

Cross-Country Report Dialogue Labs 4

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1. Introduction

This Cross-Country Dialogue Lab Report brings together and summarises the key discussions and conclusions which took place at the fourth Country Dialogue Lab (CDL4) held in each of the Agile EDU Project partner countries: Denmark, Norway, Portugal, Spain and Sweden. The CDL4s took place between September and October 2025, except for one country that held its CDL4 in June 2025. The CDLs carried out in each country were designed to facilitate multi-stakeholder dialogue about factors that enable an inclusive and high-quality digital education and to build a sense of community amongst the participants.

CDL4 was the final lab in the series of 4 dialogue labs. The series of connected dialogue labs was designed so that each opportunity for dialogue built on the previous dialogue of a CDL. This was planned to enable the participants involved to develop their thinking together across the four CDLs and across the three phases of the Agile EDU project. Reflecting on the connected dialogue across all the CLDs was particularly important in CDL4, as it took place in the final phase of the Agile EDU project (Phase 3) with the predominant focus on providing feedback on a selection of the draft Policy Recommendations to contribute to their finalisation. In this way, the CDL4 contributed to and informed the main aims of the Agile EDU project - particularly the following project aim:

Proposing recommendations, with examples – including governance mechanisms, to improve strategies (school, local and central levels) for a responsible, purposeful, inclusive use of data.

2. Focus and structure of Country Dialogue Lab 4

Specifically, the participant dialogue in CDL4 focused on a selection of the draft *Policy Recommendations for Meaningful Use of Data in Education* output, expressing their views and proposing amendments to the recommendations. They did this by drawing on national experiences and examples – including governance mechanisms to improve strategies and processes at school, municipal and national levels for responsible, purposeful, inclusive use of data.

While CDL4 contributed to the overarching aims of the project and the specific objectives of Phase 3 of the project, it also focused on enabling each partner country to identify and discuss possible routes to disseminate the Agile EDU project's outputs and maximise their use with multiple stakeholders within each country and beyond.

Further, a key aim across the series of dialogue labs was to facilitate the development of a learning community of stakeholders who have expertise, experience and/or interest in digital education. As CDL4 took place in final phase of the Agile EDU project, it was particularly designed to enable the participants to think beyond the end of the project and discuss how ongoing stakeholder engagement and collaboration about digital education could continue to support the implementation of recommendations and develop policies and practices in line with national priorities. In this way CDL4 also focused on facilitating participant dialogue about how the learning community that had been developed could be sustained beyond the end of the Agile EDU Project.

In summary, the specific aims of CDL4 were to enable:

- structured discussion about the cross-country feedback from CDL2 and CDL3;
- structured discussion on a selection of the recommendations to provide feedback for the finalisation of the Policy Recommendations.
- sharing of project outputs and structured discussion about dissemination strategies to maximise use of the outputs and approaches for knowledge sharing with stakeholders;
- structured discussion on the next steps to sustain the multi-stakeholder learning communities established through the Dialogue Lab approach.

The design of CDL4 was informed by Guidelines (Livingston, 2025), which suggested structured opportunities for participants from different contexts and perspectives to come together at country level to share their views. The overall design of CDL4 followed the same structure as previous labs with most of the time available devoted to four Dialogue Sessions – each framed by a reflective question (see Figure 1 below for the suggested example for the structure of CDL4 provided in the Guidelines).

STRUCTURED AGENDA FOR COUNTRY DIALOGUE LAB 4

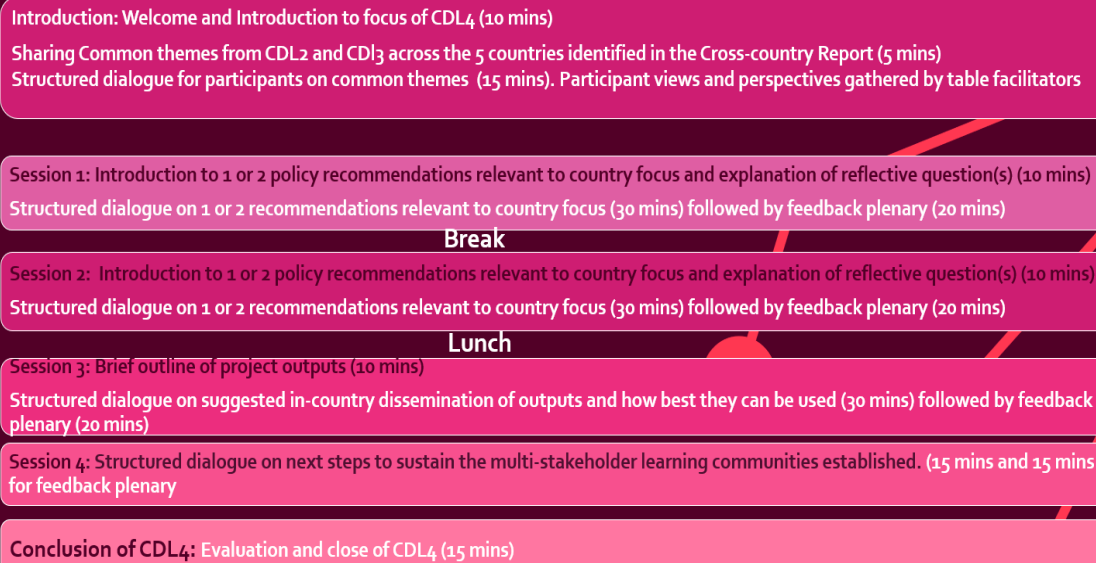


Figure 1: Example of the Structured Agenda for CDL4

In the structured design, presentations ‘from the front’ were kept to a minimum to provide as much time as possible for participant dialogue. The **Introduction Section** of CDL4 was purposefully designed to be very brief to enable participant voices to be heard as close to the start of the dialogue lab as possible to ensure the lab immediately communicated the importance of participant voice in the Agile EDU project. In the Introduction the participants were invited to share their views on the cross-country feedback reported in Cross country Report for CDL2 and CDL3. This enabled participants to connect to ‘opportunities and challenges previously discussed’ to their reflections on the recommendations in the following Dialogue Sessions in CDL4.

In **Dialogue Sessions 1 and 2**, the focus was on discussion of the draft *Policy Recommendations for Meaningful Use of Data in Education*¹ output (from now referred to as the **draft Recommendations output**). It was structured around 5 themes as follows:

- Strategic planning and governance and Digital data ecosystem development
- Collaboration and Data culture
- Ethical considerations and transparency and Leverage technology to support pedagogy

¹ European Schoolnet (2025). *Draft Policy Recommendations for Meaningful Use of Data in Education*. online only.

- Infrastructure, standardisation, security and data quality
- Professional development and Data literacy

The reflective questions which framed the structured dialogue in Sessions 1 and 2 in each country in CDL4 varied. The country partners selected specific recommendations to focus on in these sessions, according to their relevancy to the project objectives of their country and/or their participants previous discussions and issues raised during CDLs 1, 2, and 3. The CDL4 Guidelines (Livingston, 2025) indicated that the reflective questions for Dialogue sessions 1 and 2 could be designed to structure the dialogue about the participants' understanding of a recommendation selected; or about the relevancy of the recommendation in the national/local context; or about the conditions needed to implement the recommendation - the steps/actions that need to be taken, who should be involved, how and when or what resources they think are needed. The following reflective questions provide a selection of examples of the questions used to frame Dialogue Sessions 1 and 2 across the 5 partner countries:

What are the positive points or concerns and criticisms of the policy recommendations for meaningful use of data in education?

How do you manage educational data within your digital tools and platforms in schools?

With many schools operating under user licenses for various systems, how do you navigate these as educators and leaders?

What actions are needed to create standardised procedures for data collection, security, storage, and analysis at school/municipality levels?

Who needs to be involved and how in ensuring that the data is actionable (e.g. ethical, legal, quality assured, granular and non-temporary) in a local context so that it can support well-informed decision making at different levels of government?

What could be the blueprint for an educational ecosystem that better manages education data?

How can we promote a culture of transparency in schools that involves teachers, pupils and parents in understanding how their data is used?

How do you feel about data being collected to understand your learning process? And who do you think it's acceptable to share it with — your teacher, classmates, school leadership team, public authorities, parents...?

Do you think it's important to learn how to analyse your data to improve your learning — or data in general? Do you feel capable of doing so? What would you need?

What characteristics should a continuous teacher training plan (long term professional development) have to respond to the real needs of schools and promote evidence-based practices?

Dialogue Session 3 focused on participant comments and suggestions for the in-country dissemination of the outputs and how best they can be used. To avoid a lengthy presentation, the participants were provided with only a brief outline of the project outputs at the start of Dialogue Session 3. The participants had been sent links to the outputs prior to CDL4. This enabled the participants to access the outputs before the dialogue lab. This meant that the focus of the discussions in Session 3 was on dissemination strategies and use of the outputs, rather than finding out about them. The reflective questions in this dialogue session were for example,

What are your suggestions for dissemination strategies to maximise the use of the project outputs?

How can the dissemination strategies identified be enacted successfully? What actions are needed, by who, when and how?

In **Dialogue Session 4** the focus was on how to sustain the multi-stakeholder learning community that had been established during the series of dialogue labs. The emphasis was on the participants proposing concrete suggestions and next steps regarding how the learning community could be sustained beyond the end of the Agile EDU project.

Following the implementation of CDL4 in each of the five partner countries a Country Report for CDL4 was submitted using a template structured according to each of the Dialogue Sessions (see Appendix 1 for the Reporting Template). This standard template enabled consistency in the reporting process and enabled thematic analysis (Braun and Clarke, 2019²) of the 5 Country Reports. The findings of the cross-country analysis are presented in this report in Section 4. In addition, a brief synopsis of the comments about the recommendations and suggested amendments were sent to the Agile EDU Project Manager in October 2025 to enable the voices of the CDL4 participants to inform the finalisation of the Recommendations.

² Braun, V, and Clarke, V. (2019). Thematic analysis, *Handbook of Research Methods in Health Social Sciences*. Springer, pp. 843–860.

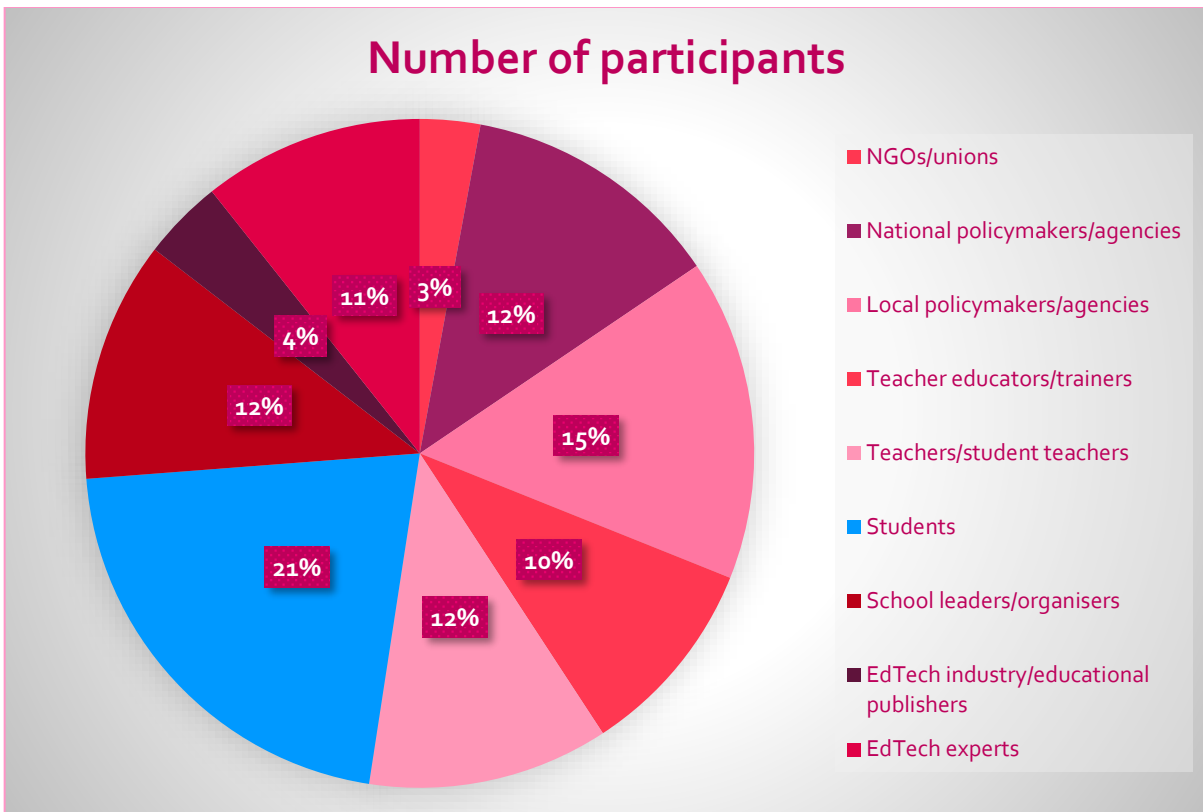
3. Participants

Across the 5 partner countries a diverse group of stakeholders who have experience and/or an interest in digital education participated in CDL4. This enabled multiple perspectives about the topics identified to be shared and explored through dialogue. Some stakeholders who participated in previous CDLs were invited to participate in CDL4 in some of the partner countries in order to develop a sustainable multi-stakeholder learning community. Participation in the CDL4 was voluntary and each country was responsible for providing information to the participants about the CDL approach and how data would be gathered, stored and used. The country partners were also responsible for gaining each stakeholder's consent regarding their participation in CDL4.

Due to other commitments not all the stakeholder who participated previously were able to engage in the CDL4. Also, in some cases, the country partners deliberately invited a different group of stakeholders because of the specific focus of the recommendations they had selected for CDL4. In one country the participants were all school students, as this was relevant to the country focus for the CDL4. The aim of their CDL4 was to understand more about students' overall views about the use of digital data in education in general, and more specifically about the use of digital tools. In another country the participants were predominantly teachers, in line with their focus across all 4 CDLs. While, in another country the focus was predominantly on stakeholders from national agencies and municipalities. In the other countries there was more variety in the stakeholders' role as they were drawn from macro, meso and micro levels all with responsibility or interest in digital education.

A total of 103 stakeholders participated in CDL4. The number of stakeholders participating varied across the five partner countries. The highest number of stakeholders participating in CDL4 was 27 and the lowest participating 14. The stakeholder group with the highest number of participants was school students, due in part to one country organising the CDL4 specifically to hear students' views and to another country that consistently included students in CDLs, 2, 3 and 4. This indicates recognition of the importance of hearing students' voices about digital education in general and the use of digital tools specifically. Table 1 and Figure 1 below provide the breakdown of the type of stakeholders participating in CDL4, totalled across the five countries.

Type of stakeholders	Number of participants
NGOs/unions	3
National policymakers/agencies	13
Local policymakers/agencies	16
Teacher educators/trainers	10
Teachers/student teachers	12
Students	22
School leaders/organisers	12
EdTech industry/educational publishers	4
EdTech experts	11



4. Cross country analysis of feedback from participants of CDL4

4.1. Themes identified in the analysis of feedback

The analysis of the 5 Country Reports showed that across the countries all five key thematic areas addressed in the draft Recommendations output were reflected on during the Dialogue Sessions in CDL4. Each partner countries selected 2 or 3 of the themes from the list of five key areas to focus on in the Dialogue Sessions. However, in discussing the recommendations identified the participants often linked the themes. For example, in discussing recommendations under the theme **Strategic planning and governance and Digital data ecosystem development**, the participants' comments were often linked to examples and recommendations under the themes 'Ethical considerations and transparency' and 'Professional development and Data literacy'. Similarly, during discussions relating to the recommendations about **Infrastructure, standardisation, security and data quality**, the participants' comments and examples were often linked to recommendations under the themes 'Collaboration and Data culture' and 'Ethical considerations and transparency and Leverage technology to support pedagogy'. In some cases, the participants' comments under the theme **Professional development and Data literacy** were often linked to recommendations under all four of the other key themes addressed in the draft Recommendations output.

Some countries discussed the recommendations at the three levels identified in the draft Recommendations output (macro, meso and micro), although the focus of the dialogue tended to be predominantly on the municipality and school level recommendations. In the country that held the CDL4 with school students (aged 15 – 16 years studying in a school "located in a vulnerable neighbourhood"), their Dialogue Sessions concerned mainly the school and classroom context. Throughout their CDL4 the focus was on understanding the students' perceptions, attitudes and beliefs about digital data use, particularly in relation to types of feedback including formative assessment, individualisation of the learning experience and learning autonomy. These themes were linked to students' views about what they would like to happen in the classroom, outside the classroom, the role of teachers and the role of the school system more generally. Similar to the dialogue in the other four countries, it was difficult to separate participants' comments related to only one of the themes identified in the draft Recommendation output.

Following the analysis of main points of the Dialogue Sessions presented in the 5 Country Reports of CDL4, the findings from across the countries are organised under the following headings:

- Language choice in Draft Policy Recommendations document
- Use of digital data to inform and develop learning and teaching
- Navigating digital platforms and improving system interoperability
- Enhancing data governance: creating standardised procedures for data collection, analysis, data use, storage and security
- Ethical concerns: transparency, trust and privacy
- Developing and providing comprehensive and ongoing professional development on data literacy

Across the countries the participants in the main supported the recommendations set out in the draft recommendations output and there were relatively few direct criticisms of the recommendations or suggested amendments.

The participants comments and suggestions are purposefully shared extensively in the sections below to illustrate the importance of their voices throughout the Country Dialogue Labs and the contribution they have made to the Agile EDU Project. The multi-stakeholders' views from the Dialogue Labs contributed to the development of the draft Recommendations output, so it is their views that are predominant in the following sections, drawing from the Country Reports of the CDL4 discussions that took place in Dialogue Sessions 1 and 2 about the recommendations and their comments and suggestions in Dialogue Sessions 3 and 4.

NB. To encourage open dialogue between stakeholders no names of participants are included in this report. Quotes are used anonymously from the Country Reports of the CDL4s, and none are attributed to a specific country to protect the participant identity. Quotes from participants feedback are provided in italics with quotations marks or they indented in the text.

4.2. Language choice in Draft Policy Recommendations document

One criticism of the draft Recommendations output, which was raised by participants of one country concerned some of the specific wording used in a recommendation and/or the wording used in explaining the recommendation. The criticism regarding the language used in some places in the output was about the risk of an implied efficiency paradigm. It was recognised by the participants that the draft Recommendations output contains many good intentions, but the suggestion was that words like 'effective' and 'efficiency', which appear multiple times in the draft, could undermine the output overall and "*risk alienating and pushing away some readers*".

Caution was also emphasised in the wording used in the explanation of a recommendation, so it is clear if the goal of data use is to optimise schools or to involve students in their learning. It was stated that it should be clear in the text that these are two different goals for the use of data (albeit they are linked in some ways).

Any use of the word 'efficiency' should only be in relation to the method of data collection (smart and easy) and not expressed as a goal in itself or in relation to learning and teaching.

The participants recommended replacing 'effective' with 'appropriate' to ensure that there is contextual consideration and understanding behind the use of data. Alternative wording was suggested by them for effective: "*competent and reflective professional use of data with an emphasis on learning*".³

There was also criticism of the use of another term used in the *draft* Recommendations output could be perceived as exclusionary. The example provided was the consistent use of the term 'teachers'. The concern was that in certain places referring only to teachers, risks the communication being interpreted as other educators or relevant professionals are not included in the recommendation(s). Also, in some places in the output, it was suggested that generalising by using the term 'stakeholders' in the wording of a recommendation could create ambiguity about who was being referred to as a 'stakeholder'. It was suggested that it should be clear that data use by a decision-maker (policymaker/management) is different from data use for a teacher or a student in some of the recommendations⁴. The term 'stakeholder' could confuse this distinction. The participants again emphasised the need to flag the intentions more clearly in recommendations regarding the purpose of data collection, as well as its analysis and use by whom.

4.3. Use of digital data to inform and develop learning and teaching

The criticism of the use of the word 'effective' in the draft Recommendations output and its association with a performance culture was closely linked to participants' comments across all 5 countries on ensuring that there is a stronger emphasis on using data meaningfully to develop learning and teaching. Concern was expressed that collecting data about student performance may contribute to further developing a performance culture in schools, which they saw as contrary to the goals of holistic learner development. It was argued that the use of dashboards as performance measures may clash with the idea of student ownership and engagement with their own learning. The example given by the participants related particularly to students who struggle.

The responsibility of checking their own dashboard regarding their performance may be unhelpful and could be a trigger to make them feel even more of an outsider in the class, contrary to inclusion aims.

³ The same concerns about the use of 'effective' were raised in relation to the language use in the *Guidance for Educators and School Leaders* output

⁴ The same concerns were raised about generalising text used in relation to stakeholders in the *Guidance for Educators and School Leaders* output

The participants said there is a risk that linking the use of dashboards with student involvement in learning may over emphasise the relationship between the student and a digital system, potentially reducing the importance of the relationship between students and their teacher. The participants also raised concerns that the use of dashboards and other digital tools for measurement purposes may overlook important areas of learning that are difficult to measure digitally, like character formation. It was suggested that the recommendations should indicate that not all learning should be “*datafied*”. There was a strong emphasis across all the partner countries that “*data should not become a steering instrument that dictated practices*” rather *the meaningful use of data should be linked to opportunities for student learning*”. This point was summed up by participants saying, “*The operational need for data analysis should form the basis for which data is gathered and utilized*”.

While concerns were raised about the use of dashboards linked only to measuring student performance, the potential use of dashboards as opportunities for learning was also identified. The participants suggested that positive opportunities to use dashboards should be clearly stated and identified to avoid only linking them to only to student or school performance. For example, it was suggested,

A dashboard can be used to visualize data in order to understand an indoor climate (e.g., temperature, humidity, air quality). In this way, data is subject matter and part of the content of the teaching and learning.

While the participants acknowledged there is significant potential in using data in schools they said, *data collection alone has little value unless it feeds into visible collaborative cycles of improvement*. Examples of collaboration in the collection and use of data included students.

The positive value lies in working with data where one is curious about creating new knowledge together with the students. This co-ownership simultaneously provides a learning experience in itself and an understanding of how to work constructively with data.

While the participants were positive about the recommendations that included school students as stakeholders, some participants would have liked even more emphasis on student involvement in the use of data by including them in more of the recommendations. However, they recognised, *data should be made more tangible and understandable for students*” in order for this to happen

Many of the participants across the countries said there was no shortage of data being collected and reiterated a theme emphasised in many of the previous CDLs.

There is data overload without sufficient analytical follow-through

Data abundance but limited transformation into knowledge - the capacity to process and interpret this data effectively is limited.

They emphasised the importance of “*actionable data*”, and they acknowledged that while it is important that the data gathered is relevant for pedagogical work, they also said it could be of value

for the school or municipality as a whole. It was recognised that different needs could be served in this way, but the benefits to each need to be clear and the purpose of data use needs to be transparent to all. The notion of “actionable” data was also evident in the CDL4 discussions involving students, particularly in relation to receiving feedback that helped them to improve their learning. The students involved discussed the use of the digital tools that are integrated into their everyday learning and assessment. They indicated they were accustomed to receiving comments and results online, as well as some feedback in classroom discussions. While they welcomed the flexibility offered by digital tools and the possibility to work at their own pace, they said, *“They prefer explicit and actionable feedback instead of just grades or generic comments or praise”*.

Digital feedback can feel detached, cold or impersonal and face-to-face explanations feel more ‘real’ and motivating, when they can sense genuine care and encouragement.

Similar to other participants, the students had concerns about the use of digital tools, particularly in relation to issues of equity and inclusion. They said that *“uneven digital readiness can make some students feel less capable and raise anxiety”*. They recommended more structured support and *“hands-on guidance”* [in using digital tools] is needed as this could reduce inequity and support the confidence of all learners.

The use of digital tools may have a disproportionate impact on students who lack confidence in learning as they have fewer chances to interact directly with teachers - limiting the development of teacher-student relationships.

The student participants said, *“positive or encouraging comments — even brief ones — lift their morale, make them want to keep improving and can buffer the effects of self-doubt, especially for students who struggle academically or socially”*. In their view, the ideal system as *“combining digital tools (for convenience and tracking) with in-class conversations that turn feedback into a shared learning moment rather than a final judgment”*. It was suggested that *“Edtech tools are complementary pieces to a complete pedagogical approach, but the role of the teacher is still highly valued by students”*.

It was suggested by the participants in one of the other CDLs with multi-stakeholders, that regardless of how much data is collected, it will never provide a complete data picture of the students’ learning. Essential contextual information missing from the data (e.g., different home situations, family struggles) needs to be considered. The participants emphasised that the relational work that takes place in schools should be stated more clearly in the recommendations, so it is not diminished through the use of data in schools.

In another partner country they discussed the opportunities and challenges of generative AI. While they recognise there are opportunities, many of the participants said that they had more concern about *“what AI does to views of learning and our view of knowledge in the long term”*, rather than a

concern about the implications for assessment. The participants signalled that more guidance was needed about the implications for learning in general, as well as about the ethical issues of digital use. The participants also raised equity and inclusion concerns about the use of AI.

AI is currently perceived to benefit affluent students by enhancing their learning, while weaker students risk using it for non-learning shortcuts, accelerating the achievement gap. (...) The resourceful student can use AI to create quizzes or break down complex information, while others may use it as a 'cheating machine'.

Further the discussions were linked to the need for professional development for teachers and students in generative AI and the use of digital literacy *per se*. These issues about are expanded on in Section 4.7 below.

4.4. Navigating digital platforms and improving system interoperability

Across the partner countries, discussions revealed significant challenges in managing multiple digital platforms and achieving interoperability within educational systems. The participants recognised the need for *"understanding the technological landscape at various organisational levels, from management to teachers and developers, to ensure that technology serves operational needs"*. However, they provided examples of issues of interoperability and inconsistent use of solutions within the same organisation and across macro, meso and micro levels, which frustrated educators and limited meaningful use of data. The view of the participants was that *"meaningful use of data does not depend on collecting more data, but rather on better integration, collaboration, and thoughtful reflection on the purpose of data collection, its analysis and its use within schools and across educational systems"*.

Several key issues emerged during the participant discussions. It was highlighted that schools frequently operate *"under fragmented systems and have to deal with various user licenses"* which present challenges for municipal leaders and teachers in having to continually work to find solutions to navigate changing system arrangements. Dealing with these challenges create time-consuming and frustrating complexity at macro, meso and micro levels. Concerns about *"navigating data storage and compliance issues"*, particularly regarding *"stipulations imposed by technology companies under school agreements"*, further exasperate the participants in using data and addressing the ethical concerns of teachers, students and their parents about data protection. They said, the amount of time and effort needed to navigate systems and try to overcome hurdles of interoperability and data security, often mean the time available to focus on meaning use of data to improve learning and teaching is reduced. It was stressed that educational systems *"should not be forced to adapt to tools that are primarily designed for adults and business"*.

Cultural barriers were identified which further impede the integration and interoperability of data systems and practices, such as *"differences in the size of the municipalities"*, *"types of schools"*, *"rigid*

timetables, limited teacher time, resources and competence". These challenges show there are many different aspects to be considered when developing solutions that enable navigation of digital systems across macro, meso and micro levels for very different purposes. It was pointed out by some participants that it is necessary to have a definition of data at different levels and clarity about the purpose of using the data to avoid the current ambiguity.

It is crucial to understand why data should be collected, how it should be done, and how it is to be analyzed at different levels.

The general need for better communication and collaboration amongst all the stakeholders involved was highlighted by the participants. It was emphasised that *"data use in educational settings requires clear communication and collaboration among all those involved, from teachers to administrators and analysts"*. Examples of efforts that are being made to move towards more coordinated approaches were shared, however, participants said, there is still a lack of a coherent structured approaches for managing data. Participants underlined the need for and the importance of *"collaborative approaches to streamline practices and develop infrastructures that are intuitive and easy to use"*.

Across the countries the participants identified many positive aspects of collaboration, including collaboration with students, parents and Edtech companies. They were also in broad agreement with the draft Recommendations regarding fostering a data culture in schools and addressing interoperability in the output. They recognised that *"central and local"* stakeholders need to work together to find solutions that enabled meaningful data use in different contexts. Nevertheless, for many participants, the focus on achieving interoperability of systems should not detract from ensuring that *"the operational need for data analysis should form the basis for which data is gathered and utilized."* Many participants, reiterated the importance of understanding data within specific local contexts and ensuring that data collection and analysis led to 'actionable data'.

Ensuring that the data is actionable (e.g. ethical, legal, quality assured, granular and non-temporary) in a local context so that it can support well-informed decision making at different levels.

For example, the participants in one country emphasised that *"ongoing vertical and horizontal communication is fundamental to ensuring data is actionable and supports informed decision-making across all levels"*. However, the need for clarity of purpose was expressed alongside the need for clarity of who should be involved and their roles. *"Each role—from teachers who collect data, to headteachers who manage it, to statisticians and analysts who interpret it—contributes uniquely to the data lifecycle"*. The role and support of leadership were seen as crucial in the development of a data culture in school and practice within a broader digital ecosystem. It was suggested that the Recommendations output should make clear that *"school leaders should encourage and support data work by setting the agenda and enabling the necessary structures for data integration to be developed and ensuring teachers have the time and supporting to integrate data use into learning and teaching"*.

The participants also acknowledged the necessity of draft Recommendations concerning 'Cohesive digital data in an education ecosystem' in the output. The challenges for data governance including

the interoperability and the fragmented structures of the education system were recognised and the need to establish coherent national and regional strategies for data use was set out in the output. However, while participants recognised that collaboration with macro level national authorities is essential, some raised concerns that excessive regulation could risk stifling innovation.

There is concern that innovation dies when it encounters state apparatus processes.

This point about the need for closer collaboration between levels and better guidance from macro and meso levels balanced with finding ways to do so that enable relevance and innovation at the micro level was also made, in relation to avoiding inflexible standardisation, regulation and governance of data processes. The need for balance is returned to in the next section.

Participants' comments and recommendations highlight that defining data at multiple system levels is necessary to clarify its purpose and scope for schools, municipalities, and national systems. It is suggested that a coherent structured data strategy should provide guidance, but allow local flexibility in what data to collect, how often, and for what intended use. A disconnect between policy intentions and school-level realities was identified. Participants said this was *"largely due to insufficient time allocation and institutional backing, which meant that the intended culture of continuous improvement through data-driven reflection is therefore not fully realised"*. Further it is emphasised that adequate resource allocation is necessary to provide both central and local support for data collection and analysis. Inclusive collaboration is needed at all stages of developing a data strategy and should ensure that all the relevant stakeholders *"see themselves as part of the process"*. The focus should be on gathering quality meaningful data specific to the context, rather than quantity - *"reducing unnecessary data and prioritising information that enables development"*. School leaders should champion data literacy and facilitate the development of data culture in schools that enable students and teachers to use data meaningfully in learning and teaching.

4.5. Enhancing data governance: creating standardised procedures for data collection, analysis, storage and security

In several of the CDL4s, the participant discussions on efforts to improve data governance focused on creating standardised procedures and guidance for data collection, analysis, storage and security. This has been a strong theme in almost all the Dialogue Labs in the series. Overall, there was general support of the recommendations in the output relating to the need for standardisation. It was recommended by the participants that current fragmented approaches for the use of data need to be addressed by offering clear plans to prevent inconsistencies between municipalities and schools. The challenges of fragmentation and the call for standardisation related to deciding on, and negotiating the use of digital systems, platforms and tools, as well as rules and regulations regarding ethical issues and pedagogical and assessment practices in schools. The importance of *"national standardisation regarding data governance and management of digital platforms, learning materials and practices"*, was reiterated in CDL4s at meso and micro levels. The message was clear that standardisation is needed not only in relation to legal agreements with EdTech companies, but also

about data security, use of data in practice and developing teacher and student competences in digital literacy. Examples of the challenges were shared and discussed in the CDL4s by the participants from their multiple perspectives.

Participants of CDL4 working at municipal level said that *“many municipalities struggle with complex legal and procedural requirements”*. Further, *“local school authorities report being overwhelmed by frequent updates to Data Processing Agreements, which require restarting the entire signing processes even for minor vendor changes”*. The participants pointed out the challenges, particularly for small municipalities, *“as they need to conduct the same processes for Data Processing Agreements as bigger municipalities, which are much better equipped in terms of resources”*. The impact of the challenge is significant as participants reported, *“duplication of effort and administrative exhaustion”*. For example, participants from the local school authorities in one of the CDL4s stated that they are still *“drowning in updated data processing agreements.”* They said the fragmented system, in which municipalities work independently is seen as burdensome, prompting calls for clear national plans to ensure consistency across municipalities and schools. In this CDL4, the participants summed up their frustration saying, *“the current local processes among hundreds of local school-authorities feels like an abdication of responsibility from the state, which is time consuming and is a poor use of municipality resources”*. One participant stated, without standardisation, we *“will live in different universes”*.

In another CDL4, the need for standardised procedures included procurement processes. The participants emphasised, *“they must include clear requirements for data storage, retrieval, and access”*. They recognised the macro level use of data to monitor performance, but said that *“addressing security requirements—such as compliance with GDPR—demands a certain organizational capacity from both suppliers and buyers”*. The participants highlighted that GDPR regulations were interpreted differently within and across EU countries which created difficulties, particularly when dealing with EdTech suppliers from outside the EU. They argued, *“There is a need for national-level strategies (...) to manage GDPR compliance with non-EU suppliers, rather than leaving this responsibility to individual school organizations”*.

Concerns were also raised about what data were being gathered, where and by whom. The concern was not only about duplication of effort, but also about understanding the purpose of the data being gathered, the ethical issues associated with their use for different purposes and the analysis of the data in different contexts from where data is generated. The participants called for standardisation at national level and/or municipal level, depending on the way their systems are governed to provide consistency and clarity. However, despite the expressed need for standardisation in a number of areas the participants acknowledged such calls for standardisation carried risks.

The participants repeated their views about the risk of losing flexibility and space for innovation, saying for example, *“In highly regulated environments, maintaining room for innovation is a concern”*. They emphasised that a standardised regulatory framework should not *“stifle innovation”*. Participants from across several countries discussed ‘risk aversion’ within their education systems and highlighted that strict interpretation of national recommendations and/or regulations could

have unintended consequences for teachers and students. In one CDL4, the participants were concerned this was already happening, as access to some relevant educational digital sites was not allowed.

The strict interpretation of national recommendations regarding security has prioritized risk avoidance over educational quality and access, particularly affecting young students.

There was also concern that over-regulation and implementation of standardised procedures and reports may fail to capture all relevant information. *"Dialogue and the use of diverse data types are crucial, as not all relevant information is captured in standard reports"*. The participants said that excessive standardisation and streamlining could erode the local focus, *"disconnecting data practices from the realities of specific individual classrooms and students"*. This brought the discussion back to participants' concerns to ensure that data use benefits students' learning and keeps the focus on gathering and analysing data that respond to and develop learning and teaching in local contexts with teacher and student involvement.

The value lies in data being created on their own premises, and that students have ownership and co-determination in the process. Evidence does not necessarily travel from one local environment to another.

Participants recognised that by promoting thoughtful interpretation and equitable practices within education systems there is potential to use data to enhance learning, without compromising inclusivity or innovation. However, recognising the value of the dialogue approach, the participants in one CDL4 agreed that *"it is very important that dialogue continues between school advisors and teachers in order to address the critical trade-off between absolute safety (risk aversion) and pedagogical innovation (risk willingness)"*. Their view is *"the community should collectively determine, which risk we willing to accept in different settings."* This comment reinforces the point made by CDL4 participants in the previous section, about the need for balanced approaches that find a way through communication and collaboration approaches, to serve different purposes without losing sight of the meaningful use of data to enable student learning.

It was stressed that any standardisation of procedures and interpretation of data, needs to recognise the importance of context-specific circumstances to avoid oversimplification and discrimination. The participants emphasised that a nuanced and context-sensitive approach to data interpretation is essential, giving attention to smaller student groups - such as *"those with disabilities or neurodevelopmental conditions - by applying appropriate data filters to prevent their exclusion"*. They highlighted that regulations may *"impose restrictions that hinder the use of data for personalised learning and force learning communities to operate based on limited information"*. To avoid this, it was pointed out that any standardised regulations or guidance should be *"balanced, updated regularly and align with the perspectives of teachers, students and their parents/caregivers"*.

Some participants underlined that *"establishing standardised routines and understanding practical applications is a time-consuming process"*, which had implications for educators. It was suggested that any standardised proposals at macro or meso levels that *"lead to the perception of more tasks*

and an unrealistic expectation of defining "roles and responsibilities at the micro-level, will meet resistance in practice." Consequently, the participants emphasised the need for standardisation to consider teachers' workloads, as well as their professional development needs.

4.6. Ethical concerns: transparency, trust, privacy and security

Participant discussion of ethical considerations of data use in education, centred on transparency, trust, privacy and security. It was suggested that *"while certain data, such as information about individual student development, should remain private between teachers and students, school leaders require access to aggregated data to make informed decisions about resources"*. Many participants were concerned about the potential for misuse of data. They saw it as a significant danger that should be made more explicit in Recommendations output. Particular concern was raised when data collected for a specific local purpose is repurposed in other contexts. In such circumstances the participants said, *"trust can be damaged which can undermine student learning"* and may put data privacy at risk, which can also *"undermine teacher student relationships"*. There was a strong emphasis on *"promoting a culture of transparency and trust"*, which they said *"is essential for successful data-driven decision-making"*. This point was strongly linked to participants' views on developing a data culture in schools and the importance of the role of school leaders in realising this aim. The participants reiterated the need for standardisation of procedures and clear guidance at macro and/or meso levels. In addition, it was suggested that transparency in data use should be embedded in a school's overall educational strategy. The participants, said, within the strategy, *"clear explanations should be provided for students, teachers and parents/caregivers about why data is collected, how it will be used, who will have access, and how it will be stored and processed"*. It was underlined that *"transparent communication fosters greater participation and confidence in data-driven processes"* (a theme reported consistently across the series of CDLs and across countries).

To develop trust, it was proposed that more attention should be given *"to enabling students to develop an understanding of data ethics and learn about the kinds of data they are providing in and out of school when using digital platforms and tools"*. The feedback from the student participants revealed that many of them were *"unaware that data about their learning were being collected"*. They said they would like *"teachers to share this information more transparently and to highlight individual progress or discuss study habits"*. Most of the student participants in one CDL4 said, *"they approved of teachers collecting data about their learning data as long as it was used to help them improve"*. They recognised the potential for teachers *"to use this data to identify difficulties, adjust teaching, or offer targeted help"*. However, they *"oppose sharing personal data beyond the teacher"*. They said, *"they would feel ashamed if classmates, parents, or the school leadership had access to their detailed performance data"*. Similar to the comments by participant across the CDL4s, the students also stressed the need for context-sensitivity in interpreting data. One student summed up this view saying, *"numbers alone do not tell the full story"*.

Other participants in the CDL4s had concerns about *“privacy risks of student data stored in commercial platforms, where other teachers in school using the platform could identify students despite attempts at anonymisation”*. The participants also identified heightened privacy concerns particularly *“when students frequently use private online resources both at home and in class”*. In general, the participants expressed unease about data sharing with external companies, such as educational publishers and digital platforms. For example, *“the integration of student email addresses and class data into these systems raises questions about control, transparency, and accountability”*.

Many participants were worried that the use of AI would not only increase the complexity of data management but *“amplify the ethical challenges”*. Further, concern was expressed with the rise of generative AI and the complexity of *“widespread use of different ‘safe’ solutions, provided by publishing house, local authorities, and commercial EdTech companies”*. Participants called for national-level solutions believing that they would potentially *“offer more control of data security”*. They stressed that systems should *“clearly inform users about what is happening with their data”*. However, there was a general awareness amongst all the participants of the challenges of privacy. Some student and adult participants of CDL4 noted that *“complete control over personal data is nearly impossible in modern life”*. While not all students understood the importance of data privacy, one teacher participant acknowledged the risk for teachers’ personal privacy when using digital platforms. The importance of both students and teachers developing digital competence was highlighted in order to have an understanding of ethical issues around data collection, analysis, storage and use. This is discussed further in the next section.

Participants agreed that promoting transparency in data use within schools requires a comprehensive approach combining communication, capacity building, ethical reflection, and policy coherence.

Cultivating data literacy, clarifying purposes, ensuring informed consent, and fostering trust among all stakeholders—teachers, students, and parents—are fundamental steps toward ethical and responsible data use in education.

It was stressed that communication and informed consent are critical, suggesting that *“information about data use should be shared at the beginning of the school year through meetings, and consent must be truly informed, ensuring students and parents understand what they are authorising”*. Participants said that building trust requires clear, public, and accessible privacy policies, and private entities (e.g., EdTech companies and publishers) should be transparent in how they inform educators, students and parents about their data handling and storage practices, as well as privacy and security protection. In addition, participants highlighted that *“all stakeholders should be aware of their responsibility in data collection, sharing, and use”* and proposed that the responsible use of data should be *“part of digital citizenship education for students”*.

4.7. Professional development and Data literacy: Develop and provide comprehensive and ongoing long-term professional development programmes

The participants emphasised that the rapid pace of digital technological change, including the increasing use of AI in education has exposed a significant digital competence gap among teachers, both newly qualified and experienced. It was suggested that many teachers and educators more generally lack control over data processes and confidence in using digital tools to support learning and teaching.

It is paramount (alfa and omega) that teachers, both newly qualified and current, possess the necessary competencies. Competencies must be integrated into teacher training to support the data-driven approach, and continuing education must be prioritized for teachers already in the system.

In one CDL4, the participants discussed a survey that revealed that "45% of teachers had not received training on the legal framework for collecting student data", underscoring the urgency and need for systemic intervention. In general, participants across the partner countries emphasised that professional development must be comprehensive, ongoing, and embedded within the continuum of teacher education. It was proposed that developing data literacy should begin early in teacher education and continue throughout a teacher's career. The need for system change was emphasised as over-reliance on the appointment of specialist digital technology educators or "super-teachers" on whom some teachers became reliant was thought to be insufficient to ensure digital competence across entire staff teams. It was suggested in one of the CDL4s that "professional certification or minimum requirements for digital competence" should be put in place "to ensure than all teachers meet a baseline standard".

Participants across the CDL4s indicated that the introduction of AI had accentuated the backlog in the development of digital technological skills within schools. The participants said that specific AI training was need for teachers to explore opportunities for more personalised learning and reduce anxiety about using AI. The challenges were not only related to lack of digital skills, but also pedagogical approaches and cultural and structural conditions. The participants said, "although some teachers had advanced training, they noted the difficulty of applying this knowledge within current workloads and structures". It was emphasised that professional development needs to be "continuous, contextualized, and adapted to the specific realities each school or region". It was argued that "one-size-fits-all approache"s would not support the many digital challenges schools, teachers and students face. Rather, it was suggested that professional development plans should "respond to the actual needs identified by teachers and schools with variation according to teaching level, subject area, and school context". The recommended strategies included, "flexible modular training that could be adjusted to different educational contexts, involving reflection-in-action, collaborative dialogue, shared problem-solving and peer-learning opportunities".

The role of leadership was further emphasised in the CDL4s in relation to the opportunities for and the development of teacher professional development. It was underlined that school leadership *“plays a pivotal role in creating conditions”* for a digital culture in schools. Ultimately, building a sustainable culture of data-informed teaching demands systemic change, not isolated efforts. It was emphasised that school leaders need to *“allocate resources and time for data work, embed transparency in data use within educational strategies, and clarify infrastructure for data processes”*.

Professional development should promote evidence-based practices, responsible use of digital tools and AI, and organizational learning through collaborative and reflective approaches.

Many participants recognised that the urgent need for professional development was not limited only to teachers. It was suggested that *“strengthening data literacy should extend beyond teachers to include all educational stakeholders – teachers, students, parents/caregivers”*. Participants also stressed the importance of ethical and transparent data use by all stakeholders involved in the education system. This needs to be supported by national frameworks, as competence in data handling at macro, meso and micro levels was seen as essential.

It is crucial that those who manage data understand its origins, while data collectors recognize how their work informs broader decisions.

The need to improve analytical skills of all educators has been emphasised in previous CDLs and it was raised again in CDL4. It was stressed by participants that *“analytical competence at all organisational levels is necessary, and leaders should be equipped to interpret and use data responsibly”*. They pointed out that *“it is vital that decision-makers understand the complexities inherent in educational data to support informed, equitable decisions and organisational development”*. This underlines the need for systemic national frameworks which include a professional development plan. There are many specific aspects of digital development needed with data handling, ethical and privacy issues, analytical skills, digital pedagogical and assessment approaches being only some of the specific areas to be addressed identified by participants across the CDL4s. This was summed up in one Country Report of CDL4 in the following way, suggesting that professional development opportunities should encompass three dimensions:

- *Technical (data tools, analysis software, AI, etc.)*
- *Pedagogical (linking data to instructional improvement)*
- *Contextual (adapting to local school realities)*

A professional development plan needs to also give consideration of the different types of digital skills needed by different educators across the systems. For example, it was proposed it should *“provide training in the use of various systems for different target groups, ensuring confidence and competence in system usage and digital tools*. The importance of a national plan that provides guidance, but enables flexibility locally was seen by participants across several CDL4s as essential for *“building a sustainable culture of data-informed learning and teaching”*. To achieve such diverse

professional development opportunities the participants suggested, *“collaboration with external specialists to ensure up-to-date and comprehensive capacity-building”*

Several of the CDL4s participants raised questions about students' digital skills, suggesting that students need support in understanding more about data use in general and *explicit instruction in interpreting educational data*”. The student participants in one of the CDL4s, highlighted the need for *“hands-on guided development and support for student to improve digital skills”* to enable them to handle, understand and interpret data meaningfully to improve their own learning.

The students reiterated the importance of support for the development of their digital skills for equity and inclusion reasons. They recognise not all students have the same opportunity to access digital platforms and tools at home. Some students recalled feeling *“overwhelmed when they first entered this school because they had little previous experience with educational technology”*. They pointed out that *“uneven digital readiness can make certain students feel less capable and raise anxiety”*. This highlights the importance of including the development of students' digital literacy in national frameworks and local plans.

An important point was made in one of the CDL4s that no matter how good a professional development plan is *“effective communication strategies are essential to ensure that training information and opportunities reach all educators”* and this should include students.

4.8. Suggestions for in-country dissemination of outputs and how best they can be used

In some countries Sessions 3 was used for further discussion of the recommendations and their comments have been included in the relevant sections above. Consequently, only 3 of the 5 partner countries reported the CDL4 participants suggestions for the dissemination of the Agile EDU outputs and provided some comments on how they might be used. Not all of the suggestions and comments from across the countries are reported here are many are specific to ‘in-country dissemination’ and would identify the country.

It was suggested that the dissemination of the Agile EDU project’s outputs, processes and findings should not be limited to sharing information but should aim to create an enduring culture of collaboration, capacity building, and innovation within schools. A multi-level integrated strategy aligned with the principles of the Agile EDU was proposed — combining accessible training, structured cooperation, and sustainable communication tools to enable that project outcomes are translated into daily educational practice.

It was recognised that to reach different audiences, dissemination should include targeted communication. The importance of engaging stakeholders through practical, visual, and participatory dissemination methods was emphasised to maximise the project’s impact, foster ownership, and support the long-term transformation of schools into data-informed, reflective, and agile learning communities. An important starting point for dissemination was identified as the

capacity-building of all stakeholders. It was suggested that all training and dissemination materials should be clear, visual, and accessible, including infographics, guides, and short videos that simplify complex concepts and promote a shared understanding of the 'data culture.' It was emphasised that dissemination efforts should lead to the development of policy guidelines at local, national and international levels, ensuring consistency in educational data practices and professional development.

A selection of the many suggestions from across the 3 countries reporting dissemination strategies are listed below.

- Dissemination through the National Agency for Education via website and newsletter
- Dissemination through national and local websites, social media and newsletters
- National digital seminars with municipalities
- Dissemination through the Agile EDU reference group
- Dissemination of specific relevant outputs (e.g., case studies) presented in different settings for school
- Pop-up learning labs in temporary spaces in schools, libraries, or community centres where people can interact with project tools hands-on
- Hackathons or design sprints - inviting teachers, students, and tech developers to co-create new uses of project outputs
- Peer-to-peer exchange: "teacher swap" days across schools to spread methods in practice rather than only through documents
- Influencer collaboration - engaging teacher-bloggers, on Instagram, or education podcasters to spread information outputs
- Development of an ecosystem of collaborative practice, including, Communities of Practice within and between schools to share mutual learning
- Online collaborative 'Dialogue Labs' providing spaces for reflection, exchange of experiences, and dissemination and co-creation of practical materials
- Inclusion of students and parents/caregivers in these spaces to ensure diverse perspectives.
- A digital repository hosting all relevant resources and materials for open access.
- Implementation and sharing activities should occur throughout the school year, with, for example, quarterly key-sharing moments to sustain engagement
- Combination of online and face-to-face events, including webinars, regional workshops, and national conferences showcasing real examples of project implementation
- Establish inter-school sharing networks through digital platforms, supported by the Teacher Training Centres
- Host a national conference to disseminate conclusions and best practices, complemented by a public, open-access platform for ongoing engagement
- Schools could be recognized through an 'Agile EDU School Label', symbolising progress in implementing project recommendations and sustaining innovation

4.9. Suggestions for sustaining the multi-stakeholder learning community beyond the end of the Agile EDU Project

As in the Dialogue Session 3, in some countries Sessions 4 was used for further discussion of the recommendations and their comments have been included in the relevant sections above. Three partner countries reported participant suggestions for sustaining the learning community that had been developed across the series of Country Dialogue Labs.

The participants of one of the CDL4s suggested initiating a one-year pilot in which the Country Dialogue Lab (CDL) group would serve as a national reference group for data-informed practices, with meetings held once per term and an agenda set jointly by the group. The participants said that this group could receive updates from national stakeholders and decision-makers in the field of data use in education and exchange experiences between all the group participants.

In another CDL4, the participants agreed as part of the Future Classroom Lab network to continue meeting in future for dialogue on new developments related to the country theme and objectives in the Agile Edu project.

In the third country the participants emphasised the importance of establishing mechanisms to guarantee long-term sustainability and maintain active participation after the project's formal conclusion. They stressed the need to embed the learning community into in-country structures and practices to ensure its continuity. This they suggested requires:

- Formal recognition of teacher leadership
- Ongoing support from Teacher Education Centres
- Active and interconnected Communities of Practice
- Strong partnerships with universities, local communities, and the Ministry of Education
- International collaboration and programmes/projects to sustain engagement and innovation

The participants said through these coordinated efforts, the Agile EDU project could evolve from a time-limited initiative into a self-sustaining ecosystem of collaboration, professional growth, and educational transformation. To maintain 'momentum and visibility', the participants proposed the creation of 'Agile EDU Ambassadors' (teachers/educators who could promote the project's principles, share knowledge, and mentor peers within and across schools). These ambassadors and mentors could act as liaisons between schools, teacher education and training centres, and policy makers, fostering coherence and sustainability. They further suggested that sustaining the learning community could also involve creating joint projects and partnerships with schools in other countries, enabling the exchange of practices and mutual learning. Such international collaborations could extend the project's impact and promote a shared European 'vision' for data-informed and innovative education.

5. Stakeholder comments about the Country Dialogue Lab approach

Across the series of CDLs there have been positive comments about the Dialogue Lab structure and approach. In CDL4 further positive views were reported by the partner country organisers and coordinators.

For example, in one of the partner countries it was reported that strong engagement and satisfaction was observed with the Dialogue Lab approaches used in the four Dialogue Labs conducted. Each session aimed to bring a fresh take on the Dialogue Lab format, making it simultaneously enjoyable and meaningful. In addition they said, it was an exciting challenge to design a fun, creative, and experimental Dialogue Lab.

In one of the countries that held their CDLs online, they said the stakeholders emphasised that the Dialogue Labs serve as an effective platform for collaboration and active engagement, providing a valuable opportunity for open, constructive, and meaningful discussions. They appreciated the way these sessions facilitate the exchange of diverse perspectives and promote a shared sense of responsibility among participants. The experience was perceived as both stimulating and empowering, reinforcing participants' commitment to collective reflection and improvement. Moreover, many participants expressed strong interest in taking part in future initiatives, recognising the Dialogue Labs as an important opportunity for continuous professional learning and joint innovation in education.

Further, the Dialogue Labs reinforced the idea that building data literacy is not merely a technical task but a cultural and educational endeavour, requiring collaboration among teachers, school leaders, students, parents, and policy makers. Participants valued the opportunity to exchange experiences, clarify concepts, and co-create practical recommendations that can strengthen evidence-informed practices in schools and at policy levels. The discussion also highlighted a shared understanding that education systems do not need more data, but better integration, interpretation, and reflection on existing data to drive continuous improvement and inclusion. Overall, the Dialogue Labs were perceived as valuable opportunities for collective learning and policy dialogue, fostering awareness and shared responsibility for the ethical and transformative potential of data in education.

In the country that held CDL4 with only student participants, the country organiser said, the goal of students feeling comfortable and open to sharing their perspectives honestly and openly was achieved. The students felt pride and a sense of being heard after they were provided with the

context of the Agile EDU project and the purpose of the CDL4. The last words of this report express how the students felt about participating in the Dialogue Lab:

They felt proud to attend, and were amazed at how their opinion would be taken into account in a big European project and reach the ears of European Ministries of Education.

Appendix 1: Reporting Template for Country Dialogue Lab 4

COUNTRY REPORT for Country Dialogue Lab 4
<p>Name of country:</p> <p>Date of CDL4:</p>
<p>Total number of stakeholders participating in the CDL4:</p>
<p>Breakdown of stakeholders according to their gender:</p> <p>(e.g., male/female/non-binary)</p>
<p>Breakdown of positions of stakeholders participating in CDL4:</p> <p>(list those present in box and the number attending e.g. 2 student teachers, 2 teachers, 1 school leaders, 3 agency officials, 2 EdTech specialists, 1 software designer etc.) NB. Only list stakeholders who registered and participated in CDL4.</p>
<p>Participant comments on common themes arising from feedback from 5 countries for CDL2 and CDL3.</p> <p>List main points shared by each of the table groups about the common themes:</p>

Dialogue Session 1 of CDL4 : Feedback on selected recommendation(s) relevant to country focus.

State the selected recommendation(s) discussed:

State the reflective question(s) that framed the discussion:

List main points shared by each of the table groups in the plenary Feedback Section of Dialogue Session 1 of CDL4:

Dialogue Session 2 of CDL4: Feedback on selected recommendation(s) relevant to country focus

State the selected recommendation(s) discussed:

State the reflective question(s) that framed the discussion:

List main points shared by each of the table groups in the plenary Feedback Section of Dialogue Session 2 of CDL4:

Dialogue Session 3: Participant suggestions for in-country dissemination of outputs and how best to maximise their use

List main points shared by each of the table groups in the plenary Feedback Section of Dialogue Session 3 of CDL4 about dissemination strategies and how best to maximise the use of the project outputs and knowledge-base

Dialogue Session 4: Participants suggestions for sustaining the learning community beyond the end of the Agile EDU Project

List main suggestions for sustaining the learning community shared by each of the table group or by the participants in the plenary of Dialogue Session 4 of CDL4:

Add any additional feedback points that the stakeholders made beyond the main feedback points they made in each of the plenary feedback sessions in CDL4 (if any points are added provide the number of the Dialogue Session they relate to):

List any feedback points from the Stakeholders about the Country Dialogue Lab approach:

Any other comments you wish to add as the Country Coordinator of CDL4

Thank you for completing Country Report for CDL4.

Return to Alex Kirchberger (alex.kirchberger@eun.org) 2 weeks after CDL4 has taken place and no later than 15 October 2025.



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