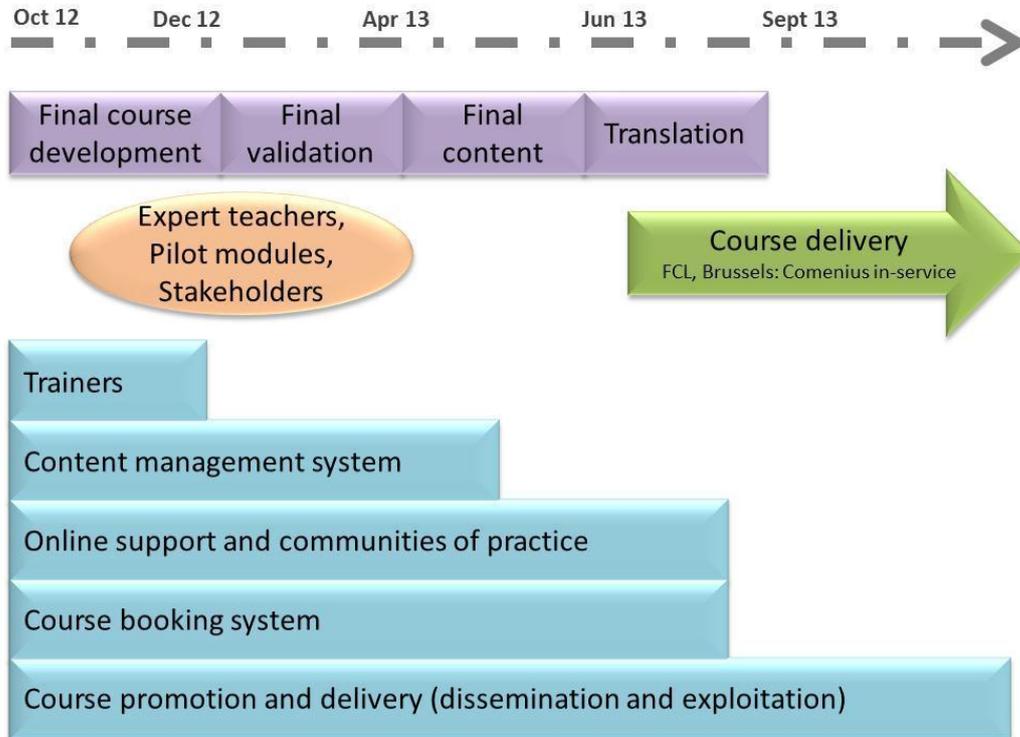
The project partners themselves have been working at national and regional levels with wider stakeholder groups during the research and course development phases:

- CPD*Lab* project links to project partner national website :
  - <http://iktsenteret.no/prosjekter/etter-og-videreutdanningskurs-cpdlab#.UEmZ2CLc8SU>
  - <http://www.educa.ch/en/news/2012-01-05/continuing-professional-development-lab-cpdlab>
  - [http://erte.dgidc.min-edu.pt/index.php?action=view&id=1020&date\\_id=1096&module=calendarmodule&section=9](http://erte.dgidc.min-edu.pt/index.php?action=view&id=1020&date_id=1096&module=calendarmodule&section=9)
  - <http://www.portaldasescolas.pt/portal/server.pt/community/not%C3%AADcias/241/Ver%20Not%C3%ADcia?dDocName=022007746&dID=27910>

- FNBE/UOULU:
  - Have been working closely with different units in the Finnish National Board of Education and with the University of Oulu on the course development. For the eSafety course, they have been working closely with different NGOs, for example Mannerheim League for Child Welfare and Save the Children, plus with different companies, for example IBM Finland in eSafety issues.
- INDIRE/DGE:
  - Have been working particularly closely on the development of the Future Classroom Scenarios course, leveraging national experience in initiatives such as Web 2.0 in Italy and similar in Portugal. Both INDIRE and DGE are iTEC partners and bring with them extensive knowledge and ideas for leveraging and developing further linkages in Year 2.

## 5. Plans for the Future

### CPDLab – year two timeline



In the second and final year of the project, CPDLab will:

- Complete the course development for all three courses;
- Continue to pilot course materials and modules of the courses, designing shorter 1-2 day courses to meet the needs of different audiences, including policy makers;
- Complete the validation protocol;
- Confirm quality assurance procedures are met;
- Build the training infrastructure to deliver the courses ensuring long term sustainability;
- Accelerate the dissemination activities, particularly around EUN's Eminent 2012 event in November, attended by up to 200 educationalists from across Europe, including 30 Ministries of Education, regional representatives and key industry players;
- Promote the Comenius in-service training courses, which will provide grants to teachers to attend the courses from Summer 2013, through EUN marketing channels, its supporting 30 Ministries of Education;
- Exploit the courses by leveraging the EUN network, delivering elements in the Future Classroom Lab, drawing on teacher networks such as European Commission's eTwinning initiative (over 170,000 active members), and those created through projects such as iTEC, and the Scientix programme;

- Work to support partners as they localise and adapt specific elements of the courses to complement their training priorities;
- Build on existing communities of practice that are being created through complementary projects and initiatives such as iTEC, Scientix, the eSkills initiative, the InSafe network, developing the linkages for teachers attending the CPDLab courses;
- Promote the courses through EUN's extended network, reaching policy makers, educational professionals and teachers at national, regional and local levels across Europe;
  - NCIE, Norway: has been discussing piloting possibilities with Strand municipality on the west coast and with Tromsø municipality in the north. The original plan was to pilot a couple of modules in the autumn 2012. Due to other prioritised assignments at the Centre, the piloting process was postponed until 2013. NCIE would like to pilot the modules in order to see how the courses or at least parts of the modules can be adapted and localized into Norwegian context. If they work well, NCIE would like to start discussions with teacher training institutions and see if it is possible to provide the courses to a wider audience (i.e. pre-service and in-service).
  - FNBE/UOULU, Finland: have been working closely with the cities of Helsinki, Tampere and Turku and had discussions how they are promoting and how they should promote eSafety issues in their teacher in-service training.

## 6. Contribution to EU policies

There is a common agreement that education, training and skills are absolutely crucial areas for development if the goals of the Europe 2020 strategy are to be met. In terms of the five Europe 2020 benchmarks, there now exists an education benchmark at European level with targets that, by 2020, early school leaving or dropout from compulsory schooling schools be reduced to under ten per cent, coupled with the target that 40% of people aged between 30 and 35 years old should have a tertiary education degree.

Country recommendations have yet to be published regarding how member states intend to introduce specific measures in order to reach these benchmarks but there is a growing consensus that mainstreaming use of ICT both in society and schools will be key in order to meet the Europe 2020 agenda. The European Commission is also currently sending a very strong message that teacher professional development is central to the educational reform process that will be necessary in order to implement the Education 2020 strategy.

“A key problem behind the poor uptake of ICT use is insufficient pedagogical training and teacher professional development. There is not enough focus on the use of ICT to change their teaching practices, so they simply never acquire sound pedagogical strategies to use ICTs in the classroom.”

With its focus on creating professional development courses on Interactive Whiteboards, eSafety and Future Classroom Scenarios involving ICT, the CPDLab project will make both an important contribution towards ‘empowering educators towards Europe 2020’ and will also directly help the Commission realise one of the operational objectives of the Lifelong Learning Programme “To enhance the quality and European dimension of teacher training.”

