

Cross Country Report Dialogue Labs 2 and 3

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Introduction

This Cross-Country Dialogue Lab Report brings together and summarises the key discussions and conclusions which took place at Country Dialogue Labs 2 and 3 (CDL2 and CDL3) in each of the Agile Project partner countries: Denmark, Norway, Portugal, Spain and Sweden. The CDL2 and CDL3 took place between September and November 2024, with the exception of one country that held CDL2 in April 2024. In the Agile Project four CDLs are designed as a series of connected Dialogue Labs to facilitate dialogue about factors that enable an inclusive and high-quality digital education to develop across the Labs and to build a sense of community amongst the multiple stakeholders involved. The series of connected Dialogue Labs is designed so that each opportunity for dialogue builds on the previous dialogue of a CDL. This is planned to enable the participants involved to develop their thinking together across the four CDLs and across the Agile EDU project phases.

Focus of Country Dialogue Labs 2 and 3

CDL2 and CDL3 were designed to build on the discussions in CDL1 during Phase 1 of the project and provided opportunities to engage in structured dialogue relating to Phase 2 of the project. Specifically, the dialogue was focused on the collected practice examples, relating to equity, professional development and governance, particularly the enabling conditions. In this way, the dialogue during CDL2 and CDL3 contributed to and informed the main aims of the Agile EDU project:

- Identification of conditions, criteria, and success factors for a responsible, purposeful and inclusive use of data at school, local/regional, and central system levels.
- Supporting the capacity to use and govern data at organisational and individual level through guidance for practitioners (teachers and other school staff).
- Proposing recommendations, with examples – including governance mechanisms, to improve strategies (school, local and central levels) for a responsible, purposeful, inclusive use of data.

While CDL2 and CDL3 contributed to the overarching aims of the project and the specific objectives of Phase 2 of the project, they also enabled each partner country to focus on specific topics relevant to their context. This meant that although CDL2 and CDL3 in each country focused on the objectives for Phase 2 of the Agile Project there was variation in the reflective questions which framed the structured dialogue.

The list below provides a selection of examples of the reflective questions framing the specific topics discussed in CDL2 and CDL3 across the 5 partner countries:

- How can municipal and independent school organizers with governance responsibilities use existing educational data to identify opportunities and challenges at different levels of education?

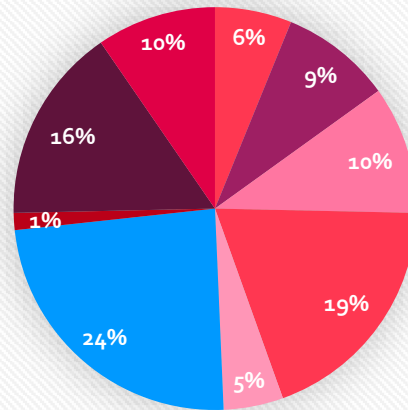
- What support measures and mechanisms can help schools (and school leaders) to develop their knowledge and capacity to use data for learning in a responsible and ethical way?
- How can teachers' data literacy skills transform their teaching practices in digital contexts, promoting a more equitable and inclusive education adapted to the specific needs of each student?
- What competencies will future teachers and students need to possess to participate in the collective development of education that leverages the potential of smaller digital datasets to create a more engaging, playful, and meaningful learning experience?
- How can the data generated by digital tools be used to enhance learning and reduce inequalities between students? What type of data is currently being generated in education? In what way and for what purpose are they used?
- What understanding and literacy do teachers need of adaptive learning tools to make inclusive use of them? What risks and benefits do adaptive learning platforms include for inclusive teaching-learning processes?
- How can students actively participate in and benefit from the use of data, to improve their own experiences and learning outcomes?

Participants

Across the 5 partner countries a diverse group of stakeholders who have experience and/or an interest in digital education participated in CDL2 and CDL3. This enabled multiple perspectives about the topics identified to be shared and explored through dialogue. It was hoped that stakeholders who participated in CDL1 would also participate in CDL2 and CDL3 in order to develop a sustainable multi-stakeholder learning community. Participation in the CDL2 and CDL3 was voluntary and due to other commitments not all the participants from CDL were able to engage in the 2nd and 3rd CDLs. In some cases, the country partners deliberately invited a slightly different group of stakeholders because of the specific focus they had for their 2nd and 3rd Dialogue Lab. In two countries the participants were mainly stakeholders at municipality level, as this was relevant to their particular focus for the CDL2 and CDL3. In one country the participants were predominantly teachers, in line with their focus. In the other two countries there was more variety in the stakeholder type. Each country was responsible for providing information to the participants about the CDL approach and how data would be gathered, stored and used. They were also responsible for gaining each stakeholder's consent regarding their participation in CDL2 and CDL3.

A total of 79 stakeholders participated in CDL2 and 71 stakeholders in CDL3. The number of stakeholders participating in CDL2 and CDL3 varied across the five partner countries. The highest number of stakeholders participating in CDL2 was 25 and the lowest participating in CDL3 was 10. Figure 1 below provides the breakdown of the type of stakeholders participating in CDL2 and CDL3, totalled across the five countries.

Number of participants



- Researchers/academics/experts
- National policymakers/agencies
- Teacher educators/trainers
- Students
- EdTech industry/educational publishers
- NGOs/unions/activists/'Digital Ambassadors'
- Local policymakers/agencies
- Teachers/student teachers
- School leaders/organisers

Structure of Country Dialogue Lab 2 and 3

The partner countries had some flexibility in deciding which topics to focus on in CDL2 and CDL3. However, they were guided to follow a similar overall structure for the Dialogue Labs as used in CDL1. All partner countries were expected to focus in the first Dialogue Session in CDL2 on discussing the feedback from CDL1 and in the first Dialogue Session in CDL3 to focus on the feedback from CDL2. This was to ensure there is a sense of connection and development in the dialogue across the series of Dialogue Labs and demonstrate to the stakeholders that their voices are being heard, they are contributing to the aims of the Agile Project. In the other Dialogue Sessions, the topic to be discussed depended on the way that each country chose to balance the focus on the overarching objectives of Phase 2 of the Agile Project and their country-specific topics in each of the Dialogue Labs. For example, the Guidelines suggested that in Dialogue Sessions 2 and 3 of CDL2 the focus could be on country-specific topics related to a country's own case study or learning story and then the focus of Dialogue Session 4 could be on a more general question arising from the Expert Validation Workshops. Then CDL3 could be structured with two Dialogue Sessions on Agile Project topics more generally framed by reflection questions related to questions arising from the Expert Validation Workshops or the project aims more generally and one country-specific reflective question in one of the Dialogue Sessions. The figures below provide an example of the suggested overall structure the country partners followed in designing CDL2 and CDL3.

AGENDA FOR COUNTRY DIALOGUE LAB2 (DAY 1)



Introduction: Welcome and Focus of CDL2 (10 mins)

Dialogue Session 1: Presentation of feedback from CDL1 focus on sharing Common themes (10 mins)

Structured dialogue on cross-country feedback from CDL1 (10 mins). Share reflections on feedback in plenary (10 mins)

Dialogue Session 2: (1 hour) Focus on country-specific topic (e.g., issue arising from country case study or learning story)

Break

Dialogue Session 3: (1 hour) Focus on country-specific topic

Lunch

Dialogue Session 4: (1 hour) Focus on Agile EDU Project topic more generally (e.g., issue arising from Expert Validation Workshop)

Conclusion of CDL2: Evaluation of CDL2 and Next steps CDL3 (20 mins)

AGENDA FOR COUNTRY DIALOGUE LAB3 (DAY 2)



Introduction: Welcome and Focus of CDL3 (10 mins)

Dialogue Session 1: Summary of feedback from CDL2 focus on sharing Common themes (10 mins)

Structured dialogue on the summary feedback from CDL2 (10 mins). Share reflections on feedback in plenary (10 mins)

Dialogue Session 2: (1 hour) Focus on Agile EDU Project topic

Break

Dialogue Session 3: (1 hour) Focus on Agile EDU Project topic

Lunch

Dialogue Session 4: (1 hour) Focus on Country-specific topic

Conclusion of CDL2: Evaluation of CDL3 and Next steps CDL4 (20 mins)

Participant comments and views during Country Dialogue Lab 2 and 3

Each partner country provided a CDL2 and CD3 Report, with the exception of one country which provided one report for CDL2 and CDL3 held on the same day. All the other countries held each of the CDLs on separate days. This means that a total of 9 Country Reports were included in the analysis process. The Guidelines for the CDLs, provided for the partner countries, set out how feedback from the dialogue sessions should be gathered and recorded. A template was provided to enable a consistent approach for reporting across the five countries. The country partners were responsible for recording the main points shared by rapporteurs identified from each small group discussion and any dialogue between stakeholders during the Plenary Section of each of the Dialogue Sessions.

A thematic analysis of each country's CDL Reports was carried out to identify the main themes arising during the dialogue sessions across the 5 partner countries. Common themes evident in the Country Reports (e.g., in three or more country reports) were identified. In identifying the common themes arising it is important to note that the views reported in the reports were made by particular types of stakeholders invited to participate in each country and may have been different with different participants. To encourage views to be expressed, the stakeholder comments were recorded anonymously in the Country Reports. In this Cross-country Report of CDL2 and CDL3 a selection of stakeholder comments is used anonymously to illustrate and give insight into the themes, without any attribution to a country or a participant. It is important to note that due to the flexibility given to the country partners to decide whether to discuss a topic during CDL2 or CDL 3 it meant similar topics were discussed in one country during CDL2 and in another during CDL3. This means the analysis of the feedback was carried out across the CDL2 and CDL3 Country Reports from the five countries. The common themes reported arose from comments made by stakeholder in either CDL2 or CDL3 or both dialogue labs.

Summary of common themes

The common themes and sub-themes emerging from the cross-country analysis of the Country Reports for CDL2 and CDL3 are:

- Data literacy of teachers and the challenges of knowledge gaps
 - The meaning of data literacy for teachers
 - Need for teacher education - both initial teacher education and professional development for in-service teachers
 - Transforming data into concrete actions
- Collaboration in data collection, analysis and use
 - Collaboration between people, municipalities, schools and other organisations
 - Clear Objectives, Roles and Responsibilities
 - Opportunities and barriers to overcome to enable effective use of data

- National strategic governance and support
 - Strategic support for digital education
 - National guidelines

At first sight it appears that the common themes identified above have similarities to those that emerged as common themes during CDL1. However, the analysis showed that while the common themes arising were similar to those in CDL1, the dialogue during CDL2 and CDL3 was more nuanced and specific, particularly in identifying and articulating the challenges and potential opportunities associated with the topics being discussed. In addition, there were many connections/interactions made between the common themes listed in the comments made by the stakeholders. This was particularly the case in relation to the need for teacher education linked to overcoming the challenges of data literacy of teachers, the challenges of knowledge gaps and transforming data into concrete actions. The need for greater coordination and collaboration was raised in relation to all the other common themes identified. Consequently, along with the main common themes identified are associated common sub-themes. Stakeholder comments associated with the main and sub-themes are presented and discussed below to highlight the connections and interactions to the other common themes, where particularly relevant while trying to avoid as far as possible repetition of the same point.

Data literacy of teachers and the challenges of knowledge gaps

The meaning of data literacy for teachers

Variation in conceptual clarity and understanding emerged as a common theme in the analysis of the CDL1 Country Reports. Comments arose again about the lack of clarity about the concept of data literacy amongst all stakeholders involved in digital education, however in CDL2 and CDL3 the focus of the comments were often specifically about what data literacy means in reality for teachers in their practice with students. The challenges for teachers in understanding what data literacy means and in developing the competencies they need for digital education were identified. For example,

The concept of data literacy requires clarification, as it is interpreted differently by various stakeholders

There is a need to understand what data literacy for teachers is.

Teachers should be able to use technologies effectively – to explore and find meaning in them.

The need for teachers to develop their knowledge and skills in gathering, analysing and using data was frequently commented on in relation to the gaps. The challenge for teachers in knowing what data to collect, in what way for what purpose was identified. For example,

There is no awareness of all this data and no competence to analyse it to direct a teacher's practice.

Lack of analytical competence necessary for accurate interpretation of data

The stakeholders suggested that there is no scarcity of data that could be used by teachers and concern was expressed that teachers could become overwhelmed by the amount of data gathered. While the stakeholders recognised there is a significant amount of digital data in the school system that teachers need to manage, it was thought that it is not always perceived as meaningful or useful for teachers in supporting learning. The stakeholders were aware that within education systems in general a huge amount of data is collected. However, it was suggested, *"teachers were not necessarily aware of digital data being generated that may be useful to them ...they cannot analyse data they do not know about"*.

The concerns about the amount of data in schools also related to the lack of time teachers have available to dedicate to analysing data and making sense of it to inform developments in teaching and learning. It was highlighted that teachers *"...have many responsibilities, so having time to sit down and analyse data is seldom possible"*.

The challenge of teachers' competence to analyse data was frequently discussed. Stakeholders highlighted a lack of skills in knowing how to go about analysing the data they gather themselves or make meaning of data gathered by school leaders or municipalities. This means that while effort is put into gathering a lot of data, the lack of skills in analysing it means that it not being used to inform teaching and learning. There was evidence of some school leader awareness of the lack of teachers' skills in data analysis and taking action to improve this situation in their school. For example,

Teachers have the [digital] tools, but not always the skills to interpret the data properly. As a principal, I see that my teachers aren't very proficient in data-driven change. To address this, we've decided that our focus for the next school year will be on improving data analysis skills among teachers.

School leaders were recognised by stakeholders as having a significant role in fostering a data culture in schools and in developing awareness and understanding of the importance of data in strategic planning and in learning outcomes. However, the role of national and municipal leaders was also recognised in supporting and enabling teachers in digital education. Concern was voiced regarding the amount of control that teachers had over the data gathered and its use. Emphasis was put on the teachers not having sufficient autonomy and competence to collect relevant data that could be used to inform development in their own practice and their students' learning. A key point made was that teachers often were not in control of identifying the purpose for the data to be gathered which resulted in them not finding the data available to them relevant or useful. For example,

Teachers lack control of data collection and need to be able to pose questions alongside their colleagues regarding data collection and analysis.

We need to prioritize the questions first and then design data collection methods that help us answer these questions. This way, data can help us gain insights. We have a lot of data that doesn't make sense because we don't fully understand or own the questions.

Transforming data into concrete actions

Some frustration was evident in many of the comments made regarding teachers' ability to use data to transform practice. It was commented that often the emphasis appeared to be on gathering data with insufficient emphasis on translation of data to inform concrete teaching and learning actions. A significant number of comments related to teachers' lack of digital pedagogical skills. This was identified as a barrier to using digital tools to benefit students' learning and inclusion. For example,

Data analysis in the educational context requires a balance between technical rigour and pedagogical dimensions. The focus must remain on fostering student growth, considering their individuality and context.

The ultimate goal of learning analytics should be to inform and enhance teaching practices, providing targeted support to students based on data insights.

Teachers frequently lack foundational pedagogical and classroom management training, making it challenging to adopt digital tools effectively. Training often skips crucial pedagogical principles, focusing solely on digital competencies without addressing their integration into classroom strategies.

Need for teacher education - both initial teacher education and professional development for in-service teachers

It was recognised that data analysis and meaning-making should lead to and underpin actions that produce tangible impacts, such as constructive feedback for students and planning pedagogical interventions based on evidence. Consequently, the stakeholder comments regarding teachers' lack of digital pedagogical skills and their inability to make use of data were strongly linked to the lack of relevant teacher education. There were multiple comments across the partner countries about the need for both initial teacher education and professional development to focus on developing digital pedagogical knowledge and skills. For example,

Teachers lack training in collecting, reading, and using data.

Professional development is needed to educate staff (on different levels) in analytical skills to correctly interpret data and ask the right questions.

Not only is more teacher education deemed necessary, but the type of professional development provided in many circumstances was thought to be inadequate in developing digital pedagogical competencies. It was commented that often professional development provided focuses only on technical aspects without any support or guidance regarding pedagogical principles to enable the use of digital tools to be integrated into classroom strategies. While it was recognised that teachers needed to learn about the technical aspects of digital tools, the participants of CDL2 and CDL3 emphasised they need to know how to use them in the classroom with their students. The concern was that too often the training provided is one-off without access to continuing support when a digital tool is used with students. In some circumstances no proper training was provided for schools when a new digital tool was introduced and there was nobody identified in schools to guide teachers

in the use of the new tool. Both initial teacher education and professional development in digital education were thought to be inadequate.

There is consensus that when digital tools are implemented, the training provided is mostly "one-off" training that focus on the technical side of the tool, not on the pedagogical use of the tool.

Need for a systematic training on digital tools that focuses on student learning and pedagogical techniques, not just the technical use of the tool.

The participants had further suggestions about supporting the development of learning analytics for in-service teachers through participative and collaborative approaches, such as dedicated training sessions facilitating peer-to-peer knowledge sharing, collaborative learning communities and support teams. In relation to initial teacher education (ITE) it was commented that there are knowledge gaps within ITE regarding digital education. For example, it was suggested that ITE does not adequately prepare student teachers for the digital environments of modern schools. For example,

Currently teacher education does not address the practical requirements of using data in schools.

Teacher education must have student learning in its focus, so a holistic approach is taken (on pedagogical techniques, classroom management, how to include all students, etc), so that digital tools are at the service of student learning and not a goal in and of itself.

There were many comments about specific training needs relating to digital literacy and developing inclusion. For example, the need for targeted training programmes focusing on:

- data literacy with pedagogical applications.
- understanding of bias in data collection and analysis
- data ethics and privacy, such as data protection, privacy, and security.
- integration of artificial intelligence in education
- effective use of Adaptive Learning Digital Tools
- teachers and school leaders using advanced digital platforms for data analysis
- developing inclusion in teachers' practice to overcome the widespread lack of literacy in inclusion.

Collaboration in data collection, analysis and use

Collaboration in data collection, analysis and use

Collaboration was a significant common theme across the partner countries and was commented on in relation to collaboration across all levels of education, between various stakeholders, as well municipalities, national government, teacher education providers and EdTech companies. The need for collaboration was commented on in relation to multiple issues, including data generation, data sharing, data use and governance; provision of support through improved infrastructures; local and

national strategic guidance; and professional development support for teachers and school leaders. The participants of CDL2 and CDL3 highlighted that there needs to be commitment and alignment among all stakeholders (central authorities, municipalities, schools, teachers, and communities). Such collaboration was thought to be crucial to achieving better learning outcomes for students. For example,

Collaboration and dialogue among teachers, school leaders, and other stakeholders is essential to develop practical strategies

Collaboration across different management levels (e.g. schools and municipalities) is fundamental for an integrated and contextualized approach.

Collaboration between municipalities, schools, teachers and students in data gathering and analysis was particularly emphasised to enable better access to data for all involved. It was suggested that municipalities should conduct data collection with teachers and teachers should conduct data collection with students. *“Involvement of students in data collection and analysis, with access to their own data to monitor progress, identify strengths, and address areas for improvement”* was proposed to enable students to have more responsibility and ownership of their own learning.

Specific suggestions were shared and discussed regarding collaborations across different stakeholder groups. For example, within schools it was suggested that there should be working groups and/or advisory boards involving school leaders, teachers, students and parents to address the ethical use of data collectively and deepen understanding of the data gathered. Specialised working groups were also mentioned in relation to supporting data analysis. For example, *“Creation of working groups or dedicated specialists for data analysis is recommended, either within schools or in partnership with local authorities”*. This collaborative approach to data analysis including collaboration with external experts was suggested as a crucial step to improve local competence in data analysis and transforming the data collected into evidence-based decision-making that could enhanced student learning.

A collaborative approach involving schools, municipalities, universities, private companies, and government agencies is essential to address the challenges and realise the potential of data-driven education.

Ed-tech providers, policy organisations, teacher unions and publishers can help school to manage data analysis and handling of data.

Suggestions of collaborative involvement of multiple stakeholders in enabling and supporting digital education extended to suggesting collaborative training initiatives involving teacher education centres, universities, private companies, and other entities such as national cybersecurity centres, to ensure practical and real-world relevance to the analysis and use of data.

To realise the possibility of collaboration between stakeholders and enable data sharing it was stressed that policies needed to be put in place *“to promote collaboration and resource sharing among schools and foster a community of practice that benefits all.”* It was suggested that strategic oversight and aligning policy with practical application are necessary to ensure data supports tailored student

learning and educational enhancement across diverse school environments. There were multiple comments made across both CDL2 and CDL3 about the need and importance of clear guidelines to promote and enable collaboration across education levels and between different stakeholders to benefit student learning. This point will be discussed further in the section discussing national strategic support and governance.

Clear roles, responsibilities and objectives

Some of the challenges identified relating to collaboration were related to a lack of clear roles and responsibilities. For example,

Clear roles and responsibilities are essential for efficient and secure data management in the municipality and ensuring compliance with regulations, high-quality data, and a focused approach to achieving community and societal benefits.

Defining clear roles, responsibilities, and rules for accessing, handling, and sharing data within the municipality is crucial - why? how? When?

It is important to define needs and roles both early and on an ongoing basis to ensure the focus remains on benefits for the school, community, and society.

The challenge appears to be about knowing who is responsible for what and also a view that there is some unnecessary repetition in roles and responsibilities between schools and municipalities. To ensure that data is available to teachers it was thought that clear strategies and guidance should be development about roles and permissions. The participants suggested that clearer definitions of the objectives of data collection were needed with more dialogue between schools and municipalities about which types of data are most relevant to ensure purposeful data collection aligned with intended outcomes.

Opportunities, benefits and barriers to overcome to enable effective use of data

The participants were aware of opportunities and benefits of the use of data to inform and improve practice – some were benefits already evident, others were potential benefits which they suggested could be realised if there is greater collaboration and data sharing. For example, it was suggested the potential benefits of aggregated data and broader analysis could reveal:

- underlying issues not visible at a single school level.
- successful practical applications that could be shared to improve student learning and guide broader implementation across schools.

It was recognised if through collaboration teachers had better data analysis skills, the data could “enable a better understanding of students’ challenges and strengths, promoting personalized teaching and learning strategies”. However, collaboration in data analysis was emphasised as important to avoid adding to an already “overwhelming workload for some teachers”.

The participants highlighted the transformative potential of digital tools in enhancing more diverse, innovative, creative, tailored and inclusive learning experiences. They acknowledged that there are

significant advantages and disadvantages associated with the use of digital tools and resources designed by Ed-tech companies. It was recognised that such digital tools could “*streamline certain teaching processes but they also run the risk of creating dependency and limiting teacher flexibility.*” Better collaboration with EdTech companies in the design of digital tools to enable teachers to have a better understanding of limiting algorithms was suggested, as well as more relevant and ongoing professional development to improve teachers’ digital pedagogical awareness and knowledge.

While many (potential) opportunities and benefits were identified, the lack of collaboration, communication and coordination of systems was reported as a barrier to using data to enhance teaching and learning. For example,

A significant challenge is the interoperability of various digital systems

Challenges of merging data sets with varying quality

Challenge is integrating different digital platforms and ensuring they work together seamlessly. Fragmentation can lead to inefficiencies and inconsistencies in data management.

The participants emphasised that ensuring that different systems can communicate effectively is critical. In their view, “*the dispersion and duplication of data across multiple platforms may complicate analysis and decision-making*”. They were clear that municipalities and schools should recognise the challenges of merging data sets with varying quality and called for the “*creation of unified, integrated, and “user-friendly” platforms*”.

Participants were unanimous in advocating for an integrated system that can seamlessly manage various educational functions, from assessment to data analysis. Such a system would bridge the gap between large-scale data management and classroom-level analytics, thereby enhancing strategic planning and execution

The participants pointed out the risks of data analysed out of the context of the school, suggesting that inappropriate decisions may be made when the context of actions is not sufficiently understood and considered. This related to the concerns mentioned earlier in this report about teacher control and autonomy in relation to data analysis and use. Barriers and risks associated with ethical issues, particularly privacy and misuse of data when data sharing, was also frequently mentioned. The need for collaboration, communication and coordination of guidelines to give clarity to teachers about ethical issues was stressed across both CDL2 and CDL3.

National strategic governance and support

National strategic governance and support for digital education

The calls for collaboration between multiple stakeholders, between systems and for guidelines about roles and responsibilities and ethical issues was strongly linked to the common theme of the need for more and better national strategic governance and support. Participants stressed there was pressing need for national and regional coordination to manage the varying approaches to digital education to ensure equitable access and quality across communities. A significant number of

comments related to the need for “*standardised practices at national level, particularly regarding compliance with data protection regulations, and effective use of digital tools*”. Participants indicated that centralised and integrated digital platforms are essential for gathering and analysing data from various sources. However, it was suggested for the cross referencing of data from different sources, standardisation in data collection was needed to ensure consistency and comparability across datasets.

Participants emphasised that data collection without a clear strategy is ineffective. They recognised that it is necessary to identify which data are useful and how it can be used to enhance teaching practices and improve student learning. However, there was concern across several partner countries about the lack of national policies and direction regarding the implementation of digital education. For some participants this lack of national policies was accompanied by concerns about the capacity and competence of governance bodies to provide national strategic governance for digital education and relevant an adequate support to municipalities and schools in the implementation process.

The capacity and competence of governance bodies affect their ability to produce, analyse, and act on educational data.

National Guidelines

The participants emphasised the need for national guidelines in coordination with municipal and school guidance to clarify the meaning of digital literacy for teachers, enable collaboration between multiple stakeholders and systems and identify roles, responsibilities and objectives. It was clear from the comments made that guidance is sought regarding national direction to enable coherent and connected implementation of digital education with the infrastructure to support it, including a collaborative approach to professional development of teachers.

It was also very clear that there is an urgent need for national guidance on ethical issues, including privacy, data management and security. Teacher concerns about data privacy and data sharing are barriers to using data to enhance learning and teaching. The suggestions include clear codes of conduct around ethical issues and clarity about roles, responsibilities and accountability. It was also suggested, “*A certification framework could be established to validate the security and compliance of data platforms used in schools*”. There is some evidence of the development of national digital strategies and the participants recognise the opportunities and the many benefits of the implementation of digital education, however, the many challenges and concerns identified are barriers to collaboration and learning development. A significant number of participant comments suggested clearer national and strategic direction and guidance is urgently needed.

| Participant views about the Dialogue Lab Approach

Overall across the five partner countries, the participants were positive about the dialogue lab approach, particularly, regarding the opportunities the approach provided for open dialogue

between stakeholders about the development of inclusive quality digital education. The structured dialogue sessions balanced with flexibility to tailor the reflective questions to each country context was welcomed. The country involvement in the development of the questions ensured their relevancy to their own priorities and contexts.

A selection of comments from the Country Reports about the Dialogue Lab approach is provided below:

- The participants and stakeholders were especially appreciative of the CDL approach of bringing people from different positions and viewpoints together to discuss specific topics. How the CDLs build on each other was also positive. They could share experiences in a reflective way and learn from others.
- Overall positive feedback concerning both the organisation and the content of the days. The CDL structure was good overall and followed as planned.
- The various participants gained insight into the project itself and its practical implementation. It's great to hear that all participants agreed that student involvement and the student perspective are relevant in this context. The activities and the dialogue-based approach were an amazing door into reflecting and getting inspired with and by others.
- We are pleased with all our CDLs. The decision to have CDL 2 and 3 on consecutive days was successful! All participants were happy, and we believe the group became even closer due to meeting two days in a row.
- The stakeholders noted that Dialogue Labs promote collaboration and active engagement among participants as they provide an important opportunity for open and meaningful discussions. They also facilitate the exchange of diverse perspectives while fostering a sense of shared responsibility



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