



# MenSI

Mentoring for  
School Improvement

## D6.7 Final Exploitation Plan

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28 November 2022



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# Introduction

Deliverable 6.7 Final Exploitation Plan (M24) is a public MenSI project deliverable that provides an updated strategy for how project results will be exploited and sustained after the end of project funding in February 2023. The Initial Exploitation Plan (D6.6), which anticipates this deliverable, was submitted in October 2021. The deliverable supports Task 6.6 that reads as follows:

## **Task 6.6 – MenSI Exploitation and Sustainability (M10-M24M)**

*Development of Initial and Final project Exploitation Plans outlining how key MenSI results and outcomes will be sustained and further developed under the EUN Future Classroom Lab.*

The Final Exploitation Plan is divided into 3 sections: the first two, build upon the initial exploitation plan (D6.6), including updated information about the initiatives and structures linked to the sustainability of MenSI and how these related initiatives guarantee the economic and long-term viability of its outcomes. The second includes per country sustainability strategies where the MenSI National Coordinators have summarized a range of ongoing and planned activities scheduled after the end of the official lifetime of the project.

The document assumes that the reader is familiar with the MenSI project, its core activities and objectives. If not, relevant information can be found at the MenSI website<sup>3</sup>.

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<sup>3</sup> <https://mensi.eun.org/>



# Related initiatives

A key objective in the exploitation of the MenSI results is to ensure a close integration with the strategic plan of European Schoolnet (EUN) and its supporting Ministries of Education (MoEs)<sup>4</sup> to build a much larger pan-European community under the umbrella of its independently funded Future Classroom Lab initiative where practitioners, policy makers, industry partners and European Commission DGs can come together to rethink 21st century teaching and learning. The following initiatives and projects play a key role in the exploitation and sustainability of the MenSI outcomes.

## Future Classroom Lab

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From the beginning the MenSI project has been part of a ‘family’ of related projects under the umbrella of the EUN Future Classroom Lab (FCL) initiative<sup>5</sup>. The FCL has been developed as a self-sustaining initiative that is not dependent on project funding. Over 30 industry partners are already supporting the Future Classroom Lab. The FCL enables companies to showcase their own ideas for new learning spaces and how their technology can support innovative pedagogical approaches to 21st century teaching and learning.

There are related activities under development together with the EUN Academy and the overall EUN Teacher Community. In this regard, the project has also collaborated with the EUN School Innovation Forum (SCHOOLIF). The SIF 2022 brought together key stakeholders in the European Schoolnet community (educators, policy makers, industry partners, research and Ed Tech), FCL's main stakeholders, as well as relevant MenSI project partners.

Event page: <http://www.eun.org/ar/school-innovation-forum-2022>

Framed under the project Mentoring Policy Exchange mechanism, the MenSI project organized the workshop “*Whole-school mentoring for school improvement*”, where participants had the chance to discuss and exchange ideas on how whole-school mentoring can support school innovation through the mainstreaming of innovative digital teaching practices and peer networking.

A short summary of the workshop outcomes can be found [here](#).

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<sup>4</sup> <http://www.eun.org/about>

<sup>5</sup> <https://fcl.eun.org/>





## EUN Academy

The European Schoolnet Academy (EUN Academy)<sup>6</sup> is a shared teacher professional development initiative between European Schoolnet and its member MoEs. The objective is to help develop a bottom-up mainstreaming process through widespread adoption by teachers and school leaders of innovative pedagogical approaches that are piloted and explored within different projects developed by EUN. The EUN Academy was launched in 2014 in response to the need to scale up K12 professional development opportunities for and to help schools respond to the growing number of challenges they face in C21 classrooms. Over the last eight years the annual European Schoolnet Academy programme has offered massive open online courses (MOOCs), which are entirely free of charge and open for anyone to join, with no limit to the number of participants. This focus on openness, and the pedagogical approach that goes alongside it, is based on three premises:

1. The need to cost-effectively scale professional development offers to larger numbers of teachers, so as to give more teachers the opportunity to access and benefit from these.
2. The conviction that teachers need to be self-reflective practitioners, willing to interact with peers and with a high level of self-efficacy.
3. The fact that successful professional development encourages the development of learning communities where teachers share their expertise, according to research results.

The infographic below (Figure 1) presents some highlights of the EUN Academy impact since 2014:

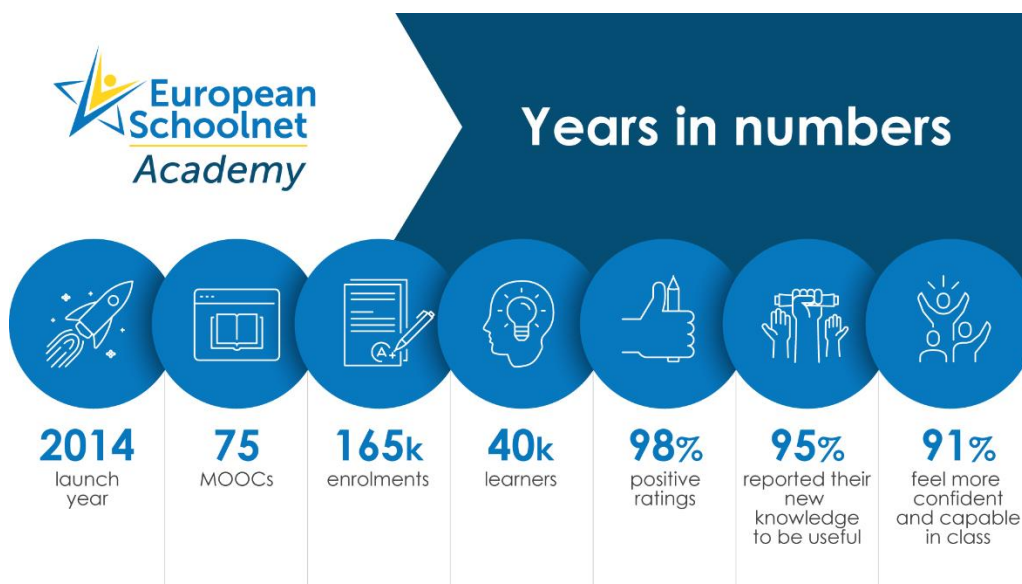


Figure 1: EUN Academy numbers since 2014

<sup>6</sup> <https://www.europeanschoolnetacademy.eu/>



The MenSI project's main output for mass dissemination, the MOOC titled "Beyond Networking" (D6.4), has been launched in October 2022 under the EUN Academy. This online course provides training in whole school mentoring and promotes the MenSI results to a large community of school leaders and teachers, as well as to a wider audience of policy makers in regions and other interested stakeholders.

The final version of the mentoring MOOC has been added as an Open Educational Resource (OER) and all resources are available under the 'Attribution-non-commercial-share alike' Creative Commons License, allowing anyone interested to freely remix, tweak, and build upon the work non-commercially. In this way, the project's significant outputs targeting practitioners will contribute to much wider capacity building over the longer term.

## EUN/FCL teacher community

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Linked to the FCL and the EUN Academy, EUN has been moving towards establishing a long-term, sustainable online FCL community for teachers. The community and ecosystem that is intended to be developed under the umbrella of the FCL will tackle school innovation in general, including Edtech and ICT integration, innovative learning spaces' design and innovative new teaching practices.

In this regard, and following the MenSI experience, the aim is for mentoring to be not only one of the topics to be addressed within this community, but rather, a transversal approach allowing school innovation to be disseminated and scaled. The MenSI experience and the final project outcomes will help to structure, strengthen and animate peer learning and mentoring among teachers and schools, putting the focus not only on teachers but also and especially on schools.

This new community will build on the teacher communities and activities already in place within the FCL and the eTwinning<sup>7</sup> initiative. EUN sees a long-term, non-project specific community platform as a key way to provide a "meeting point" for teachers from various projects and a place to share resources and best practices across countries and interest areas. As an example of this shared approach, the MenSI project has already set up a group of Learning Labs associated to the FCL network of Learning Labs (see Figure 2 in the next page).

European Schoolnet's Future Classroom Lab (FCL) has inspired several teachers, schools and organisations to create their own "learning labs" or to enhance their learning spaces. Also, other independent, similar initiatives have shown interest to link up with FCL to develop their concept and exchange ideas. To link these different initiatives together Future Classroom Lab has created an open network of Innovative Learning Labs and Spaces<sup>8</sup>.

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<sup>7</sup> <https://www.etwinning.net/>

<sup>8</sup> <https://fcl.eun.org/fcl-network-labs>



*Figure 2: FCL Learning Labs mapping*

## MenSI Learning Labs

The MenSI proposal aimed at involving some schools in the project that had been inspired to set up a Future Classroom Lab (FCL) or “learning lab” that utilizes elements of the FCL approach. By doing so, it was hoped that the project would be able to better understand what motivated these schools to set up their own learning labs and to see whether some incentives/rewards/support could help them to provide mentoring to other schools.

As part of Work Package 4 of the MenSI project, which aims at experimenting with different whole school mentoring approaches, the FCL learning labs have been invited to work with MenSI school clusters and/or schools within other EU countries in order to accelerate the adoption of the FCL model and the innovative pedagogical practices involving ICT that are available in these labs.

In order to achieve this, an open call targeting the FCL Network Learning Labs was launched and nine learning labs have been selected to collaborate with the MenSI project and been encouraged to establish their own mentoring scheme.

In terms of sustainability, the collaboration with the FCL network of learning labs has a double purpose:

1. To increase the project’s outreach beyond the current scheme of hubs within the partner countries.
2. To encourage the participation of MenSI mentoring hubs (led by the mentor schools) within the self-sustained network of FCL learning labs.



By adopting this approach, the project hopes to more systematically embed school-to-school mentoring activities in the FCL network while also encouraging a spill over effect within EUN's wider teacher and school community.

## FCL Website and the MenSI community

The MenSI website (community platform), that has been created as a sub-website of the European Schoolnet's Future Classroom Lab platform, is available in English and open to all visitors. The platform is also hosted under the FCL resource directory (central repository) which is used to add all new resource items. The MenSI directory displays all resources that are tagged with a specific topic "school-to-school mentoring" and, together with the partners, EUN is collecting all relevant resources which feed into the directory, as well as the MenSI project's own outputs to be included.

This website will be maintained after the project under the umbrella of the EUN's independently funded Future Classroom Lab by being offered as an on-going service to policymakers and the mentoring school community. As the natural public window of the project, it includes general information about the project, news articles, resources, and information about the school community (including learning labs) and the policy exchange.

It is also crucial for the MenSI project to create a sense of community in parallel to the School-to-School Mentoring Community in Facebook<sup>9</sup>. In this regard, the website also offers interactive features and a place to 'meet' among all the MenSI participants from other countries. For other stakeholders and the wider audience (other schools, policy makers) the website serves as a central point of information about MenSI outputs, resources and activities. The principle is that all (or most) of the website content is available to anyone: this increases findability of the site in general and its content in Internet search engines. For specific activities users may need to register and login, but the registration is open and free to all (using EUN Open login, shared with the FCL and other EUN platforms).

## eTwinning

eTwinning promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools. eTwinning also offers opportunities for free and continuing online Professional Development for educators. Launched in 2005 as the main action of the European Commission's eLearning Programme, eTwinning is co-funded by the Erasmus+, the European programme for Education, Training, Youth and Sport, since 2014. Operated by European Schoolnet and supported at the national level by 38 National Support Organisations, eTwinning offers the possibility of further dissemination and collaboration within its community of schools as well as the potential for spill over initiatives lead by teachers via the eTwinning projects.

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<sup>9</sup> <https://www.facebook.com/groups/mensi.school.to.school.mentoring>



At European level, the eTwinning community reached the goal of 1 million registered teachers in the 43 countries adhering to the action. The infographic below (see Figure 3 in page 9) shared by the Italian MenSI project partner, INDIRE, presents the main highlight as for 2021. These include over 1.025.000 teachers, 220.00 schools and 135.000 projects.

As for the collaboration in MenSI, actions under eTwinning have been conducted mostly via the National Coordinators, mentor & mentee school representatives and the learnings labs who in many cases are also eTwinning National Coordinators and Ambassadors. Some of these links and collaborations are described within the specific country sustainability plans provided later on in this document.



Figure 3: eTwinning in Europe

(Source: <https://www.indire.it/en/2022/02/15/teachers-enrolled-in-etwinning-on-the-increase-the-new-members-are-more-than-13-thousand/>)



## SELFIE

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SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies)<sup>10</sup> is a free tool designed to help schools embed digital technologies into teaching, learning and assessment. SELFIE was developed based on the European Commission framework on promoting digital-age learning in educational organisations.

As part of task 4.1 and tasks 5.1/5.4 of the MenSI project, school clusters were invited to explore new tools that are available to schools in Europe (including the EC's SELFIE school self-assessment tool and new approaches to online mentoring). In order to obtain a picture of where schools were at the beginning of the project (their e-maturity), they were all invited to complete the SELFIE questionnaire in their language. At the end of the project, all schools have been invited to resubmit the SELFIE survey, with the aim of helping them objectively determine to what extent attitudes to and use of digital technologies in the school as whole has changed.

MenSI collaborates and supports the SELFIE team at the Joint Research Centre (JRC) in its efforts to collect the initiatives (e.g. MOOCs, guidelines for the construction of action plans, pedagogical tool kits...) and put them together in order to make them available to the larger public. For this purpose, the operational plans developed at the level of MenSI have been particularly aligned with Erasmus+ projects such as SHERPA<sup>11</sup> and ASELFIE. In this regard, the project was also closely involved in the preparations and development of the SELFIE Forum<sup>12</sup> that took place on 7-8 October 2021.

Currently, there is an ongoing discussion to set up a collaboration between the European Training Foundation<sup>13</sup> and a SELFIE led action for an Armenian implementation of the self-assessment tool within the dimension of school-to-school mentoring. This project, coordinated by the Distance Learning Department at National Centre of Educational Technologies of Armenia, has developed capacities of online teaching for 23 Mentor Schools throughout the country where teachers of the Mentor Schools are teaching online to more than 3500 learners of rural areas schools. The final goal is to cooperate with the SELFIE initiative to assess digital competencies within Armenian schools.

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<sup>10</sup> [https://ec.europa.eu/education/schools-go-digital\\_en](https://ec.europa.eu/education/schools-go-digital_en)

<sup>11</sup> <https://sherpa4selfie.eu/>

<sup>12</sup> <https://www.selfieforum.eu/>

<sup>13</sup> <https://www.etf.europa.eu/en>





# Exploitation strategy

This chapter presents the concrete actions already developed by the project and those planned for an effective exploitation and sustainability of the MenSI outcomes.

## Expanding the network

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The MenSI project has been designed to maximise impact mostly via two ways: on schools and education ministries participating in project activities; and through wider dissemination actions targeting policymakers and schools in other education ministries. The MenSI Communication Strategy (D6.1), already outlined the project's dissemination and communication strategy aiming to ensure maximum impact of project results which included all partners' use of their regular communication channels, networks and events to reach schools and other relevant stakeholders.

In this regard, impact is expected to be both quantitative (numbers of countries/policymakers and schools/practitioners receiving project outputs, networked and exchanging best practices) and qualitative (improvements resulting from the digital innovation actions, whole-school approach to implementing ICT, policymakers provided with guidance on mainstreaming an innovation culture).

The project includes a network of 24 mentor schools (4 per country) and 96 mentee schools (16 per country). The current schools will develop the regional hubs and the Community of Practice, understood as the online platform. In addition to the CoP, the project will continue engaging teachers through open CPD events (MOOCs, webinars, small training events, online discussions, etc.) which will be promoted through the MenSI public website.

The six ministry of education partners have all established mechanisms to reach, raise awareness and influence other policymakers, regional authorities, teacher educators and school leaders, and classroom teachers; these include websites, social media channels, newsletters, events and networks that are coordinated under the MenSI Community Platform. This approach has been defined within the *Communication and Dissemination strategy (D6.1)* and will be now completed with sustainability plans at the national level presented in the last section of this document.

The challenge is to encourage the growth of the network in a sustainable way, i.e. acquiring new members that are interested to invest in the community long-term, not just as "one-time" login members. This requires both interesting and relevant content and solid dissemination processes to reach the target numbers. Table 1 (included in the DoW) describes the projects' communication, dissemination and exploitation actions.



Table 1: MenSI key communication, dissemination and exploitation actions

DISSEMINATION/ EXPLOITATION			COMMUNICATION		
ACTIVITIES	CHANNELS	AUDIENCE	ACTIVITIES	CHANNELS	AUDIENCE
<b>School Mentoring Report (WP2)</b>	Platform, Email, EUN policy/FCL newsletter, EUN publications' gallery	Policy makers, MoE Researchers, Stakeholders	<b>Project launch</b>	EUN website project page, Partners' channels, EUN Teachers'/FCL newsletter	Policy makers MoE General public
			<b>Guidelines for schools (WP2) &amp; Infographic</b>	EUN publications' gallery Partners' channels, EUN Teachers'/FCL newsletter	Teachers, School leaders, ICT staff
<b>Online training</b>	EUN Academy, Facebook Group	CoP Stakeholders	<b>Open call for school clusters</b>	Platform, Partners' channels, EUN/FCL newsletter & websites	Teachers, School leaders
<b>Reports (WP5) Effective whole school mentoring &amp; activities</b>	Platform, Email, EUN policy/FCL newsletter, EUN publications' gallery, FTF events		<b>Platform launch</b>	Partners' Social media, EUN Teachers'/FCL newsletter, FCL&EUN websites	Teachers, School leaders, Policy makers, MoE
<b>National videos</b>	Platform, EUN policy/FCL newsletter, Partners' channels	Policy makers, MoE Researchers, Stakeholders	<b>MOOC (public)</b>	EUN Academy + FB Group, Platform, Partners' channels, EUN Teachers'/FCL newsletter and websites	Community of Practice (CoP), Teachers, School leaders, ICT staff
<b>Presentation and keynote speeches</b>	Face to face events		<b>Poster</b>	Face to face events, at the FCL space	CoP, Teachers, School leaders, General public





DISSEMINATION/ EXPLOITATION			COMMUNICATION		
ACTIVITIES	CHANNELS	AUDIENCE	ACTIVITIES	CHANNELS	AUDIENCE
Mentoring Policy Exchange facilitation and (e.g. at EMINENT meetings)	Email		Video for teachers	EUN Teachers' Newsletter, Newsletter Partners' channels, EUN YouTube Platform, FCL	CoP, Teachers, School leaders
	Online meetings				
	MenSI platform				
	Face to face meetings		Video for Policy makers	EUN Policy Newsletter, Platform, FCL Newsletter Partners' channels, EUN YouTube	MoE Policy makers

It should be noted that there are no separate social media channels created for MenSI. EUN uses its existing Future Classroom Lab and EUN corporate channels (for Facebook, Twitter and LinkedIn) which we believe is more effective. Partners will use their own social media channels respectively.

## Main goals of using social media

- I. Dissemination of the project outcomes
- II. Awareness about mentoring approaches across Europe
- III. Creation of and supporting a new Mentoring Policy Exchange mechanism

## Key audiences

Primary audience	<ul style="list-style-type: none"> <li>Education policymakers</li> <li>Primary and secondary level schools, school leaders and teachers.</li> </ul>
Secondary audience	<ul style="list-style-type: none"> <li>Various other stakeholder groups (teacher educators, EdTech companies, researchers, related EC-funded projects)</li> <li>General public</li> </ul>

## Outreach targets

Metrics: Year 1	<ul style="list-style-type: none"> <li>Involvement of at least 10 ministries as project Advisory Members</li> <li>120 schools across 6 countries (as Mentor and Mentee schools)</li> </ul>
Metrics: Year 2	<ul style="list-style-type: none"> <li>At least 1,000 teachers, school leaders, ICT coordinators and advisers exchanging best practices</li> <li>Schools to be reached (e.g. receiving project outputs) through project dissemination activities described in WP6: 5,000</li> </ul>



## EUN Channels & partners outreach

As mentioned, the project consortium has already benefited by using **existing social media channels**: EUN’s and partners’ channels. EUN uses its corporate channels, as well as the Future Classroom Lab (FCL) and other project-specific channels (when relevant). Partners promote MenSI and its dissemination materials nationally, where needed in local languages. Country dissemination is described in further detail within the National Sustainability Plans within the last section of this document.

Suggested social media posts are prepared by EUN for the promotion of certain activities or publications, which are retweeted or reposted by the partners. This also include visuals.

The general aim of social media channels is to drive traffic to the MenSI website, to answer users’ questions about the project, to inspire action with information, to support community building, to show ‘behind the scenes’, and to spark interesting exchanges.

	CONTENT	METRICS	FREQUENCY
<a href="#">EUN Facebook</a> (27K) <a href="#">FCL Facebook</a> (8,7K)	Blog post, publications, educational resources, quotes, videos, testimonials, live events	Impressions, post likes, comments, shares, engaged users	4-8 posts / month
<a href="#">EUN Twitter</a> (25,4K) <a href="#">FCL Twitter</a> (4,4K)	Polls/ ask a question, blog post, publications, educational resources, quotes, videos, testimonials	Impressions, engagements, retweets, post likes	4-10 posts / month & Retweets from EUN, partners
<a href="#">EUN LinkedIn</a> (5,6K)	Blog post, educational resources, videos, testimonials	Post impressions, post likes, comments, shares	1-3 posts / month
Partners’ social media	Blog post, educational resources, videos, testimonials		Recommended 2-5 per month

## CPD and training

### Beyond Networking: School-to-School Mentoring for Digital Innovation

CPD is an important part of the MenSI project. The *MenSI Whole-School Mentoring MOOC (D6.4)* that has been launched in October 2022, provides training in whole school mentoring and promotes the MenSI results to an open community of school leaders and teachers, as well as to a wider audience of policy makers in regions and other interested stakeholders. Its content has been based



on the project results and on the feedback of the participants from the dedicated online training for mentor schools (see *D3.1 Online training*<sup>14</sup>).

The mix of countries in the project has ensured that the results can be adapted and used in countries not represented in the project. Particular attention has been paid to producing tools and outcomes that can be easily adapted to local contexts and which support skills' transfer at pan-European level. The final version of the MOOC has been added as Open Educational Resource (OER) and the content is available under the 'Attribution-non-commercial-share alike' Creative Commons License, allowing anyone interested to freely remix, tweak, and build upon the work non-commercially. In this way, the project's significant outputs targeting practitioners contribute to much wider capacity building. The MOOC course will remain open and promoted through the project website (remaining itself available for three years), FCL website and at the European Schoolnet Academy (<https://www.europeanschoolnetacademy.eu/>). Some of the education ministries in the project are also considering the possibility of re-using the MOOC resources by integrating them in their teacher Continuous Professional Development platforms and the Armenian Ministry of Education has also shown interest for the possibility of translating and reusing the OERs via the collaboration with the Advisory Members (see above the section dedicated to SELFIE).

## Future Classroom Lab courses & guidelines

EUN will explore the possibility of developing new FCL courses (both face-to-face and online) and guidelines based on the experience and knowledge gained in MenSI project. The potential target market would be policymakers in national ministries and, especially, regional education authorities who, even more so that national ministries, are well placed to implement and support K12 mentoring hubs that are in close geographic proximity and who can more easily support schools that have greater possibilities for face-to-face mentoring activities.

## Exploitation of the project outcomes

The Consortium Agreement identifies ownership or IP rights in relation to any foreseen results from the project, together with mechanisms to deal with IPR claims that arise during the project in respect of unforeseen results. It is the intention, however that the project will favour mainly open-source modalities for the exploitation of major project deliverables such as the *Report: Effective whole school mentoring: evidence from the MenSI project (D5.2)*; the *Whole-School Mentoring MOOC (D6.4)*; and the *Final brochure (D6.8)*. Generally, the exercise of IP restrictions over access to project results will be kept to a minimum to maximise potential exploitation of the outcomes and publications.

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<sup>14</sup> <https://mensi.eun.org/results>



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All the project's OERs and other freely available MenSI resources will continue to be disseminated within EUN's network of 34 Ministries of Education and with special emphasis at EMINENT 2022 (please see the following section regarding the Mentoring Policy Exchange Mechanism).

## Advisory members

Following models successfully applied in previous projects, the project consortium has extended its outreach by inviting additional ministries of education and other relevant stakeholders to participate in MenSI as unfunded Advisory Members. Unfunded means they are unable to receive project funding under the terms of the contract with the European Commission. The following organisations (see Table 2) are active members of the MenSI Advisory Board:

*Table 2: MenSI Advisory Members*

Organisation	Country
National Centre of Educational Technologies - Ministry of Education	Armenia
Ghent University, Research Group 'Teacher Education & Professional Development'	Belgium
Croatian Academic and Research Network - CARNET	Croatia
ZS Dr. E. Benese – Cakovice	Czech Republic
Masaryk University	Czech Republic
Centrum Robotiky	Czech Republic
Regional Directorate of Primary and Secondary Education of Attica	Greece
Dublin West Education Centre	Ireland
Ufficio Scolastico Regionale per l'Emilia-Romagna	Italy
Associazione EPICT Italia - European Pedagogical ICT Licence	Italy
European Training Organization	International

<sup>15</sup> <https://creativecommons.org/licenses/by-sa/4.0/>



Organisation	Country
iHub4Schools	International
Top You Up	International
Another Step	Portugal
Centro de Formação Sá de Miranda - Braga	Portugal
Faculdade de letras da universidade de lisboa	Portugal
Instituto de Educação da Universidade de Lisboa	Portugal
Foundation Tempus	Serbia
Institute for Contemporary Education	Serbia
JOINT RESEARCH CENTRE - European commission	Spain
CEA Alto Guadalentín	Spain
Ministry of Education. INTEF	Spain
Jacobs Foundation	Switzerland
IRIS Connect	UK/Republic of Ireland

The Advisory Members contribute to the project by:

- taking part in the sessions linked with the strategical development of the project;
- proposing relevant resources and best practices on school-to-school mentoring to be used in the deliverables and/or on the MenSI platform;
- participating in the events linked with the ‘Mentoring Policy Exchange’ mechanism;
- contributing to the project’s event;
- promoting MenSI and give it visibility in relevant occasions and to relevant audiences.

## The CoP and the Mentoring Policy Exchange

Since it opened in 2012, the EUN Future Classroom Lab has been developed as a self-sustaining initiative that is not dependent on project funding. For example, FCL Lead Ambassadors in 15 countries are currently nominated and supported by education ministries and annual fees from over 30 industry partners are an important part of the FCL economic model. Ministries participating in the Interactive Classroom Working Group (ICWG) which operates under the FCL umbrella also pay an annual fee to fund recommendations and guidelines related to specific policy challenges



that they mutually wish to address. A number of ICWG guidelines (e.g. BYOD for Schools: Technical Advice for School Leaders and IT Advisers) have also been developed with the assistance of funding from FCL industry partners.

The MenSI project has extended its reach by inviting relevant ministries and regional authorities to participate in the project's Mentoring Policy Exchange Mechanism. By adopting this "policy-connected approach", MenSI has developed a new space for discussion open to educational policymakers working at both national and regional level. This new forum will continue to be offered as an on-going service to policymakers under the EUN's independently-funded Future Classroom Lab initiative.

The Policy Exchange Mechanism is currently composed by the MenSI Advisory Members and by two key EUN Ministry of Education Working groups<sup>16</sup>: the Small and Rural Schools Interest Group and the Interactive Classroom Working Group<sup>17</sup>. These two groups include representatives from EUN's 34 Ministries of Education and policy makers from the regional education authorities who took part in the FCL Regio and EDU Regio projects<sup>18</sup>. The current sustainability plan will be discussed together with the end of project key messages during the Policy Exchange meeting taking place at Eminent 2022, European Schoolnet's annual conference in cooperation with the Department of education of Ireland, taking place in Dublin, on 6th and 7th of December 2022.

Following the model developed for existing EUN ministry working groups, the Policy Exchange includes both regular online and face-to-face meetings. In this regard, it provides a forum within which project partners can exchange on MenSI findings and recommendations with ministries and other Advisory Members interested in the project's work. Ministries supporting this new mechanism may also seek to involve and obtain support for additional / future work on whole-school mentoring from the 30+ industry partners currently supporting the Future Classroom Lab.

For further information about the MenSI Advisory Members and the Policy Exchange Mechanism, please visit the following section of the project's website:

<https://mensi.eun.org/mentoring-policy-exchange>

## A pan-European network of expert mentor schools

It remains a challenge to sustain pan-European networks of expert teachers and schools after the end of the life span of EU projects. Some of the key factors that have made it difficult to maintain school networks include the low involvement of head teachers and school leaders plus the fragility of networks that are sustained predominantly by one or two enthusiastic teachers per school. In this context, however, EUN detects positive signs that increasing numbers of school leaders are looking for new ways to develop whole school use of ICT and move beyond a situation where there

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<sup>16</sup> <http://www.eun.org/about/working-groups>

<sup>17</sup> <https://fcl.eun.org/icwg>

<sup>18</sup> <http://fcl.eun.org/fcl-regio>



are only pockets of innovative ICT use in a small number of classrooms by a limited number of highly motivated, expert teachers.

As we approach the end of the MenSI project, it is nevertheless important to recognise that school-to-school mentoring is still a relatively overlooked issue in terms of the competing priorities that demand the attention of policy makers and school leaders in a post-Covid, K12 landscape. Mentoring more generally also still remains something of a 'niche' topic in many countries. Accepting this situation, it may therefore be beneficial that, in its final months, **MenSI promotes its final outcomes and positions itself as a project that supports new approaches to “collaborative networking” and provides a set of practical mentoring methodologies that enable ministries move forward with helping their schools develop as “learning organisations”.**

In this regard and in connection to the Mentoring Policy Exchange Mechanism, EUN and the project partners are currently discussing, whether the mentoring approaches and tools developed within the project could be promoted more effectively to a wider audience under the umbrella of a more wide-ranging FCL Policy Exchange mechanism that not only takes forward the project’s findings on mentoring but is also focused on a broader range of complementary strategies for implementing whole school use of ICT that is supported by a pan-European network of expert schools. Table 3 presents a synthetic summary of the overall strategy and its objectives:

*Table 3: Strategy and objectives*

Main assets	How they would be maintained?	Strategic contribution
Network of mentor schools	Integrated in an improved community of Innovative Learning Labs and Mentor Schools, under the Future Classroom Lab umbrella and in collaboration with the new EmpowerED project.	Constitute and progressively enlarge a poll of centres open to experimentation and innovation, who could contribute to the development of the IMPACT EdTech <sup>19</sup> start-ups ecosystem in Europe by providing feedback and insight on the real school needs.
	Involving the ICWG to co-develop the renewed community of learning labs and innovative schools.	In the short term, such centres could be also involved in the Acceleration of the promising EdTech companies selected within the European Digital Education Hub.
		Structure, nurture and animate, mentoring and peer learning activities among schools across Europe to foster whole school innovation, EdTech and ICT solutions deployment.

<sup>19</sup> <https://www.impacttedtech.eu/impact-edtech/>



Main assets	How they would be maintained?	Strategic contribution
<b>Policy exchange mechanism</b>	Continue to be offered to key EUN stakeholders, namely national, regional and local authorities interested in school mentoring with EUN working groups as well as the FCL Ambassadors <sup>20</sup> .	Support public authorities in piloting and establishing better school to school mentoring mechanisms.
	The scope of the policy exchange mechanism will however expand to cover school innovation more broadly, while preserving the school mentoring component as a successful crosscutting approach to transformation and improvement.	Elaborate and debate on the main factors of school innovation and improvement, also feeding into the ecosystem to be established by the EmpowerED project.
	Integrate the training material and methodology on whole school to school mentoring into the FCL offer.	Organisation of capacity building events and opportunities for school leaders and decision makers in specific areas of interest.
		Organisation of open debates and strategic seminars on cutting edge or controversial topics related to school innovation and edtech.
		Offer capacity building activities tailored to the specific needs of national and regional public authorities.

As mentioned earlier within this section, the above and other key elements of the MenSI project will be discussed and validated by the Ministries of Education and other relevant stakeholders during the Policy Exchange meeting taking place at Eminent 2022. The results will be addressed in the final brochure (D6.8) and final reporting.

<sup>20</sup> <https://fcl.eun.org/fcl-ambassadors>





# National Sustainability Strategies

The main project goal was to carry out a pan-European investigation into how different approaches to mentoring can support the mainstreaming of innovative digital teaching practices in primary and secondary schools.

During the final phase of the MenSI project, the scope of the community has jumped from the original set of mentor & mentee schools to other schools (and learning labs) outside the project interested in the programme activities and the exchange of best practices. Coordinated by European Schoolnet, the project's Ministries of Education (and regional authorities) in collaboration with schools, have been responsible for enlarging and planning the sustainability of their national networks.

This section presents the national sustainability & dissemination results achieved so far and the plans for the future.

## Purpose of the national dissemination and sustainability strategy

The dissemination and outreach of the mentoring approaches implemented are an essential part of the MenSI project and are indispensable for sustainable implementation of the project results. The dissemination strategy of the MenSI project implies the involvement of the target groups in the project activities, which include not only the central online community and translation exchange groups, but an overall and comprehensive strategy aligned to the country-specific context. In this regard, specific attention has been given to dissemination and sustainability after the end of the project.

## Dissemination strategy

The overall aim of the project dissemination activities is to increase the awareness about the project and its results among the target groups, and to motivate them to implement the MenSI mentoring approaches and resources.

In order to reach the expected impact, MenSI has used online and offline dissemination channels to establish and maintain contact with the identified target groups. Lessons learnt from MenSI have been embedded into local, regional and national school development plans.

The online activities include not only the creation by project partners of their own communities, groups, and content sharing channels, but have also included the presentation of the project in



relevant external communities and networks. Partners have also ensured that MenSI is reflected in the blogs of other projects and organizations and have initiated a variety of discussions and online campaigns.

Offline activities including the organization of workshops and events, participation in conferences, and other events and summarized per country and have been collected via an online tracking sheet accessible to all partners. The information will be included as part of the final reporting. A specific focus is set on the maintenance and expansion of the schools' network.

This document includes an updated status (to the time of the writing of this document) of the national sustainability strategies within the six partner countries. While the different national strategies may have certain similarities, each country has developed its contribution according to its own national context and specific K12 priorities and challenges. Lessons learned and suggestions from this deliverable will be incorporated into the Report on Regional Hub Mentoring Approaches (D4.1) and the Final Brochure (D6.8).



# Croatia

## Description of the regional context in the area mentoring

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During the implementation of the Curricular Reform in Croatia from 2018 - 2020, a crucial role in the process was given to mentors - teachers and principals from Croatian schools to develop training materials and handbooks for teachers and principals and provide support for the implementation of the new curricula in their schools. More than 200 hundred mentors participated in this initiative. This approach was meant to enable the use of experience from schools in the experimental phase of the curricular reform by including stakeholders from schools through participatory design, or co-creation of all processes related to the systemic reform of schools. (B. Divjak, K. Pažur Aničić, 2019. Preparation, monitoring and evaluation of the comprehensive curricular reform experimental programme “School for Life” report<sup>21</sup>, Ministry of science and education). The mentors were given adequate training to allow them to carry out their role effectively (Bradfield, K. et al. 2020 An exploration of Curriculum Reform in the Republic of Croatia: Mentors and principals. University of Stirling)<sup>22</sup>. During the project more than 50 virtual classrooms were opened on the Moodle platform to enable teachers from all Croatian schools to learn together with their peers and supported by the mentors. The mentors provided advice, examples of good practice and feedback to teachers. Besides virtual classrooms, the mentors engaged with the teachers through face-to-face workshops organized several times per year.

## Future plans summary

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The experiences and knowledge gained in the MenSI project will continue through the work of the schools included in the project. The Mentor schools involved in the project have expressed their willingness to continue working with their mentee partners, whereas some of the mentee schools have expressed interest in becoming mentor schools for the schools in their local area and share their learning, knowledge and skills with fellow colleagues from local schools. Some school coordinators of mentee schools would like to organize face-to-face workshops for their fellow teachers who did not take part in the MenSI project for various reasons but are now more confident and willing to embark on this learning journey.

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<sup>21</sup> [https://mzo.gov.hr/UserDocImages/dokumenti/Engleski/SchoolForLife/Preparation monitoring and evaluation of the comprehensive curricular reform experimental programme School for Life.pdf](https://mzo.gov.hr/UserDocImages/dokumenti/Engleski/SchoolForLife/Preparation%20monitoring%20and%20evaluation%20of%20the%20comprehensive%20curricular%20reform%20experimental%20programme%20School%20for%20Life.pdf)

<sup>22</sup> <https://skolazazivot.hr/exploration-mentors-and-principals/>



## Online dissemination

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### National social media

The following local, regional and national educational media channels will be used for dissemination and communication after the project has ended:

- MoE official webpage
- MoE official social media accounts
- Croatian Academic and Research network (CARNET) school portal
- Agency for Mobility (AMPEU) newsletter and social media accounts
- ETwinning national agency newsletter
- ETwinning national agency social media accounts
- Teacher virtual classrooms on Moodle
- Local, national or regional teachers Facebook and Twitter communities

### Local, regional and national educational platforms

Moodle virtual classrooms for teachers are used for the participants of the project at national level. The Moodle platform is run and supported by CARNET.

### Other media and social media channels

Facebook groups and Facebook pages for teachers, LinkedIn, Twitter and Instagram will continue to be used to disseminate results (e.g., Udruga Suradnici u učenju, Code Week Croatia, eTwinning Hrvatska and other popular groups.).

All project videos will be shared on the MZO official website, MZO partners and agencies' websites and social media channels.

## Offline dissemination

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### National conferences and events

MenSI project will be presented by a mentor school from Osijek at the national CARNET User Conference to be held from 26 – 28 October 2022 in Sibenik, Croatia. Other future conferences and events are currently being discussed.

### Publications

#### *MenSI Project publications*

MenSI publication on project results will be published on the MZO website and social media channels.



### *Other publications*

A collection of poster diaries created by mentee schools will be shared on the MZO website and social media channels.

## **Beyond networking: Maintaining and expanding the school-to-school mentoring hubs**

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### **National involvement & future plans for MenSI schools**

MenSI schools will continue working together within their networks as they have concluded that the partnerships contributed to the advancement of their schools and teachers, in both mentor and mentee schools. They will continue their activities in their virtual surroundings (Teams, Moodle) as there will be no further funding provided for face-to-face activities. In this regard, some of the schools have decided to apply for funding through Erasmus+ open calls.

### *Scaling up challenges*

There is no funding available to support the continuation of the project in the same format, but schools are encouraged to continue their mentoring practices in their online communities and to involve schools that were not part of the MenSI project. We have seen a lot of interest amongst schools to participate in different aspects of the project and hope to identify some budget for the potential translation of the MenSI MOOC “Beyond Networking” to enable all Croatian teachers to learn about mentorship and benefit from it.

### **Other national networks/activities connected to MenSI**

The award-winning programme “e-Schools: a comprehensive informatization of school operation processes and teaching processes aimed at the creation of digitally mature schools for the 21st century” run by CARNET has involved several MenSI participants coordinators and enabled them to share their expertise and knowledge gained in the project with Croatian teachers.



# Czech Republic

## Description of the regional context in the area mentoring

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The four MenSI school clusters are spread across the whole area of the Czech Republic. We continuously strive to support schools located in remote areas, schools with composite classes and SEN schools. For this reason, we have decided to combine this focus with an emphasis on increasing the proficiency of these schools in using digital technologies and offer this target group an opportunity to participate in the MenSI project. Due to great interest and after previous agreement with EUN, we also have three (extra) associated schools.

## Future plans summary

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Up until this point, we have published several articles on MenSI blog and across regional channels, we have presented on several national and international conferences, and we are active participants to regional stakeholders' and policymakers' meetings in order to push forward greater involvement of mentoring concept outside the context of MenSI schools. Besides disseminating the results through communication channels, the mentor schools are also active participants in informing about MenSI. More specifically, (not only) the mentor school, SEN Těšínská is actively presenting the merits of mentoring while pointing out that even SEN schools greatly benefit from experience and sharing of good practice.

As for sustainability, the Czech National Agency for International Education and Research intends to build on the good relationship with mentor schools and, with their support, to spread awareness of MenSI by organizing workshops, seminars and conferences focused on mentoring and digital technologies.

## Online dissemination

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### National social media

Current channels:

- Teachers' newsletter issued by the National Agency (NA)
- School leaders' newsletter issued by the NA
- NA official webpage
- NA official social media accounts
- eTwinning national agency newsletter
- eTwinning national agency social media account



- Education blogs
- Local, national or regional teachers Facebook community

## Other media and social media channels

- <https://www.dzs.cz/>
- <https://cs-cz.facebook.com/dumzahranicnispoluprace/>
- [https://www.instagram.com/dzs\\_cz/?hl=cs](https://www.instagram.com/dzs_cz/?hl=cs)
- [https://cz.linkedin.com/company/dzs\\_cz](https://cz.linkedin.com/company/dzs_cz)
- [https://twitter.com/dzs\\_cz?ref\\_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor](https://twitter.com/dzs_cz?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor)
- <https://www.etwinning.cz/>
- <https://www.facebook.com/CZeTwinning>
- [https://twitter.com/eTwinningEUN\\_CZ](https://twitter.com/eTwinningEUN_CZ)
- <http://itfitness.cz/>

## Offline dissemination

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### National conferences and events

The MenSI school-to-school mentoring approach and resources are scheduled to be disseminated via:

- Czech National Scientix Conference 2023
- Kód, robot, škol(k)a Conference (2022 and 2023)
- SchoolLink Conference (2022 and 2023)
- Meeting of directors (Zlínský district, Královéhradecký district)
- Visit of regional representatives in Brussels

All relevant activities are and will continue to be recorded in the MenSI activities tracking sheet.

## Publications

### *MenSI Project publications*

Mozaika (DZS quarterly magazine)

- 3 500 pcs (printed version)
- 1 300 online subscribers

Řízení školy (School Management)

- 3 000 pcs (printed) – published 10 times a year
- Online version as well



Other MenSI related publications are currently being discussed within the national agency.

### *Other publications*

MenSI teaching aids have been distributed among MenSI schools not only to incentivise and motivate teachers but also as dissemination tools. They have proved to be the most effective dissemination tools so far as teachers not directly involved in the project see the importance of collaborative networking and get to experience peer-to-peer mentoring in real time.

These aids were designed in cooperation with one of the mentor schools (ZŠ speciální, Ostrava – Slezská Ostrava), where the teachers already use similar tools in their teaching practice. The teaching aids were developed to help the mentor schools to form a connection even with those who are not yet convinced of the pedagogical benefits of using ICT.

The DZS had two types of tools created for schools: Abecedu (the Alphabet) and Šipkovanou (the Arrows). Both aids develop students' computational thinking, orientation in space and prepare them for programming in digital tools such as Scratch. They are suitable for elementary school students regardless of age, as their difficulty level can be adjusted according to the teachers' and students' needs.

## **Beyond networking: Maintaining and expanding the school-to-school mentoring hubs**

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### **National involvement & future plans for MenSI schools**

At this point, the mentor schools are working independently with continuous support from DZS. We plan to build on good relationship established while working on the MenSI project to use their expertise and experience with mentoring and extensive use of digital technologies. We intend to offer a series of workshops taking place at each mentor school and invite all schools from the area concerned. By doing this, we hope to introduce mentoring approaches to a larger audience, including international cooperation activities (eTwinning, Erasmus+). Moreover, we hope to invite external experts to teach on digital technologies and innovative teaching.

### *Scaling up challenges*

The main challenge faced by all schools is that while they have the tools to teach according to the 2030+ digital strategy, they lack the skills to use them effectively. The MenSI mentoring approach levels up the differences among the teachers' ICT knowledge. As we believe that learning by doing is the most efficient and effective way to acquire new skills, we aim to organize a series of workshops where the teacher will get to see that ICT in classes is beneficial when rightly used.





# Flanders (Belgium)

## Description of the regional context in the mentoring area

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### Official organization of GO! Education

GO! Education is organized in 26 regional groups of schools. Every group has a community of primary schools and also a group of secondary schools. School communities are a voluntary partnership with primarily advisory powers with regard to the school group.

There are currently 72 comprehensive schools active within GO! Within the community, schools support and inspire each other and they partially coordinate their own policies.

The four Flemish hubs are regionally organized in two different ways: three of them cross the border of the official regional communities and one is formed within their official regional community.

### GO! and the MenSI Hubs

Belgium is densely populated. Therefore, we hardly have rural areas or schools that are at a great distance from each other. There are some metropolitan contexts that need to tackle social (and therefore educational) problems sooner than others. The mentor schools of the MenSI project are located in more urban contexts.

## Future plans summary

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Because GO! education is organized in school groups and school communities, we can judge that we already have regional cross-pollination. The pedagogical guidance service of GO! Education, therefore, consciously chooses to focus on developing professional learning communities in these official school groups. The focus hereby is that schools learn from each other.

The role of a mentor school is not directly included or assigned. GO! education is examining together with the school groups how the role of Mentor in these professional school communities can be further developed in the future. It has become clear to GO! education that a very clear role and division of tasks are necessary for successful mentoring. This is a valuable lesson that GO! can take away from the experience with the mentoring hubs of MenSI.

GO! Education plans to continue focusing on this guidance strategy. Today's professional learning communities all have different content: shared leadership, dealing with gifted students, dealing with students with special educational needs, self-regulation of children, digital transformation, etc.



In the MenSI project, all the school hubs are happy to have met each other and all indicate that they learned from each other. The one hub that falls completely into the official school community has decided to continue learning about this content (digital transformation) together (including from each other) in the future. It is striking that this one hub used a top-down methodology. It seems clear to the mentee schools where they intend to go as a hub in the future. It is important that the schools know and trust each other in order to share, recognize weaknesses and express strengths.

The other hubs indicate that they experience their official school community as their “real” hub and wish to continue building knowledge-sharing with them.

Schools intend to keep in contact with each other but not in a target-based manner. For this purpose, they will use their official hubs. All schools, mentors and mentees can rely on both their school community and the pedagogical guidance service for support and none of the participating schools will be losing the support system.

## Online dissemination

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Belgium is a small country, so regional dissemination (both online and offline) quickly becomes national. GO! education takes several steps to propagate the process and results of the MenSI mentoring.

### Regional

Websites of the different school groups of the mentor and mentee schools where findings of the MenSI project are shared directly with the schools of the official school groups.

GO! MenSI videos on the websites of the schools and Facebook pages.

### National

- GO! Education has its own communication channels to share the experiences from the MenSI project
- GO! PBD newsletter: this is intended for all pedagogical counselors of all GO! Schools
- GO! Website news flashes: this one is for every GO! Professional: teacher/management
- GO! Guidance plan for the government: MenSI experiences are conveyed to inform policy choice for professional learning communities.
- GO! innovative learning network- Facebook group
- EPOS Vlaanderen – Website international/Erasmus + programmes - National Agency



## Offline dissemination

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### National conferences and events

GO! MenSI videos: GO! schools will be shown during events in the schools (parents' evenings, when organizing other events and workshop-meetings).

GO! Mentoring school Voskenslaan is also involved in a government program for elite athletes. There they will disseminate their own MenSI video about their support by digital tools.

SETT fair Ghent is a fair on innovative education and digital applications (2 days): 3850 visitors and more than 100 exhibitors about educational technology. GO! education is a permanent exhibitor at this fair and shows its innovative operations and shares lessons learned from international programs. The MenSI videos produced by the other partner countries will also be disseminated during the fair.

A yearly final event that summarizes international-projects in GO! schools is scheduled in June 2023: we summarize all participation in innovative international projects and share all the lessons learned while trying to inspire other schools by sharing good practices.

### MenSI Project publications

#### *WP5 – analysis of the mentoring process.*

We take the findings we learned through the MenSI project into the story of our professional learning communities. These findings are recorded internally in GO! education and are shared with the staff and the colleagues of the pedagogical counselling service.

Within the training of the pedagogical counsellors in school groups (CODI/DICO) we will disseminate the findings of the mentoring process. In this way anyone who is supervising a Professional Learning Community (PLC) can adapt and refine their strategies so that the sharing of knowledge and experience in the PLC will be more efficient.

## Beyond networking: Improvement and collaboration of the school-to-school mentoring hubs

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### National involvement & future plans for MenSI schools

#### *Current HUBs: Mentor & mentee schools*

The three cross-regional hubs will continue to look within their school community to see if they can set up a learning community around the topic of digital transformation. The principles learned in the mentoring process of the MenSI project will provide important guidelines and serve as a basis for this purpose.



The hub linked to the regional community (which consists of schools from the same school group) will continue to operate in the future using the current mentoring hub structure.

GO! Education will take all the lessons learned into consideration, to adjust the way we have already started to professionalize our schools in Flanders with the Professional Learning Communities. Therefore, we will use the strengths in the existing regional hubs: our official grouping of schools.

### *Scaling up challenges*

In almost every group of schools, GO! Education has schools that are really leaders in digital transformation. How they can best help or mentor the other schools in their official group of schools is something else.

Currently, GO! schools do not take formal mentoring roles. All schools are equal in a Professional learning Community (PLC) and they all bring in their specific needs. For some time now, however, we have noticed that this manner of working is not the most efficient. We intend, therefore, based on our experience gained within MenSI, to introduce and fine tune a new approach where some schools will have a lead Mentor role.

We are convinced that the mentoring approaches need a partial top-down approach, a structure that provides direction, in which all schools (including Mentee) can contribute (bottom up). Basic guidance is needed.

The mentor schools build their expertise-sharing around a few agreed “building blocks”, depending on the content (for example digital transformation: platforms / software / ICT coordination / how to deal with gap between teachers / building a vocational lesson with digital tools / professionalization plans/ what about parents...). The Mentee schools can define their questions about these “building blocks”. Together Mentor and Mentee schools can look for / invite / share good practices, webinars, providers, etc.

ALL schools need to have / make / find out:

- Mutual goals
- Time
- Qualified staff to mentor
- Clear expectations from the mentor schools (for example: all mentor schools build their expertise sharing around specific topics)
- Clear expectations from the mentee schools
- Return on investment for the mentor school



## Other national networks/activities connected to MenSI

### *Flanders – education of gifted students*

The Flemish government has committed to a learning network in Flanders following a strategy inspired by the MenSI project's approach. The network focuses on the "education of gifted students".

During the first year of the programme, efforts have been dedicated to the professionalization of the so-called mentor schools and the selection of topics to be discussed, which should lead to a "harmonized" mentoring period during the following year. All these topics had to be discussed in every Hub following a standard approach.

In this regard, mentor school operating resources (hours for staff and materials) were also provided by the Flemish government. The mentoring process was guided by a group of universities, who also provided a content-based website (used for dissemination purposes).

The Flemish Government sees great benefit in this sort of "MenSI Approach" and wants to disseminate and explore other similar initiatives through pilot projects.



# Hungary

## Description of the regional context in the area mentoring

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Educational Authority has an existing network of Basis Schools, where the members are ready to showcase their best practices to other schools. Basis Schools' field of interest is very broad; a wide range of issues are tackled not only those that apply to ICT-related challenges. Another network is the Eco-Schools network, where a field of interest is narrower: the member schools are committed to sustainability education, and sharing best practices is a key part of the activities. Educational Authority plans to enrich the knowledge sharing activities of the two networks with lessons learnt from the MenSI project.

## Future plans summary

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Educational Authority uses the Sulinet website as the primary platform for the dissemination of project results. A Sulinet sub-site (static page) is going to be created, where final publications of the MenSI project will be published, in English, and if available, in Hungarian language. Other members' video content and localized content of the MOOC is also going to be shared on the site.

## Online dissemination

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### National social media

Educational Authority uses the Sulinet website as primary media for the dissemination of project results.

- OH publishes news in the Sulinet news magazine about MenSI-related developments
- OH creates a Sulinet sub-site (static page), where final results of the project are published, in English, and if available, in Hungarian language
- Additional localizations: translations of MOOC-resources are planned to be published on the static page
- All new content is shared via Sulinet Facebook page too.

### Local, regional and national Educational platforms

<https://hirmagazin.sulinet.hu/hu>

### Other media and social media channels

<https://www.facebook.com/sulinet/>



Sulinet Youtube: [https://www.youtube.com/channel/UC3ALtHxzLg9T2vtQz\\_rlyjA](https://www.youtube.com/channel/UC3ALtHxzLg9T2vtQz_rlyjA)

Hungarian MenSI videos will be made available on the Sulinet YouTube channel. Depending on the content, some other videos – produced by other partners, or schools – are also being embedded on the Sulinet static page.

## Offline dissemination

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### National conferences and events

One of the biggest pedagogical events in Hungary are the Pedagogical Days, held twice a year. The events are organized regionally, by regional support centres of Educational Authority. Basis Schools play a key role in hosting events and sharing best practices. Pedagogical Days can be used by mentor and mentee schools to share their story and inspire networks.

The annual, national conference of the in-service teacher mentors' is also an important opportunity to share results of the MenSI project.

### Publications

All project publications will be made available online, on the Sulinet website.

## Beyond networking: Maintaining and expanding the school-to-school mentoring hubs

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### National involvement & future plans for MenSI schools

The Hungarian Educational Authority, in representation of the Ministry of Education in Hungary, operates a network of regional support service centres (Pedagogical Educational Centres), which provide a wide range of services for teachers, including formal and informal professional development opportunities. Twice a year they organize local CPD event series, where local schools show each other their best practices, either by holding presentations or by lesson observation opportunities. Centres delegate CPD mentors (professional consultants) to schools to provide individual help to teachers. Many consultants are practicing teachers in a school of the region, with less classroom teaching hours.

While Educational Authority does not plan to expand the network that was set up in the MenSI project, consisting of 4 mentor and 16 mentee schools. Instead, the aim will be to enrich other already established networks with the methods that were tested in the MenSI project. All the MenSI schools are part of the bigger network of Basis Schools, where the aim is to share best practice. Another important network is the Eco-schools. Both networks can benefit from the final results and lessons learnt of the MenSI:



- Basis Schools are recognized as especially innovative schools, or schools with a strength in a particular field. Basis Schools try to reach out to other schools in the region and they organize lectures, lesson observation opportunities and peer-to-peer exchange opportunities.
- ECO-Schools is a network of schools which operate on an environmentally conscious way and have a strong emphasis on this topic in their pedagogical programmes.

The current established MenSI hubs will continue to cooperate following a bottom-up approach, and there is anecdotal evidence that some of the connections will continue even after the end of the project, without central coordination.

### *Scaling up challenges*

School mentoring depends much on the personal, informal relationships between the hub members, and thus this exchange cannot be forced. In our view, a central agency can only advise on the types of structure for cooperation (such as the MenSI approach) and it can offer possibilities for interested schools to find each other and form hubs.





# Italy

## Description of the regional context in the area mentoring

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The MenSI project has been set up in 4 different areas of Italy and in two different school levels.

Two school clusters involve one primary and one lower secondary school and are located in rural contexts, namely small schools, in Emilia Romagna and Sicily. Two more clusters involving secondary schools are located in Puglia and Sardegna.

## Future plans summary

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The activities of MenSI will have been completed at the end of the school year 2021/22. The advanced cluster schools involved in the pilot activities, however, expressed their interest in trying to further consolidate the lessons learned in the project and in scaling up MenSI mentoring approaches within the entire school teams in each school. This is the reason why Indire has planned one more year of activities among mentor and mentee schools that includes financing further training activities, plus school visits and dissemination within the framework of a new agreement between Indire and the cluster schools.

### Objective of the agreement between INDIRE and Mentor schools

Indire signed a new agreement for the school year 2022/23 within the framework of the Horizon Mensi project and the mentor schools. Information, training, dissemination and support activities for Mentee schools to be trained will be carried out by the selected mentor schools (see below for further details).

## Online dissemination

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### National social media

The following local, regional and national educational media will be used for dissemination and communication after the project has ended:

#### Social media channels

- Facebook: <https://www.facebook.com/IndireSocial/>
- Facebook Avanguardie: <https://www.facebook.com/avanguardieeducative>
- Facebook Piccole Scuole: <https://www.facebook.com/piccole.scuole>
- Twitter: <https://twitter.com/IndireSocial>



- Instagram: <https://www.instagram.com/indiresocial/?hl=it>

### Web pages

- <https://www.indire.it/progetto/progetto-mensi-mentoring-for-school-improvement/>
- <https://piccolescuole.indire.it/news/>
- Indire home page: <https://www.indire.it/>

## Local, regional and national educational platforms

The Italian MenSI Project dedicated platform is based on Moodle and has been implemented and hosted in the Indire server in order to satisfy the principal needs of both teachers and other representatives from Mentors and Mentee Schools. This platform will be maintained after the end of the project.

The environment has been designed as a unique web page divided in different sections for both mentor and mentee schools. To guarantee unique access to these specific areas, several different Course Groups were created, each of them referring to a single Regional Cluster and with broad technical privileges.

Global communication was provided by using both General Forum and specific Cluster Associated Forums, while a free message board was the common meeting spot denominated Agorà.

Every Cluster Section had also a common local folder used to download ppt slides, pdf, jpg and other kind of useful files. In the same way, every group had specific access to upload their tasks, such as Word texts or specific required scripts, into a dedicated repository folder.

Finally, all the scheduled meetings were successfully provided by a Cisco Webex interface and the implementation of a user-friendly extension which led to cluster dedicated webinars or meeting sessions.

For more info please visit <https://piccolescuolemoodle.indire.it/course/view.php?id=10>

*\*Registration is required, with username and password provided by admin*

## Other media and social media channels

### Social Channels

- Facebook: <https://www.facebook.com/IndireSocial/>
- Facebook Avanguardie: <https://www.facebook.com/avanguardieeducative>
- Twitter: <https://twitter.com/IndireSocial>
- Instagram: <https://www.instagram.com/indiresocial/?hl=it>

### Web pages

- <https://www.indire.it/progetto/progetto-mensi-mentoring-for-school-improvement/>
- <https://piccolescuole.indire.it/progetto-horizon-2020-mensi-aperta-la-selezione-per-le-scuole/>



## Use of MenSI videos

The observation visits conducted by Indire researchers enabled the creation of narrative videos on the practices carried out by the mentee schools. These videos will be disseminated on the Movements of Small Schools and Educational Avant-gardes<sup>23</sup> and will be discussed at a Final MenSI Conference in Italy scheduled for March 2023 during Fiera Didacta Italia in Florence. They will also be shared with the international community created within the MenSI project.

## Offline dissemination

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### National conferences and events

The MenSI school-to-school mentoring approach adopted in Italy has been disseminated through various local seminars (coordinated and promoted with the collaboration of territorial clusters), educational conferences and national academic forums.

#### Local Cluster Seminar

- March 18 - 2022 - Reggio Emilia Local Seminar
- April 1 - 2022 Sicilia Partanna Local Seminar
- April 7 - 2022 Campania, Naples, Regional seminar
- May 9 - 2022, Apulia, Regional seminar

#### Educational Conferences and workshops

- August - September (31-2) Roma - Pontifical University  
Sirem Annual Conference "Learning with technologies between presence and distance"  
<https://www.indire.it/2022/08/31/la-ricerca-indire-al-convegno-sirem-2022/>
- September 8 - Piacenza - IIS Marconi  
"Reimagining" Conference. Workshop "MenSi Project - Mentoring processes for innovation"  
<https://www.indire.it/wp-content/uploads/2022/09/Reimagining-2022-LAB-8-SETTEMBRE-1.pdf>
- October 20 - 2022 - Catania Didacta Sicily  
Regional Didacta Conference "Investing in the development of the school of the islands and inland areas. The value of the network and territorial mentoring".
- <https://www.indire.it/2022/10/04/alledizione-siciliana-di-fiera-didacta-un-convegno-dedicato-alle-piccole-scuole/>

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<sup>23</sup> <https://innovazione.indire.it/avanguardieeducative/>



## Future Scheduled Events

- **Academic Forum**  
November 11-2022 - IL FORUM DELLE RETI - UniBicocca  
CANTIERI APERTI E SCUOLA IN COSTRUZIONE National Conference - “Networks and mentoring in school change processes”, <https://www.siped.it/convegno-cantieri-aperti-scuola-costruzione/>
- **Mensi National Conference - INDIRE**  
March 2023 (8-10) - In 2023, at the end of the project, an international conference will be planned to enhance the mentoring models that have emerged from schools cluster and didactic practices integrated with digital. The conference will be included in the scientific program of Fiera Didacta Italia.

## Publications

### Conference Book of Abstract

SIREM 2022: “Apprendere con le tecnologie tra presenza e distanza”  
<https://www.sirem.org/wp-content/uploads/2022/08/boa-2022-08-12.pdf>

### Chapters in Scientific Volume

Chapters in scientific volumes are being published (December 2022 - April 2023) in which the results of the national experimentation of mentoring models are reported:

- Rossi F, Storai F e Mangione G.R.J (2023) Il Mentoring basato sul networking per lo sviluppo professionale dei docenti. Analisi delle esperienze del progetto MenSi . In "Apprendere con le tecnologie tra presenza e distanza" (editor Scholé- Morcelliana Brescia) in review process.
- Panzavolta S, Garner P e Nencioni P (2023) Whole school mentoring. Emerging evidence from a EU Horizon project. In "Apprendere con le tecnologie tra presenza e distanza" (edito Scholé- Morcelliana Brescia) in review process.
- Cannella G e Laghigna A (2022) Networking e mentoring. Avvio di un processo collaborativo nel caso del Mentoring for School Improvement. In “Tecnologie e scuola inclusiva” per la realizzazione di un volume de “I Quaderni della Ricerca” Loescher, eds. G.R.J Mangione, M. Garzia e F. De Santis (in press)

## Beyond networking: Maintaining and expanding the school-to-school mentoring hubs

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### National involvement & future plans for MenSI schools

Mentor and Mentee schools have been selected within two important and strategic Movements, namely the Piccole Scuole Movement and the Avanguardie Educative Movement. The online



communities of these two initiatives will host dissemination events and promote resources and products by leveraging all their existing communications channels.

### *Scaling up challenges*

Challenges/issues have also been discussed individually with Mentor and Mentee schools since they have experienced scalability issues at their organisation level. As for INDIRE, we will rely on the our current communities of innovative schools and keep on building upon the results of the MenSI project.

### *MenSI National community*

Mentor and Mentee schools will be asked to run another one-school year MenSI cycle, with activities as described below.. During this cycle, both Mentor and Mentee Schools will receive financial incentives. Hereof, the contents of the mentioned agreements.

#### *Mentee school agreements*

Mentee schools will participate in online/offline and blended training events on the topics of the MenSI project and, in particular:

1. to organise at least one visit activity at the Mentor school for a group of teachers of the Mentee school with the objective of scaling-up MenSI-related activities;
2. to organise dissemination activities within the school;
3. to participate in the events/initiatives organised by INDIRE and/or EUN and the Mentor school;
4. to manage training activities within the school on the innovative practices initiated thanks to the MenSI mentoring process.

Mentee schools will also be asked to take part in study and monitoring activities carried out by INDIRE and the Mentor school and to host researchers for onsite visits.

Finally, they will have to participate in general project dissemination activities and elect a contact person as coordinator.

#### *Mentor school agreements*

Mentor schools will be asked to organise online/offline and blended training events on the topics of the MenSI project and, in particular:

1. to host at least one visit at the Mentor school for a group of teachers from a Mentee school, with the objective of scaling-up MenSI related activities;
2. to organise at least one f2f event for Mentee schools;
3. to scaffold dissemination activities within Mentee schools;
4. to participate in the events/initiatives organised by INDIRE and/or EUN;

Mentor schools will also be asked to take part in study and monitoring activities carried out by INDIRE and EUN and to host researchers for onsite visits.

Finally, they will have to participate in general project dissemination activities and elect a contact person for coordination reasons.



### **Objective of the agreement between INDIRE, Mentor and Mentee schools**

On the basis of this agreement, the Parties may organise, on a collaborative basis, other activities related to the project and in any case aimed at the full and effective pursuit of their respective institutional purposes. These activities will be agreed upon on a case-by-case basis subject to verification of the necessary financial coverage and subject to the adoption of the necessary internal administrative acts. These activities will in any case be carried out free of charge, except for the possible reimbursement of eligible expenses.

### **Other national networks/activities connected to MenSI**

The networking with Avanguardie Educative schools and the Small and Rural School Network will be on-going and the MenSI schools, which are part of both movements, will consolidate the mentoring approach at a local level. Our aim is to improve and create clusters of expert schools related to specific teaching approaches.



# Portugal

## Description of the regional context in the area mentoring

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In Portugal, mentoring between schools is not a widespread practice. There was an existing good practice of mentoring between teachers, namely in the training of new teachers, when they go to schools for their pre-service training, where a supervising teacher and other colleagues accompany them in this mentoring process. The MenSI project allowed for 20 schools (4 mentors and 16 mentees) to build on and benefit from this type of mentoring approach.

The selection process of the mentor and mentee schools was organized through a call for applications, and for mentor schools, they had to comply with a well-defined set of criteria, set out in the project. For the selection of the mentored schools, an application process was also carried out, and all of them had to be from the most disadvantaged regions and integrated in **Priority Intervention Education Territories (TEIP)**. In any case, an invitation was addressed to the schools and only those who really identified with the project and committed themselves to participate actively in it participated. The criterion of geographical proximity to the mentor school was also a relevant element.

## Future plans summary

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The Directorate General of Education (DGE) has developed several strategies to disseminate the results of the MenSI project and the innovation it is expected to bring to mentoring and collaboration between schools. For this purpose, we will use the different DGE channels, such as the DGE newsletter, ERTE Facebook, YouTube, Conferences and the national Digital Transition Plan, which is being implemented all over the country, including in the field of education (DGE is responsible in this area), and in all other places where it is appropriate to disseminate the mentoring approach developed in MenSI.

The Portuguese sustainability plan is detailed in the following sections. Portugal is currently implementing a Digital Transition Plan launched in 2020<sup>24</sup>. In this regard, the mentoring approaches developed throughout the MenSI project will help to implement the school dimension of the plan, where several networks will be created, formed by school mentors and mentees, whose main objective is to work as mentoring networks and share good digital practices. Together with the 20 schools involved, The DGE will also disseminate the information available on MenSI project.

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<sup>24</sup> <https://eportugal.gov.pt/en/noticias/governo-lanca-plano-de-acao-para-a-transicao-digital>



## Online dissemination

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### National social media

These are some of the most frequently used DGE channels for the MenSI project dissemination:

- Teachers' newsletter issued by the MoE – Noesis - <https://www.dge.mec.pt/revista-noesis-0>
- MoE, DGE, official webpage - <https://www.dge.mec.pt/>
- MoE, DGE official social media accounts - <https://www.facebook.com/DGEeducacao/>
- MoE, ERTE official social media - <https://www.facebook.com/ERTE.DGE/>

### Local, regional and national educational platforms

The DGE web page directs schools to a repository of the major national educational projects' educational resources and will provide information on MenSI and how project results are being sustained.

### Other media and social media channels

- MoE, MenSI official Facebook <https://www.facebook.com/groups/projetomensiportugal>

### Use of MenSI videos

Together with the various MOOC videos, the Portuguese MenSI resources will be utilized in a series of workshops that will be held as part of the Digital Transition Plan implementation.

As already mentioned, the MenSI mentoring approaches regarding the organization of schools in Hubs, will also be implemented within the Digital Transition Plan (PTD), in Education. In this way, the videos will be a good introduction to launch and present what is intended with the mentorships, now in a broader plan, where we plan to reach the 811 school groups throughout the country.

## Offline dissemination

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### National conferences and events

DGE, through its collaborators, is often invited to speak in schools. In the ERTE team, regular invitations arrive to disseminate the ongoing projects. On a regular basis, the MenSI project, via its National Coordinator, presents and discusses the philosophy behind mentoring between schools, a topic that is very appealing to all teachers as well as to the school management.

On November 3, 2022, another event of this kind will take place, in this case hosted by a Teacher Training Centre, where the National Coordinator of MenSI, has been invited to address MenSI and how Mentoring between schools can bring the desired changes in schools.





In a national meeting that will take place on 17, 18 and 19 November 2022 with Portuguese Digital Ambassadors, mentoring between schools will also be a topic that is addressed.

## Publications

### *MenSI Project publications*

As for the publications produced by the MenSI project and the DGE, there is a privileged channel for these publications to reach all schools. When the publications are digital, they are sent through the General Directorate of School Establishments, DGETE, which reaches all the directors of Portuguese schools, who, in turn, disseminate them to their schools. Publications in paper format are distributed through the normal channels, by post.

### *Other publications*

The team of DGE dedicated to ICT (ERTE), have also a Newsletter, titled “NoTICias”, which will be an excellent space to promote the MenSI results and its experience. Also, “NOESIS”, another DGE newsletter, will be a space for the promotion of MenSI.

## Beyond networking: Maintaining and expanding the school-to-school mentoring hubs

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### National involvement & future plans for MenSI schools

As previously mentioned, Portugal has a Digital Transition Plan currently underway, which encompasses several areas of society and one of them is the area of Education.

It is foreseen, that the Digital Transition Plan (PTD), currently under development, will follow a format based on the MenSI mentoring approaches, i.e. via the network creation of Mentor Schools and Mentee Schools. These Mentor Schools will promote good practices in the Digital area, integrated within each Digital Development Action Plan for Schools (PADDE), which is a guiding document that each school has to develop in the scope of the Schools' Digital Capability. The best practices will be shared among the different schools through Mini Networks (hubs).

The schools involved in the MenSI project will be called to participate in these networks, and most of them will have a very important role in this sustainability plan, both for the Digital Transition Plan and for MenSI, in the dissemination of both initiatives, acting as Mentor schools in each of the hubs that will be created.

### *Scaling up challenges*

One of the biggest problems/constraints that can happen is that there are some schools that are clearly at a lower level of digital development for several reasons:

- unable to consistently implement changes,



- leadership is not very motivated towards digital and the necessary changes,
- difficulties to accept the need for support (acknowledging that mentor schools are one step ahead) ...

Schools need to understand the benefits of the mentoring to overcome difficulties.

Another important aspect between all the schools of each “mini groups” (Hub), is the trust between them. This is, in the first place there must be trust between the leadership of the schools, the assumption of difficulties or constraints that each one has. Then there must be a strong trust between all the teachers involved, and finally they must trust that Mentoring will bring improvements for the learning of the students and for the whole teaching community.

## Other national networks/activities connected to MenSI

Drawing on lessons learned in the MenSI project, the DGE will have an advisory role in the formation of these new mini networks (hubs) defined within the Digital Action Plan.

On top of the above-mentioned networks, the DGE has in the field a set of teachers called “Digital Ambassadors (ED)”, whose main role is to monitor and support a number of schools that they oversee in the Digital area, helping to develop/implement the Schools' Digital Development Action Plan. These Digital Ambassadors are associated with 91 Schools Training Centres, which have a set of associated schools and a very relevant role in the Training of Teachers in Portugal. These EDs will be very important in the sustainability plan of PTD and MenSI. On 17/18 and 19 November 2022, there will be a major meeting between all the EDs and the DGE to prepare the next steps for the 2022/2023 school year.

**Note:** The national sustainability plans have been submitted in October 2022 to be merged as part of the current deliverable. The information presented above will be updated in preparation for the end of project review after the official project end in February 2023.

## Coordinator



## Partners



EDUCAÇÃO



#MenSI-schools

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