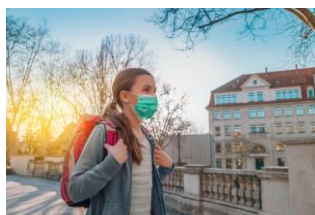

Contents

1. ABOUT THE WEBINAR	2
2. WEBINAR SUMMARY	3
2.1 THE CURRENT SITUATION IN THE NETHERLANDS	3
2.1.1 PROBLEMS IN THE NETHERLANDS	3
2.1.2 CURRENT SITUATION IN TEACHING IN THE NETHERLANDS	4
2.1.3 QUICK WINS IN THE NETHERLANDS	4
2.1.4 SUPPORT PROVIDED TO TEACHERS/SCHOOLS	5
2.2 THE CURRENT SITUATION IN CROATIA	6
2.3 THE CURRENT SITUATION IN SPAIN.....	7
2.4 RESEARCH ON THE IMPACT OF COVID-19	9
3. ADDITIONAL MATERIALS ON THE WEBINAR TOPIC	10
3.1 CURRENT SITUATION IN COUNTRIES ACROSS EUROPE	10
3.2 GUIDANCE PREPARED FOR DUTCH SCHOOLS.....	14
4. GENERAL INFORMATION ABOUT THE WEBINAR SERIES	18

1. ABOUT THE WEBINAR



Title	Starting the school year 2020/21 – how is it going?
Date	Tuesday, 27 October 2020, 2pm CET
Link to the recording	Please find here the link to the recording.
Focus	This first webinar of the autumn 2020 edition of the webinar series focused on the most immediate challenge that policy makers are currently facing: How to organize a safe start of the school year, and how to prepare for each possible scenario that might arise due to Covid-19? This webinar was to take stock of the last few weeks: How is it going, what are lessons learned and concrete policy options to share with others?
Speakers	Two country perspectives: <ul style="list-style-type: none"> ○ Eric Welp, Kennisnet, Netherlands ○ César Herrero Ramila, Ministry of Education, INTEF, Spain

2. WEBINAR SUMMARY



'We saw a spectacular growth of teachers' ICT skills. What normally can be achieved in 5 to 6 years, we have reached in the Netherlands in about 7 months.'
Eric Welp, Kennisnet

2.1 THE CURRENT SITUATION IN THE NETHERLANDS

Eric Welp, Kennisnet, Netherlands

In the Netherlands, there is currently no total lockdown. Primary education and secondary education are open although there are worries that this might not last long as numbers of Covid-19 infections are rising. Vocational and higher education remain partly open with a lot of learning taking place online. The distance of 1.5m is to be kept strictly, but this is not always possible to implement in practice.



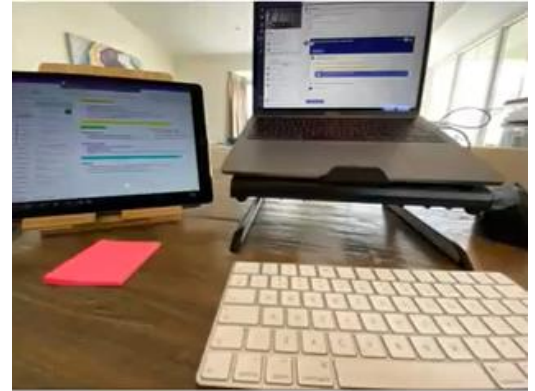
2.1.1 PROBLEMS IN THE NETHERLANDS

- Teachers at home in quarantine or infected with Covid but not really sick
- Teachers in hospitals or even in intensive care
- Students in quarantine or sick at home
- School teachers have to deal with the fear of being infected (*and are sometimes not able to attend school*)
- Teachers of a certain age lack digital skills
- Schools have problems to find back-up teachers (*replacements*), therefore sometimes students have to be sent home
- A lot of students in upper secondary education are infected with Covid-19 (*sometimes up to 25%*)
- It is not currently not possible to visit schools for practical support so the work takes place 24/7 online

2.1.2 CURRENT SITUATION IN TEACHING IN THE NETHERLANDS

'We have rapidly changed the way we teach in the Netherlands.' *Eric Welp, Kennisnet*

- Hybrid education (*partly from home and/or school*)
 - Teacher at home (*assistant in the classroom for support*)
 - student at home (*buddy for fellow student in the classroom*)
- Rapid growth of the use of Microsoft teams and Google classroom, now also integrated in the actual teaching (*e.g. sharing documents, working in the cloud*)
- Team teaching (*flipping the classroom*)
- Big differences between schools and teachers
 - Sometimes teachers have problems with reaching their students
- Emphasize on formative assessment
 - Tools like quizlet padlet etc. improve teacher-student contact
- Online cooperation, webinars and use of break-out rooms
- Raising awareness of GDPR issues and regulation (*very different to the situation before Covid-19*)
- Growth of digital assessment (*but mostly in classrooms and not remotely*), remote assessment is lagging behind



2.1.3 QUICK WINS IN THE NETHERLANDS

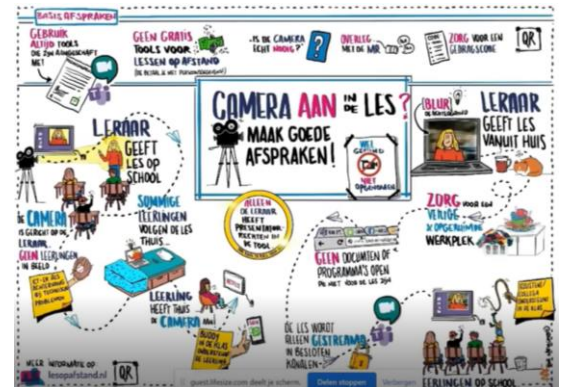
- There was a spectacular growth of teachers' ICT skills. What normally can be achieved in 5 - 6 years, has been reached in the Netherlands in about 7 months.
- Use of a wide variety of digital tools not only for learning but also for cooperation and video tools
- Use of devices and BYOD
- Emphasis on digital teaching skills (keep attention and motivate students)
- In the beginning many teachers just prepared a presentation of 45 minutes. Now the new hybrid approach forces the teachers to use different teaching skills.
 - Use of video tools such as Google meet, teams also for communication with parents

2.1.4 SUPPORT PROVIDED TO TEACHERS/SCHOOLS

- Purchase of devices
- Stimulate remote teaching with a website and resources (www.lesopafstand.nl)
- Organize webinars and team-teaching
- GDPR support (for digital transition)
- Supporting schools with better learning environment (fresh air ventilation)

Guidance on the use of cameras in classrooms

As now many schools frequently use videos in the classroom, good agreements are vital on who is being monitored, recorded, etc. Kennisnet provides guidance to schools to that end (see example poster).



How does the buddy system work?



If a student (aged 12 – 16 years) has to learn from home, his buddy in class sits in the first row and turns their laptop around to stream the lesson with a tool like Microsoft teams. The buddy can also help in a 1:1 conversation.

How does a tool like random name picker work?

Many teachers use the tool [namepicker](https://www.namepicker.com/) now in the Netherlands to get some interaction. If students know that at some point in class there will be some interaction they have to be attentive. The tool was directly tried out in the webinar (see image).



2.2 THE CURRENT SITUATION IN CROATIA

Katarina Grgec, Ministry of Science and Education



In Croatia most students are in school. Students in quarantine or isolation follow lessons online. Younger students (*grades 1-4*) follow the national educational TV that was set up in March 2020. Teachers support through their parents because these students are too young to work on their own. For older students real-time and asynchronous education are both offered. It is up to teachers to communicate with and support students. Teachers that can organize meetings usually use different platforms like Microsoft teams. The main concern of the Ministry at the moment is the emotional and social impact of the current situation on students and the difficulties in providing students with the support they need.

Teaching has been modified slightly for classes to form stable bubbles to avoid spreading the virus. School start and have breaks are at different times for different students. The new Minister who took his post in September 2020, has applied 3 different models for operation for schools allowing them to choose the one that works better for them.

- **Model A:** all classes are conducted in school: face-to-face
- **Model B:** blended learning, which combines classroom learning with online instruction, e.g. rotating groups of students (*morning/afternoon*)
- **Model C:** distance learning from home.

2.3 THE CURRENT SITUATION IN SPAIN

Cesar Herrero, Ministry of Education and VET, Spain



The Ministry is responsible for the national scope/response to the crisis while the regions are the ones implementing specific measures depending on their own context. The Ministry provides a general framework/guidelines that the regions adapt depending to their needs. Currently, Spain is in a state of emergency. Face to face education continues for primary, secondary and vocational education. On site education remains the main option especially for younger students. As of the second year of secondary education, hybrid models are also offered i.e. having half of the class at school and half at home (*groups rotate every day*). According to the data collected on a weekly basis most of the schools are operating normally. There have been Covid-19 cases in schools but they have been imported from outside.

There is a fruitful cooperation between the Ministry of Education and the Ministry of Health. They have created a statement of coordinated public health action for schools. The Ministry of Education, the Ministry of Health and the regional authorities have agreed upon this document. The regional authorities can slightly adapt this document, and each school must design a specific school plan. It consists of 23 measures and 5 recommendations. The idea was to provide schools with enough autonomy to develop and adapt to their individual circumstances and needs.

The Ministry has freed up budget and provided regions with additional equipment and resources for the schools. The Covid-19 monitoring committee, composed by representatives from different Ministries including Health and Education, collects relevant data to establish an overview of the situation and to be able to take corrective actions when needed. Parents that need to stay at home with their children related to Covid issues are also allowed to take sick leave for this purpose.

Question from Eric Welp (Netherlands) on issues faced by kids following the hybrid

model: Each region has its own approach and online platform. In Madrid Microsoft365 is used and every student has a profile. Other regions have opted for different solutions and tools. It is still difficult to reach every student, but a lot of effort is being put into providing more students with devices through various schemes and collaborations i.e. by the government and with companies.

Question from Ildikó Csordáson, Educational Authority, Hungary, what are the typical issues that are decided on school level?

The guidelines define e.g. that the temperature of everyone that enters the school must be checked but the school can decide if they do that before entering the school or in every class before the start of the lesson. The guidelines provide schools and regions with a general framework. Within this framework schools can decide what to do. Hygiene protocols based on the frameworks provided by the Ministry can be developed further by each school. Each school also assigns its own Covid-19 coordinator and decides on the use of digital resources.

Question from François Jourde, European schools on how school assessment and national exams are organized

- **In the Netherlands**, primary school exams will not be postponed this year. National exams for secondary education were all postponed last school year but this year they are working on a scenario that will allow students to take the national test from distance if needed (*for cases where students are e.g. in quarantine*).
- **In Spain**, the big national exams have been postponed or cancelled. There is a need to improve this year and prepare alternative solutions.
- **In Portugal (Antonieta Lima Ferreira, Ministry of Education)**, a part of the external national examinations was cancelled last school year. For secondary education exams the institute that developed the exams made adaptations. The exams had a set of items that were compulsory for everyone to answer (*i.e. reading, maths, Science*) and a set of optional items. Students had to answer the compulsory items and choose some of the optional items (or all). Only the best answers from the optional items have been taken into account for the overall grade. Overall, the experience was very positive, and this approach will be repeated this year.

Katarina Grgec, Ministry of Science and Education: Can you share info on the organisation of VET schools?

- **In the Netherlands**, the teachers are in the classroom teaching online (*using i-coach*).
- **From Spain**, they extended the online offer so teachers could teach remotely in a better way, with a focus on equity. More online resources are on offer. Face to face education remains the main option for VET schools.

2.4 RESEARCH ON THE IMPACT OF COVID-19

- **Portugal** is expected to release a study in December.
 - **Ilona Goessen, PO-Raad, Netherlands** : In the Netherlands the survey on schools' response in March 2019 has collected 4K replies from students/parents (*data is still being collected*). The data still needs to be analysed and a first report is expected on November 10th, 2020 (*in Dutch*). The initial findings show that every school organised education differently. There is satisfaction on how things have been organised but there is room for improvement i.e. in terms of infrastructure. Parents were asked to contribute heavily and provide support. In the future this is something to be considered and there is a need to investigate ways to lighten the parents' load.
 - **Roberth Olofsson, Swedish National Agency for Education, Sweden**: run a study on students' perspective. The survey focused on how students felt about the education provided during the Covid-19 crisis. The survey launched in April-May 2020 and around 8K replies have been received. Some initial results are: 50% of students felt worse during distance education, 40% felt more stressed, 69% faced concentration issues, 64% lacked motivation. However, 80% felt that they had a good working environment at home.
-

3. ADDITIONAL MATERIALS ON THE WEBINAR TOPIC

3.1 CURRENT SITUATION IN COUNTRIES ACROSS EUROPE

Information as provided by webinar participants in the webinar registration form.

Country	What is the current situation in your country in schools (school openings, policy & safety measures)?
Croatia	<p>Classes are held with epidemiological measures and the application of one of three models:</p> <p>A - school classes (79,03% of schools currently),</p> <p>B - mixed form of teaching (partly in school, partly at a distance, 6,11% of schools currently)</p> <p>C - continued at a distance (1,47 % of schools currently).</p> <p>Part of the students will temporarily (model A), occasionally (model B) or in a certain period (model C) attend classes from home.</p>
Italy	<p>Primary and secondary schools are currently open. Safety measures are generally respected, but school opening had a negative effect on public transportation, causing overcrowding in small spaces, a very risky situation.</p>
Ireland	<p>Schools remain open in Ireland.</p> <p>We have a five level risk mitigation plan with schools to remain open through these levels. This may change though.</p>
Portugal	<p>Schools are open, the corona virus situation is monitorized daily, according to a set of rules, and with the close intervention of the Health local authorities.</p>
Sweden	<p>Schools are open with local mandate to shut schools down if necessary due to safety issues related to covid-19</p>
Switzerland	<p>Schools are open so far and only upper secondary schools requiring masks and social distancing.</p>
Serbia	<p>schools open, classes "broken" in smaller pieces, safety measures high</p>

Country	Where specific initiatives (complementary equipment, teacher or school leader training, etc.) launched to support schools? Which ones?
Croatia	<p>To facilitate distance learning with the application of information and communication technologies, the Ministry of Science and Education provides central support to teachers, pupils and their parents. For this purpose: the framework annual implementation curricula have been synchronized and developed, for class teaching, for students from 1.-4. classes are held on national television, video lessons are organized for the subject teaching in which new material is presented, for daily support (instructions, tips ...) on Loomen there are open i-subjects for teachers (virtual classrooms), i-teaching websites have been opened on which all information on distance learning in this school year has been published and regularly updated. For the successful implementation of distance learning, the Ministry of Science and Education proposes the introduction of modern information and communication technologies, especially the Moodle tool, in regular school classes.</p>
European Schools	<p>The Ministry of education provided guidelines for social distancing and new school furnishing, mainly desks.</p>
Italy	<p>Teachers' and Management trainings; complementary equipment to allow streaming of lessons; supervision of lessons given at a distance by vulnerable teachers are some examples.</p>
Ireland	<p>Additional grant funding provided for the purchase of ICT equipment (devices) during school closures</p>
Portugal	<p>A Digital Transition Plan is being set, together with a national training program. A study to assess literacy competencies in Reading, information, Maths and Science will take place in december, with a sample of students (<i>years 3, 6 and 9</i>). The results will help schools and central administration to better plan the curricular response.</p>
Switzerland	<p>Children can borrow laptops when needed but few parents ask for them.</p>

Country	What worked well with the start of this school year?
Croatia	<ul style="list-style-type: none"> Based on the favorable epidemiological situation, with the application of all prescribed epidemiological measures, educational institutions are now considered safe for teaching. Therefore, the new academic and school year has started on premise that most students physically attend educational institutions. However, each school is treated separately and the epidemiological situation varies from area to area. Accordingly, three scenarios are offered to principals so that they can choose which approach best suits the needs of their schools. This decision is made in collaboration with founders of the schools
European Schools	Lessons could be delivered safely on site
Italy	Teachers and school leaders have been very proactive. Primary schools are starting to consider outdoor activities.
Portugal	<ul style="list-style-type: none"> Schools' capacity to reorganize - logistically but also in what concerns the identification of what is essential to work with

Country	How are Ministries providing information to municipalities and schools, and how do they collect relevant information?
Croatia	This school year Ministry of Science and Education provided support through helpdesk and call centre for teachers, parents and students. For daily support (instructions, tips ...) on Loomen there are open i-subjects (virtual classrooms) for teachers.
European Schools	Schools are in regular contact with the National Health Authorities, in order to manage confirmed cases; we receive regular info on the National measures from the Service of Protocol
Portugal	<ul style="list-style-type: none"> Through information sheets and dedicated websites, meetings, and regional teams that follow groups of schools Via direct line

What are concrete lessons learned and policy options ahead?

Croatia:

1. Access to education needs to be provided for all students, with the level of digitalization adjusted to age
2. Every solution needs to have an additional backup plan, and the possibility of monitoring distance learning.

Switzerland:

- A realisation that data protection issues have to be adressed.

Relevant resources:

- Website Ministry of Science and Education, Croatia: <https://i-nastava.gov.hr/>
 - Website with resources for remote teaching, Netherlands : www.lesopafstand.nl
-

3.2 GUIDANCE PREPARED FOR DUTCH SCHOOLS

Please find here the original [text](#) in Dutch (*published by Kennisnet on 29 September 2020*).



The screenshot shows the website lesopafstand.nl. The navigation menu includes sections like 'ACTUEEL' (with sub-items: Agenda, Richtlijnen, Veelgestelde vragen, Stel je vraag), 'ONDERWIJS ORGANISEREN' (with sub-items: Maak een plan, Praktijkvoorbeelden, Uitgangspunten hybride, Prioriteren leerdoelen), and 'AAN DE SLAG' (with sub-item: Leermiddelen). The main content area features an article titled 'Stappenplan onderwijs op afstand en hybride onderwijs' for PO en VO, published on 29 September 2020. The article text discusses organizing education in distance or hybrid scenarios, mentioning that Plan B is intended to help schools when physical education is not feasible for all students.

Scenarios (and constraints) for teaching at distance (2.0)

Now that the virus is re-emerging, many schools are faced with the situation where a student, a teacher or sometimes an entire class (or school grade) is at home, but not sick. This is because they are in quarantine or have mild symptoms and must first be tested (or wait for the result) . This period can last 10 days for which the school should provide an alternative (as in script, plan, protocol). The precise interpretation of distance learning, or hybrid education, of course depends on the the goals and ambitions of the school , based on the staff and (digital) resources available. The three possible scenarios below are to help schools with their own planning.

Scenario 1: the pupil is not at school, but also not ill

In the first scenario it is of course quite possible that it concerns several students. In secondary education this can be caused by a cold or (for both sectors) because of a pending Corona test result and / or quarantine. The question that schools should ask themselves in this case is related to the school 's ambition, where doing nothing is not an option. This means that a school must make a statement about how learning is to take place for those students. This may be that in the event of absence the student will still be taught all day, or that in that case a student has to work independently with the help of a study or weekly planner.

If the school chooses to allow the student to follow his lessons as much as possible, it is important to make this ambition concrete using the 4-in-balance preconditions. There must be:

- (1) a policy, a script or protocol,

- (2) the infrastructure must be in order (see preconditions),
- (3) the pupil and teacher must have digital skills,
- (4) the learning resources must match the ambition.

Above all, the student at home will have to be supported by a buddy (fellow student) who acts as a link to the classroom. The buddy will have to make the link between school and home with the aid of a device , video connection and chat functionality.

Part of the first scenario is the possibility that more than 1 student is at home. It is up to the school to find the right balance between ambition and feasibility. For example, if there are more than 8 students at home and all have a buddy in the classroom, this can sometimes become a problem and the school will have to adjust the ambition (or switch to another scenario where, for example, scenario 3 can be used. the whole class is at home) . The advantage is that you can let these students work together at home and with the help of a breakout room .

Scenario 2: the teacher is not at school, but also not sick.

The school will also have to express its ambition for this scenario. The school may decide to use the substitute pool, deploy other colleagues, split up classes, or cancel classes and send the children home.

If the school chooses to continue the lessons and the teacher is in contact with the class at home, in this situation there is always a (teaching) assistant (OOP), colleague or perhaps even an involved parent in the classroom (with VOG) to (a) keep order and (b) provide digital support in the field of video connection, problem solving and act as a conduit between teacher and class. The teaching assistant in the classroom will have to have digital skills and also have an educational background. If you as a school choose an assistant who has to help the class without preparation, this is asking for problems. Not everyone is skilled, dignified, and kind. Practice makes perfect, so as a school you can already invest in training the assistants. Simulating a test setup and lesson plan at school is easy to arrange.

For scenario 2, as with the first scenario, there is the possibility that several teachers are at home. So also take into account the capacity you have as a school to continue the lessons.

Scenario 3: the students are at home, but are not sick.

Meanwhile, this scenario is no longer a far - from - my - bed - show for many schools . The big difference with the total lock - down is that this time the teachers can provide their lessons at school. That is a big advantage because as a school you can help the teachers much better with providing the online lessons. As with scenarios 1 and 2 , as a school you must have an ambition or goal. Here too , the trade-off between finding the right balance between people, resources and ambition applies . But above all, it must be clear to all concerned know what is expected of them. This is crucial to properly prepare for a possible closure of the school and to communicate this with all involved . Another option is that the teacher is also at home. Then we are back in the phase of the total lockdown and we have enough experience with it (now).

Multiple scenarios apply simultaneously

Of course, several scenarios can also take place at the same time. You can then first work out the scenarios separately in a step-by-step plan and then check how the scenarios affect each other. Example: There is 1 student in the classroom at home, taking a remote lesson (scenario 1) and then the teacher must also be quarantined (scenario 2). In that case, is an incident teacher expected to still give remote lessons at home? In this case, how do you ensure that a substitute teacher knows how to complete the lesson remotely?

Preconditions in order?

Formulating an ambition is important. This ambition must be in line with the available people and resources, compared to the various lesson components, such as:

Checklist ambition per lesson component	scenario		
	1	2	3
Instruction, explanation and asking questions			
Processing and teaching assignments			
Collaborative learning and peer feedback			
Progress and feedback during the lesson			
Safe and reliable testing			
Homework and checking assignments			

If you, as a school, decide to serve the students who are at home for a shorter time by being able to follow the classroom instruction (ambition), but not taking a test at that time, that is of course fine. But this must be communicated and be part of the school organization. This principle of *alignment* (the alignment of objective piece of learning and the availability of people and resources) is defined by a realistic view of the constraints. This is a conversation between administrator and school leader, school leader and teacher, teacher and student (or parent). The entire chain is part of this process and the chain is only as strong as its weakest link. Put very bluntly, if the teacher does not have access to the correct digital (learning) resources to provide instruction at home and at school, this determines the scope for maneuver. If there is no teaching assistant, you can never guide the students in the classroom from home as a teacher. If the MR has not been called in to approve an amended assessment regulation, this can seriously hinder the ambition of the school and the resulting choices. After 6 months of crisis, we are now aware of the complexity and mutual relationships of distance learning. So it is important that you have a good idea of the following digital components.

Checklist preconditions	Scenario		
	1	2	3
ICT infrastructure			
Availability of devices for all students and teachers			
Wifi and connectivity			
Webcam			
Digiboard			
ICT competence of the teachers			
Knowledge and basic ICT skills			
Educational knowledge of learning resources and interpretation of (learning) results			
Knowledge of digital didactics and hybrid education			
Able to digitally design interaction and feedback			
Digital learning resources and learning environment			
Using a platform such as Google, Microsoft or iCloud			
Use of an electronic learning environment such as Magister,			

Google Classroom or MS Teams			
Availability of digital method, exercise programs (including licenses) and open material			
Availability of digital test programs (formative)			
Availability of digital test programs (summative)			
Privacy and ibp			
Processor agreements signed and registered			
Video at home and in the classroom			
Camera surveillance and monitoring			
<i>Social media</i> protocol and code of conduct			
Data storage and exchange			

4. GENERAL INFORMATION ABOUT THE WEBINAR SERIES

The autumn edition 2020/21 of the EUN webinar series 'The impact of Covid-19 on schools' tackles a range of topics from lessons learned during the start of the school year 2020/21, to the question of digital infrastructure, the role of local and school governance, to general lessons learned for the future.

Each webinar is to start with one or two short presentations (*15 minutes in total*), followed by a Q & A session. The maximum length of each webinar is extended to 90 minutes to allow for enough time for questions.

The webinars are organized mainly for Steering Committee members of European Schoolnet. They are also open to other policy makers (*central, regional, local, school level*).

Everyone who had registered to the webinars organized in spring 2020 will continue to receive information about the webinar series. The invitation to join the webinars can also be extended to other interested colleagues.

Anyone who wishes to subscribe or unsubscribe to the Covid-19 mailing list can do so by filling in this short [google form](#).

The summary of all webinars that run from April until July 2020 is available [here](#) for download.